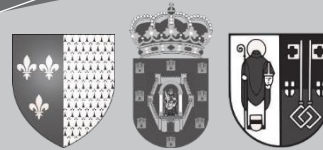




**HONORS PROGRAM IN  
FOREIGN LANGUAGES FOR  
HIGH SCHOOL STUDENTS**

INDIANA UNIVERSITY  
Bloomington



Brest Ciudad Real Krefeld



León Oviedo San Luis Potosí



Saumur St. Briec Valencia

# IUHPFL Staff Guidelines

## Summer 2011

IUHPFL

[www.indiana.edu/~iuhpfl/](http://www.indiana.edu/~iuhpfl/)

[iuhpfl@indiana.edu](mailto:iuhpfl@indiana.edu)

812.855.7957

# IUHPFL GUIDELINES FOR SUMMER STAFF

**Team spirit, cooperation, and a solid understanding of guidelines among the staff members play a crucial role in the success of the Honors Program. As such, all teachers should consult these guidelines before and during the Program.**

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# ORIENTATION IN BLOOMINGTON

Orientations for summer Programs take place on a Saturday in the spring and are mandatory for students, at least one of the students' guardians, and staff. Orientation is considered the first day in the IUHPFL summer abroad experience, thus final acceptance to the Honors Program is contingent upon the successful completion of Orientation.

The Orientation provides an opportunity for the instructors to do the following:

- Interact with students and guardians on a more personal level before departure
- Get to know better students of their particular Program
- Further explain to students Program logistics, format, and expectations
- Assess for the first time the students' ability level in the foreign language

Students will receive their course materials at Orientation, as well as an IUHPFL Pre-Departure Handbook.

Orientation consists of several sessions, including:

- A review of the Honor Code and Honors Program objectives for students and guardians by the IUHPFL Managing Director. At the end of this session, students will be invited to renew their pledge to the IUHPFL Honor Code. Guardians are also asked to sign the pledge in support of the Code. These signed pledges will remain in the IUHPFL office in Bloomington in case they need to be referenced.
- A session on Program logistics for both students and guardians by the onsite instructors, which outlines specifics for the individual Program, as well as a slide show briefly introducing the Program site and what a typical day looks like onsite.
- Team building sessions for students given by onsite instructors in both English and the foreign language to promote team unity and trust among the group of students and instructors.
- A session regarding communication with students and managing money for guardians given by the IUHPFL Managing Director.
- A session regarding health and safety abroad and helping students maximize the abroad experience for guardians given by the IUHPFL Managing Director.
- A session regarding Program expectations, circumlocution activities & activities in the foreign language, how to cope with homesickness,

culture shock, host family living, etc., for students given by onsite instructors with input from IUHPFL alumni.

- A session for students and guardians exploring opportunities at IU in foreign languages and cultural exchange beyond the IUHPFL experience.

While Orientation is mandatory for all students and at least one guardian, inevitably there may be conflicts for some students (SAT/ACT testing, academic or sporting events, etc.) that prevent them from attending the Orientation for their specific Program. In cases like these, students will attend a different Orientation, and will be encouraged to contact students and/or staff from their site for any relevant Program details that they may miss as a result of their absence.

The following information has been communicated to guardians by the Managing Director during the session re: Communication and Managing Money onsite at Orientation. Instructors will want to be familiar with its contents, as it contains information relevant to them:

### **COMMUNICATION WITH YOUR HONORS PROGRAM STUDENT**

Please thoroughly read the section ‘Communication with the U.S. While Abroad’ in the Pre-Departure Handbook on pages 31-32 well before departure and discuss it with your student.

#### **Correspondence with the IUHPFL office this summer**

- On page three of the Pre-Departure Handbook, you will find the e-mail addresses and phone numbers of the IUHPFL staff in Bloomington, Indiana.
- The emergency cell phone number for the Managing Director and the phone numbers for the onsite staff will be distributed to you via e-mail before departure.

#### **Correspondence with you this summer**

- If you plan to be away during the summer at any time, please e-mail the Managing Director and the student coordinator on your student’s Program site with the dates of your trip and a phone number at which you can be reached.

#### **Correspondence with your student abroad this summer**

- To encourage your student’s linguistic progress and cultural assimilation, we have instated the IUHPFL Honor Code, part of which is the Language Commitment. Among other restrictions, the Honor Code stipulates that communication with family and

friends is limited. The limits on communication can be challenging for students and parents alike, but having the parents' understanding and support of this issue prior to and during the Program makes a huge difference in a student's attitude and success with regard to the Honor Code.

- As mentioned previously, your student will be permitted to call you once upon his/her arrival to the host country. From that point on, phone calls should be made only under emergency circumstances.
- We strongly recommend that you not call your student directly at his or her host family's house, even if you speak the language of the host country. We urge you instead to communicate with either the onsite student coordinator or the Managing Director in Bloomington. If you call the onsite student coordinator, please take into account the time difference between where you live and the Program site abroad.
- Students are permitted to access the Internet for communication purposes one hour a week. We have asked students to use that hour wisely.
  - Ideally in their hour, your student will write to you and the rest of your family to let you know about their progress abroad. We recommend that you communicate with your student once a week by e-mail to encourage them to adhere to the Honor Code.
  - Encourage your student to form a group e-mail list before going abroad and to write group e-mails rather than individual ones.
  - Each week, the instructor fulfilling the public relations coordinator role will provide a brief update on the group via blog. In addition, a designated student blogger will provide a weekly update in the foreign language.
  - When e-mailing instructors, please keep in mind that they are quite busy while abroad preparing lessons, administering the Program, and tending to the group of students and host families. Additionally, they may not have access to a quick or reliable Internet connection every day. Keeping this in mind, please have realistic expectations of the time frame within which they are able to respond to you.
- In the past, some guardians and parents have sent handwritten letters to their students abroad. If you choose to do so, check with the post office for current rates. When sending a letter, make sure to use the complete address of the host family including the name of the country. Keep in mind that sending mail abroad can take a while.

- A suggested alternative to sending letters to your student abroad is slipping a letter in your student's suitcase (somewhere hidden, where they will find it when unpacking) letting them know you hope they arrived safely, etc., and encouraging them to make the best of their time abroad.
- We recommend that you not send packages. It is very expensive, takes a long time and often causes problems when going through customs.
- At some point during the summer we recommend that you write a simple letter of thanks or a postcard to your student's host family. A few words from you—even in English—will be greatly appreciated.

### Correspondence in crisis situations

What follows are a few hypothetical scenarios and how we would like to handle them, should they arise:

#### ***In the event of an emergency onsite...***

...your student or the onsite student coordinator will contact you. Your student has submitted three emergency contacts and their information to our office. Please contact our office as soon as possible should these emergency contacts and their information change.

#### ***If your child should sustain an injury, become ill or be hospitalized while abroad...***

...the student coordinator will inform both you and Managing Director of this scenario as soon as possible.

#### ***In the event of an emergency in Indiana (passing away of a relative, emergency surgery of a family member)...***

...please contact the Managing Director and inform her of how you would like to proceed. She will then contact the onsite student coordinator and proceed according to your wishes.

#### ***In the event of a logistical obstacle (ATMs not functioning for students, student loses wallet, etc.)...***

...please contact the onsite student coordinator either via e-mail or phone and have him/her be a liaison between you and your student, given that the student will not be able to call you and will only be able to access e-mail one hour a week.

## **MANAGING YOUR MONEY ABROAD**

Please thoroughly read the section 'Managing Your Money Abroad' in the Pre-Departure Handbook on pages 33-34 well before departure and discuss it with your student. Also, refer to the IUHPFL Payment Schedule

and Terms Agreement (part of Stage One materials). This document outlines what the Program Fees include and do not include and outlines the IUHPFL Withdrawal Policy.

## **Payment options when making purchases abroad**

There are several viable options when your students make purchases abroad. They are:

- **Cash:**
  - This is the easiest and most preferred method of payment for low ticket items.
  - Cash can be withdrawn with a debit card and 4-digit PIN. Be aware of international ATM charges.
  - We *highly recommended* that students arrive in the country with enough local currency to get through incidentals of the first week of the Program. We recommend ordering pesos or euros from a local bank before departure.
- **Debit card:**
  - This option is also widely accepted, though cash is still preferred for low ticket items. Again, be aware of international transaction fees charged for each purchase.
  - A debit card can also be used to withdraw cash.
  - We recommend you use your debit card at least once before you leave the U.S.
  - We recommend you contact your bank to find out their overseas ATM fees, their limits on withdrawals and if your ATM card will be accepted on your site.
  - Please discuss your student's debit card limit with him or her well before departure.
- **Credit card:**
  - This option is widely accepted, though cash is still preferred. Be aware that American Express is not accepted nearly as often as Visa or MasterCard.
  - We recommend you use your credit card at least once before you leave the U.S.
  - Remember that with any credit card purchase, there are bound to be international transaction fees. Check with your credit card company to see what those fees are.
  - A credit card also permits a cash advance—a fast and simple option when a student is in need of cash. However, it involves a fee and interest is charged.
  - Please discuss the credit limit with your student.
  - We recommended students carry a credit card as an emergency resource.
- What we ***do not recommend***: traveler's checks or bringing U.S.

dollars to the host country to exchange for local currency

## **Budgeting with your student**

We encourage students and guardians to come to an agreement on how much spending money they will be allotted throughout the Program. Make sure the limit of his/her budget is clear to your student *before the Program even starts*. Also make it clear to the student if he/she is permitted to ask for more spending money should he/she reach his/her budget limit before the Program ends.

Other important aspects of budgeting follow below:

- Make sure your student understands the current exchange rate. As of 3/30/11, the rate is:
  - \$1 USD= 0.7099 € (be aware that \$1 USD **does not** equal 1€)
  - \$1 USD=11.9 Mexican pesos
- A brief recap of what the Program Fees include:
  - Transportation within host country (depending on the Program site, your student may need to pay for his/her transportation out of pocket, but will be reimbursed weekly by the financial coordinator onsite)
  - Course manuals and instruction
  - Host family stay, including lodging and meals
  - Health insurance
  - Program-directed field trips and activities and Program-related memorabilia (i.e., t-shirt, magazine/journal, etc.)
- A brief recap of what the Program Fees *do not* include:
  - Meals on limited overnight excursions (two to three meals, \$10-\$15 USD each)
  - Personal expenses abroad such as souvenirs, gifts, postage, optional activities, etc., the estimated price range of which depends on student's individual needs or allowance
  - Optional field trips and activities that are not part of the Honors Program curriculum
  - This list is not exhaustive!
- What some things cost on your student's Program site...

## **If your student runs out of money...**

If your student runs out of money, there are several options to fall back on:

- You can transfer more money into his/her account so that he/she can access it with his/her debit card.
- You can send money via Western Union. The name on the money

order needs to match the student's name exactly as it appears on his/her passport.

- If the student is carrying a credit card, he/she might have the option to use it to withdraw cash depending on the card.

### **Some last important reminders**

Please remember to keep the following in mind:

- Per Indiana University policy, the IUHPFL staff **is not permitted to lend students money** for purchases large or small. This means neither onsite coordinators nor instructors are able to lend students money for any purpose. It is for this reason that we suggest a student carry a credit card abroad.
- Contact your bank before going abroad to:
  - make them aware of the dates of your student's trip abroad
  - ask them what international transaction fees your student can expect to incur upon making withdrawals or purchases abroad

The following information has been communicated to guardians during the session re: Health and Safety while Abroad & Maximizing the Abroad Experience at Orientation. Instructors will want to be familiar with its contents, as it contains information relevant to them:

### **HEALTH AND SAFETY WHILE ABROAD; MAXIMIZING THE ABROAD EXPERIENCE**

Please review the Agreement and Release form and the Statement of Medical History with your student before departure. It is of utmost importance that you and your student disclose all relevant health information to the IUHPFL office. Please contact us if your student's medical needs change before departure.

Visit our website to read about your student's complete coverage with HTH Worldwide Insurance.

Read and review with your student pages 22-24 and 34-38 of the IUHPFL Pre-Departure Handbook. These pages specifically cover the topics of health and safety while abroad.

### **Health while abroad**

For more information on health abroad, visit the Centers for Disease Control website at [www.cdc.gov/](http://www.cdc.gov/).

- Most students remain healthy while abroad, but in the event of an

illness or injury, each of the Honors Program's cities abroad has qualified and reliable doctors. Students should not hesitate to visit a doctor if necessary.

- If a student visits the doctor or is hospitalized, medical bills must be paid up front by the student. The IUHPFL onsite staff is not permitted to lend students money in such situations.
  - The student can be reimbursed by the insurance company provided he/she fills out the Insurance Claim Form provided by HTH and provided the student keeps all documentation from medical treatment (including an itemized bill from the doctor's office/hospital, signed prescriptions, receipts from pharmacies, clinics, etc.) to send them to the insurance company with the claim. Without documentation, the insurance company cannot issue reimbursements.
- In addition to the HTH Insurance card your student will receive, please make sure that your child has an identification card or other documentation from your health insurance company as an added precaution.
- Should your student be traveling independently before or after the Honors Program session ends, it is important to know that he/she will not be covered by HTH insurance during that time. The student is only covered by HTH for the duration of his/her Program session.
- Remember that emotional health abroad is just as important (if not more) as physical health.

## **Safety while abroad**

For more information on safety abroad, visit the U.S. Department of State website: <http://travel.state.gov>

- When traveling abroad U.S. visitors are generally safe and are not singled out or targeted based on their nationality, but rather for "looking like a tourist." Americans tend not to experience crime in any large numbers. This does not mean that U.S. students abroad are immune from crime. Most of the crimes committed against U.S. tourists and visitors fall in the category of petty theft, such as pickpocketing and purse snatching.
- The following are some general tips for safety abroad that you can share with your student:
  - Adhere to the Honor Code.
  - Be attentive to your surroundings and always keep control of your personal items.

- Utilize your ‘street smarts.’ Take the precautions you take at home, as well as new ones.
  - Use the ‘buddy system’ and never go anywhere new or unfamiliar alone. Whenever outside the presence of the instructors or host family, socialize in groups of at least three students if possible.
  - Keep a low profile during political events abroad that may be anti-American in nature. At such times, avoid places that attract Americans.
  - Carefully consider your appearance; dress to fit in with the local culture. Behave appropriately while in public, without calling attention to yourself.
- Before your student travels abroad, we encourage you to make copies of all of his/her forms of identification (passport, license), as well as copies of his/her debit cards and credit cards. We also encourage you to keep copies of all of the paperwork you have submitted to our office to have on hand.
  - Before departure, the IUHPFL office registers students on each Program site at the host country’s U.S. Embassy.
  - ***While the IUHPFL office can provide information about health and safety issues, we cannot eliminate all risks from a study abroad environment or ensure that U.S. standards of due process will be applied in legal proceedings outside this country.***

### **HELPING YOUR STUDENT TO MAXIMIZE THE ABROAD EXPERIENCE**

As a guardian/parent, your attitude towards your student’s trip abroad will greatly affect your student’s attitude towards going abroad. Share with us in the goal of trying to make your student responsible and accountable for his/her actions abroad, and of truly ‘owning’ this experience. Please read and review with your student the IUHPFL Pre-Departure Handbook, pages 38-43, before departure.

A few tips for guardians to help their student to maximize his/her trip abroad include:

**Help your student identify his/her expectations for the Program.** Discuss with your student what his/her goals are for the Program—linguistic, academic, personal, and otherwise—and help your student develop a plan for achieving those goals. If your student starts the Program with a real sense of purpose, he/she is more likely to maximize participation.

**Educate yourself about the host country and specific Program site.** The more you know about your student's site and Program, the more secure you will feel with your student studying there. The more secure you feel, the more likely you are to let go of your student.

**Share in your student's excitement for the country's language and culture.** Support your student's efforts to want to study abroad, as it is an eye-opening experience for both them and you.

**'Let go, let grow.'** Allowing your student to study abroad involves a certain amount of letting go on your behalf. To ease the letting go process, talk with other parents who have had students previously study abroad and try to prepare for the emotions they shared with you. Help your student to understand that he or she is to be held accountable for his or her actions while abroad. This will be good preparation for your student to go off to college!

**Prepare for re-entry into the U.S.** Expect to find your student changed in ways large and small upon return to the U.S. Coming home, however, can represent a huge challenge to the student who has just spent time abroad in a country learning a language and culture that is not native to them. Students and guardians alike should take as much time and thought into preparing for re-entry into the U.S. as they spend preparing to leave for the host country. Be sensitive to the possibility that your student will likely experience 'reverse culture shock' upon his or her return home.

In particular, some of his/her struggles upon re-entry to the U.S. might be:

- Speaking English
- Re-assimilating to the home culture
- Uncertainty of how to deal with increased maturity and independence
- Rollercoaster of emotions: mixed feelings of joy, elation, sadness, depression, being overwhelmed

(adapted from "Top Ten Study Abroad Tips for Parents" article on [iepassport.org/](http://iepassport.org/))

## **STAFF RESPONSIBILITIES**

Staff members share the responsibilities of administering the Honors Program both abroad and prior to departure. The close cooperation not only among instructors, but also among instructors and onsite coordinators is the key to a smooth operating Program on the ground.

Additionally, clear and consistent communication with the IUHPFL Bloomington staff plays a decisive role in the success of the Program.

All IUHPFL are created equal. That is to say that no one instructor has more authority than another. IUHPFL instructors should strive to achieve equality in every aspect, including equality in addressing students, disciplining students, attitudes towards other instructors and decision making.

### **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 Honors Program. Instructors should also be equally visible in afternoon activities and optional activities. If students see that all instructors address students, then they will perceive the instructor team as a united front and understand all instructors are to be treated equally.

This equality in addressing students should start at Orientation in Bloomington, and continue throughout pre-departure and the end of the Program.

### **Equality in disciplining students**

Students should see all instructors in a disciplinary role. Likewise, all instructors should enforce the Honor Code equally.

Ideally, every disciplinary decision should be made by all instructors, time and circumstances permitting.

If a student discipline issue needs to be addressed, it should be done so with the student privately. If time allows, decide among team members who should be the enforcer. It is recommended that two instructors speak with the student privately. When deciding who should speak with the student(s) involved, consider the following:

- Which instructor was directly involved with the student?
- Which instructor is the student's support group leader?
- Which instructor has the best rapport with the student?

### **Equality in attitudes towards other instructors**

How instructors treat one another will be a cue for students as to how they treat instructors. This means that instructors should treat each other fairly, with respect, and as equals. In theory, students will follow suit.

Instructors should refrain from correcting other instructors (both in terms of grammar and in content) and cutting off other instructors in front of students. Instructors correct other instructors' grammar is particularly relevant if there is a mix of non-native and native speakers on the instructor team.

Group cohesion among the students starts with group cohesion among the instructors first. The importance of instructors working well in a team should not be underestimated for this reason.

## **Equality in decision making**

When making decisions abroad, whether it is regarding the Program class schedule, calendar of events, the Honor Code, discipline of the students, changing in student housing, etc., there are a few important principles to keep in mind:

- Preserving Honors Program students' safety and well-being should be the guiding factor in decision making. Of course, other factors may affect decision making (host families feelings and relationships, the activities calendar, the class schedule, etc.), but the Honors Program staff both onsite and in Bloomington is always to act to preserve students' safety and well-being.
- It is important to consider the implications any decision will have for the students, the instructors, the onsite coordinator, the host families, and the general flow of the Program.
- Honors Program instructors have many lines of support in decision making; they are not alone:
  - 1<sup>st</sup> line of support: fellow instructors and onsite coordinator(s)
  - 2<sup>nd</sup> line of support: IUHPFL staff in Bloomington (primarily the Managing Director)
  - 3<sup>rd</sup> line of support: OVPIA, the office to which the IUHPFL staff reports (by means of Managing Director)

The general process by which decisions should be made abroad is outlined below:

- Onsite instructors should discuss the situation openly among themselves, consulting their resources (staff guidelines, onsite coordinator, student paperwork, Oncourse, resources online, etc.) and exploring all viable options and the potential ramifications of those options.
- If the staff is able to agree on a feasible and sound solution, the staff should go forth with their decision and inform the Managing Director

of it after the fact. If the staff cannot agree on a solution, or determines that further input is needed before making a final decision (i.e., the ramifications of the decision could be very impactful for this summer's Program/future summers in a particular Program site, the ramifications could damage the reputation of the Honors Program, instructors do not feel well suited to make the decision, etc.), then they are encouraged to contact the Managing Director. If necessary, the Managing Director will seek out the counsel of the relevant OVPIA staff to aid in the decision making process.

### **The role of veteran versus non-veteran instructors**

Veteran and non-veteran instructors are equally valuable to the Honors Program and in following with the principles stated earlier they are to be treated as equals.

The advantage that veteran instructors bring to the Honors Program is that they know how things worked in previous years and can draw from that experience. This does not mean, however, that an instructor team has to base its decision making on what was done previously, as there is always more than one way to resolve an issue.

The advantage non-veteran instructors bring to the Honors Program is that they have a new perspective on the Program and may offer solutions to problems from a different point of view. Non-veteran instructors are likely to think outside the box as they have no previous point of reference for the Program.

When it comes to decision making, veteran instructors should be careful not to assume decision making roles by default simply by virtue of having done the Program before. Instead veteran instructors should comment on how similar situations were resolved in the past, and be open to discussing new ways non-veteran instructors may suggest to resolve the issues if necessary.

### **The following responsibilities apply to *all* onsite instructors:**

- To read, consult and follow Staff Guidelines.
- To have a basic understand of each instructors' administrative role within the Program.
- To understand per diem and basic financial procedures; if unsure of these procedures instructors should consult the Financial Coordinator for further clarification.
- To read and consult the Knowledge Base/Log Book for their individual Program site.

- To remain in the study town for the duration of the Program, with the possible exception of short trips when no classes or activities have been planned for the group and only with the consent of other instructors. Should a staff member take a short trip, he/she must be able to be reached in case of an emergency. At least two staff members should remain onsite at all times.
- To agree not to host friends or relatives on premises used by the Program, neither in the study town nor on excursions.
- To monitor the students' abidance by the IUHPFL Honor Code and the students' adjustment to the host families, to the study Program, and to the culture in general. To that end, staff members should understand thoroughly the Honor Code and follow the Honor Code in the presence of the students.
- To enforce the Honor Code equally with all students.
- To enforce the Honor Code equally among one another.
- To carry the address and phone list of the students' U.S. guardians, as well as the address and phone list of the students' host families.
- To carry the Informational Index Cards (IIC) of each student on their Program site. The IIC summarize each student's medical information and also lists the student's three emergency contacts.

As mentioned previously, all Honors Program instructors are created equal. Each instructor's administrative role carries the title of 'coordinator,' to reflect the flat hierarchy of the onsite staff. For that reason, the onsite 'coordinator' carries a similar title.

The execution of each instructor's administrative role is crucial to the success of the Program. In the event that 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 are asked to step in to fulfill the role.

Though the Financial Coordinator is the instructor responsible for administering the budget and ensuring that IUHPFL financial procedures are followed, there are several financial procedures worth highlighting here for all instructors. These procedures were outlined by Judy Rice, the IUHPFL Fiscal Officer, during the second instructor training session.

### **Financial procedures relevant to all IUHPFL instructors:**

- Per Indiana University policy, neither of the Program cell phones should be used to make or receive personal calls.
- Individual hospitality expenditures (gifts, birthday cards, birthday presents, etc.) must each be under \$9 USD. Gifts for onsite

coordinators will be purchased in Bloomington and mailed to Program sites abroad.

- Hospitality expenditures for parties (host family meeting, farewell party, etc.) should be kept to a minimum. Per Indiana University policy, no alcohol may be purchased for these (or any IUHPFL) events. Along similar lines, no alcohol should be purchased as gifts.
- Financial Coordinators (or other staff members) will no longer distribute cash to or collect cash from students for meals during overnight excursions, t-shirts, photos, or entrances to museums or movies.
- Onsite staff (this includes instructors and onsite coordinators) are not to lend students their personal funds.
- In the event of an unexpected or emergency situation in which any of the instructional staff would need to make personal purchases (an overnight stay at a hospital with an ill student, for example), the instructor, if at all possible, should use his/her personal funds to cover the cost and be reimbursed at the conclusion of the Program. Always consult with the Financial Coordinator if possible in these situations, who will then consult with the IUHPFL Bloomington staff.
- Instructors should consult the Instructions for Advanced Per Diem (to be found on Oncourse and also outlined at the second training session) as well as the Advanced Per Diem spreadsheet and Instructor Meal Calendar specific to their Program (to be found on Oncourse) to be sure they understand how their per diem is to be allotted and the source of each of their meals. If the source of instructor meals differs from what is on the Instructor Meal Calendar, the Financial Coordinator is asked to make that notation and share the information with the IUHPFL Managing Director.

### **Student coordinator (SC):**

The Student Coordinator is the Program's representative with respect to all student-related matters. The SC acts as the immediate contact for U.S. host parents, for host families and for the Bloomington staff while abroad. He/she sees to it that issues are addressed concerning the performance and well-being of the students inside and outside of the classroom. The SC, with the help of all staff members onsite, monitors the students' adherence to the Honor Code.

- The SC carries one of two Program cell phones so that he/she can be reached at any time by the students, onsite coordinator(s), host families, U.S. parents or IUHPFL Bloomington staff. ***The SC's phone is the only phone that should be used to make long distance calls.***

- The SC works in close cooperation with the onsite coordinator(s) of the Program and should immediately communicate to the onsite coordinator any serious incompatibilities regarding a student and his/her host family. In the event of a serious student incompatibility with the host family, the SC is to place the student in another family with the help of the onsite coordinator (and consultation of the Managing Director if necessary). He/she then informs the IUHPFL Bloomington staff and the student's family in the U.S. of the host family change and its motives.
  - The SC should be in frequent contact with the onsite coordinator(s) to get feedback from them from the host families as well to keep them up to date re: programmatic and logistical happenings.
- The SC emails a *brief* weekly report, with the help of the other onsite coordinators, to the Honors Program Managing Director to keep her up to speed about relevant goings-on in the Program site. The template for the weekly report will be uploaded to Oncourse before all group departures. The purpose of the weekly report is simply to keep the Managing Director up to date in case any parents contact the IUHPFL office regarding matters that are taking place onsite.
  - In preparing this brief weekly report, the SC should call an instructor team meeting to get the input of the other coordinators before sending the report to the Managing Director. The report should include brief comments about the following:
    - Students' adherence to the Honor Code
    - Students' assimilation to the Program, host family and culture in general
    - Relations with the onsite coordinator(s)
    - Team relations
    - Classes, excursions and afternoon activities
    - Any other relevant issues
- The SC organizes the orientation onsite, always with the help of the other staff members.
- The SC leads the preparation of the final evaluations and is responsible for completing them and submitting an electronic copy of them to the IUHPFL office by **August 8<sup>th</sup>, 2011**. The IUHPFL office will print out hard copies to mail to the students for the SCs to sign.
- The SC is responsible for bringing back to Bloomington the following materials:
  - final evaluations (electronic copies)
  - host families' evaluations of student (hard copies—there will be two)
  - Program cell phones
  - Program laptop (if taken) or Program jump drive

- Statement of Medical History Forms, Informational Index Cards, and Emergency Contacts forms (if not distributed to the students) as they contain sensitive information about the students
- Passport Copies as well as master list of Passport Numbers (if not distributed to the students), as they contain sensitive information about the students
- Note: the SC may delegate the bringing back of these materials to another staff member who is willing.

### **Financial Coordinator (FC):**

The Financial Coordinator is the Program’s representative with respect to all finance-related matters. The FC accepts responsibility for the budgeted funds in his/her Program’s bank account in Bloomington and onsite (the only Program with an onsite bank account is San Luis Potosí—there is no IUHPFL account onsite in Mérida). The FC is responsible for initiating proper payments for goods and services on behalf of the IUHPFL during the summer Programs, the reconciliation of expenses at the conclusion of the Program, and for insuring compliance with relevant Indiana University policies.

- The FC is responsible for communicating to all instructors onsite the policies and procedures of the Program specific revolving funds and per diem allocations. All instructors have received basic information about IUHPFL financial procedures from IUHPFL Fiscal Officer Judy Rice at the second instructor training session.
- The FC administers the Program budget set for each expense category and maintains a complete record of all financial transactions according to the format prescribed by the IUHPFL’s budget administration guidelines. Before making any decisions that may drastically affect a change in the proposed budget, the FC is asked to consult with the Managing Director of the IUHPFL.
  - The FC should always consult his/her FC instructions, which were outlined at the FC meetings in the spring and can be found on Oncourse. Whenever in doubt of how to handle a financial issue, the FC should e-mail the IUHPFL Bloomington staff with any questions.
- The FC submits the necessary weekly reports via e-mail to the IUHPFL financial representative, Cindy Tirey, as outlined at the FC meetings.
- The FC is responsible for ensuring that host families receive their payments and obtaining their signatures upon handing their payments to them.
- Ideally, the FC makes all necessary purchases onsite, following the guidelines given to him/her at the FC meetings.

- The FC is to work closely with the Logistics Coordinator in updating the Knowledge Base with pricing details for museums, meals, and any other expenses relevant to activities and excursions.
- The FC is to work closely with the Public Relations Coordinator in purchasing birthday presents for students and any allowable hospitality expenses onsite, etc.
- The FC may be called upon to obtain paperwork from vendors abroad to facilitate international transfer payments from IU Bloomington.
- Once the FC returns to the U.S., he/she should convert any euros or pesos remaining (the amount should be minimal) into USD upon arrival to the U.S. It is advisable to make this cash conversation at the airport. A receipt must be obtained to show the exchange rate of the conversion.
- The FC is responsible for bringing back to Bloomington the following materials:
  - His/her Visa IU Meeting (credit) card
  - His/her debit card tied to the Bloomington First Financial account
  - All *original* receipts (including the Visa meeting/credit card receipts) of expenses filed away by week in the coupon holder that was provided at the FC meetings
  - Any leftover cash on hand that is converted by them into USD with a receipt showing the exchange rate
  - A list of host family signatures indicating host families received their payments

### **Logistics Coordinator (LC):**

The Logistics Coordinator is the Program's representative with respect to all logistics-related matters. He/she is responsible for confirming all travel arrangements, including flights to and from the Program site, as well as for excursions. The LC is responsible for the planning and timely execution of tasks (i.e., exams, evaluations, etc.), activities and excursions.

- To ensure organization among the onsite staff, the LC prepares a weekly calendar of tasks and activities for the rest of the staff.
- Given the organizational nature of the LC's job description, he/she will be carrying a second Program cell phone. ***This cell phone is for in-country calls only and should be used primarily to make arrangements for excursions and to use on excursions to locate other instructors. It is not to be used for long distance calls.*** This cell phone should be purchased once the instructors arrive onsite if need be—in some cases it may have been purchased prior to the instructors' arrival or the previous year. It should be a pay-as-you-go cell phone (not a phone that requires a

contract), to which you can add money throughout the Program. If the phone needs to be registered to a client, it is advisable to register the phone in the onsite coordinators' name as instructor teams potentially change every year.

- The LC plans the daily meetings with the other members of the staff in order to discuss the activities of the day, upcoming excursions, any announcements that need to be made, topics of the support groups meetings, etc. Instructors need to be flexible about when these meetings occur, as daily life on-site can be unpredictable and meetings may need to be in the evening (perhaps even late).
- The LC leads the preparation of the following:
  - Exams to be given at the beginning and at the end of the Program
  - All Program evaluations (self-evaluations, evaluations students do of the Program, the evaluations the host families do of the students, etc.), except the Final Evaluation. The Final Evaluation is to be led by the SC.
  - Host family meetings
- The LC plans the itinerary for the excursions with the input of the Culture instructor and is responsible for communicating with the onsite coordinator to make or ensure travel arrangements for the excursions.
- The LC keeps and updates the Knowledge Base, or KB, (formerly 'Log Book') of the Program. The KB should *complement* the Guidelines and should include *what is specific to the particular Program site*. The KB will be used for future Programs, thus should be detailed enough to guide an instructor who has never done the Program before. Information that should be kept in the KB includes, but is not limited to:
  - Names, addresses, and phone numbers of the onsite coordinators, schools, residences, instructor lodging, bus companies, physicians, newspapers, etc.
  - Description and use of school premises, sports facilities, cafeterias, etc.
  - Procedures for activities specific to each site (4<sup>th</sup> of July party in some sites, visit with the mayor, city tour, etc.)
  - Itinerary for each excursion, including the meeting points on days of excursion, the timetable for each excursion, any costs incurred on excursions, 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 summer
  - A list of the individuals invited to the farewell party
  - Inventory (list) of materials left on 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)

Note: though the LC is responsible for updating the KB, ***all instructors*** are responsible for being familiar with the content of the KB.

- At the end of the Program, the LC supervises the inventory and packing of the materials left onsite. With the help of the onsite coordinator, the LC finds a space to store any materials left onsite. 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.
- The LC is responsible for sending an electronic copy of the following to the IUHPFL Bloomington staff by **August 8<sup>th</sup>, 2011:**
  - Knowledge Base
  - List of test scores from both exams (initial exam and exam done at the end of the Program)

### **Public Relations Coordinator (PRC):**

The Public Relations Coordinator is the Program's ambassador onsite and also the Program's second point of contact for host families and US families. The PRC takes the initiative in communicating directly with the directors of the classroom facilities as well as other facilities used by the Program, such as the staff residences, cafeterias, sports facilities, etc.

- The PRC organizes the visit to the mayor's office. The PRC should consult the previous year's Knowledge Base and/or onsite for how to do so.
- The PRC calls local journalists who should be invited to write a story about the students' stay in the Program city. The PRC should also call journalists to attend official Program events, including the visit to the mayor's office and the farewell show.
- The PRC is designated to write an e-mail to the U.S. families as soon as possible upon safe arrival to the Program site. Additionally, the PRC is to communicate weekly with U.S. families, informing them of the students' activities, excursions, and any other relevant news. This communication should happen via blog. The PRC should post a weekly message with at least one group photo (with all students present) included.

- 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, kept by the LC.
- The PRC notes any changes of a student's host family on a master list of host families and should continually update the host families' phone and address list. The master list of host families should be added to the Knowledge Base. *It is the SC's responsibility, however, to inform the IUHPFL Bloomington staff and U.S. family immediately of any change in a student's host family.*
- The PRC is the primary planner of the farewell show. He/she begins to make preparations for the farewell show the fourth or fifth week into the program. The PRC drafts a message for the farewell show invitation, as well as puts together the written program and the emcee's script for the farewell show.
- If a magazine and/or t-shirt is traditionally done on site, the PRC coordinates their production. In the case of t-shirts, the PRC organizes the submission and voting of t-shirt designs, as well as takes the design to the local shop to negotiate a price for the production of the t-shirts (the FC, however, should be the one to purchase the t-shirts, which are now included in the Program Fees; in other words, students do not have to pay for t-shirts out of pocket). With respect to the magazine, the PRC organizes the submission of entries and takes the original hard copy of the magazine to a local shop to reproduce copies of the magazine for the host families. The PRC brings the original hard copy with him/her back to Bloomington so that copies can be made for all students of the Program as well as instructors.
- The PRC is to have a first aid kit available during classes as well as to carry during the excursions and sport activities.
- The PRC is responsible for bringing back to Bloomington the following materials:
  - Original copies of any newspaper articles written about the students' stay on-site
  - Program from farewell show
  - A Program t-shirt
  - A group photo (this can be submitted electronically)
  - Hard copy of Program magazine so the IUHPFL office can duplicate the magazine for students, as well as one finished copy of the Program magazine

### **Onsite Coordinator (OSC) responsibilities:**

The following responsibilities are set forth in the OSCs' contract for

services, an agreement that IUHPFL OSCs must sign in order to work with the Honors Program.

- Coordination and selection of host families for students in the Honors Program. Onsite Coordinator will be provided student biographical information and will utilize this data to select a suitable placement with a host family.
- Interview and approve host families for student placement. Onsite Coordinator 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.
- Provide orientation and outline program policies and procedures for host families. Onsite Coordinator will organize, plan, and conduct the orientation based on the Honors Program policies. The purpose of the orientation is to outline expectations of the host families, answer questions, and provide guidelines for their role in the Honors Program.
- Oversight, dispute resolution and secondary placements. Onsite Coordinator will be responsible for oversight of host families and mediating issues between students and hosts. If the issues cannot be resolved, the Onsite Coordinator will provide another host family assignment for the student. Onsite Coordinator will assist with moving and transitioning the student to the secondary placement family.
- Coordination and reservation of classrooms, food services, lodging for instructors, access to sports facilities, and student transportation. Onsite Coordinator will secure all of the aforementioned items in consultation with the Honors Program Director. As requested by the Honors Program Director, the Onsite Coordinator will assist in securing invoices or other documents needed in order for Indiana University to make payments for the above expenses in compliance with University payment procedures.
- Coordination and planning of excursion trips. Onsite Coordinator will work with the Honors Program Director to arrange transportation, lodging, and assist Honors Program personnel with confirmations for all excursions in the host country.
- Meetings and Honor Program staff support. Onsite Coordinators will be responsible for attending staff and host family meetings and may be asked to assist in preparation of receptions, and provide support to Honors Program staff as needed.

## **IUHPFL Bloomington Staff Contact Information**

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

### **Stephanie M. Goetz**

Managing Director  
swoody@indiana.edu  
Office: 812-855-7957

### **Cindy Tirey**

Administrative Assistant  
cksims@indiana.edu  
Office: 812-855-5241

### **Annette Oppenlander**

Administrative Assistant  
oppenlaa@indiana.edu  
Office: 812-855-5186

The best form of communication with the Bloomington staff is via e-mail. The staff will do its best to return e-mails within 24 hours however if there is a time sensitive matter that needs the staff's immediate attention, it would be best to contact the staff via Skype or office telephone.

To keep the Program cell phone calls to the U.S. to a minimum, instructors are encouraged to Skype the Managing Director, or call her office number during office hours, at which point she will call you back immediately. The Bloomington staff can be reached by office telephone during office hours (9:00 a.m.-5:00 p.m., EST).

***The IUHPFL Managing Director will be carrying an emergency cell phone for the duration of the summer Programs. The onsite staff and U.S. parents will be informed of this phone number pre-departure, once the number is determined. The emergency cell phone is reserved for time-sensitive weeknight and weekend calls during which the office is not open. If you are trying to reach the Managing Director during regular office hours, the best way is via office line at 812-855-7957.***

## **BEFORE DEPARTURE**

Students and staff who are U.S. Passport holders have already been registered with the U.S. Embassy in their respective host countries before departure. Those students who are not U.S. Passport holders have been informed that they are to register themselves at their country's embassy in their respective host countries.

For information on how to register with the U.S. Embassy, visit the following website:

[http://travel.state.gov/travel/tips/registration/registration\\_1186.html](http://travel.state.gov/travel/tips/registration/registration_1186.html)

The contact information for the U.S. Embassy in the countries in which the IUHPFL operates follows:

### **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/index.html>

### **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/eng/main.html>

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/index.html>

**Spain:**

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

## **DEPARTURE AND AIRPORT CHECK IN PROCEDURES**

All students and staff can find their specific Program's flight itinerary in the IUHPFL Pre-Departure Handbook. Instructors and students will receive an e-mail prior to departure that has each student's domestic travel plans, as well as the group flight information and the travel plans of any students deviating from the group.

If departure for your study town is from Chicago (all European programs), it is ideal for at least one staff member to be in Chicago and another in Indianapolis. If circumstances are such that all staff members are flying from Indianapolis to Chicago, it will be necessary for a few staff members to report to the check in counter in Chicago to help check in the remaining students who have not traveled from Indianapolis.

Because of bad weather common in early June, flights from Indianapolis to Chicago may be cancelled. To ensure that all staff members and all students are aware of each other's whereabouts, the IUHPFL office staff will distribute a master list of each student and instructor's travel itinerary, which will include cell phone numbers of all individuals. Staff members should have this list of students with them at all times while at the airport.

At the airport, all staff members should assist in welcoming students and parents and in helping the students get in line to check-in. It is recommended to tell the students that they should be able to give an accurate description of their luggage in case a piece should be lost, and to make sure that their luggage bears a tag that displays their name very clearly.

It is best for the staff members to have their personal luggage checked in first so as not to have to worry about it while they remain at the counter

with the students.

As soon as students start arriving, they should form a line at the designated airline check-in counter while a staff member approaches a ticket agent and requests that one counter be assigned for the group. Since mostly electronic tickets are now used, students will need only to show their passports to check in. ***Staff should advise students to keep their electronic ticket receipts with them.***

After check in is completed, students should be reminded to put their passports and tickets safely away. Students and instructors should then proceed through security together if at all possible. If it is not possible for students and instructors to go through security together, instructors should remind students of the boarding time of the flight and the flight's gate number.

When all students and staff have arrived at the gate, instructors should line up students and take roll call, making sure all students are accounted for before boarding.

Once on board, the staff should recommend that students practice with each other in the foreign language. The staff is encouraged to make an effort to interact with students during the flight in the foreign language. Students should be reminded that the Language Commitment officially goes into effect as soon as they land in the 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 the contact address for them while abroad. If students do not have the address of their host family on hand, then they should list the address of the school facilities or the instructors' lodging on their Program site.

It works out best if each team of instructors communicates amongst themselves as often as need be to determine their course of action for checking in students and meeting them at the airport. Ideally, the course of action should be shared with Program students at the Orientation in Bloomington.

## **ARRIVAL**

Upon arrival to the host country, it is advisable to make an announcement to the students before they deplane that they must have their passports ready for passport control. ***Remind the students to take every precaution against losing their passports.***

If at all possible, it is recommended to have a staff member at the front of the group and another at the end while going through customs to assure all students are accounted for. The students and instructors should try and remain together while going through customs, should a student have any problems.

Next, students will need to retrieve their luggage, at which point it may be useful to obtain luggage carts. If a piece of luggage has not arrived, a staff member and the student in question should take care of the matter immediately.

Once students and instructors have claimed all luggage and exited the baggage claim area, locating the bus is the next challenge. Ideally, the driver will have a sign that will attract the attention of the staff. In any case, instructors should know the name of the bus company (which is listed in the previous year's Knowledge Base). On certain Program sites, a local staff member accompanies the bus driver.

When all students, instructors and luggage are loaded on the bus, the students should be assigned numbers by a staff member (in the same order as the alphabetized list), if this has not been done at the Orientation in Bloomington. Students should remember these numbers, which will be used thereafter for taking roll call of the students quickly whenever they have to gather for any trip or activity: each student calls his/her number in turn.

After instructors have taken roll call and found all students are accounted for, the team then departs for the Program site. It is advisable for a staff member to call the onsite coordinator to let him/her know that the team has departed for the Program site, and to give the onsite coordinator a rough estimate of the estimated time of arrival of the team to the Program site. At this point, the staff should collect the students' passports, which the SC will keep for the duration of the Program. Students can ask for their passports if they need them for any reason and will return them immediately afterwards to the SC. ***Mérida students also need to keep the tourist cards that they receive on the plane and that will be stamped at passport control; they will need these cards to exit the country.***

The bus ride to the Program site is a good opportunity for the instructors to remind students of the schedule of the first few days of the Program, as well as to suggest ways for them to combat jetlag. It is also an opportune moment to give the students a pep talk preparing them for meeting their host families. ***Mérida students will be picked up by their host***

## *families at the airport in Mérida.*

### **Stopping for Lunch or Refreshments on the way to the Program site from the airport**

*This is generally not necessary for Krefeld, as the bus ride from Dusseldorf to Krefeld is quite short, or for San Luis Potosí or Mérida, as the Program will now be flying directly into the San Luis Potosí and Mérida airports.*

On certain Program sites, previous arrangements should have been made by the onsite coordinator in conjunction with the bus driver to stop and eat at a restaurant or cafeteria, and that information should be communicated to the instructors via the bus driver. For other Program sites with shorter bus rides, a stop will be made at a roadside cafeteria for snacks and beverages.

It will have been discussed with IUHPFL Financial Coordinators that payment for these stops can be made by the IUHPFL Visa meeting (credit) card or by cash. FCs are advised to withdraw cash from an ATM at the airport with the debit card in their names, which is tied to the Bloomington bank account for their respective Programs, for this purchase.

**NOTE:** It is important to remember to tip the bus driver at the end of the journey. Cash should be withdrawn at the airport by the FC for this purpose as well.

### **Arrival at Study Site**

When the bus arrives at the meeting point, introductions of staff and onsite coordinators should be briefly made to host families if possible. A staff member may find it appropriate to say a few words and should announce the time and place for the first meeting(s) at school before the students leave with their families, as well as announce that the host family should accompany the students to school on the first day so as to show them the bus, train, or walking route. Though the onsite coordinator should have notified the host families of the schedule of the orientation and of the first few days prior to the students' arrival, a reminder announcement from a staff member would be helpful for the host families.

Before the arrival of the group, the host families should have received from the onsite coordinators bus passes/cards (this is not the case on all Program sites), Program calendars as well as information regarding their

host student.

Once all students have been picked up by their host families, the instructors and onsite coordinators should meet briefly to go over any details that may need to be ironed out for the first few days of the Program (onsite orientation, access to classrooms, access to the cafeteria, etc.). At this point, the instructors should ask about their materials from the previous year, which were supposed to have been stored either with the onsite coordinator or a host family, as well as ask about the package that has arrived for them from the IUHPFL Bloomington staff. Both the package and previous year's materials will contain information crucial to the instructors for the first day of the Program.

Once the instructors settle in to their lodging, it is then that the PRC should send an e-mail to the students' guardians, letting them know that the students have arrived safely to the Program site. The PRC will have received the e-mail addresses of the guardians before the Program starts to be able to do so.

## **FIRST DAYS OF THE PROGRAM**

The SC and PRC should check the arrangements made with the school as soon as time allows onsite, checking to see what classrooms available for morning and afternoon, what is expected as far as the cleaning and maintaining of the classrooms, equipment that can be used for the classrooms, if any (overhead projector, video and TV equipment, DVD/CD player), supplies available for use (drinking water for Mexico), and access to photocopiers and restroom facilities.

### **Onsite Orientation**

A general orientation is held for students on one of the first days of the Program. In addition, a general orientation/welcome reception is held for students ***and*** host families on one of the first few days of the Program, specifically to go over the Honor Code and any issues the students and host families should simultaneously be made aware of. Light snacks and refreshments should be provided at the orientation/welcome reception with the students and families. Consult your Program's calendar to verify which day your onsite orientations are held.

The onsite coordinators should be invited to both of these orientations, but is only required to attend the orientation in which the students and families are present. Both orientations are led by the entire instructor staff.

The following tasks should be covered at one or both of the orientations. Whether or not a task is covered at the host family and student orientation will depend on its relevancy to the host family:

- Reintroduce Program instructors and onsite coordinator(s). Program instructors should briefly explain which classes they are teaching and what to expect in their classes. They should also clearly explain their administrative roles to both host families and students.
- Show classrooms and, if applicable, introduce school personnel with whom the group will have contact. For Programs in France and Spain, instructors should explain cafeteria procedures to the students.
- Announce class schedules and divide students into academic groups as well phonetics class/support groups. These divisions will have been made already by the IUHPFL Bloomington staff, but can be changed by the instructor staff if need be.
- Remind students to make their call home to their parents. Provide them with information on how and from where to make such a call.
- Review the IUHPFL Honor Code in the foreign language, and answer any questions that students and host families may have about the Code. During this time, students should be following along with the Honor Code in the foreign language in their Pre-Departure Handbooks. It is recommended to make copies of the Honor Code in the foreign language to pass out to host families during this time as well.
- Recite the particular Program's Honor Code Pledge (which was formulated at the Orientation in Bloomington), and have a 'swearing-in ceremony' in which a poster is presented for all students to sign to renew their commitment to the Honor Code. Host families should be invited to recite the pledge and sign the poster, too.
- Distribute the following materials:
  - Insurance cards and an insurance claim form (included in the material sent from Bloomington). Note: the claim forms 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. When handing out to the students their insurance cards, it is important to tell students they should have this insurance card on them **at all times**.
  - The emergency contacts card, which students should fill out and carry with them **at all times**. These cards are included in the package sent from Bloomington
  - Bus passes, city/transit maps, etc. as appropriate, if this has not been done previously.
  - Optional materials to distribute include host family lists, so students may call their friends and know where they live, and

copies of the final schedule and calendar. These items can be found on Oncourse and copies of them will need to be made onsite if you wish to distribute them at either or both orientations.

- If time allows, divide students briefly into support groups, during which time the instructors can be reassured that there are no major problems up until this point. During this first support group session, it is advisable to briefly discuss the following:
  - Give general advice for a successful family stay.
  - 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.
  - Remind the students that they are ambassadors of their country and of the Honors Program, and should behave as such in both public and private settings.

If possible, this orientation should be the occasion for a first visit to the center of town. This is a good time to familiarize students with the public transport system and the layout of the town, as well as to show students where safe internet cafes are to use during their one hour of internet access per week should the student's host family not own a computer.

If time permits, the visit to the town center should also include information about how to make a call from a public phone, as well as how money can be withdrawn from an ATM. During orientation day, it is also necessary to explain to students how to make their one allotted call to the United States to speak with their U.S. families. Students should be informed not only how to make the call, but where to make the call from. Students should not expect to be able to make the call from their host family's house or cell phone.

### **Sample Classroom Plan**

Below you will find a sample classroom plan. Classes are: a, b, or c, and student groups: blue, white, and red. This plan does not have to be followed; it is simply presented as a model.

| BLUE          | WHITE         | RED           |
|---------------|---------------|---------------|
| Lit/Phonetics | Conversation  | Grammar       |
| Culture       | Grammar       | Conversation  |
| Grammar       | Lit/Phonetics | Culture       |
| Conversation  | Culture       | Lit/Phonetics |

On all Program sites except for Mérida, each instructor will have a free period in which they can work on his/her administrative tasks or plan for class the next day. If the staff finds it necessary, the schedule can be changed throughout the course of the Program once or twice so that the students do not tire of having the same class at the same time during the whole Program.

## **Testing**

A testing session is held on one of the first days of the Program. Consult your Program's calendar to verify which day testing is held. The staff should meet beforehand in order to prepare the test under the direction of the LC. As of 2011, the test that the IUHPFL administers to students has changed. Instructions for the test, the tests themselves, and the scripts for the listening portions of the test, can be found in the package mailed to each site abroad, as well as on Oncourse.

The test has 3 parts: grammar, listening comprehension and reading comprehension.

The test that students will be taking onsite is the same test that was administered to them at the IUHPFL testing site in the fall of 2010. The idea behind the IUHPFL using this test for its pre and posttest is to give students an idea of how their scores will have improved from the first time they took the test (Fall 2010) to the second time (at the beginning of the Program) to the third time (at the end of the Program).

Students were placed in their ability levels (level of class: beginning, intermediate or advanced) based on their test scores from the Fall 2010 testing session. This means it may be necessary to change a student from one ability group to another after a few days of classes, as the student may be lagging behind or excelling compared to other students in his/her ability group. So long as all members of the staff of instructors are in agreement with the change, the student should be moved as soon as possible so that both the individual student as well as the other students in his/her group benefit from this change.

Organization of the afternoon activities should ideally begin on the same day as testing. The theater, choir, or dance groups should be formed. Each teacher offering an activity should describe his/her activity (songs, plays, dances), goals, etc. Some students may have to be encouraged to change groups in order to balance the number of participants in theater and choir. While organizing the afternoon activities, stress to the students that afternoons, as well as field trips and special activities, should be the occasion for students to get to know those who are not with them in their

morning class groups.

At the end of the Program, the same three tests will be given to students, following the same procedure as laid out for the first test. Consult your Program calendar to see which day the final tests will be administered on your site.

## **First Lunch**

In Krefeld, students will bring a sack lunch from home on the days when there are afternoon activities. In Mérida, students go home for lunch to eat with their families, and then return to school in the evenings on certain days for lectures and other activities.

In the other Programs, however, the students and the staff will eat in a cafeteria from Monday to Thursday or Friday (depending on excursions). In such Program sites where the students and instructors eat in cafeterias, the students should be accompanied to the cafeteria on the first day they have lunch there, and should be walked through the process of selecting food, presenting meal cards (if applicable), finding their seating area, going back for seconds, cleanup, etc. It is important that instructors be in contact ahead of time with the onsite coordinator(s) and/or the personnel onsite as to when the first day students will have lunch in the cafeteria is.

Instructors should eat with the students at their lunch tables at least once a week, making an effort to interact and socialize with students. The remaining days of the week, it is understandable that teachers will eat together at the same table, as they will need to discuss upcoming events, excursions, etc.

Lunch should give the students another opportunity to get to know those who are not in their morning classes. Staff may want to invent strategies to help the students mix up who they are sitting with at lunch.

The FC should keep careful track of the number of lunches (and dinners, if applicable) eaten at the cafeteria. The FC should notify the kitchen on the eve of a day when staff or students will be absent or when staff will need a picnic for an excursion or will require a later dinner because of an excursion. It is advisable for the FC to keep a calendar to this effect (blank calendars are available on Oncourse for this purpose), indicating each day the number of meals taken and to check in each week with the personnel onsite in charge of cafeterias.

It is very common for many IUHPFL students to have special dietary needs. Those dietary needs can be found on the students' Personal

Information Sheets and/or Statement of Medical History Forms, and they should be communicated to the cafeteria staff as soon as possible.

### **First day of ‘regular schedule’**

It is important the first day of classes for instructors to set the tone for their classes. Instructors should give a brief synopsis of their class on the first day and establish for the students the class’s objectives. It is also important to begin each class on time.

Ideally the SC has the first period free, which allows him/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, it is a good idea to remind students that they are permitted to call their parents once during the first week to tell them they arrived safely. Instructors will have already explained to students how to make this call and where the call should be made from on the day of orientation, but it is advisable to repeat this information.

### **Announcements**

Announcements should be made each day generally during the mid-morning pause, and always in one of the classrooms that has a board. These announcements, which may concern excursions, special activities, changes in schedule, etc. should be made during the mid-morning pause (versus in support groups) so that all students receive the same information.

### **Program Academics and Afternoon Activities**

The students have been divided into three ability groups on the basis of their test scores on the Honors Program entrance test in October. However, it may become obvious, especially after the first test given at the beginning of the Program, or after the first few days of class, that one or several students should be placed in a different ability group. It is best to make these changes as soon as possible in the groups so that students can settle into a routine.

Given that the students in each of the three groups have different ability levels, the rate at which instructors cover material may vary from group to group, and even the content may vary from group to group. The students will greatly benefit from material and activities carefully chosen for their

level. If you are a first time instructor for the Honors Program, varying your course across groups may prove to be a challenge initially, but it will come more naturally as the summer moves on.

Instructors should assess students several times during the Program in their respective courses. The method of assessment is up to each individual instructor and should fit the instructor's teaching style and course content. 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 not as to overwhelm students. Similarly, instructors should establish an agreed upon system of assigning homework so that students have a reasonable amount of homework without being overwhelmed. If possible, it is encouraged for instructors to assign students homework that will involve the students engaging with their host families.

While academics are the Honors Program's top priority, students should also be encouraged to spend time with their host family, which will inevitably enrich their linguistic and cultural experience with the Honors Program.

If a system of allotting homework cannot be agreed upon amongst the instructors, the following pattern may be suggested:

- Monday and Wednesday: Conversation and Literature/Phonetics in depth with a review for Culture and Grammar
- Tuesday and Thursday: Culture and Grammar in depth, with a review for Literature/Phonetics and Conversation
- Friday: light work for all classes (as excursions and family outings take place on the weekend)

Each instructor can institute their own system of notation, for example: A+, A, A-, B+, etc. or "outstanding," "very good," etc. The exact system of notation is not as important as the feedback students receive from instructors. Students should consistently receive feedback from instructors so they know which areas they need to improve in their classes and so that they know what kind of marks they can expect to receive on their IUHPFL Final Evaluation.

All students should be strongly encouraged to write a diary, not necessarily as part of their classroom experience, but as part of their personal growth experience in the Honors Program.

**Afternoon Activities: Theater, Choir, Sports**

These activities play a very important role in the success of the farewell party and should be well prepared before the Programs by the instructor staff.

The activities should last about an hour and fifteen minutes. They take place three days a week, with a day reserved for sport. The activities of choir and theater may be lengthened if necessary, especially as the farewell show draws closer. The activities can also be slightly shortened if students have demonstrated great effort and deserve to rest. Sports can be played for a longer period if the students like.

Dance may become a third option for afternoon activities, in addition to theater or choir.

During the afternoon activities, the teachers are asked to show flexibility so as to make them as enjoyable as possible. The teachers should introduce games or special activities to break up the monotony of repeating songs or rehearsing plays.

## **Theater**

The plays should be well chosen and well prepared by the teachers during the spring, in order to be presented to the students at the onsite orientations. The plays should be entertaining, lively, and easy for students and host families to follow. Improvisation activities and games can be played to prepare the 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, the musical notation should be available to the students.

## **Sports**

Sports are a great opportunity for students to expend energy and should also be well prepared. Alternative activities should be planned for the students who dislike playing sports. As much as possible the teachers should play with the students. Additional optional sports activities may be organized during the week as well.

Optional activities, such as visiting a museum, going to the movies, eating an ice cream in town, etc., should be offered to the students once a week, especially at the beginning of the Program to encourage group bonding. Since participation in these activities is optional and not a requirement of the Program, students will need to pay for these activities out of their own

spending money. The IUHPFL can cover the instructors' expenses for optional activities, however, since the instructors are participating in these activities as part of their responsibilities.

## **THE HONOR CODE, SUPPORT GROUPS AND THE AWARD OF EXCELLENCE**

### **Honor Code**

It is expected that instructors thoroughly read the Honor Code, understand it, and fully support it. Accordingly, instructors should follow the Honor Code in the presence of the students.

Students will have been made aware of the Honor Code formally several times by the time the first few days of the Program begin: students signed a pledge agreeing to abide by the Honor Code upon application to the Program, as well as during the Orientation in Bloomington. Students will also review the Honor Code during the onsite orientation.

As stated in the IUHPFL Student Handbook, adherence to the Honor Code is of critical importance. Infractions will result in repercussions, the most severe of which could be expulsion from the Program.

The protocol with respect to student discipline issues is as follows:

- Instructors first discuss discipline issue openly amongst themselves, taking into account the following:
  - Consider the source: who brought the discipline issue to the instructors' attention? The answer to this question will determine how instructors approach the issue with the student(s) in question.
  - Does the discipline issue involve one student, a few students, or several? The answer to this question will determine if instructors need to address the issue with just a few students or the student group as a whole. The answer to this question will also determine the appropriate consequences.
  - Does the student discipline issue in question violate the Honor Code? If the answer is 'yes,' then instructors should file an Incident Report immediately; if the answer is 'no,' then the issue still needs to be addressed, but without citing an official Incident Report. Even if the student has not violated the Honor Code, the incident should be reported to the Managing Director informally via e-mail. This way, a paper trail of any student misbehavior has been initiated.

If an instructor witnesses a student breaking the Honor Code, or if a student admits himself or herself to an infraction of the Honor Code, the following protocol is in order:

- The infraction should be recorded by the SC in an official Incident Report (to be found on Oncourse). The Incident Report should be recorded in the language that the staff feels is most appropriate. Note that the student also makes his/her statement in the Incident Report.
- The Incident Report should then be sent to the legal guardians of the Honors Program student (via e-mail), the student's host family if relevant (hard copy) and the IUHPFL Managing Director in Bloomington (via e-mail). The student should also receive a hard copy.
- The instructors onsite must then discuss what an appropriate consequence to the breach in the Honor Code is and implement such a consequence. Recall that it was discussed at team meetings to impose repercussions that are fitting of the infraction, and whenever possible, repercussions should be turned into a learning opportunity. If the instructor team cannot come to an agreement regarding appropriate consequences for an infraction of the Honor Code or if the team requests further input before making a decision, it is advised to consult the IUHPFL Managing Director before determining repercussions.

As mentioned in the IUHPFL Student Handbook, repeated infractions are grounds for re-evaluation of the student's participation in the Program. Any infraction deemed egregious by the onsite and Bloomington staff will result in expulsion from the Program. ***No decision should be made to send a student home without the consultation of the IUHPFL Managing Director.***

Preparations for returning a student home should be carefully made with the student's legal guardians. In the event that a student has to be sent home, all additional expenses must be paid by the student's guardian. This has been clearly stated in the Payment Schedule and Terms Agreement which was signed by all students and guardians upon acceptance into the Honors Program.

## **Support Groups**

The main goal of the support groups is to help the student adjust to his/her new environment linguistically and culturally, and to do so within the framework of the Honors Program (i.e., while maintaining the Honor Code). The following aspects should be covered in support groups:

- **Helping the students adapt to their new environment.** It would be a good idea to ask the students to describe their bedroom, their house, what breakfast, lunch and dinner are like in their host families' homes, the different members of the family, family life in the evening, on the weekend, how they participate in family activities, etc. Ask students to share strategies in coping with communicating with their host families, and what they do to combat jetlag, homesickness, etc.
- **Possible miscommunications/problems with the host family.** Students and instructors should discuss the importance of communication with the host families, and talk about expectations that host families may have of students and vice versa. Any indication of serious incompatibilities among students and their host families mentioned in support groups should be discussed immediately by all staff members.
- **How to use one's time well.** Students should discuss what their expectations and goals for the Program are. They should consistently discuss how to maximize their time abroad, and how to make the most of their IUHPFL experience.
- **Aspects of the Honor Code 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 drinking, etc.). Students should openly discuss strategies to facilitate the abidance of the Honor Code. It is important to point out that, as in the U.S., drinking is a growing phenomenon among young students in Europe and in Mexico. The staff should discuss this openly with students.
- Some specific goals may also be given to the students during the support group meetings: get to know two students well during the coming week, overcome a fear of eating certain dishes, initiating conversation with the host family, budgeting money better, relying less on a dictionary when doing homework and class work, etc.

The support groups should meet for the first time as early in the Program as possible, and very regularly thereafter. On some Program sites, support groups will meet once a week. On other sites, support groups will meet daily. The syllabi for support groups will be posted on Oncourse before all group departures.

If supplementary support group meetings should become necessary, they should take place after the afternoon activities.

Support group meetings in the fourth and fifth weeks of the program should introduce the theme of 're-entry' to the U.S. and the inevitable

reality of experiencing reverse culture shock. While students should certainly be encouraged to live in the present during the six and a half weeks of the program, it is important for instructors to mention the importance of mentally preparing to return home and the difficulties that come with doing so. Instructors should refer to the ‘re-entry’ section of the IUHPFL Pre-Departure Handbook for guidance on how to introduce the topic of reverse culture shock in support groups.

Support groups have been established by the IUHPFL staff in early spring. When determining support groups, the IUHPFL staff tried to distribute males and females proportionately, and also tried to avoid placing students from the same high school in the same support groups. The IUHPFL staff did not keep in mind, however, IUHPFL students who would be living together (i.e., sharing host families) when establishing support groups, as host family assignments were announced by onsite coordinators in mid-late May. If it turns out that students who live with the same host family are in the same support groups, they should be split up so that they feel comfortable talking about their host family situations (in the event they are not getting along with either their host family, or the student they have been assigned to live with) in support groups.

More tips for leading support groups can be found in the Crisis Management section of the Instructor Guidelines.

### **Individual Meetings**

As many students will not willingly share real problems in the group setting, it will be very beneficial for each instructor to meet individually with the members of their support group at least twice during the program: once during the first half of the Program (at the same time instructors go over the first evaluation of the students, see below), and once at the end of the Program, which serves as the students’ exit interview for the Program. If the need arises for individual meetings in between the two, the staff should not hesitate to schedule them.

At these individual meetings, instructors should discuss with each student how he/she is performing in class, how he/she is getting along with his/her host family, how he/she is assimilating to the culture and structure of the Program and how he/she is abiding by the Honor Code. These individual meetings will replace the support group meetings on the weeks that they take place.

### **Award of Excellence & Certificate of Participation**

Honors Program students have the chance to earn up to two awards upon

completion of the Honors Program: the Certificate of Participation and the Award of Excellence.

Any student who finishes the Program (i.e., does not leave the Program early) will earn the Certificate of Participation. The sole criterion for receiving the Certificate of Participation is finishing out the Honors Program. Ideally, every student should receive the Certificate of Participation.

The Award of Excellence is earned by those who have lived out the Honor Code to its fullest, and have fulfilled the Honors Program Pledge to Excellence. Staff should stress the importance not of the Award of Excellence itself (a mere piece of paper), rather what it represents: that the student has completed the Honors Program to the best of his/her ability, with character, integrity and 'with honor.' The Award of Excellence is presented to deserving students as a token of total and complete success with the Program; it is the highest reward given to those who have shown self-discipline and dedication throughout the Program and until the very end. The criteria to earn the Award of Excellence are many. The rubric for the Award of Excellence can be found on Oncourse and was shared with students at Orientation. It should be shared with students periodically throughout the Program so that students are reminded what they are striving for.

Students should also be reminded several times throughout the Program about the IUHPFL Final Evaluations, in which each instructor evaluates them in their classes, and in which they are evaluated in their performance on excursions, afternoon activities and by their host families.

The Certificates of Participation and Awards of Excellence are sent to students at the same time as the IUHPFL Final Evaluations: after the Program in late August or September, which gives the staff more time to evaluate some students.

## **EVALUATIONS**

There are several evaluations done (by instructors, students, and host families) over the course of the Program, all of which can be found on Oncourse:

- the first evaluation of students by instructors (opportunity for instructors to give students feedback of their performance in classes)
- the students' evaluation of the Honors Program (opportunity for students to give feedback on the courses and methods of teaching) →

to be done *once* over the course of the summer

- the students' self-evaluation (the chance for students to evaluate themselves with respect to the Honor Code) → to be done *three times* over the course of the summer: once at the end of week 2, once at the end of week 4, and once at the end of the Program; the last self-evaluation should be discussed with each student and his/her support group leader one-on-one as part of the student's 'exit interview'
- the second evaluation of the students by instructors (opportunity for instructors to follow-up with students after 1<sup>st</sup> evaluation and to give more feedback to students regarding their class performance and potential to earn the Award of Excellence)
- the host family evaluation of the students (opportunity for host family to assess students' assimilation to host family and culture) → to be done *twice* over the course of the summer: once mid-Program and then again at the end of the Program
- the IUHPFL Final Evaluations of the students by instructors (done at the end of the Program, due to the IUHPFL office August 8<sup>th</sup>, 2011, sent to students in August or September)

### **First Evaluation of students by instructors**

The first evaluation of the students is to be completed by instructors during the weekend before the beginning of the third week of classes. The evaluation is to be lead by the Logistics Coordinator. The LC will fill out the name of each student on each evaluation sheet, then distribute the evaluation sheets to the instructors to fill out so that each instructor can assess the performance of each student in his/her class. The evaluation can be found on Oncourse.

Instructors should have two weeks of experience to draw from in assessing the students for this evaluation. It is important for instructors to assess both the students' strengths and weaknesses with this evaluation, and to make comments as to how students can improve in class.

In lieu of having support groups during week three of the Program, leaders of the support groups should have individual meetings (as mentioned above) with each student at the beginning of week three to go over his/her evaluation. During this individual meeting, the instructor should go over not only the evaluation with the student, but also discuss how the student is getting along with his/her host family, how the student is assimilating, and how the student is doing with respect to abidance by the Honor Code. During this meeting, the instructor and student should also discuss if the student is on course to earn the Award of Excellence by going over the rubric for the Award. It may be necessary to shorten

classes on the day that evaluations are reviewed, as it may take quite a while for instructors to go over the evaluations of all of the students in their support groups.

When going over these evaluations, instructors should stress to the students that the evaluations are preliminary progress reports; they are an opportunity for students to see how they are doing so far in classes and to receive feedback from instructors in their course performance and attitude. The idea is that students will take the instructors' feedback and make a sincere effort to improve throughout the rest of the Program.

Note: these formal evaluations are not done until the weekend before the third week of classes, mainly because instructors are too busy with the tasks specific to establishing the administration of the Program onsite to get to them before then. If, however, students are performing unsatisfactorily in class for the first two weeks of the Program, it may be necessary to move these evaluations up to an earlier point in the Program.

### **Students' Evaluation of the Honors Program**

On Wednesday or Thursday of the second week of the Program, the students should be given an Evaluation of the Honors Program (also to be found on Oncourse) in Phonetics class/support groups to fill out as part of their homework for the weekend. These evaluations (again, to be filled out by the students) should be submitted to the students' phonetics instructor/support group leader early in week three. The idea is that the way in which instructors evaluate the students will not have influence over the students' evaluations of the Honors Program and vice versa.

The students' evaluation of the Honors Program gives students the chance to express their own feelings regarding their personal effort and progress, as well as to evaluate the classes, giving instructors feedback about the course and methods of teaching. Upon receiving these evaluations, the staff should discuss them and implement any necessary changes to their teaching methods or to the content of their classes.

If the staff decides to move the First Evaluation up (i.e., sooner than the beginning of the third week of classes), the Students' Evaluation will need to be moved up, consequently, too.

### **Students' Self-Evaluation**

As part of the students' evaluation of the Honors Program, the students will be asked to self-evaluate their abidance by the Honor Code three different times during the summer. For this evaluation, students are to

review the Code in the foreign language and then respond to the self-evaluation as a homework assignment.

These Self-Evaluations can be found on Oncourse.

## **Host family Evaluation of the student**

In previous years, host families only did one evaluation of the student during the Program, which was submitted to the instructor team at the Program's end. However going the entire length of the Program without feedback from the host family led to many misunderstandings between host families and students, and also led to some uncomfortable situations for both parties that could have been avoided had there been more feedback from the host families earlier in the Program. Consequently, the IUHPFL is implementing two host family evaluations of the student as of the summer of 2011.

The first host family evaluation of the student should be distributed to host families at the first host family meeting. Host families should be instructed to submit the evaluations to the instructor team by the end of the third week of the Program. These evaluations will help the instructor team determine how students are assimilating to host family life and if any interventions need to be made.

The host family evaluation can be found on Oncourse, and should be printed out by the instructor staff and placed in an envelope which will be given to the host family by the student. The host family should return the evaluation in a sealed envelope by one of two means: transported to the instructor team by means of the student or handed directly to the instructor team.

## **Recapitulation of steps to be taken for 'First Evaluation of students by instructors,' 'Students' Evaluation of the Honors Program,' and 'Students' self-evaluation:'**

1. Students' Evaluations of the Honors Program are handed out to students in Phonetics class/support groups on the Wednesday or Thursday of the second week of classes. Students are instructed to turn in their Honors Program evaluations the following Monday, allowing them the weekend to fill out the evaluations. In addition to filling out the evaluations, students are asked to turn in a 'self-evaluation' on the same day.
  - At the time the students' evaluation of the Honors Program is handed out to students, the instructors should tell the students that an evaluation of the students will be done on behalf of the

instructors over the weekend, and then discussed individually with the students early on in week 3 of the Program.

2. The staff, under the direction of the LC, selects a day during the weekend before week 3 of the Program to fill out the first evaluation of the students. Each instructor is to evaluate each student in his/her class.
3. The staff members collect the students' evaluation of the Honors Program on Monday of week 3, as well as the students' self-evaluation. On Monday evening, staff members will go over the students' evaluations and self-evaluations. **Instructors are to keep the students' evaluations of the Program, as well as the students' self-evaluations, on file.**
4. Staff members meet individually with the students of their respective support groups on Tuesday of week 3. Instructors review the students' evaluations with the students, as well as their self-evaluations. At this time, instructors also talk briefly with the students about their host families and general cultural adjustment, as well as if they are on the path to earn the Award of Excellence.

#### **Notes about further evaluations:**

**Second Evaluation of students by instructors:** A second evaluation of the students by the instructors is to be completed approximately two weeks after the first one. The process by which the second evaluation is completed and reviewed with the student is the same as for the first evaluation. The second evaluation should coincide with the students' second self-evaluation.

**Second Self-Evaluation:** Around the same time instructors are completing second evaluations of the students, the students should be assigned another self-evaluation. The second self-evaluations should be collected on the Monday of week 5, and reviewed by the students' support group leaders. The process by which the second self-evaluation is completed and reviewed is the same as for the first evaluation. **Instructors are to keep the second self-evaluation on file.**

**Second host family evaluation of the student:** The second host family evaluation of the student should be sent home with students in an envelope a few days before the farewell show. The host family evaluations should be given back to the instructor team *in a sealed envelope* no later than the evening of farewell show, as the SC will need them to complete the IUHPFL Final Evaluations. The original copies of both host family evaluations should be brought back to Bloomington by the SC.

**Third Self-Evaluation & IUHPFL Final Evaluation:** the final

evaluation of the students will be done by the instructors at the end of the Program, once classes have been nearly completed.

For the IUHPFL Final Evaluation, once again, students will be asked to fill out a self-evaluation. The students should submit this last self-evaluation to instructors before the farewell party and in enough time for the support group leaders to have exit interviews with each student to discuss the student's efforts and progress throughout the Program. Having a third self-evaluation will allow the instructors to read and compare all three self-evaluations that the students have done and will help instructors to determine who will earn the Award of Excellence, as well as help instructors fill out the section on the final evaluation that pertains to the abidance of the Honor Code.

The SC will lead the final evaluations (whereas the LC leads all others), in which all instructors will assess the student with comments and remarks regarding their individual classes. Instructor comments and remarks should be thorough and very specific to the student. Even if the student did not perform well in a given class, the comments should be constructive in nature. In addition to the students' performance in the classroom, students will be evaluated based on their performance in afternoon activities, on excursions, and by their host families. Students' test scores (both for the initial exam and the exam given at the end of the Program) will be recorded on the final evaluations.

The SC will send electronic copies of the IUHPFL Final Evaluations to the IUHPFL Bloomington staff, who will then print out the final evaluations and ask the SC to sign them. The final evaluations will be sent to students in late August or early September, along with their Certificate of Participation and/or their Award of Excellence, and the Program magazine (if applicable).

The template and instructions for the IUHPFL Final Evaluation will be available on Oncourse by the half-way point of the Program. It is encouraged for instructor teams to begin to compose the Final Evaluations of the students before the Program ends. If at all possible, instructor teams should aim to finish final evaluations before their Program ends so as not to have to finish them once returned to the U.S.

## **HOST FAMILIES**

A host family meeting should be planned (under the supervision of the SC and the LC) during the second or third week of the Program in the late afternoon/early evening. This meeting is very important, as it is a unique opportunity for the staff to speak to all the host families at once without

the students being present. The meeting also provides a good opportunity for the instructors to get to know the host families better, understand their concerns and work with them better. The onsite coordinator and the staff should insist that all families attend this meeting. This applies even to the host families who have already hosted. Invitations to the host families should be sent in the form of a letter (written by the PRC) a week or so before the host family meeting is to take place.

The objectives for the host family meeting are two-fold: to divulge and distribute important information and to invite host families to offer general comments or ask questions that can be of interest to all the families, so that everyone can benefit from the answers or comments given. Staff members should do the following at the host family meeting:

- Re-introduce themselves and briefly tell about their classes and the kind of homework they will give to the students.
- Explain once again their administrative responsibilities within the team.
- Hand out Program calendars, if they have not already been distributed to the host families as well as discuss the daily schedule, the excursions, and activities.
- Review the highlights of the Honor Code in the foreign language, particularly any norms that seem difficult for the students on that particular Program site.
- Ask for the host families' respect and cooperation with regard to the Honor Code by stressing that the support of the host families with respect to the Code is crucial in the students' abidance by it. Host families are asked to understand the IUHPFL's legal responsibilities toward the students and their U.S. guardians and the importance of maintaining the reputation of the Program. It is also useful to remind host families that the Honor Code protects them, too.
- Discuss main cultural differences (natural reserve among the Americans, eating habits, differences in personal relations, etc.).
- Discuss students' sensitivity to being compared to previous students the family has hosted, or having their language skills critiqued.
- Give advice on how to handle common obstacles: order, punctuality, spending time with host family, students who do not eat much, etc. Invite host parents to express any concerns they may have about their students.
- Explain to the families student trends in language acquisition (i.e., where students of the Program are at on the acquisition spectrum) and the range of emotions they are likely feeling during the Program. Verbalizing these concepts will help families to understand the stress students could be experiencing.

- Explain to the families that medical expenses must never be paid by the host family, but rather by the student (this should have been explained to them at the host family meeting they had with the onsite coordinator). Students are covered by HTH Worldwide insurance and should carry their insurance card and claim form with them at all times.
- Explain and distribute the evaluation host families are to fill out of the student.

The instructor team should schedule a second host family meeting during the course of the Program to check in a second time with families with regards to their students' assimilation to family life, as well as to address any remaining concerns the families may still have. It can be very disheartening for a student to receive a negative host family evaluation due to a misunderstanding or mishap that occurred during any point in the summer, but went unresolved. Having a second host family meeting (and a second host family evaluation of the student) should help to avoid such situations.

## **Communication with the Host Families**

It will be necessary to send several letters to the host families during the summer to keep them informed. Normally, these letters are written weekly by the PRC and signed by the staff. Before writing letters to the parents, the staff should consult the onsite coordinators regarding the letters' content in order to keep them informed and to avoid misunderstandings. These letters should become part of the Knowledge Base, which is kept by the LC.

## **Host Family Issues**

When a problem arises between a student and a host family, both the student and the host family are first asked to make an honest effort, with accompanying positive attitudes, to communicate about the issue openly and to improve their relationship and the issue in question. If this does not prove successful, and either the student or host family is seriously unhappy and faces insurmountable issues of incompatibility, then the following protocol is in order:

- The SC should discuss the situation at length as soon as possible with the student (in English as a last resort, if need be) to find out the source of the issue/incompatibility. If the student would feel more comfortable talking to his/her support group leader (versus the SC), this, of course, is understandable and advised.
- Once the issue has been addressed with the student, then

instructors should discuss the situation openly amongst themselves in consultation with onsite coordinator to come up with viable alternatives to the student remaining with his/her original host family. If a consensus can be reached among the instructors, the onsite coordinator and the student, then a secondary placement should be made and the student's U.S. family and the IUHPFL Managing Director should be informed of the switch and its motives after the fact.

- If a consensus cannot be reached, or the issue requires further input before making a decision, then the staff should discuss viable options with the Managing Director, at which point the instructors and Managing Director will make a decision together.

In the event of a host family change, the SC has the responsibility of notifying the original family of the student that the student will be transferred to another family. The onsite coordinator(s) then helps the student move to the new family, with the help of instructor staff members when possible.

If a student has to change families, it is the SC's responsibility to inform the student's U.S. family and the IUHPFL Managing Director of the change as soon as possible. The PRC should then update the host family list with the student's new host family information.

### **Payment to Host Families: European Programs**

Payments to the host families will be made by the IUHPFL staff through foreign drafts to each host family (this is not the case in Mexico; see section below). There will be one payment made to each host family, and the payments will be initiated by the IUHPFL in Bloomington. The Financial Coordinators, therefore, do not have responsibility for preparing the payments to the host families.

The foreign drafts will be prepared by the IUHPFL staff in Bloomington and sent as a package to the Financial Coordinators during the 2nd week of the Program for distribution to the host families by the 3rd week in Spain. The drafts for France and Germany will be prepared and sent during the 3rd week of the Program for distribution to the host families by the 4th week. There will be one host family payment on all European Program sites.

The foreign drafts should be given directly to the host parents at the school by the Financial Coordinators—do not send the foreign drafts home with the students. Please utilize the Host Family chart available on Oncourse to confirm how the host family name should appear on the draft

as well as to collect signature from host family at time of foreign draft distribution.

***It is important that the instructors and the onsite coordinators work to ensure that all host family changes are completed by the 2nd to 3rd week of the Program.*** If changes in host family assignments are made after the foreign drafts have been issued, the Financial Coordinators will be asked to help facilitate the collection of overpayments to host families and to provide information to IUHPFL on additional foreign drafts that need to be prepared.

### **Payment to Host Families: Mérida Program**

The host family payment mechanism is different in Mérida. IFSA Butler will be issuing checks to host families in two payments. The Financial Coordinator will be responsible for distribution of the payments to the families during both host family meetings. Please utilize the Host Family chart available on Oncourse to collect signatures from host families at time of foreign draft distribution.

It is important that the instructors and the IFSA Butler staff work to ensure that all host family changes are completed by the first host family meeting, so that the amount of the checks can be accurately determined.

## **CRISIS MANAGEMENT**

Please consult the document on Oncourse titled ‘Managing Emergencies’ in its entirety before arriving to your Program site. The IUHPFL’s protocol in emergency management is the same of that of Indiana University’s Office of Overseas Study. Below you will find an *overview* of how to manage emergencies abroad.

*In the event of an emergency, communication with the IUHPFL Bloomington office is key. Please contact the IUHPFL Managing Director immediately if an emergency situation arises.*

### **Overview**

#### **MANAGING EMERGENCIES ABROAD: IUHPFL**

The Office of Overseas Study (OVST) at Indiana University (IU) is charged with the responsibility of coordinating the management of emergencies affecting participants in all IU-approved study abroad programs. In the case of campus- or school-specific IU programs, that responsibility is shared with other offices (e.g., Office of International Affairs at IUPUI, Kelley School of Business) and, for co-sponsored programs, this

responsibility is delegated to other institutional providers (e.g., CIEE, IES, CIC), with Overseas Study in a consultative role.

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

By closely following the procedures outlined in the document *Managing Real and Perceived Emergencies Abroad*, the IUHPFL staff will be able to gather information that allows them to respond appropriately to emergency situations. They will gather information about the incident, determine the nature and extent of the emergency, and take appropriate steps to respond to the situation and reassure concerned parties. Other units at IU with responsibility for campus- or school-specific programs are expected to follow these same procedures and to consult with the IUHPFL Bloomington staff as appropriate.

- ***In case of any emergency*** on an IUHPFL program abroad, the IUHPFL Bloomington staff must be informed as quickly as possible. No cancellation or changes in Programs, evacuations, or treatment other than that of an urgent nature should be undertaken without first contacting the office in Bloomington, which will coordinate appropriate action.
- ***In case of death or serious accident requiring medical evacuation***, on-site Student Coordinators or on-site coordinators should also contact the nearest U.S. Embassy or Consulate. The office in Bloomington will serve as a clearing house for information and all calls should be referred there.
- ***In cases of contagious illness, injury, incarceration or death***, uninvolved Program participants should be asked not to contact their homes or families until IU officials have given instructions to the on-site representative for action.
- ***In case of the absence or incapacity of the Student Coordinator***, another staff member should inform the office in Bloomington before making decisions on emergency matters.

After working hours, on weekends and holidays, the IUHPFL Managing Director can be reached on the Program's cell phone in case of emergency.

The IUHPFL Bloomington staff, in response to concerns with crisis management over the last few summers, has made several modifications in its crisis management procedures that will benefit students and instructors alike:

- The IUHPFL Bloomington staff made significant changes in the students' Statement of Medical History form. More information was asked for of students to better accommodate their medical needs.
- All instructors will now carry an Informational Index Card (IIC) for each student on their respective Program site. The card summarizes each student's medical history and lists his/her emergency contact information.
- All students will carry an emergency contacts card with them, which should be distributed to them at the onsite orientation. The card will have a space to write cell phone numbers for the instructors onsite, their host families' phone numbers and addresses, and will also have the address of the school, the onsite coordinator's contact information, the information of the IUHPFL Bloomington staff, as well as the emergency number (equivalent to 911 in the U.S.) in their respective countries.

Susan Carty, Director of Administration & Program Management at OVST at IUB, outlined a few tips on how to successfully respond to a crisis at an instructor training session held in the spring of 2010. Her tips, in conjunction with emergency procedures suggested by IUHPFL instructors, follow:

### **Prevention & Preparedness:**

- Before a crisis hits, instructors should know who and where their resources are. Instructors resources are many: fellow instructors, the onsite coordinator(s), the information instructors gathered about their students at their pre-departure team meetings, students' Informational Index Cards, Statements of Medical History and Personal Information Forms, students' host family phone numbers and addresses, instructors' own research and past experiences in similar Honors Program situations, resources online, Staff Guidelines and Pre-Departure Handbook, the IUHPFL Bloomington staff, etc.
- Students should be instructed to carry a form of identification on them **at all times**, such as a driver's license, school ID, or passport copy.
- Instructors (specifically the PRC) should carry a first aid kit with them at all times to be prepared for injuries or illness.
- Instructors should know the local number equivalent to 911 in the U.S., and know where the nearest hospital is onsite **and** on the excursion sites.
- Instructors should have a plan as to how the lines of communication should unfold in the event of an emergency: who needs to be called, in

what order, etc. If instructors have a plan of action beforehand, it will be easier to implement if/when an emergency arises.

- Likewise, instructors should have an idea as to which instructors are best equipped to take on which roles in the event of an emergency (who will address the student(s) involved in the emergency, who will address group needs, who will stay behind with a student if need be, etc.).

### **During an emergency:**

- Instructors should remain calm and divide and conquer: half of them addressing the student(s) directly involved in the emergency, the other half addressing group needs.
- Instructors should act swiftly, and always act to preserve the safety and well-being of IUHPFL students.
- Instructors should keep in mind that student(s) in an emergency situation should never be left alone. If an instructor should need to stay the evening with a student in the hospital, or if another similar scenario presents itself, the instructor best suited to do so should be the one to stay with the student. This may depend on which instructor knows the student best and/or which instructor feels most comfortable in doing so.

### **After the emergency:**

- Once the emergency has subsided, instructors (likely the SC) will need to inform the relevant parties of the emergency (i.e., student's U.S. family, student's host family, IUHPFL Bloomington staff, etc.) and the current state of affairs. Instructors should document as much information as possible to be able to relay to the relevant parties. At that point, the instructors should discuss with the relevant parties the next steps in how to proceed.
- Once the details of the emergency have been communicated to the relevant parties, the instructors' focus should be on following up with any group needs (i.e., follow up with the students who were not directly involved in the emergency) and bringing a sense of calm and normalcy back to the group of students.
- Instructors should meet to discuss how they feel they handled the emergency, and to discuss what they could improve in the event that a similar emergency presents itself in the future. Instructors should share their experiences with the IUHPFL Managing Director so that the Director can make any necessary changes in emergency protocol for the future.

## Handling student issues

Chris Meno, Ph.D., a psychologist at CAPS (Counseling and Psychological Services) at Indiana University Bloomington, provided IUHPFL instructors with some basic tools regarding how to work with students who may experience distress while abroad in an instructor training session in the spring of 2010. Below is a summary of Dr. Meno's tips.

Note: the IUHPFL Bloomington staff **does not**, by any means, expect its instructors to carry the qualifications of a professional counselor or psychologist. The presentation given by Dr. Meno was simply to prepare instructors for the broad spectrum of distress that students can face while abroad, as stress tends to be exacerbated in unfamiliar settings. There will be instances where instructor guidance is simply not enough, at which point the student should be referred to a psychologist or psychiatrist onsite and the Managing Director should be called to seek resources and counsel on IU Bloomington's campus.

### 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, do so even if injured or ill, feel guilty if don't exercise
- Alcohol or drug use: frequent, in large quantities, 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
- Isolates self from others, loses interest in friends or fun activities
- Vomits after meals or to lose weight, uses laxatives, herbal supplements or drugs to control weight or appetite
- Changes in academic or work performance, misses classes, work or other commitments
- Hallucinations (see or hear things that aren't really there) or delusions (believe they are being persecuted, are a famous person, or have extraordinary powers or abilities)
- Paranoia

- Repeatedly requests special consideration or shows dependency on you
- Statements alluding to harming self or doing violence toward others including statements made on Facebook, blogs, etc.
- Suicidal or homicidal: directly or indirectly talking about, hinting, joking or writing about suicidal or homicidal thoughts, methods or intentions, even if intoxicated when doing so

## **How to approach a student of concern**

Below are a few simple steps to take when communicating with a student whose behavior might concern you:

- **Step 1:** Ask to speak to the student in private. (“Hey, Brad, could we meet for a little while today at 3:00?”)
- **Step 2:** State your observations about the student. (“The reason I wanted to meet with you was because I’ve noticed some changes in you and am worried about you. You’ve seemed down lately and aren’t doing so well in class. It’s made me wonder how you are doing right now.”)
- **Step 3:** Use active listening skills and ask open-ended questions to clarify or encourage the student to continue talking. Respond to the student with empathy. (“That sounds like a lot to deal with right now. How are you coping? How can I help you during this time?”)
- **Step 4 (if necessary):** Refer the student to an expert. (“I don’t know what you think about this, but we could contact someone here onsite that could help you manage any difficulties you are having right now. I think it could help you to talk to someone about this.”)

## **Some important strategies to keep in mind when addressing a student of concern**

Below are few basic counseling tips that may help you communicate better with students, whether their behavior is ‘of concern’ or not:

- **The best way to help a student in need is to emphasize with him or her and not try and ‘fix’ his/her problem.** There is no such thing as saying the ‘right’ thing, rather a student in need just wants to feel understood and wants his/her experience to be validated. Share your own similar experiences with the student so that he/she understands that his/her situation is ‘normal’ and nothing to be ashamed of.
- **Practice active listening skills.** Ask open-ended questions and clarifying questions. Follow up to students’ comments with your own

comments. Give the student positive verbal and non-verbal cues to let him/her know you are listening. Identify with the emotion the student is expressing and reflect that same emotion.

- **With a student of concern (and any student for that matter), try and get a feel for the expectations that the student has set for himself/herself and for the experience he/she has embarked on (i.e., the Honors Program).** Give the student feedback and high praise throughout the experience, and be sure to reinforce positive behaviors.

In 2011, Ms. Alison Schwing, Ed.S., LMCH, pre-doctoral intern at CAPS, presented to IUHPFL instructors at a training session. Her presentation aimed specifically to give instructors tips to help them lead support groups more effectively, then provided instructors with skills to facilitate support groups.

#### Tips for leading support groups effectively:

- **Establish your goals for support groups with all members of the support group during your first session.** During your first support group session, ask students what they wish to get out of the support groups. Ask them how they hope support groups will be supplemental to their IUHPFL experience. Likewise, share with your students your goal for your support group (i.e., that the group will trust you and the other students, that the group will know and understand you care about them, that the students will become more aware of each other and increase solidarity among themselves, that the group not be afraid of silence, that you wish for them to do all the talking, etc.).
- **Create a contract for your support group upon meeting for the first time ('group norming').** During your first support group session, ask the students of your support group to lay the ground rules for the support group sessions (i.e., no gossiping, confidentiality and privacy is to be respected, one person speaks at a time, etc.). Ask to hear a verbal commitment from each student that they agree to the ground rules your group sets.
- **Consider implementing Gestalt exercises.** Similar to the activity that Alison conducted at the training session, ask students to go around and simply state what they are aware of (or something similar: what they are afraid of, what they are grateful for, etc.). Activities like these are meant to raise students' awareness of themselves and each other. These activities may understandably produce anxiety and tension at first, but the idea is that the anxiety and tension dissipates, with the group coming

to a better understanding of who the individuals in the group are. These activities also help the group and the leader to be comfortable with silence and awkwardness.

- **Be aware of students' coping skills, and help students be aware of the coping skills needed to succeed in the IUHPFL.** By heightening students' awareness to coping skills, you can empower them to cope with stresses they may be having. Such coping skills include but are not limited to: staying busy/distracted throughout the day, writing/journaling for 10-15 minutes a day to express their feelings (this could be a part of the students' 'homework' in support groups), giving the students the opportunities to express themselves in support groups (or one-to-one if they do not feel comfortable in a larger group setting), reminding students to be patient with themselves, reminding students that the difficulties they may be experiencing are normal, and that they will pass, etc. More coping skills will be discussed below with Alison's skills for support group facilitation.

#### Useful skills for facilitation of support groups:

- **Active listening.** Use positive body language, such as leaning in closer towards students when talking to them, talking to them at eye level, nodding, and making eye contact with them. Rephrase what students say to you so as to let them know you are following along. Use fillers like 'Tell me more,' 'I see,' 'Um hm,' etc. Avoid asking yes/no questions in favor of asking open-ended questions.
- **Validate emotion.** Avoid the temptation to want to 'fix' students' problems. Avoid jumping in too quickly to soothe students. Instead do not be afraid to tolerate emotion and let students react to one another and sit with their emotions first. Listen to students in a non-judgmental manner and when their stress level seems to come down a notch, remind them that they have left a familiar setting in the U.S. where they have an established identity, and are venturing into a new comfort zone, which is difficult for anyone to overcome!
- **Role model a calm individual.** When students find themselves in stressful situations, simply role modeling for them what a calm individual is like can help. By slowing down your rate of speech, maintaining a level tone with your speech and remaining calm, you are providing them with a calming presence to emulate. If the entire group seems to get worked up about an issue in a negative way, it is appropriate to acknowledge that the group is in distress, and ask/encourage the group to bring it down a notch.

- **Normalize.** This facilitation skill goes hand-in-hand with validating emotion. Verbalize to students that they are taking on a huge task in trying to assimilate into a new culture and language while leaving the familiarity of their native culture and language. This process will require the students to be patient with themselves. State the obvious to your support group members and ask them to be patient with themselves and take good general care of themselves by getting enough sleep, eating well, and avoiding turning to other substances to self-medicate. Remind students that difficult, painful emotions pass and that every feeling is finite.
- **Give good feedback.** When giving feedback to students, make sure the feedback is specific, factual and based on the students' behaviors (versus your opinion). Good feedback is direct and non-judgmental. Difficult feedback should be softened (i.e., 'I do want to express one concern...').
- **Encourage supportive participation from peers.** Your goal as a support group leader is to have students do most of the talking. By encouraging group members to participate as much as possible, you take the focus off you and thus students will be more likely to address the larger group of students instead of just you.
- **Encourage open-ended activities that require reflection.** Avoid questions and activities with yes or no answers. Instead, encourage questions and activities with open-ended statements (i.e., 'I feel accomplished when...' or 'I am most timid when...', etc.), ask students to draw how they are feeling, ask students to spend five minutes writing a paragraph about their goals for the week, etc.

### **Additional contacts useful in emergency situations:**

- U.S. State Department Travel Alerts: <[travel.state.gov/travel/](http://travel.state.gov/travel/)> (Main Switchboard: 1-202-647-4000; Hotline for American Travelers: 1-202-647-5225)
- U.S. State Department Citizen's Emergency Center (202-501-4444)
- U.S. colleagues with programs in the same or nearby locations
- CAPS at IU Bloomington: 812-855-5711

## **BANKING**

The Financial Coordinators will have been oriented to the IUHPFL banking procedures by the IUHPFL's Fiscal Officer, Judy Rice. If any questions or issues arise regarding the budget, or methods of payments, the FC should e-mail or call the IUHPFL Managing Director.

Contact information for Judy Rice is as follows:

Office phone: 812-855-8840

E-mail address: [jrrice@indiana.edu](mailto:jrrice@indiana.edu)

Students should have received relevant information about banking onsite at their Orientation in Bloomington. Students can also consult their IUHPFL Student Handbook for additional information regarding banking abroad.

***It is important to note once again that under no circumstances is the onsite IUHPFL staff (onsite coordinators and instructors) to lend students money.***

## **MEDICAL VISITS, EXPENSES, AND INSURANCE**

Among the forms mailed abroad to the staff will be Insurance Claim Forms. Each student and staff member should be given one form, in case he/she will need medical attention. Staff should take a couple of extra Insurance Claim forms on each excursion.

In the event that a student visit the doctor or be hospitalized, Insurance Claim Forms must be filled out and signed by the physician, and by the students and staff for personal data. This form must include: description of symptoms, complaint, and diagnosis from physician, physician's signature, and total cost. Pharmacy expenses should be added to the same form. Bills and itemized receipts should be carefully kept. Without the requested documents, medical expenses will not be reimbursed by HTH Worldwide Insurance. Students are ultimately responsible for sending claim forms and receipts to the insurance company.

If a student needs to see a doctor, it is advisable that a staff member take the student to the doctor not only to make sure that the insurance form will be filled right away, but also to make sure that the student understands what happens during the visit. If a staff member is unable to accompany the student to the doctor, the host family or onsite coordinator should accompany the student.

## **MAYOR'S RECEPTION**

During the Program, circumstances permitting, there is a reception at City Hall for the group of students and instructors. This is a very important occasion for the Program; it is a formal event, and therefore students should be instructed to dress well. Staff should explain that this is the

city's formal welcome to the Program participants. In certain Program sites, the host families are invited. Generally, the mayor, or the person who represents him/her gives a welcoming address, and a staff member gives a speech of thanks not only to the city, but also to the study center, and especially the host families, followed by a speech prepared by one or two students. Often there is an exchange of gifts between the city and the Program. The PRC should make sure that the gift bought in Bloomington is accompanied by a nice card signed by the Program instructors.

The PRC should call and invite newspapers to the mayor's reception at the city hall.

## **BIRTHDAYS**

A list of students who will experience birthdays during the Program can be found on Oncourse. For students who have a birthday during the Program, a card is bought for the student and signed by all. A small poetry book, for example, or other little present is also bought, so long as it is in accordance with the budget guidelines. In addition to presenting the student with a card and present, it is nice to organize a group trip to get ice cream or to go to a movie in celebration of the student's birthday. Such expenses—movies, ice cream, etc.—will not be covered by the Honors Program. Students will have to pay for them out of pocket.

## **EXCURSIONS**

Each Program offers its own excursions and special events. It is important that the excursions and special activities be carefully prepared by the LC. The LC should communicate with the onsite coordinator to assure all arrangements for excursions have been made three to four days before embarking on the excursion.

Two days before an excursion, the LC should set up a staff meeting, led by the culture teacher, to prepare the excursion and to divide any remaining tasks needed to make excursion arrangements among all the members of the staff. The LC and FC should talk through the expenses of the excursion, and figure out how those expenses can be paid in light of the IUHPFL budget guidelines (with the Visa card or cash, etc.). Staff should take a couple of Medical Insurance Claim forms with them on each excursion as well as a first aid kit, which is to be carried by the PRC.

The instructors should always lead the students during excursions, either in smaller groups such as the support groups, or as a large group. It is useful to give some specific objectives to the students as they visit a site;

this helps them gain much more from the excursions than they would otherwise.

Whenever students have free time on excursions, the following protocol is in order:

- Students should remain in groups of at least three individuals. This way, if something happens to one student, another student can stay with him/her while the other student runs for help.
- Students should be instructed to carry a form of identification on them **at all times**, such as a driver's license, school ID, or passport copy.
- Students should be reminded to carry their emergency contact cards on excursions, should they become lost during their free time and need to get a hold of the staff.
- The staff should also advise students of any zones in the excursion site that are not recommended to visit due to safety concerns.
- The staff may want to consider having meeting points during free time allotted for excursions, and have students check-in every few hours at the meeting point (where, ideally, one instructor will remain).
- The staff may want to give the students a list of possible activities to do during the periods of free time.

Planning excursions on Fridays has been found to be very beneficial. The study week is uninterrupted, and students and staff can rest on the weekend. An excursion during the week does interrupt the continuity of the classes, which are harder to resume on the next day. Classes should be held on Fridays when there are no excursions.

The culture teacher should review the excursion itineraries in culture class, integrating information about the excursion into his/her curriculum so that students are aware of the importance of what they are seeing. In addition to reviewing itineraries, other important points should be made to the students in Phonetics class/support groups or during announcements, including the following:

- that they bring a lunch and plenty of water
- that they wear comfortable (and appropriate) clothing and footwear
- that they know how they will be getting home upon returning from the excursion
- that they never separate themselves from their group or never wander off alone
- that they always arrive on time at the specific meeting point
- that they carry with them their emergency contacts card
- that they carry a form of identification on them at all times, such as a

driver's license, school ID, or passport copy.

For all overnight excursions (Normandy, Paris, Berlin, Madrid, Granada), see 'Final Field Trip' section. On overnight excursions, students should never be allowed out alone after 8:00 p.m. unsupervised. In the evening they should always be accompanied by a staff member. Special care should be taken to prepare the students well so that they use their time productively on long excursions.

It is important to keep host families well informed of excursion plans, specifically what time the students will meet to leave for the excursion and where to meet, as well as what students should bring, and what time the students will return from the excursions and where they should be picked up. The PRC should write a letter to host families providing these details one to two days before the excursion takes place.

## **LOST/STOLEN PASSPORTS**

In the event of a lost or stolen passport, the photocopy of the passport provided by the IUHPFL office will help immensely in all cases. If the passport has been lost or stolen, the students should go to the police station, where a signed declaration will be issued. This declaration will have to be presented later at the U.S. Embassy or Consulate, where the student will have to go. The students will need 3 passport photos (which could be made at the embassy/consulate, but time will be gained by taking care of this beforehand). Any other additional identification document (driver's license, student ID card), etc. will be very useful in quickly issuing a new passport.

We ask the students to make a second copy of their passport that they will carry with them, instead of the passport itself. The passport copies that the staff have should be given back to the students at the end of the Program.

## **PROGRAM MAGAZINE**

These are traditionally done in France and Spain, and have been introduced with success in other Programs. The magazine is a long term activity that involves each student and plays on their creativity. These stories, poems, recipes, etc., can be written in real ink/by hand, or can be typed on the computer. These stories may be about any experience with food, transportation, a memorable trip or an adventure from everyday life, cultural differences, reflections on history, politics, description of interesting activities with the host family, or poems or stories, thanks to

the host families, etc. They should include illustrations and drawings.

The PRC supervises the putting together of the magazine, but the help of all the teachers will be needed to edit the articles, which should be done in good taste so as not to offend the host families. Inside jokes should be avoided.

If there is an artist in the group, that person should design a cover, and other students should feel free to illustrate their pages as well. In order to have the materials assembled by the end of the Program, each student should have a draft of his/her article ready by the end of the fourth week at the latest.

If the first drafts are submitted by the end of the fourth week, corrected during the fifth, and brought to the copy shop right away, there should be ample time for the copying and distribution of the finished journal at the farewell party just before leaving the study town.

Since copying the magazine is an expensive affair, the staff will have only the copies for the host families made while in the study town; the students' copies will be made in Bloomington and sent to them with their final evaluations and awards. The original hard copy of the magazine and one printed copy of the Program magazine should be kept and brought back to Bloomington by the PRC.

## **T-SHIRTS**

Students may be encouraged to design Program t-shirts that the Program will pay for. If students and staff choose to design a t-shirt, the PRC is the supervisor of this activity. Instructors should not hesitate to choose the best designs, rather than letting the students select designs that may not be suitable.

## **OFFICIAL PHOTO**

If an official photo has not been taken on the occasion of the visit to the city hall, arrangements should be made for a group picture. It is a nice souvenir for the students, the staff, and the Program keep a formal photo of each Program. At least one official group photo should be brought back to Bloomington by the PRC.

## **FINAL WEEK**

This is the busiest week of the program, dominated by preparation for the

farewell party (Fête des Familles, Abschiedsfest, Despedida), as well as settling bills, preparing final evaluations, and getting ready for departure. All staff should cooperate closely under the leadership of the LC and the SC during the final week of the Program.

The LC should make sure that the classrooms and premises used by the staff and students 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.

### **Re-confirmation of Air Travel**

About three days before returning to the U.S., the LC should call the airline at the departure airport in order to re-confirm all travel. The LC should also verify the arrangements with the bus that is to take the students to the airport.

The LC should also call the residences in Paris and in Madrid (for all Spain programs minus Ciudad Real) to confirm the arrival of the groups.

It is important to remind students that they cannot bring back alcohol to the U.S. as it is illegal to do so. Swords and knives (from Toledo, Spain, for example) cannot be brought back in hand luggage; they have to be checked either in separate packages or in suitcases. It is also possible to ship them to the U.S., but it is the students' responsibility to make such arrangements.

### **Farewell Party**

The farewell party is a variety show at the end of the Program that presents to the host families theater plays, songs, and at times dances that the students have prepared during the afternoon activities throughout 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 not be too long, and hopefully not last more than 15 or 20 minutes. Staff must make sure that any independently produced skits are in good taste and will not be offensive.

The whole show should not last more than 2 hours, with, if necessary, a 15-minute intermission.

While the performance part of the event is important, and while care should be taken to 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.

Other persons will be invited to the farewell party besides the host families, such as local dignitaries or school staff who have had some connection with the program (cooks, etc.); local journalists could also be invited. Invitations are provided for students and staff. The students should write their own invitation on the cards provided, copied or adapted from a model given by the teachers. The PRC should make a list of persons to invite and have it included in the Knowledge Base.

In some Programs each student makes a poster for the host family. The posters decorate the room or theater, and are given to the host mothers at the end of the party.

A printed Program for the evening is a nice touch that gives everyone a souvenir to take home. 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 (as well as the script for the students who are emcees) should be typed on a computer by the PRC. Programs should be copied, preferably on colored paper, at a copy shop. At least one hard copy of the program should be brought back to Bloomington by the PRC.

Note that refreshments may be served at the end of the program or during the program's intercession, *but no alcohol is to be served, per Indiana University policy.*

The LC, PRC, and other staff members need to take care of any arrangements that need to be made for use of the performance space, a sound system if needed, and refreshments. Since there is much to do during the last days of the program, all of the staff should see to the final arrangements.

If a piano has been rented for the show, the PRC needs to make sure that arrangements have been made for it to be moved into the appropriate room, and for it to be ready for pickup afterward. Staff and students should help clean up at the end of the show.

An instructor should make a short speech of welcome before the farewell show begins, recognizing the participation of the school and its administration, the host city, and any other individuals/groups that have helped the Program.

After the performance is over, an instructor should make another speech summarizing the good work that the students have done in putting the show together, acknowledging the help of staff members and any others,

and, most important of all, thanking the host families and the onsite coordinator.

### **Inventory of Material Left in Study Town**

The staff, under the supervision of the LC, should make a careful inventory of all material left onsite and find a safe place to store this material, generally at the home of the onsite coordinator or host family or in the school. The staff should not wait till the last moment to do the inventory and start packing materials. The list of material left in the study site should be brought to Bloomington by the LC together with a list of materials and supplies needed for the following year.

### **Material to be Brought Back to Bloomington:**

All staff members have responsibilities to bring materials back to Bloomington. Consult the list of materials to be brought back to Bloomington in the previously outlined duties of each coordinator.

## **FINAL EXCURSION (IF APPLICABLE)**

Advice for the final excursion also applies in great part to any overnight trips done during the Program, which should be prepared by all the instructors. Before departing for the final trip, there should always be a general meeting with all the students to prepare them for this last experience.

For Paris, Berlin and Madrid, metro tickets should be bought in advance if possible. The two last days should be carefully planned and the staff should accompany the students for the greater part of the day. Free time should be given for a determined period of time, within a designated area and students should be required to check in with instructors at check points.

### **Preparations**

All staff should meet to make sure that all the details are covered and then present what follows below to the students in a general meeting, with all teachers present, which ensures that all students will receive the same information:

- Inform students of the excursion itinerary and schedule: stress the importance of being punctual.
- Students should have the name, address, and phone number of all

lodgings, and cell phone numbers of staff. Insist that students write it all down, in case they should get lost and need to find their way back. Students should also record the nearest subway stops to their lodging as well as other landmarks.

- Students should be instructed to carry a form of identification on them **at all times**, such as a driver's license, school ID, or passport copy.
- Inform students of the rules at the lodgings (meal hours, curfew, etc.); whether or not they will need to bring their own towels, etc.
- Discuss with students which expenses are and are not covered by the Program, especially meals; how to make their meal money last.
- Give suggested activities in the city and places/neighborhoods to avoid at all costs.
- Remind students that the IUHPFL Honor Code applies during all field trips, long or short.
- Remind students of the importance of staying with a group when sightseeing; students should be reminded never to leave the group or go out by themselves during the trip.
- Warn students to be 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.
- Distribute to students city and public transport maps; explain how to get subway tickets, etc., should they need them.
- Stress that it is a good idea to keep an ID card handy at all times for ID and student admission prices. Copies of passports should be taken along with each individual student as well.
- 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. Leave all large suitcases in the bus whenever possible for the overnight stays in Paris or Madrid.
- Snacks may be bought by the instructor team before leaving the study site. They will be enjoyed by the students and staff in the late evening. It is a good idea to buy snacks to share with the students when they meet at the residence, in the evening before going to sleep. This is an excellent way to gather the students and talk to them.
- Staff should visit the students' rooms in the evening to make sure that no lodging rules are broken, and to ensure abidance by the Honor Code.

Note that students should never be left alone in the residence where they spend the last days of the Program. At least one staff member should be available to them at all times.

## **DEPARTURE DAY**

It is important to stress to the 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. The SC should make sure that students who will not return to the US with the group are given their passports and know their itineraries and all relevant information.

As mentioned previously, swords from Spain should be wrapped carefully in paper and plastic with address labels. They will have to be checked in separately. Students should put in their suitcases all sharp objects such as letter openers, scissors, or small knives or swords. They will not be allowed to take these in their hand luggage.

Once luggage has been checked in at the airport, students may proceed to passport control and on to the gate, accompanied by staff members. They will need to show boarding pass and passport again at that point.

The Language Commitment is no longer in effect once students have boarded the plane. Upon arrival in the U.S., staff should make sure that no student is left behind to retrieve luggage or to go through customs, and should greet the parents after arriving at the final destination.

## **AFTER RETURNING TO THE U.S.**

The IUHPFL Bloomington staff will be in touch with instructors over the summer regarding de-briefing upon return to the U.S. and submitting the materials instructors bring back with them to the Bloomington office.

## NOTES

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