IUHPFL
Pre-Departure Handbook
Summer 2013

IUHPFL
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1. **Handbook Overview**

This handbook covers information relevant to all sites. Site-specific materials are shared at orientation and on the website. Both students and guardians should read this handbook now and again before departure. Students should take the handbook with them abroad and consult it when necessary.

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2. Pre-departure Checklist

☐ Submit Program and travel payments as scheduled.
☐ Return required forms via e-mail and mail as instructed.
☐ Attend the required all day orientation for your Program.
☐ Discuss how you and your guardian will deal with the limited communication aspect of the Language Commitment.
☐ Obtain bank debit card with PIN and/or major credit card with PIN.
☐ Inform your bank of the dates of your trip abroad.
☐ Obtain local currency (Euros or Pesos).
☐ Discuss an appropriate travel budget with your guardian(s).
☐ Discuss the Honor Code with your guardian(s) and the peers of your Program site.
☐ Discuss goals for your trip abroad with guardians and Program peers.
☐ Immerse yourself in your language and practice, practice, practice.
3. Introduction
This handbook contains general information for all Indiana University Honors Program in Foreign Languages (IUHPFL) students and their guardians. At the Program’s orientation, additional site-specific suggestions will be made to complement the recommendations in this handbook. Students are encouraged to take additional notes in the blank spaces provided throughout.

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

An electronic copy of this handbook and all other Program information can be found at iuhonorsprogram.org.

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The IUHPFL office is open Monday through Friday, 8:00 a.m.-5:00 p.m. and closed Saturdays, Sundays and all major holidays.

The office staff will make every attempt to respond to calls or e-mails promptly. Guardians and students should keep in mind that the office staff is small and that three out of the four IUHPFL employees work part-
time. Due to the small staff, patience in communicating with the office is appreciated.

We wish students a wonderful and exciting summer abroad with the IUHPFL!

4. Orientation
Orientations for all participating students and their guardians, will be held in Bloomington at the Indiana Memorial Union (IMU), 900 E. Seventh St., Bloomington, IN 47405. Beginning at 8:30 a.m. and concluding around 4:30 p.m., orientations will take place on the following dates:

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<tr>
<th>Country</th>
<th>Location</th>
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<tbody>
<tr>
<td>France</td>
<td>Brest, Saumur &amp; St. Brieuc</td>
<td>April 21</td>
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<tr>
<td>Germany</td>
<td>Krefeld</td>
<td>April 21</td>
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<tr>
<td>Mexico</td>
<td>Mérida</td>
<td>April 28</td>
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<tr>
<td>Spain</td>
<td>Ciudad Real, Léon, Oviedo &amp; Valencia</td>
<td>April 28</td>
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Orientation is considered the first day of participation in the Program. The purpose of orientation is to help students, their guardians and instructor teams become more familiar with the Program and to get acquainted with each other. The orientation is very important for both students and guardians, thus attendance is mandatory for all students and at least one guardian. Students and guardians should carefully review the Program website and this handbook before attending orientation. A hard copy of the handbook will be made available to students and guardians at orientation.

Students will receive a name tag to wear during orientation, the day of departure at the airport and for the first days at the Program site to help instructors and staff memorize names quickly. Students also receive a Program t-shirt to wear on departure day.

As stated on the website, students should attend their site-specific orientation. The orientation will be the only chance to meet peers and instructors before departure day. Some conflicts are inevitable and a few students may have to attend a different orientation. In those cases, students should begin e-mail correspondence with the onsite instructor staff and fellow peers to get to know them better. Each site has a private Facebook group page for the purpose of getting to know one another.

5. Supplemental Program Materials
At orientation, students receive course packets for their classes they will take abroad. They will also receive a phonetics manual (if applicable), excursion booklet (if applicable), theater and choir books. Students should bring a backpack to orientation to store these materials.
For comprehensive information on the study abroad experience, the following book is recommended:


This book is aimed specifically at students who want to make the most of their study abroad experience. Its user-friendly design will help identify and use a wide variety of language and culture learning strategies. It begins with three inventories designed to become more aware of how students currently learn language and culture. The book contains many helpful tools and creative activities to enhance favored learning strategies and try out unfamiliar ones. Students should use the guide as they prepare for study abroad and after they return.

Additional notes:
6. IUHPFL — The Study Program Abroad

The IUHPFL is an intensive immersion study Program. Class attendance is mandatory. Students should expect daily homework in all classes and several assessments throughout the duration of the Program.

Students and their classmates will be divided into two or three smaller groups for each of the morning classes. Small groups will allow participants to practice speaking skills and allow for more individualized attention in the classroom. Students are encouraged to be active in classes and to complete all homework with care. Students should involve their host family when completing homework.

In addition to bringing course manuals abroad, students should bring some folders, notebooks and writing utensils. Students are encouraged to keep a journal in the foreign language.

Students don’t receive grades for the Program per se, but will meet with the onsite staff to discuss progress throughout the duration of the Program. Students receive an IUHPFL Final Evaluation in early fall. The onsite Program instructors write this evaluation, which consists of the student’s performance in the classroom, afternoon activities, excursions and assimilation to the host family and culture. The Final Evaluation also addresses the students’ success in adhering to the Honor Code throughout the Program, and the scores received on linguistic progress tests at the beginning and end of the Program. Additionally, foreign language departments at the students’ school will receive a copy of the IUHPFL Final Evaluation. Each high school principal will receive a letter about the student’s successful Program completion.

In addition to the Final Evaluation, students have the chance to earn one of three awards upon completion of the Program: the Award of Excellence, the Award of Distinction and the Award of Participation. The Award of Excellence is the IUHPFL’s most prestigious award. Only students who have truly embodied the ideals of the IUHPFL and who have lived out the Honor Code to its fullest while abroad will earn it. The criteria for the Award of Excellence as well as the template for the Final Evaluation are made available online.

All students participate in afternoon activities (such as theater or choir). Typically, students are divided into two or three groups. Sports will be offered once a week, but may also be practiced individually. Also, support groups of seven to eight students will meet with a staff member regularly to discuss any concerns related to the student’s transition abroad and the study Program. More information about support groups can be found in Section 9 of this booklet.
Each Program site has a team of three to four instructors who work together closely to teach students, lead them on excursions and during afternoon activities, and administer the Program onsite. The four administrative roles the instructors fulfill are: student coordinator, financial coordinator, logistics coordinator and public relations coordinator. Students are encouraged to get to know their instructors well at orientation and continue to do so while abroad. Instructors are there to help and guide students. Many of them have been abroad themselves, thus will relate to the experience of immersion into a foreign culture. Students should never hesitate to talk to any of them about concerns, including the study Program, the host family, health, or other personal adjustment issues.

All Program participants are required to complete an evaluation of their stay abroad upon return to the U.S., reporting on their experiences with classes, activities, host family and excursions. The guidelines for this report will be communicated via e-mail upon the student's return to the U.S. Guardians will also be asked to complete a survey of their experience with the Program so that the IUHPFL can continue to recognize guardians' needs.

7. IUHPFL Honor Code
The Indiana University Honors Program in Foreign Languages (IUHPFL) is an “Honors” Program. As such, it outlines clear norms of conduct for its students to follow.

The IUHPFL relies upon the individual student's sense of responsibility and honesty to understand and abide by the IUHPFL Honor Code. By participating in the Program, the student agrees to abide by the following norms:

1. **Language Commitment:** The students' commitment to speak only the foreign language during the length of the Honors Program is the key to their success and the pillar of the Honors Program. Only the foreign language is to be used in the school, by the host families and the students outside the school and home at all times, except in case of an emergency. For this reason, telephone communication with family and friends is limited and access to the Internet is restricted to one hour per week.
   a. Communication with family and friends is limited to one call home upon arrival to the host country. No other calls to family or friends should be made, except for in case of an emergency.
   b. This commitment implies no devices shall be used (e.g. walkman, CD player, iPod, or any other MP3 player, etc) to listen to English music. The Honors Program highly discourages the use of personal cell phones, as it proves detrimental to the students'
ability to fully immerse in the language and culture of the host country. Use of laptops abroad is prohibited.

c. This commitment implies that students are not able to read in English during the Program. Should students have summer reading assignments that need to be completed for their high school coursework, the reading either needs to be completed before the Program begins and/or once the Program ends, but not during the Program. Alternatively, students may purchase the books for their summer reading in the language of the country in which they will be studying with the IUHPFL.

2. **Restrictions on Dating Pledge:** Honors Program students may not date abroad as they may be accustomed to doing in the U.S. not only because dating customs are different in other countries but also because focusing on one person can be counterproductive to the unity of the group of students, the interaction with the host family and the learning experience. This applies to relationships with other Honors Program students or with a member of the host culture.

3. **Prohibition of the Use of Alcoholic Beverages, Drugs and Tobacco:** Even though the laws of other countries may differ from those of the U.S. with regard to the consumption of alcohol, drugs and tobacco, Honors Program students are to conduct themselves abroad as minors from the state of Indiana. That is, students are not allowed to buy or accept alcoholic drinks at any time, including in their host family. Additionally, students may not take alcohol home with them to the United States. Students also may not purchase, possess or use drugs which are not prescription medication dispensed for their own specific medical condition. Honors Program students are not permitted to smoke.

4. **Risky Activities:** Driving a car or other motorized vehicle is forbidden. Riding passenger on a motorcycle is prohibited. Honors Program students are only permitted to ride passenger in a car with an adult driver who is a member of the host family or has been authorized by the host family or the onsite staff. Any risky athletic activity that could result in physical injury can only be practiced with the authorization of the students’ parents and that of the staff. Honors Program students are not permitted to receive tattoos or piercings during the Program.

5. **Weeknight and Weekend Activities:** Honors Program students may spend one to two hours (depending on the Program site) after the classes and activities in the afternoon socializing in the town center, provided they have informed their host families of
their whereabouts and have received their permission. During weeknights, students may go out only with their host families, provided they have informed the onsite staff and are home at a reasonable hour, an hour determined by the onsite staff, so as to prepare well for classes the following day.

To go out on weekends, students must have special permission from the onsite staff. They may not go out alone or solely with other students, but must be accompanied by their host parents or an instructor. Additionally, students are to return home by the curfew established by the onsite staff.

Discos are prohibited to Honors Program students at all times.

6. **Pledge to Adhere to Host Family Norms:** Honors Program students are to treat their host families with respect and courtesy, making every effort to follow the norms established by the family. Students are to follow suggestions presented to them at Orientation in an effort to abide by host family norms.

7. **Travel:** There shall be no unaccompanied travel outside of the host town. If students wish to travel with their host families a reasonably far distance outside of the host town, students must receive permission from the onsite staff. Overnight trips with host families shall not interfere with the class schedule as academics are the Honors Program's top priority.

a. Honors Program students are not to host U.S. friends or family in the study site while the Program is in session. The Honors Program session officially ends the day of the students' scheduled departure from the host country for the U.S.

8. **Post Program Language Commitment:** All Honors Program students must pledge to help the school's language program in any way possible, as well as continue studying their foreign language during their senior year in high school or at a local university. If such an opportunity is not available at the students' school or local community to continue classes in the foreign language, the student must simply pledge to help the school's language program in any way possible.

9. **Honors Program Pledge to Excellence:** Above all, students pledge to follow the above Honors Code in order to facilitate maximum language learning while abroad and to ensure their safety. IUHPLF students shall maintain a positive attitude and strive to make the most of their unique opportunity abroad. Students who have fulfilled the Honors Program Pledge to Excellence and have
thereby demonstrated consistently outstanding class performance and adherence to the Honor Code will earn the Honors Program Award of Excellence upon their return to the U.S.

In the IUHPFL model, the strength of the Program as a whole is only as strong as its individual constituents. This means that the pledge to adhere to the Honor Code is as much a group pledge as it is an individual pledge. Consequently, in making the pledge, the IUHPFL student not only agrees to fulfill the pledge him or herself, but also agrees to hold his or her peers accountable for maintaining the pledge as well.

➢ The adherence to these norms is of critical importance. Infractions of the Honors Code will result in repercussions, the most severe of which could be expulsion from the Program.

➢ Any infraction of the Honor Code will be recorded by the onsite staff in an official Incident Report and immediately communicated to the guardians of the Honors Program student, the staff in Bloomington, and to the student's host family (if relevant). Repeated infractions are grounds for re-evaluation of the student's participation in the Honors Program. Any infraction deemed egregious by the onsite and Bloomington staff will result in immediate expulsion from the Honors Program.

➢ It is important to note that if a student receives an Incident Report, he/she may jeopardize his/her chance to earn the Award of Excellence.

➢ It is also important to note that the actions of the majority may sometimes affect the whole group. In the event that the Honor Code is violated by a large number of students collectively, the consequences may apply to the entire group of students. For this reason, students are highly encouraged to hold one another accountable for their actions and for adherence to the Honor Code.

Since the IUHPFL expects students to hold one another accountable for their actions, students should take action as follows:

➢ Should one student witness another student deviate from the Honor Code, students who witness deviant behavior should first talk with his or her classmate to ask him/her to immediately stop the deviant behavior.

➢ Should the deviant behavior persist over time, the witnessing student is asked to report the behavior to the instructor team, which can be done anonymously to protect his/her identity.
In the IUHPFL model, the student to witness the behavior is considered an accomplice to the deviant behavior if s/he does not take appropriate measures to help put an end to such behavior.

7 a. Honor Code in French
Le Code D'Honneur de l'IUHPFL
Le Programme d’Honneur en Langues Etrangères de l’Université d’Indiana est un programme d’« Honneur ». En tant que tel, il fournit des normes de conduite auxquelles les élèves doivent adhérer.

L’IUHPFL fait confiance aux élèves, et est persuadé que leur sens des responsabilités et leur honnêteté les aideront à comprendre et à respecter le Code d’Honneur d’IUHPFL. En participant au Programme d’Honneur, les élèves s’engagent à respecter les règles suivantes :

1. L’Engagement Linguistique: L’engagement des élèves à n’employer que la langue étrangère pendant toute la durée du programme est la clé de leur réussite et le pilier du Programme d’Honneur. Seule la langue étrangère peut être utilisée à l’école, avec la famille d’accueil et avec les autres élèves, et ceci à tout moment et dans tout lieu, sauf en cas d’urgence. Par conséquent, les communications téléphoniques entre tout(e) élève, sa famille, et ses amis aux Etats-Unis sont limitées, et l’accès à l’Internet est limité à une heure par semaine.
   a. Chaque élève a donc le droit de ne faire qu’un appel téléphonique et ceci le jour de son arrivée dans le pays d’accueil. Aucun autre appel ne sera autorisé sauf en cas d’urgence et sous l’autorisation des professeurs.
   b. Il est compris que cet engagement linguistique implique aussi qu’aucun appareil électronique ne peut être utilisé pour écouter de la musique en anglais (ex : walkman, lecteur CD, iPod, ou tout autre lecteur MP3, etc...). Cet engagement implique aussi l’interdiction des ordinateurs portables, et l’utilisation des téléphones portables est vivement découragée. Nous considérerons qu’ils sont un frein à l’immersion linguistique et culturelle privilégiée par le Programme d’Honneur.
   c. Cette promesse de la part des élèves à n’employer que la langue étrangère du pays d’accueil implique aussi qu’ils ne sont pas autorisés à lire en anglais. Dans le cas où un(e) élève est obligé de lire des ouvrages recommandés par son lycée pendant l’été, l’élève devra le faire soit avant soit après son séjour à l’étranger. Cependant, il est permis aux élèves d’acheter ces ouvrages dans la langue étrangère du pays d’accueil du Programme d’Honneur.
2. **Promesse de ne pas avoir des relations amoureuses:** Il n'est pas permis aux élèves du Programme d'Honneur de s'engager dans des relations amoureuses à l'étranger, comme ils y sont accoutumés aux États-Unis. La mise en place de cette règle est exigée du fait des différences de coutumes mais aussi car une relation exclusive avec une personne nuirait à l'unité du groupe, aux échanges avec la famille d'accueil et à la réussite de l'élève. Cette règle s'applique à toute relation potentielle soit avec un autre participant du Programme soit avec un résident du pays d'accueil.

3. **Interdiction de consommer des boissons alcoolisées, de la drogue ou du tabac:** Quelles que soient les lois du pays d'accueil, il est impératif que les élèves du Programme d'Honneur respectent la loi en vigueur pour les mineurs de l'état de l'Indiana et ceci dès leur arrivée. En d'autres termes, il leur est interdit d'acheter ou d'accepter des boissons alcoolisées dans n'importe quelles circonstances et même en compagnie de leur famille d'accueil. De plus, les élèves du Programme ne sont pas autorisés à rapporter de l'alcool aux États-Unis. Il est aussi interdit aux élèves d'acheter, d'utiliser ou d'avoir de la drogue en leur possession. Seuls les médicaments prescrits par un médecin sont autorisés. Il est interdit aux élèves du Programme de fumer.

4. **Activités à risques:** Il est interdit aux participants du Programme de conduire une voiture ou tout autre véhicule motorisé. Il leur est interdit de monter, même comme passager, sur une moto. Les élèves du Programme peuvent monter en tant que passager dans une voiture à la seule condition qu'un adulte (un membre de la famille d'accueil, un employé du Programme, ou quelqu'un autorisé par une des deux parties précédentes) soit au volant. Avant de pratiquer toute activité sportive qui risque d'engendrer des blessures physiques, les élèves doivent avoir la permission de leurs parents et d'un membre de l'équipe pédagogique du Programme. Il faut noter aussi que les élèves ne peuvent pas se faire tatouer ou percer pendant la durée du Programme.

5. **Activités le soir de la semaine et le week-end :** Les élèves ont le droit de passer une heure ou deux (selon le site du Programme) en centre-ville l'après-midi, après les cours et les activités. Ils doivent pour cela avoir fait savoir à leurs familles d'accueil où ils vont et avoir demandé l'autorisation. Les soirs pendant la semaine, les élèves ne peuvent sortir qu'en compagnie de leur famille à condition qu'ils informent l'équipe pédagogique, et qu'ils rentrent à une heure raisonnable établie par l'équipe afin d'être en forme pour l'école le lendemain.

Il est formellement interdit de sortir en discothèque à tout moment.

6. **Promesse de respecter les usages de la famille d’accueil**: Les participants doivent être polis et reconnaissants en respectant les règles de vie établies par leur famille d’accueil. Les élèves doivent faire l’effort de suivre les suggestions qui leur sont présentées le jour de l’orientation afin de réussir à l’intégration au sein de leur famille d’accueil.

7. **Voyager**: Il est strictement interdit de voyager hors de la ville d’accueil sans accompagnateur. Si les élèves veulent voyager assez loin en dehors de la ville avec leur famille d’accueil, ils doivent tout d’abord obtenir l’autorisation de l’équipe pédagogique. Tout voyage avec la famille d’accueil qui dure plus d’un jour ne doit pas et ne peut pas interférer avec l’emploi du temps scolaire de l’élève. L’aspect académique du Programme est prioritaire et de la plus haute importance.

a. La famille ou les amis américains des participants sont vivement priés de ne pas leur rendre visite sur le site du Programme pendant sa durée. La durée du Programme d’Honneur finit définitivement le jour où les élèves quittent le pays d’accueil pour les Etats-Unis.

8. **L’Engagement Linguistique après le Programme**: Dès leur retour du pays d’accueil, les participants doivent s’engager à aider, de leur mieux, le programme de langue de leur lycée, et à continuer à étudier la langue étrangère pendant leur année de terminale ou à l’université. Si l’élève n’a pas l’occasion de continuer à étudier la langue dans son lycée ou dans sa communauté locale, il/elle doit s’engager à aider le département de langue du mieux possible.

9. **Promesse d’excellence**: En conclusion, les élèves du Programme d’Honneur s’engagent à suivre le règlement du Code d’Honneur pour faciliter au maximum leur apprentissage de la langue du pays d’accueil mais aussi pour assurer leur propre sécurité dans le pays d’accueil. Les participants du Programme d’Honneur
doivent s’efforcer de garder une attitude positive et de profiter au maximum de cette opportunité unique à l’étranger. Les élèves qui auront honoré l’engagement d’excellence, ce qui implique d’obtenir de bons résultats scolaires et de respecter le Code d’Honneur, recevront un Certificat d’Excellence dès leur retour aux États-Unis.

D’après son modèle pédagogique, la force du Programme d’Honneur réside tant dans l’action individuelle que collective. Par conséquent, en acceptant de participer au Programme d’Honneur, les participants s’engagent personnellement mais consentent aussi à encourager leurs camarades à en faire autant.

- Respecter ces normes est d’une importance capitale. Toute infraction au Code sera suivie de répercussions qui peuvent aller jusqu’à l’expulsion du Programme.
- Notez bien que si un(e) élève reçoit un rapport d’incident officiel, ceci risque de remettre en question les chances de cet(te) élève à recevoir le Certificat d’Excellence.
- Notez aussi que les actions collectives peuvent avoir un impact sur le groupe. Ainsi si le Code d’Honneur est rompu collectivement, les conséquences pourront s’appliquer au groupe dans son intégralité. C’est pour cette raison que l’on incite grandement les participants à respecter le Code d’Honneur, chacun étant garant du comportement des autres et par conséquent de la bonne conduite et de l’esprit collectif.

7 b. Honor Code in German
IUHPFL Ehrenkodex


Das IUHPFL verlässt sich auf den Verantwortungssinn individueller Studenten und ihre Ehrlichkeit, den Ehrenkodex zu verstehen und ihm
zu folgen. Mit der Teilnahme am Ehrenprogramm erklärt sich der Schüler bereit, die folgenden Regeln einzuhalten:

1. **Sprachenverpflichtung**: Die Verpflichtung der Schüler während des Programmes nur die ausländische Sprache zu sprechen ist der Schlüssel ihres Erfolges und die Säule des Ehrenprogramms. In der Schule, bei den Gastfamilien und unter den Schülern ausserhalb der Schule und zu Hause ist, ausser im Notfall, ausschliesslich die Fremdsprache zu benutzen. Deshalb ist der Kontakt zur eigenen Familie und Freunden in den USA und Zugang zum Internet auf **eine Stunde pro Woche** limitiert.


3. **Verbot von Alkohol, Drogen und Tabak**: Trotzdem die Gesetze anderer Länder in Bezug auf Alkohol-, Drogen oder Tabakkonsum


5. **Wochenabend- und Wochenendaktivitäten:** Ehrenprogramm Schüler dürfen nach den Klassenstunden und Nachmittagsaktivitäten ein bis zwei Stunden (vom Ort abhängig) im Ort verbringen, solange sie ihre Gastfamilien informiert und ihre Erlaubnis erhalten haben. Wochentags dürfen Schüler nur dann mit ihrer Gastfamilie ausgehen, wenn sie vom IUHPFL Personal Erlaubnis erhalten haben und rechtzeitig zu Hause sind um sich gut auf ihre Klassen am nächsten Tag vorbereiten zu können.

Um am Wochenende abends ausgehen zu können, müssen Schüler vom IUHPFL Personal spezielle Erlaubnis erhalten. Sie dürfen nicht alleine oder nur mit anderen Schülern ausgehen, sondern müssen entweder von den Gasteltern oder einem Lehrer begleitet werden. Zusätzlich müssen alle Schüler zur vom IUHPFL Personal bestimmten Stunde zu Hause sein.

Das Besuchen von Diskotheken ist für Ehrenprogramm Schüler grundsätzlich verboten.

6. **Versprechen, sich an die Vorschriften der Gastfamilie zu halten:** Ehrenprogramm Schüler müssen ihre Gastfamilie mit Respekt
und Höflichkeit behandeln und sich bemühen, die Hausregeln der Gastfamilie zu befolgen. Schüler sind verpflichtet, den während der Orientierung präsentierten Vorschlägen zum Gastfamilienverhalten zu folgen.


a. Während des Programms dürfen Schüler keine amerikanischen Freunde oder Familienmitglieder beherbergen. Das Ehrenprogramm ended offiziell am Tag der geplanten Rückreise vom Gastland in die USA.

8. Sprachenverpflichtung nach Programmende: Alle Ehrenprogramm Schüler müssen versprechen, dem Sprachenunterricht ihrer amerikanischen Schule in jeder Weise zu helfen und das Studium ihrer Fremdsprache während dem Senior-Jahr an der Schule oder örtlichen Universität fortzusetzen. Falls die Gelegenheit zum fortgesetzten Sprachstudium an der Schule oder Universität nicht besteht, sind die Schüler dazu verpflichtet, das Sprachenprogramm ihrer Schule auf das Beste zu unterstützen.


Die Stärke des Programms im IUHPFL Modell als Ganzes ist nur so gut wie ihre individuellen Teile. Das heißt, dass das Versprechen sich an
den Ehrenkodex zu halten, ist sowohl ein Versprechen der Gruppe als auch das der einzelnen Teilnehmer. Daraus ergibt sich, dass der IUPHFL Schüler mit dem Versprechen nicht nur sich selbst verpflichtet, sondern auch seine Mitschüler verantwortlich hält.

- Das Befolgen dieser Regeln ist von besonderer Wichtigkeit. Verstöße gegen den Ehrenkodex resultieren in ernsthaften Konsequenzen, die im schwersten Fall zur Ausweisung aus dem Programm führen.
- Es ist zu beachten, dass ein Schüler der einen Verstoßbericht erhält, seine Chance zum Ehrenpreis limitiert oder verliert.
- Es ist außerdem zu beachten, dass die Aktivitäten einer Mehrheit manchmal die gesamte Gruppe betreffen. Falls eine große Anzahl von Schülern gegen den Ehrenkodex verstößt, kann dies Konsequenzen für die gesamte Schülergruppe haben. Aus diesem Grunde empfehlen wir allen Schülern, sich gegenseitig für ihre Aktivitäten und zur Befolgung des Ehrenkodex zur Verantwortung zu ziehen.

7 c. Honor Code in Spanish
Código de Honor del IUHPFL
El Programa de Honor en Idiomas Extranjeros de la Universidad de Indiana, es un Programa de “Honoros.” Como tal, incluye claras normas de conducta para los estudiantes.

El IUHPFL confía en el sentido de responsabilidad y honestidad de cada estudiante, para entender y regirse por el Código de Honor del IUHPFL. Al participar en el Programa, el estudiante se compromete a seguir las siguientes normas:

1. Compromiso del idioma: El compromiso de los estudiantes a hablar solamente el idioma extranjero mientras dure el Programa es la llave de su éxito y el pilar del Programa. Los estudiantes y las familias anfitrionas deben hablar exclusivamente el idioma extranjero, tanto en el colegio como en casa y en las horas libres, excepto en casos de emergencia. Por este motivo, el contacto con
su familia y amigos de origen es **limitado**, y el acceso a Internet está restringido a **una hora** a la semana.

a. La comunicación con la familia y amigos de origen es limitada a una sola llamada al llegar al país anfitrión. No se puede hacer ninguna otra llamada a la familia o amigos, excepto en caso de emergencia.

b. Este compromiso implica que no se puede utilizar ningún aparato (ej. walkman, CD, ipod, o cualquier otro reproductor de mp3, etc.) para escuchar música en inglés. El Programa de Honor desaconseja el uso de móviles, en el caso de que no le permita al estudiante integrarse de manera completa ni en el idioma del país anfitrión, ni en la cultura anfitriona. Ordenadores portátiles están prohibidos.

c. Este compromiso implica que el estudiante no puede leer en inglés durante el Programa. Si el estudiante tiene tareas de lectura que se tienen que cumplir para sus asignaturas académicas, las tareas o se deben cumplir antes de que comience el Programa o una vez se acabe el Programa, pero no mientras dure el Programa. Como alternativa, el estudiante puede comprar los libros para las tareas en el idioma del país anfitrión.

2. **Restricciones en las citas:** Los estudiantes no deben de salir habitualmente con una sola persona como lo pueden hacer en los Estados Unidos, no sólo porque las costumbres son diferentes sino también porque centrarse exclusivamente en una sola persona puede ser contraproducente para la unidad del grupo de estudiantes, la interacción con la familia anfitriona y la experiencia de aprendizaje. Esto se aplica también a las relaciones con otros estudiantes o con un miembro de la cultura anfitriona.

3. **Prohibición del consumo de drogas, alcohol o tabaco:** Aunque las leyes referentes a drogas, alcohol y tabaco puedan ser diferentes en otros países a las de EEUU, los estudiantes del Programa se deben comportar como menores de edad del estado de Indiana. Esto es, no se les permite comprar o aceptar bebidas alcohólicas en ningún momento, incluyendo a la familia anfitriona. Tampoco pueden llevar alcohol con ellos a EEUU. Tampoco pueden comprar, poseer o consumir drogas que no sean por prescripción médica para sus propias dolencias. No se permite a los estudiantes fumar.

4. **Actividades de riesgo:** No está permitido conducir un coche o cualquier vehículo motorizado. Tampoco se permite ir de pasajero en una moto. Los estudiantes sólo pueden viajar como pasajeros en un coche cuando el conductor sea un adulto de la familia
anfitriona o haya sido autorizado por el equipo de profesores. Cualquier actividad deportiva de riesgo, que pueda derivar en daño físico, sólo puede practicarse con autorización de los padres del estudiante y del equipo de profesores. Los estudiantes tampoco pueden hacerse tatuajes o piercing durante el Programa.

5. **Actividades entre semana y de fin de semana:** Los estudiantes pueden pasar una o dos horas (dependiendo del sitio donde se efectúe el Programa) en el centro de la ciudad al acabar la clase, siempre que hayan informado a la familia anfitriona y hayan recibido su permiso. Respecto a las noches entre semana, los estudiantes pueden salir solamente con la familia anfitriona, siempre que hayan recibido permiso del equipo de profesores y vuelvan a casa a una hora razonable (la hora establecida por el equipo de profesores) para poder preparar las clases del día siguiente.

Para poder salir por la noche los fines de semana, los estudiantes necesitan permiso del equipo de profesores. No pueden salir solos entre ellos, sino deben salir en la compañía de sus padres anfitriones o los profesores. Además, deben volver a casa a la hora estipulada por el equipo de profesores.

Está totalmente prohibido ir a discotecas.

6. **Compromiso de seguir las normas de la familia anfitriona:** Los estudiantes deben tratar a sus familias anfitrionas con respeto y educación, esforzándose por cumplir las normas establecidas por la familia. Deben tener en cuenta las sugerencias de comportamiento que se les presentan en la Orientación.

7. **Viajes:** Los estudiantes no pueden viajar solos fuera de la ciudad anfitriona. Pueden viajar con la familia anfitriona si reciben permiso del equipo de profesores. Si viajan con la familia y deben pasar la noche fuera, este viaje no puede interferir con los horarios de las clases, ya que el Programa y sus cursos deben ser la máxima prioridad.

a. Los estudiantes no pueden acoger, en el lugar de estancia, a ningún amigo o familiar americano mientras dure el Programa. El Programa finaliza oficialmente en la fecha del viaje de vuelta a EEUU.

8. **Compromiso de idioma Post Programa:** Todos los estudiantes del Programa de Honor deben comprometerse a ayudar al colegio (o escuela) en todo lo posible y comprometerse a seguir estudiando
el idioma extranjero durante su último año en la escuela o en la Universidad. Si no tienen la oportunidad de seguir estudiando el idioma, el estudiante se compromete a ayudar al Programa de Idiomas de la escuela en todo lo posible.

9. **Compromiso de excelencia:** Por encima de todo, los estudiantes se comprometen a seguir este Código de Honor para facilitar al máximo el aprendizaje del idioma y su propia seguridad cuando estén en el país anfitrión. Deben tener una actitud positiva, e intentar aprovechar al máximo esta oportunidad única en el extranjero. Los estudiantes que cumplan el Compromiso de Excelencia y demuestren buen comportamiento en clase y adherencia al Código de Honor recibirán el Premio de Excelencia del Programa a su llegada a Estados Unidos.

En el modelo del IUHPFL, la fuerza del Programa como un todo sólo se consigue con la fuerza de los individuos que lo forman. Esto significa que el compromiso de cumplir el Código de Honor es tanto un compromiso individual como colectivo. En consecuencia, al comprometerse, el estudiante no sólo se compromete a cumplir el Código él mismo sino también a instar a sus compañeros a cumplirlo.

- El cumplimiento de estas normas es de máxima importancia. Las infracciones del Código de Honor ocasionarán repercusiones, la más grave de ellas la expulsión del Programa.
- Cualquier infracción del Código de Honor será reflejada en un Informe de Incidentes por el equipo de profesores del sitio donde suceda, e inmediatamente comunicada a los padres del estudiante del Programa de Honores, a los responsables del Programa en Bloomington y a la familia anfitriona (si es relevante). La reincidencia en las infracciones será motivo de la re-evaluación del estudiante para participar en el Programa. Cualquier infracción considerada grave por el equipo de profesores de cada lugar dónde se realice el Programa y por los responsables del Programa en Bloomington, conllevará la expulsión inmediata del Programa.
- Es importante saber que, si un estudiante recibe un Informe de Incidentes, esto afectará su oportunidad de recibir el Premio de Excelencia del Programa.
- También hay que tener en cuenta que las acciones de la mayoría a veces afectan a todo el grupo. En caso de que el Código de Honor sea violado por un gran número de estudiantes de forma colectiva, puede haber consecuencias que afecten a todo el grupo. Por esta razón, se espera que los estudiantes se apoyen unos en otros en el cumplimiento del Código de Honor.
8. The Host Family Experience

All host families are carefully vetted by the IUHPFL onsite coordinator(s), including interviews and personal visits to each home. The Program strives to find suitable host families who wish to invite a U.S. student into their home as a member of the family. Host families do receive compensation for costs incurred hosting IUHPFL students.

While being a part of the family implies feeling comfortable in the host family’s home, it also implies participating in household activities and chores as any other member of the family would. Students should try their best to communicate well with their host family, and be courteous and respectful during the stay at their home. On weekdays, students spend late afternoons and evenings with their host family. Students also spend the majority of the weekend with the host family. It is therefore important to cultivate a relationship with each member of the host family. Good relationships with the host family will take time, patience and a concerted effort to build. The more energy students put into developing a positive relationship with their host family, the more benefits they will reap.

Upon arrival at the host family’s home, the student’s host family should discuss the rules of the house. In the off-chance a family does not discuss house rules, students should ask about the ground rules of the house to avoid potential misunderstandings. Students have already agreed to abide by the rules laid out by their host families in signing the Honor Code for the Program. It is important to consider that the rules of the host family may differ greatly from those of the U.S. family. Students should always ask permission for any favors or privileges, including visits to the refrigerator or making local telephone calls (which can be quite expensive).

Above all, students should remember that host families come in all shapes and sizes. Some host parents will be young, some older. Some heads of households may be widows. Some families may live on the outskirts of town, or even in the countryside. In many families both parents may work. To make the most of the host family experience students should:

- Have a positive attitude
- Have an open mind to assimilating to the new family’s way of life
- Be willing to try new foods
- Be open to communicating daily with the host family
- Make a strong best effort to adapt

The more effort students put into getting to know their family and keeping a positive attitude about the stay, the more they will get out of the host family experience.
A student’s host family contributes greatly to supporting linguistic progress as well as cultural assimilation. Students should spend as much time with their host family as their schedule allows and to form a relationship with them that could last a lifetime. Students are also encouraged to show gratitude and appreciation daily for being welcome in their home.

Host families receive general information about the IUHPFL through the onsite coordinator. When vetted for the Program, host families are presented with the objectives of the Program as well as the Honor Code. They also learn the extent of their responsibility for the host student as well as what the host student's responsibility is to them.

Each student’s host family and the onsite instructor team receive a copy of the Personal Information Form submitted to the IUHPFL office. This form lists the student’s food, smoke and pet preferences as well as medications, hobbies and other interests. This Personal Information Form is the primary tool the onsite coordinator uses to match a student with a host family. When making a host family placement, the host family coordinator will take into account a student's preferences and interests. However students and guardians should understand that the Program cannot meet all requests. A student's Statement of Medical History will be safeguarded onsite by the instructor team and will be shared with a host family on a need-to-know basis.

Ideally, all students will have started corresponding with their host families before traveling abroad. In many cases, students will not hear from their host family until right before departure. Students will receive their host family placement via e-mail from the IUHPFL office by late May. It is important to note that students and guardians should keep host family contact information private.

It is appropriate to bring the host family a small gift upon arriving to their home, perhaps memorabilia from the student’s home town or a product unique to Indiana. Additionally, it is appropriate to thank them periodically throughout the Program with flowers or chocolates, as well as leave them a parting gift before returning to the U.S. Gift ideas will be discussed further at orientation. The sentiment behind the gift is of greater importance than the gift itself.

In addition to a small gift, the Program suggests students prepare a "conversation piece" for the first few days after arrival: perhaps a lightweight album or scrapbook, containing photos, postcards and/or newspaper clippings of the student’s family, home, town or school.
While most host family experiences are positive, some incompatibilities between a student and host family may arise. In the event that a student experiences difficulties with the host family, the following course of action is recommended:

1. Students should discuss the issue with their host family first. They will appreciate the students’ honesty and attempt to communicate openly with them.

2. If talking with the host family directly does not resolve the issue, or if a student needs assistance with how to address the issue with the host family, these concerns should be raised with the instructor team. Students should seek the help of the student coordinator, or any staff member with whom they feel comfortable. If necessary, an onsite instructor can visit with the student and host family to help mediate the situation.

A student who has difficulties with a host family, should be mindful of communicating these difficulties to the U.S. family and friends before addressing the issue with the host family and/or the instructor team. The host family and instructor team should be aware of any difficulties before the U.S. family and friends hear about them. The host family and instructor team, with the help of the onsite coordinator, will aim to resolve the issue quickly.

**IUHPFL Policy Regarding Host Family Changes**

Host family changes are rare. Should a student face difficulties with their host family, they are asked to follow the protocol outlined above. If after talking with their host family directly and after seeking out the help (and possible mediation) of the onsite instructor and/or coordinator, incompatibilities and miscommunications persist, then the option of changing host families can be explored. A host family change should happen only as a last resort, and ideally should be agreed upon by all parties (the student, onsite team and host family).

Students and guardians should expect that students will take anywhere from a few days to a few weeks to feel fully comfortable in a host family home. Thus, the IUHPFL strongly encourages students to spend four to five days (i.e., enough time to follow the previously outlined protocol) with their host family before requesting a host family change.

**9. Support Systems for Students and Guardians**

After students leave their family and familiar surroundings in the U.S, they will go through a transition period that will inevitably leave them feeling uncomfortable and vulnerable. Having to speak a different language, not having their guardians and friends, their own room, gadgets and frequent communication methods like Facebook and cellphones, requires flexibility and the ability to adapt. The first few days
or even weeks of the Program will be full of ups and downs as well as challenges that students may not have anticipated. Students should remember that this initial adjustment period (often referred to as ‘culture shock’) is normal and expected. Every student experiences culture shock to a certain extent, which is why the IUHPFL has support systems in place for both, students and guardians.

To help students get comfortable in their new homes and unfamiliar environments and to allow them to immerse successfully in the culture, the IUHPFL has developed a strong network of support systems available to each student at each site. The student’s primary support systems consist of:

1. The student’s peers – all students are going through the same situations, thus they should come to rely on one another for support.
2. The onsite instructors who teach, administer and guide the group. Most have been abroad themselves and can relate to culture shock.
3. The host family who is meant to provide students with a support system outside of classes and afternoon activities.

The IUHPFL onsite coordinator provides valuable input and an important link between host families and onsite instructors.

It is important to note that the students’ U.S. friends and family are not mentioned as a primary support system, because students have such limited communication with them (per the Honor Code).

When students face difficulties while abroad, the IUHPFL encourages them to reach out to their network of onsite support systems (peers, instructors and host families) to help them through their difficulties. Though it is natural for students to relay their difficulties to their U.S. friends and family during their weekly hour of Internet time, students should not consider their friends and family at home as a primary support system. A student’s U.S. family and friends may not have the perspective and cultural experience needed to help seek resolution for such difficulties. The IUHPFL is not asking students to withhold information from their U.S. friends and family, instead it is recommended they reach out first to their support systems onsite before contacting home.

The IUHPFL recognizes students may struggle not to rely on their friends and family at home, however, this potential difficulty is part of the greater IUHPFL experience. Students gain a sense of independence and accountability for handling difficult situations on their own and/or by reaching out for help to their peers, instructor team and host family. The
IUHPFL highly encourages students to be proactive in forming close bonds with the rest of the students, the instructor team and the host family, a process which can start even before departure. The Program asks students to trust this well-developed process and the support systems the IUHPFL has in place — they have proven to be successful since the Program’s inception in 1962.

**Support Groups Onsite**
At least once a week, all students participate in a support group with up to seven students and one support group leader (onsite instructor). Support groups add another network of support for the student as the group setting allows the sharing of information, thoughts, ideas and emotions.

**Support Group Objective**
Support group meetings help students adjust to their new environment linguistically and culturally. They provide students with an opportunity to share information and to listen to one another without judgment. For support groups to be successful, students should be willing to open up about themselves and be equally willing to listen to their peers. Initial meetings — always conducted in the foreign language — and sharing personal information and feelings may seem difficult, but students benefit greatly from these sessions. These sessions help students to:
- Adapt to their new environment
- Handle possible miscommunication/ issues with the host family
- Manage time and get the most out the IUHPFL experience
- Deal with difficult aspects of the Honor Code
- Set goals, such as trying a new food, initiating conversation, budgeting, study tips, etc.,
- Develop strategies to fulfill goals and make note of progress throughout the Program

**Individual Student Meetings**
Many students benefit from a private meeting with their support group leader to share personal information and/or discuss class performance, host family situations, Honor Code and/or the immersion experience. Individual meetings will replace the group meeting during a given week.

Instructors are available for consultation outside of class and support groups as well, since some students may not feel comfortable sharing certain topics in a group setting. Students should never hesitate to approach instructors outside of support group if they experience difficulties.
Support for Guardians
It can be very difficult for guardians to “let go” of their student(s). The Program asks guardians that they, too, trust the process the IUHPFL has in place for students to seek support from their peers, instructors and host families.

Guardians should be prepared to receive communication from their students only once a week (per the Honor Code). The IUHPFL suggests guardians respond to their students only once a week in order to encourage them to uphold the Language Commitment, to help curb homesickness and to foster their student’s independence. It is important to note that students tend to communicate with their guardians during difficult times versus during stress-free times. Guardians should keep this in mind when receiving communication from their students. If student communication is increasingly sparse or continuously negative, however, guardians are encouraged to contact the IUHPFL office to express their concerns.

Guardians can expect the instructor who acts as public relations coordinator to establish and maintain a blog unique to the student’s site. The public relations coordinator will update the blog once a week with a short entry and photos so that guardians may follow the happenings of the student’s group. Instructor blogs supplement the communication that guardians receive from their students.

Guardians of other IUHPFL students are another great resource. The IUHPFL office encourages guardians to exchange e-mail addresses and phone numbers with one another at orientation in Bloomington. Given all guardians are experiencing similar emotions, they may feel more comfortable in sharing stories with one another.

If guardians need more support than instructor blogs and other families can offer, the Program encourages them to reach out to the IUHPFL office immediately. The IUHPFL staff can help guardians through difficulties or provide additional resources for support.

Student Support System and Communication Flow
The chart on page 30 illustrates the support systems and communications flow in place for students and guardians.

Students and guardians should note that the student is at the center of the chart, represented by a large, dark circle. The student is conjoined with three groups: the Program peers, onsite instructor team and host family. There is a line with arrows on both ends between Program peers and onsite instructors which, of course, indicates that those two parties should be communicating with one another openly and at all times.
On the periphery are three additional circles that represent three distinct parties: 1) the IUHPFL Office, 2) the onsite coordinator and 3) the student’s U.S. guardian/family. Note that none of these three parties are conjoined with the student, as they are not primary support systems.

1) The **IUHPFL office** is meant to be a communication touchpoint for both the student’s guardian/family and the onsite instructor team.  
   ➢ A line with arrows on both ends is drawn between the **IUHPFL office** and the student’s **U.S. guardian/family**. This indicates that the IUHPFL office and the student’s guardian should be in contact as often as necessary. Should the student’s guardian have questions or concerns about the student, it is appropriate to contact the IUHPFL office, who will then be in touch with the onsite instructor team.  
   ➢ A line with arrows on both ends is drawn between the **IUHPFL office** and the **onsite instructor team**, indicating that the IUHPFL office and the onsite instructor team should be in contact as often as necessary. Should the IUHPFL office have any questions or concerns about a student (as reported to them by the student’s guardian), they will contact the onsite instructor team and vice versa. In addition to daily contact as necessary, the onsite instructor team will provide the IUHPFL office with a weekly report summarizing the week’s activities and any student issues.

2) The **IUHPFL onsite coordinator** is meant to be a touchstone for the onsite instructor team.  
   ➢ The onsite coordinator is a valuable resource when it comes to handling onsite logistics as well as facilitating relationships, both with host families and between students and their host families.  
   ➢ The onsite instructor team is in contact with the onsite coordinator daily, which is reflected by the line with arrows on both ends connecting them.  
   ➢ The onsite coordinator is also in frequent contact with the IUHPFL Managing Director to touch base throughout the Program, especially in emergency situations or with respect to host family changes.

3) The student’s **U.S. guardian/family** is meant to be a touchstone for the IUHPFL office and onsite instructor team.
A line with arrows on both ends is drawn between the **IUHPFL office** and the student’s **guardian/family**. This indicates that the IUHPFL office and the student’s guardian and family should be in contact as often as necessary. Should the student's guardian/family have questions or concerns about the student, it is appropriate to contact the IUHPFL office, who will then be in touch with the onsite instructor team.

A line also connects the **onsite instructor team** with the student’s **guardian/family**. The arrow is pointing from the onsite instructor team to the guardian/family, meaning that the onsite instructor team will contact the guardian/family of the student only if necessary and suggesting that if the guardian/family has concerns about his or her student, they should contact the IUHPFL office, who will then contact the onsite instructor team. Due to the busyness of the onsite instructor team, the IUHPFL office communicates with guardians on behalf of the instructor team whenever possible.

10. **Evaluations**
Students, instructors and host families participate in various evaluations to help identify potential areas of student and Program improvement.

**Student Self-evaluation**
Twice during the Program, students are asked to complete a self-evaluation to gauge their progress within the Program. These evaluations are administered by instructors and include questions about the Language Commitment, Honor Code and general attitude, classes
and afternoon activities, language progress, effort to adapt to the host family and host culture, group integration and expectations to earn the Award of Excellence.

**Instructor Evaluation of Student**
Twice during the Program, instructors will evaluate student in all classes and afternoon activities. Evaluations include command and application of class content, Language Commitment, participation, quality and completion of work and preparation for class.

**Host Family Evaluation of Student**
Twice during the Program, host families will evaluate their host student(s). Evaluations include adjustment to host family, getting along with family members, respecting family norms, participation in host family activities, appreciation of host family, homework help, evaluation of language progress and following Program norms.

**Student Evaluation of Instructor**
Early in the Program, students will evaluate their instructors. These evaluations will give students the chance to offer feedback on many topics to their instructors, including appropriateness of language level, content, homework, presentation and quality of content.

**Final Student Evaluation and Award of Excellence**
All students who complete the Program will earn a final evaluation. Students who lived out the Honor Code to its fullest and exceed Program requirements earn the Award of Excellence.

**Final Student Survey**
Upon returning to the U.S., all students are required to complete an exit survey about their experience. Once complete, each student will receive a final evaluation and potentially the Award of Excellence — by mid-September of the Program year.

Guardians are also asked to take an exit survey so that the IUHPFL office may continue to meet guardian needs.

11. IUHPFL Rubric - Award of Excellence
The Award of Excellence rubric is utilized by students and instructors alike. When taking part in the self-evaluation, students will evaluate and assign a score to themselves in each category. There are ten categories worth up to five points each for a total of 50 points. The categories include the four core classes, afternoon activities, attitude and effort towards Program, attitude and effort towards host culture, effort to learn and willingness to progress, Honor Code and host family. Instructors will assign one of four ratings — outstanding (5 points), very good (3.5 points), average (2 points) or poor (1
point) — in the final evaluation. Student actions, level of effort and attitude should correspond with these ratings.

In order for students to earn the Award of Excellence, they must earn a score of 48/50 (96%). A score between 43-47.5/50 earns the student the Award of Merit. A score of 42.5/50 and below earns the student the Award of Participation.

Outstanding Student—Rating 5

Classes—Student displayed excellent command of content presented in class, and applied that knowledge on a daily basis whether it be by means of participation or other forms of involvement. Student always honored the Language Commitment in class without fail. Student always completed homework, preparing him/herself well for class discussions and participation. Student was an enthusiastic participator and went above and beyond expectations asked of him/her.

Afternoon Activities—Student had outstanding performance in afternoon activities. Student participated enthusiastically in all afternoon activities, displaying an excellent attitude of cooperation among instructors and fellow students. Student was well prepared for afternoon activities and worked extremely hard towards final production. Student responded positively to instructor and peer feedback and always took initiative in the afternoon sessions. Student went above and beyond expectations asked of him/her.

Attitude and Effort towards Program—Student had an outstanding attitude toward the entire IUHPFL experience, the Honor Code and instructors and peers. Student’s presence made the Program more enjoyable for all involved. Student participated actively and to the fullest in the Program, including in the classroom, during excursions, with his/her host family and during activities with the group.

Attitude and Effort towards Host Culture—Student made the utmost effort to fully integrate into host culture, including the host family, cuisine, host country and daily life, participating and engaging in excursions, his/her attire in public and adapting to public transportation.

Effort to Learn and Willingness to Progress—Student always showed effort, enthusiasm and motivation to learn, both inside and outside the classroom. Student was always open to improving and as a result, made steady progress academically, linguistically and personally throughout the entirety of the Program. Student was always open to constructive criticism and made a concerted effort to incorporate the suggestions and feedback that he/she received from the instructors in his/her evaluations throughout the Program.

Honor Code—To the knowledge of staff student adhered to the Honor Code with no infractions. Student embodied the ideals of the Honor Program from start to finish. Student abided by the Program’s Pledge to Excellence without fail and was a role model for his/her peers. Student
without a doubt maximized his/her experience abroad.

**Host Family**—Student adjusted quickly to host family setting and felt comfortable soon after arrival. Student got along well with family members and was able to communicate with them well soon after arrival. Student participated in family activities and showed gratitude and appreciation toward host family. Student respected the norms set forth by the host family without fail.

**Very Good Student**—**Rating 3.5**

**Classes**—Student displayed very good command of content in class and applied knowledge consistently. Student honored the Language Commitment in class and completed homework, but his/her participation could have been of better quality and more consistent. Student met expectations asked of him/her.

**Afternoon Activities**—Student had solid performance in afternoon activities. Student participated in all afternoon activities, displaying a good attitude toward instructors and peers. Student was fairly well prepared for afternoon activities and worked consistently toward the final production. Student often incorporated instructor and peer feedback and suggestions throughout afternoon activities. Student met expectations asked of him/her for afternoon activities.

**Attitude and Effort towards Program**—Student had a good to very good attitude toward the entire IUHPFL experience, the Honor Code and instructors and peers. Student made a valuable contribution to the Program. Student participated well, though sometimes more passively or less enthusiastically, including in the classroom, during excursions, with his/her host family and during activities with the group.

**Attitude and Effort towards Host Culture**—Student made a good to very good effort to fully integrate into host culture, including the host family, cuisine, host country and daily life, participating and engaging in excursions, his/her attire in public and adapting to public transportation.

**Effort to Learn and Willingness to Progress**—Student showed consistent effort, enthusiasm and motivation to learn. Student was fairly open to improving and made solid progress academically, linguistically and personally by the end of the Program. Student was mostly open to constructive criticism and made a solid effort to incorporate the suggestions and feedback that he/she received from the instructors in his/her evaluations throughout the Program.

**Honor Code**—To the knowledge of staff student adhered to the Honor Code with no infractions and embodied the ideals of the Program most of the time, except for a few instances in which the student could have had a better attitude or been a better role model for students. Student abided by the Program Pledge to Excellence consistently. Student maximized his/her experience abroad, but did not go above and beyond the expectations asked of him/her.

**Host Family**—Student adjusted to host family a bit more slowly, but
began to feel comfortable within one to two weeks. Student got along well with family members, though took more time to communicate him/herself well. Student most often participated in family activities and showed gratitude and appreciation toward the host family. Student respected host family norms for the most part, though some misunderstandings might have transpired.

**Average Student—Rating 2**

**Classes**—Student displayed average command of content presented in class. Student regularly honored the Language Commitment in class, but slipped up occasionally by resorting to English. Student sometimes completed homework and was sometimes well prepared for class. Student participated in class every so often.

**Afternoon Activities**—Student had average performance in afternoon activities. Student participated minimally in afternoon activities, usually unwillingly and while displaying a half-hearted attitude. Student was sometimes well prepared for afternoon activities, but was often off task and thus not working toward the final production. Student rarely incorporated instructor and peer feedback and suggestions. Student did not meet the expectations for afternoon activities.

**Attitude and Effort towards Program**—Student had a mediocre attitude toward the entire IUHPFL experience, including Honor Code, instructors and peers. Student did not take advantage of the Program in the least. Student participated in the Program minimally, including in the classroom, during excursions, with his/her host family and during activities with the group.

**Attitude and Effort towards Host Culture**—Student made a slight effort to integrate into host culture, including the host family, cuisine, host country and daily life, participating and engaging in excursions, his/her attire in public and adapting to public transportation.

**Effort to Learn and Willingness to Progress**—Student rarely showed effort, enthusiasm or motivation to learn. Student was very rarely open to improving and thus made little progress academically, linguistically, or personally by the end of the Program. Student was rarely open to constructive criticism and made very little effort to incorporate the suggestions and feedback that he/she received from the instructors in his/her evaluations throughout the Program.

**Honor Code**—At times student exhibited dubious behavior with respect to the Honor Code and his/her behavior caused instructors to doubt student’s adherence to the Honor Code. Student was inconsistent in fulfilling the Program’s Pledge to Excellence. Student could have maximized the experience much more.

**Host Family**—Student did not appear adjusted and comfortable with host family until midway through the Program or later. Student struggled to communicate him/herself well to host family and several misunderstandings arose. In most cases student chose not to participate
in family activities. Student did not always show gratitude and appreciation toward host family nor respect the host family’s norms.

**Poor Student—Rating 1**

**Classes**—Student was unable to display much command of course content and to apply such knowledge. Student seldom or never honored the Language Commitment in class. Student rarely or never completed homework and was unprepared for class. Student hardly or never participated.

**Afternoon Activities**—Student had poor performance in afternoon activities. Though the student was present during afternoon activities, student was unprepared for activities and rarely or never worked toward the final production. Student did not incorporate instructor or peer feedback and suggestions.

**Attitude and Effort towards Program**—Student had a negative attitude toward the entire IUHFPL experience, including Honor Code, instructors and peers. Student made no effort to participate in the Program, including in the classroom, during excursions, with his/her host family and during activities with the group.

**Attitude and Effort towards Host Culture**—Student made no effort to integrate into host culture, including the host family, cuisine, host country and daily life, participating and engaging in excursions, his/her attire in public and adapting to public transportation.

**Effort to Learn and Willingness to Progress**—Student showed no effort, enthusiasm or motivation to learn. Student was not open to improving and thus made no progress academically, linguistically or personally by the end of the Program. Student was never open to constructive criticism and made no effort to incorporate the suggestions and feedback that he/she received from the instructors in his/her evaluations throughout the Program.

**Honor Code**—Student received warnings and/or had infractions about his/her behavior with respect to the Honor Code. Student was inconsistent in fulfilling the Honors Program Pledge to Excellence. Student did not take advantage of his/her experience abroad.

**Host Family**—Student did not adjust to the host family nor feel comfortable. Student was unable to communicate him/herself well and did not participate in family activities, leading to many misunderstandings. Student did not show gratitude or appreciation for the host family. Student did not respect the host family norms.

12. **Medical Information and Health Insurance**

**Medical History**
The Statement of Medical History is important for the student’s health and safety, helping the onsite staff obtain assistance in case of an accident or illness. Language barriers and incomplete medical records can delay treatment. For the student’s own safety, students must
provide the most up-to-date and accurate information about medications they take regularly, drug allergies, and chronic or recurring physical and psychological conditions, including eating disorders. **To ensure accuracy, students and guardians should update the IUHPFL office of any significant changes to the Statement of Medical History before departure.**

Living abroad creates emotional and physical stress and may exacerbate pre-existing conditions, requiring adjustments to changes in climate, diet, exercise and living conditions. Information regarding the student's health will be invaluable to the onsite staff in anticipating and dealing with any health problems that may arise during the student's stay abroad, particularly in case of an emergency. It is imperative that the student disclose any information that might be relevant in a medical emergency on the student's Statement of Medical History.

Students who are currently under medical care should talk frankly to their school counselor, health provider or the IUHPFL staff about the support they may need abroad. The IUHPFL staff can accommodate a student's needs, but only if they know what those needs are.

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

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

**Medications Abroad**
Students who currently take medications should talk to their physician or nurse practitioner about arrangements for continuing the medications abroad. Students should make sure to take abroad the amount of medication they need to carry them through the six and a half weeks of the Program. If this is not a possibility, students should ask their medical provider to provide a typed prescription by chemical drug name for adequate supplies to be filled while abroad or discuss other options.

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

**Health Insurance**
Part of the fee students pay to the Program is used to provide insurance coverage. Students are insured by HTH Worldwide Insurance Services for the duration of the summer Program. Information on the coverage provided by HTH Worldwide Insurance Services is available on the IUHPFL website.
Should a student become ill while abroad, s/he should not hesitate to see a physician. On all Program sites, well-known physicians provide excellent health care. Whenever possible, a member of the instructor team will accompany the student to see a physician. If an instructor cannot accompany the student, then the student’s host family will accompany him or her. **Students will incur the cost out-of-pocket for any medical bills or visits**, however, reimbursement is possible by the insurance company, provided an Insurance Claim Form provided by HTH is completed and provided all documentation from medical treatment (including an itemized bill, signed prescriptions, receipts from pharmacies, clinics, etc.) is sent to the insurance company with the claim. Without proper documentation, the insurance company cannot reimburse for medical expenses.

**It is important to note that per Indiana University financial policy, IUHPFL staff cannot pay for medical visits.**

Students should also seek coverage by their own (guardian’s) insurance for any emergency that would require extensive care. Students will want to carry an identification card or other documentation from their insurance company to prove coverage.

Students who plan to travel independently before or after the Program ends may need to purchase supplemental medical insurance to cover the additional time. Students are only insured by HTH Worldwide Insurance Services for the duration of the Program.

**13. Travel and Luggage**

**Travel to Program Site**

Students are responsible for the cost of travel between Chicago or Indianapolis and the host country **on the required group flight**. Students are also responsible for financing their own transportation to and from the airport in the United States.

It is important to note that all French groups depart from and arrive in Chicago and may need additional domestic flights. Arrangements and costs for travel to and from Chicago are not included in the group flight. Likewise, arrangements and costs for travel to and from Indianapolis are not included in the group flight for Germany, Mexico and Spain students.

**In some cases IUHPFL instructors may be on the same domestic non-group flight as students. However, they will not assume chaperone responsibilities until the official group travel begins.**

Students should check the airline’s website for the most up-to-date
flight information before departure.

Communication on Departure Day
Note: On departure day, in the event that connecting flights (that meet up with the group flight in Chicago or Indianapolis) are delayed or canceled, students and guardians should be prepared to call their instructors immediately to inform them. The instructors will alert Travel Leaders, the IUHPFL travel agency in charge of group flights and the IUHPFL office in an attempt to find alternative ways to transport the student to Chicago or Indianapolis.

Phone tree in case of delayed or canceled in-land connecting flights:

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IUHPFL Student Calls

Instructor Calls

Travel Leaders (Travel Agent) Arranges Alternative Flights
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Guardians should consider driving their student(s) to the Chicago or Indianapolis airport whenever possible. It is important to note that IUHPFL instructors will not assume chaperone responsibilities until the official group travel begins.

Departure day is hectic for students, guardians and instructors alike. Therefore questions and concerns related to the Program should be addressed to the instructor team prior to departure day. Students and guardians are asked to reserve departure day simply for just that: departing!

Passports
Students cannot travel abroad without a passport; students and guardians are encouraged to doublecheck that their passport is with them before departing for the airport. Passports should not be packed inside baggage, rather carried separately and safely. Upon arrival to the host country, all passports will be collected by the staff and stored safely until the return trip to the U.S. in late July. Should students need their
passports while abroad, they can obtain it from their onsite student coordinator.

**Arrival to host country and study site**
Once students arrive at the airport abroad, they can expect a bus, car or train ride to the Program site, ranging anywhere from 30 minutes to six hours. Students should pack snacks and water for this ride. More information about the length of the journey from the airport to the Program site is available at orientation.

Once students arrive at the Program site, the instructor in charge of public relations will e-mail all guardians to let them know about the students’ safe arrival. Parents and guardians will receive an e-mail from the public relations coordinator **well after** the flight arrives abroad, taking into consideration the length of the flight to the site country, the length of the distance to travel from the airport to the Program site, and the length of time it will take for the instructors to settle into their own lodging sites and connect to the Internet.

Students are permitted to call their family **once** during the Program, and that call should take place the first week of the Program. Guardians and students are advised to establish the day and time of that phone call ahead of time so that the family knows when to expect a call. Students should remember their class and activity schedule abroad when pre-arranging this time, as well as the time difference between the U.S. and the study site. Onsite instructors will help with information on the best way to make an international call to the student’s U.S. family. It is advisable to make this call from a call center since making an international call from the host family’s house or cell phone can be very costly.

If a student’s parents are divorced, it is acceptable for the student to make a call to each parent. If the family misses the student’s call, the student can try and call back at a later time.

**It is important for both students and guardians alike to realize that during the first week, emotions are running high: the student will likely be tired and recovering from jet lag, the student will still be struggling to understand the language, and the student will likely be homesick. All of these emotions are normal and expected, thus it should not come as a surprise if the student appears highly distressed during this phone call.**

Additional notes:
Transportation within the Program Site

A student’s mode of transportation to and from school will depend on the Program site. Students may walk or use public transportation as host families can live in the city or outside the city limits. The commute could last anywhere from ten minutes to an hour and fifteen minutes. Students may be required to change buses or trains one or two times. In any case, students should not count on the host family as a mode of transportation. To ensure their own safety, per the Honor Code, student may not drive a car or operate any other motorized vehicle while abroad.

Students will receive more information about transportation at orientation. It is possible students may have to pay out of pocket for transportation within the Program site. They may be reimbursed on a weekly or bi-weekly basis by the onsite financial coordinator. If that is the case, students will be asked to keep receipts and follow the protocol that the financial coordinator outlines for them.

Additional notes:
Luggage Requirements
Students should take **one** suitcase plus a carry-on such as a backpack small enough to fit in an overhead compartment. Students may also carry-on a purse or small bag. **Most importantly, students should follow the specific recommendations that Program instructors provide at orientation, as well as the recommendations given by the airline.**

Students are responsible to pay for any expenses related to luggage, including overweight or additional luggage. Students will be responsible for transporting their own luggage while abroad.

The following websites — depending on the Program’s airline — provide information about the requirements for weight and dimensions of luggage.

**Brest, Saumur, St. Brieuc**

**Ciudad Real, Valencia**
León, Oviedo

**Mérida**

**Krefeld**

Airfrance.us, Delta.com

Delta.com

American.com

United.com

Delta.com

Additional notes:
What to Pack: Clothing and Incidentals
Students don’t need to purchase a new wardrobe to go abroad! While abroad, host families will provide the availability of laundraing clothes roughly once a week, perhaps less intermittently. Dry-cleaning may be expensive in Europe and Mexico.

Some summer climates in Europe and Mexico are quite different from the hot and humid summers in Indiana. Program instructors will provide information about the weather at orientation.

Additional notes:


A suggested generic clothing list for males and females follows. Students should pay special attention at the orientation to add and subtract items from this list. The Program site’s climate will dictate more specifically what clothing items to bring.

Males
- 1 set of nice clothes for formal occasions (including nice shoes and possibly a tie)  
- 4-5 knit or wash-and-wear shirts  
- 1 sweater (whether it is a heavy or light sweater depends on your Program site)  
- 2-3 pairs of jeans/pants (keep in mind how long these materials might take to dry, as dryers are not very common in Europe or Mexico)  
- 1-2 pairs of shorts for sports; 2-3 t-shirts for sports  
- Two pairs of comfortable shoes (including sneakers) for walking  
- Pajamas  
- Undergarments and socks as needed  
- 1 jacket (whether it is a heavy or light jacket depends on your Program site)  
- Swim trunks and towel (speedo trunks if in France and you intend to swim in a public pool)
• Toiletry articles as needed

**Females**
• 1 set of nice clothes for formal occasions (including nice shoes)
• Shorts of a reasonable length and knit tops as needed
• A few summer dresses or skirts
• 1 sweater (whether it is a heavy or light sweater depends on your Program site)
• 2-3 pairs of jeans/pants (keep in mind how long these materials might take to try, as dryers are not very common in Europe or Mexico)
• Swimsuit and towel
• 1 or 2 pairs of shorts for sports, 2-3 t-shirts for sports
• Two pairs of comfortable shoes (including sneakers) for walking
• Pajamas or nightgown
• Undergarments & socks as needed
• Cosmetics and toiletry articles (Tampax, etc.) as needed
• 1 jacket (whether it is a heavy or light jacket depends on your Program site)

**All Students**
• Passport
• Student ID & Driver’s License
• Vitamins, aspirin, Tylenol, cold medicine, Dramamine (for travel sickness), any medicine prescribed by your physician
• Sunscreen
• Alarm clock
• A good supply of batteries (or a battery charger) if you plan to take pictures
• Water bottle
• Backpack for school and excursions
• Safe place to carry passport and money
• Slippers or flip flops/sandals to wear around your host family’s house (it is uncommon to walk around the house barefoot in Europe or in Mexico)
• If going to Europe: converter (if you plan to use any electronic devices); Mexico’s outlets are the same as in the U.S.

Additional notes:
14. Communication Guidelines
Students and guardians should understand that the limits on the student's communication with U.S. family and friends have been put in place for a reason. Until just a few years ago, communication limited itself naturally as the Internet, inexpensive overseas phone calls, blogs, Skype and Facebook were unavailable.

In our technology-savvy and heavy society, it seems unthinkable not to be in touch at a moment's notice. This is true for students as well as guardians. When entering a Program such as the IUHPFL, however, a Program designed to immerse the student in a foreign language and culture, students and guardians must learn to trust the proven communication system and process of the Program as outlined previously in this handbook.

The limited access to communication with the U.S. serves to empower the student in several ways:

- S/he immerses linguistically by relying less and less on the native language and relying more on the language of the host culture
- S/he immerses culturally by concentrating on the present and enjoying the moments as they pass (versus concentrating on what s/he is missing at home)
- S/he is less inclined to be homesick with such limited contact with friends and family
- S/he learns to take care of issues independently, if needed with the help of onsite instructors, host family and peers.

In case of emergency, different rules apply. Students and guardians should review what constitutes an emergency and how communication should flow to avoid delays and misinformation under Guardian Communication.
Student Communication with the U.S.
The Honor Code indicates that telephone communication with the U.S. family is limited, meaning students are permitted to make one telephone call to their U.S. family during the first week abroad. From that point on, phone calls to the U.S. should be made only in extenuating circumstances and with permission from the onsite student coordinator. The restriction on telephone communication is motivated by the desire for adherence to the Language Commitment and to combat homesickness.

Also as part of the Language Commitment and general assimilation to the host culture, access to the Internet for the purposes of communicating with home and social networking is restricted to one hour per week. Students should make the most of that hour by writing group e-mails to friends and family members, updating them of their recent progress in the Program, rather than trying to write individual e-mails to each friend and family member. Students may even want to establish a group e-mail list before traveling abroad. Students are encouraged to use the one hour of Internet per week responsibly. The hour should be used consecutively rather than breaking it up to ten minutes over six days, etc. Students will have a more successful assimilation process if they make contact with home just once a week versus multiple times a week.

It is important to note that not all host families may own a computer. Students may have to go to an Internet café to access the Internet. The onsite staff can provide suggestions for recommended Internet cafés at each Program site.

Guardians should keep in mind that their students are more likely to contact home if they are struggling with an issue. Having to deal with some adversity is normal and part of the experience of being abroad (as well as the growing process that the student is undergoing). Guardians should try to encourage their students and be mindful that their student is developing and learning to deal with adversity independently.

On the other hand, many students experience no difficulties and are enjoying themselves thoroughly. These students will typically remain silent and may not contact their guardian/family at all!

Guardian Communication
As mentioned above, communication with a student is limited to one initial phone call and a once-a-week hour of Internet communication (no Skype or Face Time).
**Communication Scenarios – Flow of Communication**

Guardians and students both should be familiar with how communication should flow between parties in the following situations:

**Financial Issues, Banking Problems**

Students may experience some problems accessing funds. This may be due to various reasons, including faulty ATM machines, wrong PIN numbers, trying to withdraw more money than the bank limit allows, etc. In a case like this, the following communication is recommended:

Most student meals and all lodging is covered by the Program fees, thus students immediate needs (food and lodging) will already be met, thus students not being able to withdraw money for such purposes is not considered an emergency. The IUHPFL does recommend students carry a credit card in case any financial emergencies arise.

**Emergency Abroad**

In case the student has a medical emergency such as a hospital visit or serious illness, the following communication is recommended:
Emergency in the U.S.
In the event the student’s U.S. family experiences an emergency that needs to be communicated to the student abroad, the following communication is recommended:

Guardian/Family in the U.S. will phone or e-mail:

IUHPFL Office who will contact:

Instructor Team Abroad who will contact:
the student

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

Warning
If the student receives a warning, no communication with the U.S. guardian will take place. Part of the Program goal is to teach students to take responsibility and be accountable for their own actions. Warnings are dealt with onsite between the student, onsite instructors and the host family. It is important to note that for certain infractions of the Honor Code, no warning will be issued, rather an incident report will be written up immediately.

Incident Report
If a student fails to follow the Honor Code and an incident report is written up, the U.S. family/guardian will be contacted as follows:
In some instances, multiple infractions of the Honor Code will come to light at once. In instances like this, as well as egregious infractions of the Honor Code, it is important to note that actions towards a student’s expulsion from the Program may be taken immediately. Per the IUHPFL’s Payment Schedule & Terms Agreement, if a student is expelled from the Program, no fees or costs will be refunded and the student and guardian are expected to cover the additional expenses incurred related to the necessary arrangements to change the student’s immediate return flight home.

**Guardian Communication**

Guardians should *always* communicate through the IUHPFL office if they wish to get in touch with the onsite instructor and/or their son/daughter. They should communicate as follows:
15. Program Payments
Guardians should follow instructions for Program payments as indicated on the Payment Schedule and Terms Agreement memo on the IUHPFL website.

IUHPFL Refund policy:

- **Withdrawal before the Program begins:** If a student withdraws from the Program after they have paid the fees but before the Program begins, the Program will consider a refund of certain fees to be determined on a case-by-case basis. Fees that will NOT be refunded include:
  - The $750 non-refundable initial payment
  - Round-trip airfare*
  - Any fees non-recoverable at the time of withdrawal. Non-recoverable fees may include housing, meals, transportation and staff compensation that have already been committed or paid on your behalf.

  *It may be possible to use the already purchased airline ticket towards another flight to the same destination, though this may incur re-booking fees.

- **Withdrawal after the Program begins (i.e. while onsite):** If a student withdraws from the Program after it begins, a formal statement, explaining in detail the student’s reasons for the withdrawal must be sent to the IUHPFL office. The Program will consider a partial refund of fees only 1) if the student becomes seriously ill or 2) if an emergency requires the student to return to the U.S. In these cases, the amount of the refund will be determined individually on the basis of costs recoverable by the Honors Program at the time of withdrawal.

Withdrawal after the Program begins (i.e., while onsite) assumes that a student will have to change the date of the return ticket home and such a change in airfare will result in additional costs. If a student withdraws while onsite, the airlines will do their best to get the student home in a timely manner. However, availability of return flights may be limited due to airline policies regarding group flights.

- **Expulsion from the Program:** If a student is expelled from the Program, no fees or costs will be refunded. A student will also be expected to cover the additional expenses incurred related to the necessary arrangements to change the return flight home.
16. Managing Money Abroad
With respect to managing money abroad, a few general suggestions follow. Onsite instructors will have additional suggestions for the Program site at orientation.

1) **Debit card and four-digit PIN** permit students to withdraw money directly from a U.S. checking account. This option is fast, convenient, and offers the best exchange rate. Students should use their card at least once before leaving the U.S., find out overseas ATM fees as well as limits on withdrawals. ATMs are plentiful throughout all Program sites, but students should check ahead of time to see if their particular debit card will be accepted at ATMs at the Program site. Once onsite, students may need to try to make withdrawals at several ATMs before accomplishing a successful withdrawal. Sometimes ATMs can be finicky! Students should consult their instructors and former participants of the Program site for more specific information.

2) **Major credit card and a four-digit PIN** permit cash advances on a credit card. This is a fast and simple option, but involves a fee, and interest is charged. VISA and MasterCard are widely recognized throughout the world, but some regions favor one over the other. American Express is NOT widely accepted in Europe and Mexico and should be avoided. Guardians and students should check an up-to-date guidebook to find out which card is most recognized in the host country.

If planning to use ATM, debit or credit cards, students should check with their bank(s) to confirm that they can do so in their designated country. Students and guardians should communicate the travel dates, so that the bank may take note of dates when they can expect transactions abroad and find out what international transaction fees may be incurred upon making withdrawals or purchases abroad.

More useful tips on managing money abroad:

- The Program recommends exchanging a good sum of U.S. dollars for Euros or Pesos before departure. This way, students arrive to the host country with some local currency to get through any incidentals while avoiding potential trouble withdrawing money onsite.

Students/guardians should order Euros or Pesos from a local bank in their town. Students should not plan on exchanging U.S. dollars at the airport in Chicago or Indianapolis, as they will likely be short on time and asked to stay with the group. Likewise, students should not plan on exchanging U.S. dollars upon arrival at the airport abroad.
Again, students will be short on time and should remain with the group.

Arriving with some local currency will also be helpful should a student have a hard time initially locating an ATM onsite. Students may have to attempt withdrawals at several ATMs before finding one that is compatible with their card.

_Under no circumstances is the IUHPFL staff or the student’s host family permitted to lend money — for purchases large or small, emergency and non-emergency. It is for this reason that we recommend students to arrive abroad with at least some local currency, and that all participants have their own credit card while abroad for emergencies._

- Guardians and their student should come to an agreement on how much spending money is reasonable for the six-and-a-half weeks of the Program. A guardian’s and student’s individual and unique financial circumstances should dictate budget.

- Students should not commit themselves to buying a souvenir for every friend and relative. A good alternative to buying gifts for friends and relatives would be sending them postcards from the host country, as postage abroad is fairly inexpensive in comparison to buying souvenirs.

- Traveler’s checks are not recommended. Traveler’s checks are frequently not accepted in stores and often have a poor exchange rate. Exchanging traveler’s checks for local currency is inconvenient (and in some banks traveler’s checks are no longer accepted), as it implies that students would need to make a trip to the bank to do so. Students will be in class and participating in afternoon activities during banking hours.

- Students should avoid taking U.S. dollars to exchange at banks abroad. Again, students will not likely get a good exchange rate, and they will need to be physically present at a bank. Since students will be in class and participating in afternoon activities during banking hours.

**17. Health and Safety Abroad**

The IUHPFL staff in Bloomington and onsite will work to protect the student’s health and safety overseas, but all participants must ultimately take responsibility for the consequences of their decisions, choices and behavior. Before the Program, students should read carefully and consider the information about health and any special needs. Together with the student’s family, guardians and students should review the Agreement and Release form, found on the IUHPFL website.
Guardians and students are also encouraged to consult the U.S. Department of State website for Consular Information Sheets and Travel Alerts or Warnings, and the Centers for Disease Control website:

http://travel.state.gov/
http://www.cdc.gov/

The IUHPFL registers all Program participants at the respective U.S. Embassies in each host country as a precautionary measure.

**While the IUHPFL office can provide information about health and safety issues, not all study abroad risks can be avoided nor can it be ensured that U.S. standards of due process will be applied in legal proceedings outside the U.S.**

Students should be especially alert to the following aspects of living abroad, which may not at first appear as safety or health issues:

**Emotional Health**

Students are likely to experience some form of culture shock during their time abroad, but this should not be confused with a real emotional crisis. If a student feels withdrawn or detached and cannot cope with the environment, s/he should approach the onsite staff for guidance and/or a recommendation of a skilled health care provider. If the problem involves an eating disorder, the student is encouraged to share the burden with someone before becoming seriously weakened.

Any medication taken for a mental health condition should be continued during the time abroad since an interruption in medication can produce serious consequences.

If a student feels the need for additional help to cope with emotions while abroad, they should contact their onsite instructor team. Though they are not counselors, they can refer students to a specialist onsite if need be.

**Public Disturbances**

Students should keep a low profile during political events abroad that may be anti-American in nature. At such times, places that attract Americans should be avoided. Students should dress to fit in with the local culture and be wary of unattended packages or backpacks in public places like subways, trains and buses and report such unclaimed objects to a local authority.

In the event of public disturbances abroad—including violent demonstrations, terrorist acts and natural disasters—the onsite Program staff
will be in contact with all students and their host families about protocol immediately. If such an event occurs, the public relations coordinator will send an e-mail to all U.S. families, informing them of the student’s safety and whereabouts. Students should also send their family an e-mail informing them about their safety.

**Sexual Harassment**
If a student feels like s/he is a victim of sexual harassment, s/he should consult the Program administration immediately. Onsite instructors will help sort out the difference between unacceptable harassment and culturally acceptable behavior which may be nonetheless uncomfortable.

**Personal Safety**
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 tourists. 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.

By following the Honor Code, students will be on the right path to maintaining personal safety. What follows is even more practical advice on how to keep safe while abroad.

**General Advice for Safeguarding Valuables:**

- **While on Foot:** Students should be cognizant of their surroundings. They should know where they need to go and walk with a purpose and avoid giving the impression to be off-balance walking or appearing to be lost or wandering. There is evidence that criminals will observe these vulnerabilities and target these types of individuals. Also, students should avoid walking close to the street or too close to buildings. Whenever possible, students should walk facing the traffic.

- **Public Transportation:** Students should be attentive to their surroundings and keep control of their personal items. While waiting in line, luggage must be kept close to the person. As an alternative, the luggage straps can be placed through an arm or one leg to keep control.

Recently the U.S. Department of State has reported a sharp increase in drug-spiking crimes. Motives include theft or robbery, kidnapping, extortion, sexual assaults and even amusement. There are reportedly over 60 different drugs recognized as “spiking” agents. Many of them are
cheap and readily available. These drugs, for the most part, are odorless, tasteless, and colorless, and most will leave the body within 72 hours of ingestion.

The following steps can help avoid becoming a victim of drug or alcohol-spiked drink or food. These steps are in accordance with the Honor Code. Students should:

- Avoid going out alone anywhere.
- Never accept food or drink from a stranger.
- Not drink a beverage that looks or tastes different or has been moved or topped off. The same goes for food.
- Tell a group member/friend, if an individual in the group begins to feel sick, woozy, or intoxicated while out and go somewhere safe, and call for help if needed. If someone collapses or becomes unconscious immediately call for an ambulance, and do not leave the individual alone.

**Caution: both food and drinks can be spiked.**

18. Travel Safety

Air Travel
Security measures at airport facilities and on aircrafts require that students take additional precautions when flying. Students should be prepared to comply with multiple document checks, baggage searches and inquiries. Students must be patient — these steps are being taken for their protection. Students should consult the advice that follows.

**Packing**

- Examine everything that they normally pack in a suitcase and evaluate whether an object could be scrutinized by airport security. (This includes items found in manicure kits, etc.)
- Consider removing anything that could be perceived as threatening or may raise suspicion at a security screening checkpoint. No knives of any size will be accepted.
- Avoid over-packing so that carry-on luggage and checked suitcases can be opened and closed with ease.

**Airport Etiquette**

- Arrive at the airport early (at least two to three hours before scheduled departure).
- Be sure to have passport available.

**In Transit**

- Maintain a sense of awareness and keep possessions with them at all times.
Upon Arrival

- Have luggage receipts available for verification when retrieving luggage.

Car Travel

Everyday traffic accidents are the main cause of injury to students traveling abroad. The road-safety standards and risks for Western Europe and Mexico are similar to those in the U.S., but drivers may be more aggressive than in the U.S., and speeding and passing may be more common. Students should keep in mind the following:

- In accordance with the Honor Code, driving a car or other motorized vehicle is forbidden. Riding passenger on a motorcycle is also prohibited.

- Students are only permitted to ride passenger in a car with an adult driver who is a member of the host family or has been authorized by the host family or the onsite staff.

- Students may not ride in a car without wearing a seat belt.

The Association for Safe International Road Travel (www.asirt.org) offers statistics, tips and articles about road safety around the world.

Pedestrian Travel

Whenever possible, students should:

- Travel in groups of three people. This is especially important during IUHPFL excursions and during free time. Note that it may not be possible to travel in groups of three when commuting to and from the host family's home.

- Exercise caution in crowded areas where they are most likely to be robbed, i.e. crowded bus stations, market places and festivals. Avoid narrow alleys or poorly-lit streets.

- Per the Honor Code, not travel alone, especially at night. Travel in groups of at least three people whenever possible.

- Beware of pickpockets. They often have an accomplice who will jostle their victim, ask for directions or the time, point to something spilled on their victim’s clothing, or distract by causing a disturbance. Beware of groups of vagrant children who create a distraction while picking pockets.

- Try to seem purposeful while moving about. Even if a student is lost, they should act as if they know what to do.

- Pay extra attention to traffic signals when traveling by foot, especially in crowded areas as many drivers may not consider pedestrians to have the right-of-way.
19. Adjustment and Cultural Differences

Personal Adjustment
Part of a student's success abroad will depend on how well s/he has prepared the logistics covered earlier in this handbook, but even more depends on how s/he prepares for cultural adjustments and personal growth abroad.

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

How flexible is the student? Once a student has identified his/her American values, patterns and habits, s/he may want to think about the strategies that will help adjust to different ways of dressing, eating, shopping, banking, relating to others and studying.

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

Learn about the Host Country
Students are encouraged to learn as much as possible about the country to which they are traveling, since understanding the culture will facilitate their adjustment to living there. Student may independently
explore histories, periodicals, novels, travel books, videos and tapes about the differences in daily life abroad at your Program site.

**Student Expectations**
Students should take a personal inventory of their expectations. What does a student hope to get out of the experience overseas? Does s/he have any hidden or unspoken expectations? Students may want to identify their individual goals — linguistic, academic, personal and career. How can these be achieved? How can personal growth during this experience be measured? Outlining goals now and then keeping a journal abroad in the foreign language will help map both, the inner and outer journeys. Indeed, daily writing, which attempts to interpret the cross-cultural meanings of the experiences, may be a most powerful learning tool. Students will be exploring these topics in support groups and should be open to discussing them with peers and the onsite instructor team.

**Student Appearance**
Students should carefully consider how to dress. U.S. students often comment that their clothing gives them away instantly as foreigners. This can make them more vulnerable to derogatory remarks and as potential targets for petty thefts.

While it shouldn’t be necessary to buy a new wardrobe for going abroad, students may want to wear clothing that fits in with the local culture. In most cases, shorts, halter and skimpy tops are mainly worn near seaside towns and rarely in urban centers — except by tourists. Casual lounging clothes, including oversized t-shirts with humorous logos and flannel pants common on high school campuses, are not often worn in cities or towns abroad. And before donning what many cultures might interpret as “revealing” clothing (e.g., low-ride jeans, exposed midriffs, plunging necklines, etc.) students should observe what native citizens of similar age are wearing in that country. Flip flops and sneakers are not necessarily the norm for footwear outside of the U.S., at least not for all occasions. Baseball caps are not common abroad. By wearing baseball caps students become a walking U.S. advertisement!

Part of the acculturation process is trying to blend in to minimize the role as an outsider. Students should be prepared to be as flexible about their clothing as they are about other aspects of behavior.

**Cultural Differences**
Students will adjust in many small ways over a period of time to the new culture, even though the familiar term “Culture Shock,” may indicate a jolting and immediate clash of values.
While there are many differences between the U.S. and the host country, the following are particularly significant.

**Gender Roles**
Both male and female students abroad will discover that growing up in the U.S. has prepared them for different roles in society than the ones their contemporaries in other countries expect. Many events in recent decades have heightened U.S. awareness of gender stereotypes, sexism, and the limitations of traditional male-female roles. However, it may not be politically correct to suggest hosting country friends that U.S. patterns are appropriate for their culture. Instead, students may look at gender difference in the host culture from its historical and sociological perspective. Since a student will be viewed according to the gender expectations of the host culture, s/he may feel uncomfortable at times. This is particularly true for female students who may find themselves the targets of unwanted attention.

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

www.indiana.edu/~overseas/lesbigay/

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

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

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

Ethnicity
U.S. citizens often identify strongly with their family’s cultural and ethnic heritage and refer to themselves as Asian-American, Italian-American, African-American or Hispanic-American. In other countries such ethnic differences are often overlooked and U.S. students report that for the first time they have been identified (and have identified themselves) as simply “American.” Students may find that physical features that distinguish them from the host population may result in stares, comments or overt prejudice.

Students will explore topics of ethnicity and self-identification in support groups. Additional questions or concerns about these topics should be addressed with the Program administration, particularly if there are certain areas to avoid and steps to take to minimize negative interactions.

Culture Shock
“Culture shock” is the term used to describe the disorientation that every student experiences to some degree when spending an extended period in a new culture. The common symptoms include homesickness, boredom, withdrawing from the culture by spending excessive amounts of time alone or with other Americans, excessive sleeping, compulsive eating, irritability, stereotyping or hostility toward host country nationals, weepiness or even some psychosomatic illnesses. Although most students will inevitably experience some degree of culture shock, they certainly won’t have all these symptoms. One of the greatest ways to combat culture shock is to stay busy and active, which is why the Program has established a consistent routine of classes, afternoon activities and excursions.
Students will explore the topic of culture shock consistently in support groups. If s/he recognizes what is happening, keeping busy, and asking friends and the onsite staff for help when needed assures that culture shock passes quickly.

Both students and guardians should keep in mind that when students make their one phone call home, they will likely be in a state of culture shock. This is normal and to be expected.

During the student’s stay abroad, students may experience several normal stages of cultural adaptation. These include:

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

2) **Irritation and Hostility.** The focus changes from the similarities between cultures to the differences, and the differences become irritating and frustrating. Small problems loom as major catastrophes.

3) **Gradual Adjustment.** The crisis of adjustment passes. The new culture seems more familiar and the student moves more confidently in it. New friends are made. Students learn to interpret some of the subtle cultural clues and cues.

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

There are several ways students can minimize the impact of culture shock. Students should:

- Learn as much as they can about their host country before they leave.
- Keep an open mind.
- Combine the best of your host country’s culture and life with all the good things in American culture. This “best of both worlds” approach will help get the most out of the full cultural immersion.
- Be flexible. There will be many surprises, and the more open a student remains to them, the more exciting and wonderful the experience will be.

**20. Re-entry: Reverse Culture Shock**

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

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

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

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

   **Strategies**: Students should ask and listen to what their old friends experienced in their absence and asking them for updates on local events. Trying to do new things together may get the relationship on a new footing. Students should maintain contact with other IUHPFL alumni.

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

   **Strategies**: Students may want to discuss the academic experience abroad with the counselor, especially if considering new career goals as a result of the experience abroad. Students should consider making contact with international students on the high school campus and volunteer to talk to students who plan to study abroad with the Program, including seeking out other students in the community who have studied abroad.

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

   **Strategies**: Students should recognize that we all tend to look past the shortcomings of our home culture when we are away, and to criticize it on the basis of changed perceptions when we return. They may seek out other students interested in international and intercultural matters. Keeping up an interest in local and foreign news through newspapers, literature, music, friends may help.

5. **Self**: Students may have become accustomed to a level of activity and anticipation that the home high school may not be able to
match. It is natural to feel a little restless or a bit depressed for a while after the return.

**Strategies:** Students typically require recuperation from the physical journey. They may want to think over the ways they have changed: Which of those are positive? What was learned? How have family and friends reacted to the new you? Keeping a journal may help formulate and evolve thoughts. Talking with other returning students may provide new social outlets and a chance to compare perceptions.

Additional Notes

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**Language Tips**

**a. German**

**Allgemeine Etikette**

Studieren Sie diese Ausdrücke und versuchen Sie, sie vor der Reise nach Deutschland auswendig zu lernen. Sie werden sehr nützlich sein.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Was man sagen kann</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bei der Ankunft in Krefeld werden Ihre Gasteltern Sie erwarten. Sie werden Sie begrüßen, Ihnen die Hand reichen und “Guten Tag” sagen. Sie können dann erwidern:</strong></td>
<td><strong>Guten Tag, es freut mich, Sie kennenzulernen. Ich bin froh, endlich hier zu sein. Wir haben eine lange Reise gemacht.</strong></td>
</tr>
<tr>
<td><strong>Wenn man eine bekannte Person trifft, grüßt man:</strong></td>
<td><strong>Guten Morgen/Tag/Abend, Frau Schmidt! Wie geht es Ihnen? Oder für gute Freunde: Tag, Michael! Wie geht’s dir?</strong></td>
</tr>
<tr>
<td><strong>Das Händeschütteln ist in Deutschland bei fast jeder Begegnung üblich. Die Dame oder die ältere Person reicht zuerst die Hand.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Verabschiedet man sich von jemandem, sagt man:</strong></td>
<td><strong>Auf Wiedersehen!/Tschüß! [umgangssprachlich]/Bis später!/Bis nachher!/Bis bald!/Bis zum nächsten Mal!</strong></td>
</tr>
<tr>
<td><strong>Wenn ich eine Person vorstellen will, sage ich:</strong></td>
<td><strong>Darf ich vorstellen/ bekanntmachen: Herr Schmidt—Frau Steiner. oder: Das ist meine Freundin Jane—meine Mutter.</strong></td>
</tr>
<tr>
<td><strong>Der Herr wird zuerst der Dame vorgestellt, oder die jüngere der älteren Person.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wenn man vorgestellt worden ist, sagt man:</strong></td>
<td><strong>Ich freue mich, Sie kennenzulernen.</strong></td>
</tr>
<tr>
<td><strong>Um sich selbst vorzustellen, sagt man:</strong></td>
<td><strong>Darf ich mich vorstellen? Ich heiße.../mein Name ist.../Ich bin Mitglied einer Schülergruppe aus Indiana in den USA.</strong></td>
</tr>
<tr>
<td><strong>Wenn Sie nicht verstanden haben,</strong></td>
<td><strong>Wie bitte?/Würden Sie bitte</strong></td>
</tr>
<tr>
<td>was man Ihnen gesagt hat, sagen Sie nicht “Was?” sondern:</td>
<td>wiederholen? Ich habe Sie nicht ganz verstanden./Würden Sie bitte etwas langsamer sprechen?</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wenn man einer Einladung folgt, bedankt man sich nach der Begrüßung für die Einladung und überreicht ein kleines Geschenk oder Blumen.</td>
<td>Herzlichen Dank für die Einladung! Es freut mich sehr, Sie kennenzulernen.</td>
</tr>
<tr>
<td>Man wartet, bis man gebeten wird, sich zu setzen. Man jist und trinkt erst, wenn die Hausfrau (der Hausherr, der Gastgeber) dazu auffordert. Ein Herr steht auf, wenn eine Dame zum ersten Mal eintritt.</td>
<td></td>
</tr>
<tr>
<td>Geht man nach einem Besuch bei Freunden oder Bekannten fort, sagt man:</td>
<td>Vielen Dank für den schönen Abend/die schönen Stunden/das ausgezeichnete Essen. Das war sehr nett. Auf Wiedersehen!</td>
</tr>
<tr>
<td>Sie sollen immer darum bitten, wenn Sie etwas zu essen oder trinken wollen.</td>
<td>Kann ich bitte etwas trinken? Wann muß ich zum Essen hier sein/?Um wieviel Uhr essen wir? Ich habe gar keinen</td>
</tr>
</tbody>
</table>
Dieses Gericht kenne ich nicht, aber ich möchte es probieren. Das schmeckt gut/ausgezeichnet/vorzüglich. |
| Andere nützliche Ausdrücke: | Danke sehr!/Vielen Dank!/Tausend Dank!/Besten Dank! Entschuldigung!/Verzeihung! /Es tut mir leid. /Das war meine Schuld./Das nächste Mal passe ich besser auf. |

Sie werden bestimmt viele andere nützliche Wörter oder Ausdrücke lernen, die wir nicht erwähnt haben. Stellen Sie eine Liste zusammen, und geben Sie uns Ihre Vorschläge!
# b. Language Tips: French

## Savoir-Vivre General

Etudiez toutes ces expressions et essayez de les apprendre par cœur avant de partir pour la France. Elles vous seront très utiles.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Ce que vous pouvez dire (au choix)</th>
</tr>
</thead>
</table>
| Quand vous arriverez à Brest/Saumur/St. Brieuc, serrez la main de chaque membre de votre famille et dites: | Bonjour! Je suis très content d’être arrivé(e)!
Je suis très content de faire votre connaissance. Je suis heureux d’être chez vous. Le voyage a été très long. Je suis fatigué(e), car j’ai très peu dormi. Je n’ai pas faim, mais j’ai soif. J’aimerais me reposer. Où est-ce que je peux ranger mes affaires? Est-ce que je peux prendre une douche? |
<p>| Quand vous parlez à vos parents français et à toutes les autres personnes que vous rencontrerez, sauf aux enfants, employez vous au lieu de tu. Si vous n’êtes pas certain de ce qu’exige la situation, vous pouvez poser la question: | Comment voulez-vous que je vous appelle? Est-ce que vous préférez que je vous dise “tu” ou “vous”? |
| Si on vous permet de tutoyer, vous pouvez répondre:                          | Merci bien, vous êtes très aimable. C’est très gentil à vous.                                   |
| Quand on fait la connaissance de quelqu’un, il faut se serrer la main. S’il s’agit d’une femme ou d’une personne plus âgée que vous, c’est à elle d’offrir la main. On salue en disant: | Bonjour, Madame/Monsieur/Mademoiselle (avant 18 heures) ou Bonsoir, Madame.... (après 18 heures) |
| Dans la famille et entre amis, il est courant de s’embrasser le matin et le soir. Il faut toujours dire “Bonjour” lorsqu’on arrive et “Au revoir” lorsqu’on s’en va, en ajoutant le nom de la personne. Très familièrement |</p>
<table>
<thead>
<tr>
<th>on peut aussi dire “Salut.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Allô” s’emploie au téléphone pour commencer la conversation.</td>
</tr>
<tr>
<td>Quand vous quittez quelqu’un, serrez-lui la main, et dites:</td>
</tr>
<tr>
<td>Au revoir, Monsieur/Madame/ Mademoiselle. A bientôt./A tout à l’heure./A ce soir./Bonne journée! Bon après-midi! Bonsoir!</td>
</tr>
<tr>
<td>Quand vous montez pour la nuit, dites:</td>
</tr>
<tr>
<td>Bonne nuit, Maman, Papa, etc.</td>
</tr>
<tr>
<td>Si vous voulez vous présenter vous-même, dites:</td>
</tr>
<tr>
<td>Je voudrais me présenter, Je m’appelle... Je fais partie du Stage Indiana. Je viens des Etats-Unis. J’habite à Indianapolis, etc.</td>
</tr>
<tr>
<td>Quand on vous a invité à une soirée, à dîner, à prendre le café, etc., en arrivant vous pouvez d’abord saluer l’hôtesse en la remerciant pour l’invitation:</td>
</tr>
<tr>
<td>Bonjour/bonsoir Madame. Je vous remercie beaucoup de m’avoir invité.</td>
</tr>
<tr>
<td>Et ensuite, on salue les autres personnes qui se trouvent dans la pièce.</td>
</tr>
<tr>
<td>Vous pouvez apporter un petit cadeau comme des bonbons, des fleurs, etc. Ne vous asseyez pas avant que l’hôtesse vous en prie. Ne commencez à manger ou à boire que quand l’hôte/l’hôtesse aura commencé ou qu’on vous y aura invité. N’oubliez pas de dire au revoir à toutes les personnes présentes quand vous partirez. En disant au revoir vous pouvez dire à votre hôtesse:</td>
</tr>
<tr>
<td>Et à l’hôtesse à la fin:</td>
</tr>
<tr>
<td>Vous êtes très aimable de m’avoir invité. Au revoir, Madame.</td>
</tr>
<tr>
<td>Si vous ne comprenez pas ce qu’on</td>
</tr>
<tr>
<td>Excusez-moi, j’ai mal compris./</td>
</tr>
<tr>
<td>vous dit, ne dites pas “Quoi?”, mais plutôt:</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Les Repas:</strong></td>
</tr>
<tr>
<td>Si vous n’avez pas faim, dites-le.</td>
</tr>
<tr>
<td>Si vous avez soif:</td>
</tr>
<tr>
<td>Il est poli de ne pas quitter la famille pour monter dans votre chambre sans une explication quelconque:</td>
</tr>
<tr>
<td>Goûtez à tout, même si c’est quelque chose que vous mangez pour la première fois.</td>
</tr>
<tr>
<td><strong>Salle de bains:</strong></td>
</tr>
<tr>
<td>Cabinet de toilette</td>
</tr>
<tr>
<td>Pour offrir d’aider:</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Si vous voulez qu’on vous aide à faire vos devoirs:</td>
</tr>
<tr>
<td>Ne dites pas: Je suis plein(e), quand vous avez assez mangé.</td>
</tr>
<tr>
<td>D’autres expressions utiles:</td>
</tr>
</tbody>
</table>

### c. Language Tips: Spanish

**Vocabulario útil para los primeros días**

<table>
<thead>
<tr>
<th>Spanish Question</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Puede/s hablar más despacio?</td>
<td>Could you speak more slowly, please?</td>
</tr>
<tr>
<td>No entiendo.</td>
<td>I don't understand.</td>
</tr>
<tr>
<td>¿Cómo dice/s?</td>
<td>What did you just say?</td>
</tr>
<tr>
<td>¿Mande?</td>
<td>Excuse me?  What?</td>
</tr>
</tbody>
</table>
La Hora

¿Qué hora es?

1:00 pm: Es la una de la tarde.
2:30 pm: Son las dos y media de la tarde.
9:15 am: Son las nueve y cuarto de la mañana.
10:45 pm: Son las once menos cuarto de la noche.
12:00 pm: Son las doce./Es mediodía.
4:10: Son las cuatro y diez.
5:55: Son las seis menos cinco.
12:00 am: Son las doce./Es medianoche.

¿A qué hora empieza la clase? La clase empieza a las ____________.

En una tienda

¿Por favor, cuánto cuesta? How much is it?
¿Cómo es?
¿Me lo puede repetir, por favor?
¿Tienen______?
Me hace falta la talla____.
¿Me da esta torta/este pastel de fresas por favor?

En casa

Ud. tiene una casa muy bonita. You have a very nice house.
He comido muy bien.
Me gustó mucho la comida.
Este plato está riquísimo.
Está muy bueno.
Lo siento pero prefiero no comer carne de res.
Gracias, no quiero más.
No puedo comer más, he comido demasiado.
No tengo más ganas, gracias.
¿Puedo comer un poco más de esto?
¿Puedo repetir?
¿Puedo probar esto?
¿Cómo está hecho?
¿Me permite ayudar a recoger la mesa o limpiar los platos?

I ate very well.
I liked the meal very much.
This dish is wonderful.
It is/tastes very good.
I'm sorry but I don't eat red meat.
Thanks, I don't want any more.
Thank you, I don't want more, I'm full.
I can't eat any more, thanks.
Can I have a little more of this?
Can I go for seconds?
Can I try this?
How did you make/cook it?
Can I help clear the table or do the dishes?
Me gustaría mucho ayudarte en la cocina.

A mí me gustaría lavar mi ropa. Siempre lo hago en casa.

Es usted muy amable pero....
No se moleste, yo lo hago.
¿Dónde pongo la ropa sucia?

¿Cómo funciona______?
No sé dónde poner esto.
No sé qué hacer con esto.

Necesito otra toalla. ¿Dónde se guardan?

¿Puedo usar el baño?
¿Dónde está _____?
¿Me puede ayudar con_____?
Tengo que ir a_____. ¿Cómo puedo llegar allí?
¿Me puedes recoger a las_____ en por favor?
¿Por favor, me puedes llevar al supermercado?
¿A qué hora es la cena?
¿Dónde puedo coger/tomar el autobús?
¿Dónde está la parada?
¿Sabes donde hay una farmacia?

No me encuentro bien.
Estoy un poco enfermo/a.
Me duele la cabeza/el estómago/la garganta.
Me gustaría acompañarte, pero estoy you, cansado/a.
Quisiera descansar un rato en mi cuarto.

Tengo sueño.
Tengo un poco de hambre. ¿Pudiera comer una fruta/un yogurt/unas galletas?

Me encantaría....
Estoy un poco triste porque echo de menos a mi familia. Se me pasará.
Tengo que cambiar dólares en euros/pesos.

I would like very much to help in the kitchen.
I’d rather do my own laundry. I always do it at home.
You are very kind but....
Don’t worry. I’ll do it.
Where do I leave my dirty clothes?
How does ______ work?
I don’t know where to put this.
I don’t know what to do with this.
I need a new towel. Where are they kept?
Can I use the bathroom?

Where is ______?
Can you help me with ___?
I have to go to_____. How can I get there?
Could you pick me up ______, at______ in_____, please?
Could you please take me to the grocery store?
What time is dinner?
Where can I catch the bus?
Where is the bus stop?
Do you know where I could find a pharmacy/drugstore?
I don’t feel well.
I feel a bit sick.
I have a headache/stomach ache/sore throat.

I would like to go with but I am tired.
I would like to rest a while in my bedroom.
I’m sleepy.
I am a little hungry. Could I eat a piece of fruit/ a yogurt/some cookies?
I would love to....
I’m a little bit sad because I miss my family. I’ll feel better.
I need to exchange these dollars into euros/pesos.
¿Puedo usar el teléfono? Es una llamada a_____.
¿Dónde puedo comprar una tarjeta de teléfono/sellos?
¿A qué hora abre/cierra correos?
¿A qué hora tengo que estar en casa?
Voy a volver a las_____.
Me he perdido.
¿Me podría decir cómo se va a_____? Could you tell me how to get to_____?
¿Dónde está_____?

¿Cómo estás?

Saludos:

¿Qué tal? ¿Cómo estás?
¿Qué hay? ¿Qué pasa?
¿Cómo te va? ¿Qué cuentas?
Buenos días. Buenas tardes.
Buenas noches. ¿Cómo va todo?

Presentarse/Identificarse:

Hola, me llamo_____ . ¿Cómo se llama usted?
Soy un/a estudiante americana. Vengo con el grupo de Indiana.
Le voy a presentar a un/a amigo/a. Se llama_____.
Ha sido un placer conocerlo/la.
Ha sido un placer hablar con usted.

¿Cómo te sientes?

Estoy/ me siento....

bien/mal/regular/así así
de buen/mal humor
tranquilo
no me puedo quejar

ESTAR:

triste contento cansado
cómodo/incómodo
aburrido harto (de) lleno (empachado) nervioso
enfermo ocupado listo
encantado muerto de hambre
**TENER:**

<table>
<thead>
<tr>
<th>sed/hambre</th>
<th>sueño</th>
<th>miedo</th>
<th>calor/frío/fresco</th>
</tr>
</thead>
<tbody>
<tr>
<td>prisa</td>
<td>verguenza</td>
<td>dolor de cabeza</td>
<td></td>
</tr>
</tbody>
</table>

**Al despedirse:**

<table>
<thead>
<tr>
<th>Adiós</th>
<th>Ciao</th>
<th>Hasta luego/pronto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hablamos</td>
<td>Cuídate</td>
<td>Nos vemos</td>
</tr>
</tbody>
</table>
**Addendum A: A typical day in the life of an IUHPFL student**

A typical schedule of a student is shown below. Sites may differ slightly in the order of events and exact times of events, but the schedule below provides a general idea of how a student abroad with the IUHPFL spends his/her time. Times for dinner are typically much later in Spain and Mexico than in France and Germany.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 7:45-8 am     | • Wake-up  
                • Breakfast with Host Family                                             |
| 9:30 am-1:30 pm | • Classes (grammar, culture, communication, phonetics, literature)  
                • Announcements  
                • Support groups                                                     |
| 1:45-3:05 pm  | • Lunch                                                                     |
| 3:15-4:45 pm  | • Afternoon activities (theatre, choir)  
                • Sports (soccer, dance, etc.)  
                • Games  
                • Afternoon excursions                                                 |
| 4:45-9 pm     | • Free time to explore the city  
                • Homework  
                • Time with the host family                                            |
| 9-11 pm       | • Dinner with the host family  
                • Bedtime                                                                |
Weekend Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7:45-10 am   | • Wake-up  
               • Breakfast with host family                      |
| 9:30 am-11 pm| • Spend time and activities with host family  
               • Optional excursions with student peers  
               • Socializing with student peers  
               • Personal time for reflection, rest and Internet correspondence (one hr/week) |

Addendum B:  
A typical day in the life of an onsite instructor
As indicated, instructors are extremely busy. They don’t just teach classes, but organize all events, chaperone, counsel and administer the onsite IUHPFL Program.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7:45-9:15 am  | • Wake-up  
               • Breakfast  
               • Team meeting and planning for the day                             |
| 9:30 am-1:30 pm| • Classes (grammar, culture, communication, phonetics, literature) and Program Administration  
               • Announcements  
               • Support groups                                             |
| 1:45-3:05 pm  | • Lunch  
               • Check in with rest of instructor team  
               • Program Administration: excursion planning, communication with onsite coordinator, host families |
| 3:15-4:45 pm  | • Afternoon activities (theatre, choir)  
               • Sports (soccer, dance, etc.)  
               • Communication with onsite staff and U.S. as necessary  
               • Potential afternoon excursions                           |
| 4:45-9 pm     | • Program Administration: planning for next day and rest of week, miscellaneous errands  
               • Plan next day’s class  
               • Team meeting                                |
| 9-11 pm       | • Dinner  
               • Communication with onsite staff and U.S. as necessary  
               • Bedtime                                            |
Weekend Schedule

7:45-10 am
• Wake-up
• Breakfast
• Team meeting

9:30am-11pm
• Possible optional excursions with students
• Planning for following week
• Program Administration
• Communication with onsite staff and U.S. as necessary

Additional Notes