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Dear Students,

Welcome to Study Away at Kalamazoo College. Our long-standing relationships with partner institutions, in addition to the unwavering support of faculty and staff here at home, have nurtured and deepened the experience of study away for participants.

Many students report that study away has a significant impact on their college experience, sometimes influencing post graduate plans and giving them confidence to consider options they had not thought possible earlier. Study away can be very exciting and life-changing, but participation also requires effort on your part before you even arrive at your program site. We are counting on your ability and interest to make this a successful and meaningful experience.

CIP staff members have created this Handbook as a reference for all student participants. In order for us to be the most effective partners for you, we are depending on you to read and familiarize yourself with the contents of this Handbook. It contains important College policies about study away, as well as detailed procedures and schedules. Additionally, it provides information necessary to complete the study away application, deadlines and meetings required to remain eligible to participate, and information on resources and procedures (such as academic information) for you to use once you arrive on-site. Most importantly, this Handbook contains material for you to begin to prepare yourself for this significant study away experience.

We are committed to being your engaged partner in this process. Each of us in the CIP has studied and/or lived in other cities in the U.S. and abroad. We understand the excitement and anxiety this brings. We look forward to working with you and helping make your experience part of the long-standing tradition of study away at “K.”

Sincerely,

Margaret Wiedenhoeft, Acting Director, and the Staff of the Center for International Programs
PREPARING FOR STUDY AWAY

HOW TO PREPARE

Excitement, discovery, anxiety, confusion, adventure, disappointment, and discomfort are only some of the emotions that students report as part of their experience of study away. As a student heading off to a new city, you can expect to face once-in-a-lifetime opportunities, ambiguity, differences in core values, new friendships, stress, self-questioning, changes in behavior, and much more. The experience is unique for everyone and learning to cope with unplanned situations is one of the most exciting and terrifying things about being away. So, what can you do to prepare?

As you may have guessed, flexibility, adaptability, a sense of humor and open-mindedness are all very important qualities for students headed to a domestic study away program. Consider, however, the importance of being able to fail. For many students, failure is not an option. But while you are away, unplanned changes, discomfort, failure, and miscommunication are normal experiences. Your expectations about certain situations or interactions with new people may not match reality. Learning more about what may be a realistic expectation will better help you prepare for your departure.

The Center for International Programs has developed some suggestions to help you prepare for the challenges of study away. To begin, learn about the importance of self-reflection and how to continue the process upon your arrival in your new host city (check out the “Self-Reflection” section).

In this section of the Handbook we are writing to you the student as the CIP to share our knowledge and experiences with you. We are deliberately using the pronoun “you” because we want this to be the beginning of a conversation you have with us and with our partners and program staffs around the world. We in the Center for International Programs are here as a partner, but the experience you have is largely based on what you make it. We encourage you to take the initiative early so that you are even more prepared when you arrive – the more prepared you are the better your chances are of having a deeper, more meaningful time away.

STRUCTURED REFLECTION

“Study without reflection is a waste of time; reflection without study is dangerous.”~ Confucius

Some people become confused between self-reflection and self-criticism. You need to go beyond simply admitting a weakness or mistake or failure (self-criticism) – what is important is not only what you did, but how you felt, what you have learned from that experience, and how it will inform your behavior in the future (self-reflection).
A MODEL FOR STRUCTURED SELF-REFLECTION

WHAT?
- What do I expect to get out of this experience (purpose/goals/ideals)?
- What did I observe during my first day in this new culture/city?
- What part of my journey was most challenging? What part did I find surprising?
- Describe the people you see in the new culture/city.
- Describe your new surroundings: What do you smell? What do you hear? What do you see?

WHAT DO YOU FEEL?
- What roles do I play in my “host-household”?
- What about myself did I share with others?
- What did others share with me?
- What does it feel like to come into and leave my different roles (student, friend, tourist)?

SO WHAT?
- What am I learning about others and myself?
- How am I different when I left Kalamazoo College compared to now?
- How am I different/similar than other people?
- In what ways did being different help/hinder my experience?
- What are the differences between my new “family”/friends and my family/friends at home?
- What values, opinions, decisions have been made or changed through this experience?
- What has surprised me about the host city, the culture, and me?
- What have you learned about a particular community or societal issue?
- What are some things that you mask from people in different cultures? Why do you mask them?

NOW WHAT?
- Is it important to me to stay connected/involved with my host city when after I go back to K?
How do I take what I have learned and use the knowledge, skills, and attitudes when I return home?

*Questions adapted from “Facilitating Reflection: A Manual for Higher Education”*

**HOW WELL CAN YOU ADAPT?**

To assess how hard you will have to work to succeed in another environment, rate yourself on your responses to the statements below. Use a scale of 1-5 to rate how strongly you agree with the statement with 1 being strongly disagree and 5 being strongly agree.

- □ I am constantly trying to understand myself better. I feel I know my strengths and weaknesses.
- □ I respect the opinions of others, though I may not always agree with them.
- □ I interact well with people who are very different from me in age, race, economic status, or education.
- □ When I am at a party with people I don’t know, I normally go out of my way to meet them.
- □ I do not need to understand everything going on around me. I tolerate ambiguity well.
- □ I am able to change course quickly – I readily change my plans or expectations to adapt to a new situation.
- □ I often find humor in difficult situations and afterwards I can laugh at myself.
- □ When I have to wait, I am patient. I can be flexible with my agenda, schedule, or plans.
- □ I am always asking questions, reading, and exploring. I am curious about new things, people, and places.
- □ I am resourceful and able to entertain myself.
- □ I tackle problems confidently without always needing the help of staff or friends.
- □ When things go badly, I am able to keep my mind clear and my attitude positive.
- □ I have made mistakes and learned from them.
- □ In an unfamiliar situation, I watch and listen before acting.
- □ I am a good listener.
- □ When I am lost, I ask for directions.
- □ I sincerely do not want to offend others.
☐ I like people and accept them as they are.

☐ I am sensitive to the feelings of others and observe their reactions when I am talking.

☐ I like new ideas, new ways of doing things, and am willing to experiment.

**How to score:** Total your answers. If your score is 80 or higher, you have already made good progress toward intercultural sensitivity and an acceptance of difference. If your score is between 50 and 79, you will have to work on developing the attitudes and behaviors needed for good adjustment to living away. If your score is below 50, you should examine closely your motivations for wanting to go away.

WHEN YOU ARRIVE

DIEVA

Most students report that keeping a journal or a diary of events during their study away experience helped them to process and reflect upon their experiences. While keeping a journal can be a great way to learn more about yourself and the culture you experience, structured reflection requires an academic rigor and a systematic approach. Faculty members at “K” (Grossman, Cunningham, Geist, and Anderson) have developed the model, DIEVA, for systematic structured reflection and offer this as a guide to study away students experiencing the disequilibrium of culture shock.

<table>
<thead>
<tr>
<th>Description</th>
<th>Interpretation</th>
<th>Evaluation</th>
<th>Validation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of events in sensory terms (what you see, hear, touch, and smell). This often means adding details to our first drafts.</td>
<td>Your thoughts about the event or situation. These often occur as things we tell ourselves about an event (“self-talk”) or mental pictures we have.</td>
<td>Your feelings (often involve bodily sensations) and value judgment about your experience.</td>
<td>“Check out” your view of the situation with others. Ask to see if they can give you another way to interpret your situation.</td>
<td>In this column it is important to plan what action you will take in the future.</td>
</tr>
</tbody>
</table>

Example –
You attend a party and meet some local students, John and Shelia. When you arrive in class neither one says hello. They just continue their conversations with others. In fact they don’t talk to you at all in class. When you say, “Hello,” they barely respond and quickly look away.

Example –
“They are acting like they don’t know me. They are rude!! This is not the only time this has happened. Rudeness or unfriendliness must be typical for this culture. They are just not as friendly as Americans. I wonder if I will ever be able to make friends here. Six months of loneliness will be impossible to stand.”

Example –
“I am feeling very uncomfortable here. I miss my friends back home [mental pictures come to mind of my friends having a great time partying without me]. I feel homesick-actually sick to my stomach. I feel so bad I don’t want to try to interact with anyone.”

Example –
You talked about this experience at a party with your teacher. She lived in the local culture, social behavior is different; you need to meet people on a steadier basis to make friends. She suggests instead of assuming you will make friends quickly in a social environment that you engage in an extracurricular activity, such as playing on a sports team, music ensemble, or drama club where more time is involved.

Example –
Based on this conversation with a cultural informant, you decide to join a tennis club. By playing tennis at a designated time every week, you eventually meet local tennis enthusiasts and you begin to socialize with this group. You realize that your first description and interpretations of “friendliness” were based on a quicker but more superficial American concept and this culture is slower to “make friends” but when they do it is deeper.
The first thing this approach does is it encourages you to ask another person for their view of your situation. This often results in a new interpretation of the event, which provides some relief from the culture shock, and a constructive plan of action. A second thing you can do with this system is to look for exaggerations in your Interpretations column. In this case the student makes a “fortune teller error.” She predicts that she will “[n]ever be able to make friends here” and “six months of loneliness will be impossible to stand.” Both of these are exaggerated in the sense that she is treating the worst possibility as if it were the main or only possibility. Learning to spot and correct these cognitive distortions often reduces the intensity of the bad feeling. If she could have challenged these exaggerations by saying something like, “It’s true - I did not make friends with these people as quickly as I wished but that doesn’t mean I am doomed to six months of loneliness.

It is likely that there will be other opportunities. I am a good friend-maker in my own culture and it is likely that I will figure this out.” Once you have challenged your exaggerations, you often calm down and begin to work more rationally on the problem. For example, this student might think, “Getting help from someone who knows the culture is likely to help. In fact, I remember Dr. Cunningham saying, ‘Always check your interpretations out with an informant - someone who knows the culture better than you do.’ My teacher might be a good person to talk to. She was in the US so she might understand where I am coming from. The Program Director might also be good to talk to. I might even email Margaret back at the CIP.”

A DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY

Developmental models provide a structure to help us learn how we may grow, or develop, from point A to point B. Bennet (1986), a specialist in intercultural communication, developed this model as one theory to explain how individuals from different cultures become more sensitive to cultural difference. It is typical that individuals will move from one stage to the next, sometimes even reversing, as they encounter different individuals and experiences.

ETHNOCENTRIC STATES

Denial of Difference. No recognition of cultural difference because of isolation or intentional separation. Attribution of deficiency in intelligence or personality to culturally deviant behavior. Tendency to dehumanize outsiders.

Defense against Difference. Recognition of cultural difference coupled with negative evaluation of most variations from native culture — the greater the difference, the more negative the evaluation. Evolutionary view of cultural development with native culture at the acme. A tendency towards social/cultural proselytizing of “underdeveloped” cultures.

Reversal. Tendency to see another culture as superior while maligning one’s own.
Minimization of Difference. Recognition and acceptance of superficial cultural difference such as eating customs, etc., while holding that all human beings are essentially the same. Emphasis on the similarity of people and commonality of basic values. Tendency to define the basis of commonality in ethnocentric terms (i.e. everyone is essentially like us).

Physical Universalism. Emphasis on commonality of human beings in terms of physiological similarity.

Transcendent Universalism. Emphasis of commonality of human beings as subordinate to a particular supernatural being, religion, or social philosophy.

ETHNORELATIVE STATES


Adaptation of Difference. The development of communication skills that enable intercultural communication. Effective use of empathy, or frame of reference shifting, to understand and be understood across cultural boundaries.

Integration of Difference. The internalization of bi–cultural or multicultural frames of reference. Maintaining a definition of identity that is “marginal” to any particular culture.


ADJUSTMENT

Problems most often arise away when there is a discrepancy between our expectations and reality. However, as normal human beings, we tend to expect others to be like we are. Even though we know we are in a different cultural reality, we expect, often unconsciously, that things will be and work like they do at home. When we begin to recognize that things and other people are different, we often experience the symptoms noted in the chart (to follow). Thus, we suggest you:

- Expect change and difference. Keeping an open mind and remaining flexible are two excellent attributes for a successful study away experience. Make change and difference tools for learning, not enemies to be overcome. Avoid getting caught up in the little things. Keep your sense of humor. Be willing to fail at some tasks and feel stupid (or like a 5-year-old) when doing others.
- Guard your health. Be sure to get enough to eat, drink enough water and get enough sleep.
- Acknowledge symptoms of culture shock, when they occur, and then do something constructive to deal with them. (See following section)
• Spend some time before departure to review your goals using the worksheet in this handbook. Keep your expectations reasonable and revise them at regular intervals. Be realistic about yourself and your abilities. People who have the ability to relax and ride with events tend to be more effective and enjoy themselves overseas.

• Develop an attitude of patience and tolerance towards yourself as well as others. Tolerance towards ambiguity is an important skill for learning how to live in a new culture. Most of the time we do not know what things mean or how things work and it will frustrate us, if we let it.

• Develop the habit of mentally stepping back from an uncomfortable situation and describing the situation as you see it. What is the specific thing that has triggered the feeling in you? Then go on to interpret the situation, which is to say what you think about what you see. And then finally continue with an evaluation, that is what you feel about what you think you see. Frustration and other feelings of discomfort are traceable to a specific cause or action, usually an ambiguity, a disparity between expectations and reality, an unrealistic goal, a sense that things should move more quickly, or a cultural blunder.

*Collected by Dr. Robert Grossman, Kalamazoo College*

**CULTURE SHOCK: WHAT IS IT?**

No matter whether you call it Cross-Cultural Adaptation Stress, Intercultural Adjustment Disorientation, Displacement Anxiety, or Culture Shock, “the anxiety that results from losing all our familiar signs and symbols of social intercourse” is a real part of almost everyone’s experience. Even if you are from the U.S. and feel you may be familiar or comfortable in the study away city, you are experiencing a different culture and thus will be in unfamiliar situations as well. Along with our spoken language, we have learned an enormous number of non-verbal cues which indicate to us such things as: when to shake hands, what to say when we meet people, how to tip, how to make requests, how to buy things in different settings, when to accept and when to refuse invitations, and when to take a person’s statements seriously. In addition, there is the larger issue that one’s learned culture and cultural knowledge have only a limited value in the new setting.

Kalvervo Oberg, one of the earliest researchers on culture shock, notes that “when an individual enters a strange culture, all or most of these familiar cues are removed. He or she is like a fish out of water. No matter how broad-minded or full of good will he may be, a series of props has been knocked out from under him/her.”

Not everyone is affected by culture shock in the same way, at the same time, or to the same degree. For some the symptoms may be severe, for others quite mild. For some this may be a long drawn out affair, for others very brief. It is, however, typical for all humans (and other animals and even
plants) to undergo some sort of transplant/adaptation stress when they move into a new environment. Robert Kohl notes that this move “can cause intense discomfort, often accompanied by hyper-irritability, bitterness, resentment, homesickness, and depression. In some cases distinct physical symptoms of psychosomatic illness occur.”

Other symptoms may include “excessive washing of the hands, exaggerated concern over drinking water, food, dishes and bedding, the absent-minded, far-away stare, a feeling of helplessness and a desire for dependence on Long-term residents of one’s own nationality; fits of anger over delays and other minor frustrations; delay and outright refusal to learn the language of the host country, excessive fear of being robbed or injured, great concern over minor pains and eruptions of the skin, and finally that terrible longing to be back home, to have a good cup of coffee, to walk into that corner drugstore, to visit one’s relatives and friends and, in general to talk to people who really make sense” (Oberg).

## TYPICAL RESPONSES
*Adapted from the Fulbright Newsletter, 1988*

### Pre-departure Phase:

<table>
<thead>
<tr>
<th>Time</th>
<th>Pre-Departure</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Attitude</td>
<td>Anticipation</td>
</tr>
<tr>
<td>Events</td>
<td>Planning, packing, processing, partying, orientation</td>
</tr>
<tr>
<td>Emotional Response</td>
<td>Excitement, enthusiasm, some trepidation of unknown, concern about leaving family, friends, lovers, familiar environment, desire to escape problems</td>
</tr>
<tr>
<td>Behavioral Response</td>
<td>Anticipation, loss of interest in current responsibilities</td>
</tr>
<tr>
<td>Physical Response</td>
<td>Tiredness, generally normal health</td>
</tr>
<tr>
<td>Verbal Response</td>
<td>“I just can’t wait to . . .”</td>
</tr>
</tbody>
</table>

### Honeymoon or Spectator Phase:

<table>
<thead>
<tr>
<th>Time</th>
<th>Weeks 1–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Attitude</td>
<td>Exhilaration, euphoria</td>
</tr>
<tr>
<td>Events</td>
<td>Red carpet welcome, new homestay or dorm, new classes and teachers, exploration of sights and shops</td>
</tr>
<tr>
<td>Emotional Response</td>
<td>Tourist enthusiasm, sense of adventure</td>
</tr>
</tbody>
</table>
Behavioral Response | Outward curiosity about host nationals, avoidance of negative stereotypes, enthusiasm for studies and site, passive observer of culture

Physical Response | Intestinal disturbances, minor insomnia

Verbal Response | “How quaint; this place and these people are a lot like home.”

**Increasing Participation Phase:**

**Time** | Weeks 5–8

**General Attitude** | Bewilderment, disenchantment, restlessness, impatience

**Events** | Classes, homework, everyday life, responsibilities in homestay or dorm, unfamiliar food, manners, language, customs, cost of living

**Emotional Response** | Qualms, uncertainty, irritability, loss of enthusiasm, skepticism, frustration, questioning of values of self and others

**Behavioral Response** | Search for security in familiar activities (e.g. surfing the internet for long periods of time, watching DVDs or reading books in English), increased alcohol and/or food consumption, withdrawal

**Physical Response** | Colds, headaches, tiredness

**Verbal Response** | “Why do they have to do it like that? Why can’t they just...?”

**Crisis Phase:**

**Time** | Weeks 9–12

**General Attitude** | Hostility, irritation, aggression

**Events** | Uneven work performance, confrontation with differences

**Emotional Response** | Discouragement, lethargy, depression, suspicion, boredom, homesickness, anger, extreme sensitivity and irritability, loneliness

**Behavioral Response** | Withdrawal, avoiding contact with host nationals, excessive sleep, fits of weeping, loss of concentration, tension and conflict with others

**Physical Response** | Minor illnesses, headaches, preoccupation with personal cleanliness

**Verbal Response** | “This place s—s! I hate it here. This place and these people are stupid.” Use of stereotypes, chauvinism, nationalism. “We” excludes host nationals.
Adaptation Phase:

**Time**

Weeks 13–20+

**General Attitude**

Recovery

**Events**

Work performance improves, able to interpret cultural clues, can laugh at and tell jokes

**Emotional Response**

Sense of comfort with surroundings, sense of belonging, sense of shared fate, biculturalism

**Behavioral Response**

Ability to see things from perspective of host nationals, empathy

**Physical Response**

Normal health

**Verbal Response**

“Home” is homestay or dorm. “We” includes host nationals

Reentry Phase:

**Time**

Return from host country

**General Attitude**

Ambivalence

**Events**

Wanting to tell others about experience and finding others generally not very interested

**Emotional Response**

Mixed-up, disconnected, disoriented, irritability, depression, homesickness for overseas site, uncertainty about “home”

**Behavioral Response**

Criticism of home and friends, lethargy, keen interest in foreign affairs and news

**Physical Response**

Colds, headaches

**Verbal Response**

“I never realized…”

**TYPICAL RESPONSES (An alternative view)**

I think of our responses to stress as falling into four types.

1. **Critical or anger released reactions** — magnifying the negative aspects of the experience, belittling others, minimizing the positive.

2. **Anxious or fear-aroused reactions** — catastrophic thoughts, physical reactions, desire to avoid any situations that increase the fear which can result in only spending time with other “K” students.
3. **Depressive or low self-esteem reactions** — desire to withdraw, self-critical thoughts, low motivation, lack of interest and strong desire to return home and, in the worst cases, self-destructive thoughts.

4. **Denial of the stress** — the tendency to totally ignore risks or problems. Men especially are trained in this style of response and many think it results in the high degree of stress-related cardiovascular problems they have in our society. There is some evidence to indicate that high-achieving women are also steeped in this tradition. Overseas it often results in serious illness in both males and females from eating food that is not recommended. In some cases this has led to going off on personal adventures without appropriate backup and safeguards. This style often results in obliviousness to serious cross-cultural problems. Worst of all, the person comes back from the overseas experience with prejudices and stereotypes unchanged. Such people often remain ethnocentric and miss out on the opportunity to be bicultural or even multicultural.

*Collected by Dr. Robert Grossman, Kalamazoo College*

**WAYS TO COPE WITH ADAPTATION STRESS**

*From L. Robert Kohl’s Survival Kit for Overseas Living, Chapter 19 “Responding to Culture Shock,” pp. 97-103.*

- Pursue information gathering diligently. Kohl suggests looking at areas such as your host city’s history, basic facts, Do’s & Don’ts, current politics and problems. He also recommends orienting yourself to the city (through the internet, travel books, and/or maps); identify sights, monuments, scenic areas, etc. See the “Research” section in this handbook for further suggestions.
- Look for logical reasons behind everything that seems strange, difficult, confusing, or threatening.
- Use the DIEVA technique: Describe, Interpret, Evaluate, Validate and then Act.
- Try to trace every “strange” action you observe in your new culture to its underlying value or values. Keeping a journal or blog is a good place to synthesize situations that you have experienced.
- Don’t succumb to the temptation to disparage your new environment.
- Identify a local who is sympathetic and understanding and talk with that person about specific situations and your feelings related to them.
- Have faith in yourself.

I suggest you look for the kernel of truth and of exaggeration in every disparaging thought that occurs to you rather than trying to suppress your desire to criticize the host culture. This is the best
way to handle all emotionally driven thought. Writing helps in this process. Consider keeping a journal of your study away experience.

*From L. Robert Kohl’s Survival Kit for Overseas Living, Chapter 19 “Responding to Culture Shock,” pp. 97-103.*

**DEFINING EXPECTATIONS**

We all have expectations when we head into a new situation, whether it is changing schools, homes, jobs, or in your case, cities. These expectations are formed from our own values, from things that we have heard from others, and from our social culture (such as the media). We are often disappointed if our expectations are not met and find it difficult to accept and adapt to a new and unplanned situation. While away, your expectations about certain situations or interactions with new people may not match the reality you experience.

For example, you may have identified one of your goals for study away to be meeting and connecting with locals. If you arrive and discover that you do not have any classes with local students, you may be disappointed and disenchanted with the program or your experience away. Learning more about what may be a realistic expectation will better help you prepare for your departure. By this time in the pre-departure process, you should have read the program description for your study away site, spoken to past study away participants, and/or researched the program to which you are headed. Important preparation tools include:

- Informing yourself about the living situation
- Understanding what kinds of classes you will take and who your = classmates will be
- Finding out as much as you can about the city
- Preparing yourself to break from the “K Bubble” and to be comfortable with making friends on your own.

Living and studying in a new place demands independence, open-mindedness, flexibility, and a sense of humor. Things won’t always go your way; you will find yourself in uncomfortable situations; and your normal methods of coping may be compromised by culture shock, homesickness, and/or illness. Although these experiences may not be what you expected, there are ways that you can respond that may help you reach your goals. For example, even if you do not have classes with local students, you may be able to join a local sports club or creative group (such as choir) that includes local students.

**WHAT ARE YOUR STUDY AWAY GOALS?**

Here is a list of the objectives most commonly given by students. Put an “X” next to all those that apply to you.

- Advancement in future job or profession
☐ Challenge of living and studying in a new city
☐ Opportunity to increase future salary
☐ Pressure from friends or parents, teachers, or the “K” Plan
☐ Desire to expand your own horizons
☐ Desire to experience a new place
☐ Desire to learn another culture
☐ Desire to get away from Kalamazoo
☐ Need for a change
☐ Desire to get away from something in personal or college life
☐ Hope that the new setting will solve something distressing in personal, college, or family life
☐ Hope that the experience will stop the drift, uncertainty, or pointlessness in your personal or college life and give it new meaning
☐ Other (specify)

If you are like most people, you have checked several items. You will want to review this list from time to time while you are away to check whether you are making progress on achieving your objectives. You might find it helpful to write in your journal about your feelings and motivations as you review this list.

Now go back through the list and note which three or four are most important to you now and put them in rank order. Consider these and the rest of the items carefully. Are there conflicts among the objectives that are most important now? Are there motivations on the list (or others that you’ve thought of) that you were unwilling to acknowledge? Almost everyone goes away with mixed motives, some of which we are not comfortable with.

Over the next weeks you may wish to talk about your motives with friends, your advisor, a counselor, or someone from the Center for International Programs. By clearly and honestly stating your needs and goals in your own mind (even if they are less idealistic than you would like), you will be better able to establish realistic expectations for your sojourn away. Clear objectives and realistic expectations are the best beginning for your study away experience.

PRE-APPLICATION INFORMATION

POLICIES AND PROCEDURES

The complete policies and regulations that govern the Study Away Program at Kalamazoo College are found in this Handbook, which is published by the Center for International Programs (CIP).

As a study away participant, it is your responsibility to become familiar with all study away policies, regulations and guidelines. Your online Hornet Passport application for participation in study away, and your signature and/or submission of the required materials or forms contained therein are confirmation of acceptance of the policies governing the Study Away Program, including all academic and social policies of Kalamazoo College, among them the Honor System. Failure to adhere to any of these will be considered sufficient reason for dismissal from the program.

This document represents the most accurate information available at the time of publication. Statements contained herein are not contractual obligations, and verbal or other representations that are inconsistent with or not contained within this handbook and its policies are not binding. Kalamazoo College reserves the right to change without specific notice programs and the conditions under which they are offered. Please refer to the Kalamazoo College catalogue for complete details.

STUDY AWAY CAMPUS LIAISONS

Study away programs at Kalamazoo College are represented by “K” faculty liaisons and coordinated by the CIP. These “K” faculty members are familiar with the academic opportunities offered at each study away program and form the nucleus of the selection committee for each program. CIP provides administrative support for study away. The current “K” faculty program representatives are:

Borders Program: Dr. Adrianna Garigga-Lopez or Mrs. Alayna Lewis

Newberry Seminar: Dr. Chris Latiolais

New York Arts: Dr. Andrew Koehler

Oakridge Science Semester: Dr. Greg Slough

Philadelphia Center: Dr. Charles Stull or Dr. Marin Heinritz

PROGRAM INFORMATION

Academic programs and requirements for a specific study away program, as well as eligibility criteria, etc., are described in detail on the individual program descriptions available in the Resource Room, or via Hornet Passport. The CIP determines which study away programs qualify
for transfer of academic credit and Kalamazoo College financial assistance/scholarships. Students should consult the “List of Study Away Programs” at https://reason.kzoo.edu/cip/programs/ regularly to determine if a program qualifies for the transfer of academic credit and Kalamazoo College financial assistance/scholarships. Programs may be changed, suspended, or withdrawn at any time due to political, economic, or other conditions.

ELIGIBILITY

Students wishing to participate in study away must have a minimum 2.5 GPA at the time of application; some programs have higher minimum GPA requirements. Students whose GPA does not meet the College’s 2.5 minimum or the program’s minimum and who still wish to study away must meet with CIP staff prior to submitting an application to study away.

Note: Kalamazoo College cannot waive GPA or other eligibility requirements established by other programs. Therefore, only certain study away programs may be available to these students. First year students are not eligible to participate in study away.

Note: Kalamazoo College cannot waive GPA or other eligibility requirements established by other programs. Therefore, only certain study away programs may be available to these students. First year students are not eligible to participate in study away.

Kalamazoo students are eligible to participate in only one study away experience for credit during their time at the College. Students may participate in a study away program AND a Short-Term or Long-Term study abroad program. No more than ten units of credit from off-campus programs (including study abroad and domestic off-campus programs such as New York Arts, Philadelphia Studies, or Border Studies) can be used to meet a student’s graduation requirements.

Students must apply to Study Away/Abroad during their Sophomore or Junior years. If students are unclear if they are eligible to apply to a program, they should check with Associate Provost for International Programs.

Students on academic probation or who have a history of significant disciplinary problems are not eligible to participate in the study away program. All incompletes must be changed to actual grades prior to departure for study away. Students must meet all eligibility requirements at the time of application and continue to meet the set requirements prior to departure.

Students who transfer to Kalamazoo College should talk with a CIP staff member during their first term on campus about their study away options. Transfer students are required to submit original copies of transcripts from any college or university that they have attended by the application deadline, as previous academic work will be reviewed as part of the selection process. The Office of the Registrar cannot release copies of non-Kalamazoo College transcripts. A combined Transfer and Kalamazoo GPA will be used to determine eligibility.
STUDY AWAY PROGRAMS

The College collaborates with domestic program partners in order to offer a variety of study away experiences. Although they are not operated by Kalamazoo College, non-Kalamazoo programs on the list of programs are approved for the transfer of academic credit. No special process is required to apply academic credit, earned on these programs, to general graduation requirements.

The Center for International Programs assists students with the application processes, and coordinates the payment of tuition, room and board, and non-refundable deposits required by the host institution.

Students interested in study away programs will need to complete additional application materials for the host institution and be prepared to be the primary contact with the study away program prior to departure. In other words, students will need to communicate directly in a timely manner with the program partner and independently work to turn in materials, forms, and other items by the deadlines designated by the program partner. Upon acceptance, students are encouraged to direct any questions to the contact person for the study away program. Program contacts and email information are located on the last pages of this Handbook.

Application to study away programs is a two-step process. Students first submit online applications via Hornet Passport to the Center for International Programs for preliminary review. CIP endorsed applicants are then nominated for selection with the host institution. It is important that students interested in study away are aware that the program makes the final selection and participation decisions. Neither the CIP nor Kalamazoo College has the authority to change or alter the policies or decisions made by the sponsoring institution.

AMERICANS WITH DISABILITIES ACT (ADA) AND STUDY AWAY

Students whose physical, mental or emotional condition may require accommodations to participate in the study away program are encouraged to contact the CIP staff well before the deadlines for applications. The CIP staff will assist by providing the student a clear description of the physical and academic requirements of the program. The student will be asked to provide the CIP staff with a clear description of the accommodations that the student believes will be necessary to meet the requirements of the program. The student may be asked to provide the CIP with a release to speak with the student’s healthcare provider so that the CIP staff can clearly understand the student’s needs. CIP staff will determine the availability of those accommodations, or other reasonable accommodations, at the program location. Staff at the program will also review the information to determine if accommodations are possible. In cases where no accommodation is possible, CIP staff will work with the student to identify programs that may be able to offer the appropriate accommodations. The student’s acceptance into a specific study away program is contingent upon the determination to the Associate Provost’s satisfaction that reasonable accommodations are available at the program location.
APPLICATION PROCESS

Students must meet specific requirements and deadlines in order to be eligible to participate in any study away program. These requirements differ from program to program, but for all of them, prospective participants must complete and submit required application materials. Incomplete applications will be considered late and will not be processed until completed. Failure to turn in the completed application materials by the due dates can jeopardize a student's participation in study away. Students may only apply for one program at a time.

SELECTION AND ADMISSION

Students meeting the College’s and any program-specific eligibility requirements are selected for participation in the study away program on the basis of such items as their cumulative grade point average, their grades in the appropriate foreign language (where applicable), the strength of the required essay(s), faculty letters of recommendation, an evaluation of the transcript, and other information provided in their application and their College records. The Center for International Programs may also require applicants to be interviewed.

The final decision regarding admission to and participation in specific programs rests with the Associate Provost of the Center for International Programs and host institutions. The Associate Provost reserves the right to deny participation in study away when students’ actions either on or off campus raise doubt that they are ready for study away experience or prepared to represent Kalamazoo College appropriately. Programs may be changed, suspended, or withdrawn at any time due to political, economic or other conditions.

FINANCIAL MATTERS

BILLING AND PAYMENT

Students will be informed of the entire comprehensive fee for the program prior to the beginning of the program. Payments for study away programs are made according to the regular College payment schedule. Bills are sent directly from the student accounts department of the Business Office at Kalamazoo College. For specific billing dates, contact the Kalamazoo College business office.

All accounts, including fees, must be cleared before students can leave for their programs. Non-payment of the comprehensive fee installments while away will jeopardize a student’s continuing participation in the program and may result in withdrawal or dismissal.

FINANCIAL AID AND SCHOLARSHIPS

Students who enroll at Kalamazoo College through the GLCA-TRE are eligible for off-campus programs that have been approved for transfer of academic credit and Kalamazoo College
financial aid/scholarships. This includes the current domestic study away programs: The Philadelphia Center, NY Arts Program, Oak Ridge Science Semester, the Newberry Library, and the Borders Program. The student is responsible for paying any difference between the cost of the off-campus program and the College tuition cost in addition to the usual GLCA-TRE participation fee.

Work/Study: No employment is available to students while on study away. If work/study is part of a student’s financial aid package, students will have to find an alternative source for those funds for the quarters spent away.

BUDGETING FOR PERSONAL SPENDING
The amount students spend above what they pay the College varies greatly according to the individual student and the cost of living in the host city. Returning students suggest that an average of $1,500 - $2,500 extra (beyond lodging, meals, books and supplies) for a study away program is realistic. Students may be able to make it on less than these amounts if they are careful and restrict independent travel plans. Please see the budget sheet on Hornet Passport for your program’s specific costs.

BOOKS
All study away participants are required to purchase any required books, course-packs, photocopies, and other educational materials (including personal printing) needed for their course work away. Some programs require additional equipment. In all cases students need to plan to have funds available to purchase the required books and equipment at the program.

DEADLINES AND DUE DATES
Students intending to participate in study away are required to comply with announced deadlines in a timely manner. The CIP establishes deadlines to ensure that there is sufficient time for student applications and supporting documents to be processed by staff at the study away program. If a deadline passes and a student has not submitted the required information, the student’s file will be deemed inactive and the student risks his/her ability to participate in study away.

PARENTAL NOTIFICATION POLICY
The College and the Center for International Programs recognize students’ developing independence, responsibility and accountability. However, the Associate Provost for International Programs or his/her designates has the authority and reserves the right to notify parents in the following circumstances and conditions:
Emergencies: The College reserves the right to notify parents or guardians, regardless of age, status, or conduct, in health and safety emergencies, hospitalizations, or when in our judgment, the health or well-being of a student or others is or may be at risk.

Student Conduct: The College reserves the right to inform parents or guardians of a student when:

- That student’s behavior has been the cause of a disturbance to others on or off campus
- That student’s behavior has been the cause of a disruption of other students’ education
- That student’s behavior caused or had the potential to cause harm to persons or property
- That student’s behavior led to an arrest in which the student was taken into custody
- That student’s behavior resulted or could have resulted in the student being removed from study away
- That student’s behavior affected his/her ability to fulfill the essential functions of a student
- The student has demonstrated a pattern of unacceptable disruptive behavior, even if these incidents are minor
- The student has become physically ill and/or required medical intervention as a result of use/abuse of alcohol and/or drugs

Whenever possible, students will be informed that a parental notification is planned so that they have an opportunity to discuss the issue with their parents directly.

Parent(s) or guardian(s) listed in the student’s study away application will receive a copy of the acceptance letter, with other program specific information, upon admission to the study away program.

INDEPENDENT TRAVEL

Students who plan to be away from their residences at their study away programs for weekend or vacation travel are strongly encouraged to leave itineraries and an approximate return time with the roommates, and/or program director. In addition, students are strongly encouraged to communicate their travel plans and itineraries with their families at home. If the travel will be longer than a day or two, students should arrange some form of “check-in” communication with the program director, their study away residence and/or families.

No student is to be absent from the program while classes are in session. More than two weekend absences in one month are also strongly discouraged in that they jeopardize family and community relationships.

Traveling alone on extended trips is strongly discouraged. In case of accident or illness, the foreigner traveling alone is exposed to unnecessary risks, which outweigh whatever advantages there may be in traveling alone.
Students are strongly warned against hitchhiking. Despite what you may have heard, in most parts of the U.S. hitchhiking is extremely dangerous, both for men and for women. Under NO circumstances should any student hitchhike. Kalamazoo College and the Center for International Programs’ policy expressly prohibit all hitchhiking by program participants. Students who engage in hitchhiking jeopardize their further participation in the program. Moreover, neither Kalamazoo College, the Center for International Programs, or their agents and employees can be held responsible for injuries or accidents to a student who violates this regulation.

Students are strongly encouraged to secure housing in registered youth hostels, hotels or with individuals they personally know. Using Craig’s List or on-line classifieds to “couch surf” while traveling is extremely dangerous and may put a student’s well being in jeopardy.

TRAVEL SAFETY

The Center for International Programs at Kalamazoo College regularly monitors information relevant to the safety of all “K” students away, from official sources as well as from the College’s domestic and international partners and colleagues. The safety and security of Kalamazoo College students away is of the utmost importance. The CIP works to ensure that students can make informed and wise decisions regarding program selection as well as their behavior.

PRE-DEPARTURE INFORMATION

HOUSING

Ideally, the CIP would like to house everyone within walking distance of the university or program institution. This, regrettably, is not possible. A typical commute to the university or class building is approximately 30 minutes. In larger cities students should expect at least a one-hour travel time to class. Unless pressing health reasons are involved, there can be no assurance that housing will not require using public transport. There are typically no transportation subsidies at any program. All students need to be prepared to assume the responsibility for their own local transportation costs, which will vary, depending on where they live, from $10–$20 a week.

Students participating in study away programs are required to be housed according to the arrangements made by that program. No student may move from the arranged housing without the approval of the Associate Provost of the Center for International Programs in advance. Any participant, who moves from this housing without approval in advance, except in emergency circumstances, will be subject to immediate dismissal from the program.

Housing assignments are based on the information provided in the student’s study away application. Students’ honest and accurate answers to the questions will assist in well-suited placements. If the study away program offers the option of housing in a dormitory, students will be assigned according to the preference indicated on the application.
If problems with the housing situation should arise, the student should bring the matter to the attention of the program staff or the housing coordinator in charge of housing for that particular program. If, in the judgment of the housing coordinator, a housing problem can best be resolved by moving the student, he or she will assign the student to a different homestay or dormitory. Once this is arranged, the student is obligated to move.

**ROOM AND BOARD**

Room and board is covered only while the academic program is in session. Housing (apartments, dorms, etc.) must be vacated no later than the morning of the second day after classes end, unless otherwise specified. Students who, in violation of this policy, stay on during vacations or after the end of the academic program or who return to their homestays early from vacations must pay the appropriate cost as determined by the Center for International Programs.

**CO-ED HOUSING**

Men and women may not share the same accommodations (room, apartment, house, etc.) without the express approval of the Associate Provost of the Center for International Programs. No College funds can be used for such arrangements. The Study Away Program will require a repayment of any funds so used unless advance approval has been granted. This does not apply to university dormitories or homes in which men and women are housed in separate rooms, in separate wings, or on separate floors.

**DAMAGED PROPERTY**

Students are individually financially responsible for any breakage and/or damage that they cause in the homestay, dormitory, or elsewhere while away. In some programs, students may be assessed a refundable damage deposit fee; this fee will be added to the first billing for the program or charged upon arrival.

**TELEPHONES AND INTERNET**

Internet accessibility is not guaranteed.

**VISITORS**

Parents and other family members are strongly encouraged to visit students on study away only during vacation periods or at the conclusion of the academic program. All visiting family members and friends should make their own arrangements for lodging when visiting a student away. Visitors will not be able to stay in homestays or any other student housing arranged for the student. Please also remember that family visits do not constitute an excused absence from class.
ACADEMIC POLICIES AND INFORMATION

ACADEMIC CREDIT

All academic work completed in the study away program is certified by the Associate Provost of the Center for International Programs and the Registrar and recorded on the student’s Kalamazoo College academic transcript on the basis of examinations and reports supplied by supervisors and teachers away. The distribution of credit towards the major, minor or concentration will be determined by the specific academic department. Credit distributions for other college graduation requirements are determined by the CIP and the Registrar.

We encourage students to obtain approval from the department for specific credit prior to taking courses away and to retain copies of coursework including syllabi, bibliographies, and course descriptions until grades have been processed on the Kalamazoo transcript. Communication with Faculty, the Registrar and Center for International Programs staff members is easily accessible via email. Only those courses from study away which are within the “Liberal Arts Tradition” of the College will be accepted for credit. Distance learning courses will not be eligible for transfer of credit.

In most cases, students may expect grades from study away to be processed 8 to 12 weeks after the completion of the program. In some cases there may be a delay because the host institution will not release transcripts due to fees or fines due from the student. Once students have completed the study away program and (where necessary) consulted with the Registrar after grades and credits have been received from the programs away, the appropriate grades and credits will be recorded on the transcript. At this time, students should be able to view their grades on the College’s portal web site. Students may contact the Office of the Registrar while away via email at regist@kzoo.edu.

COURSE SELECTION

Many of the study away programs approved by the CIP for transfer of academic credit allow students to select their courses from a larger set of courses or from regular university offerings. When selecting courses away, especially when choosing from the wide array of courses available at a comprehensive university, students must take care to assure themselves that the courses selected are “liberal arts courses” and are thus appropriate and acceptable for transfer to Kalamazoo College. If the course at the university is similar or equivalent to a Kalamazoo College course, there is typically no problem in transferring it. However, if the course does not match any of the courses in the Kalamazoo College academic catalogue, students are strongly encouraged to contact either the CIP or the College Registrar before enrolling in that course.

The College does not accept practical or applied courses such as secretarial science, food science, automotive mechanics, web site design, criminal justice, electronic commerce, surgery, nursing, etc. for transfer of credit. Students will not receive any credit for distance-learning courses sponsored by the host institution. All courses must meet for a minimum of 45 contact hours.
ASSESSMENT
Students are encouraged to investigate the types of assessment used by the host university and study away program during the application process to study away. In some cases, students will be expected to work independently throughout the program and will receive a grade for a final exam or project due at the end of the term which will serve as the final grade for the entire course. In most cases, on-going assessment similar to what students experience in the Kalamazoo classroom (with mid-term, final, and various projects and assignments throughout the quarter) will be the rare exception, not the rule. Additionally, students will most likely receive a bibliography or reading list for the course, not necessarily a detailed syllabus with specific reading assignments (along with page assignments and summaries).

INDEPENDENT STUDY
No independent study, including “distance education” courses, for credit may be pursued in any study away program, without prior approval from the Associate Provost of the CIP.

GRADES
All grades earned on study away fall within the College’s general policies on transfer credit. Study away grades will be reviewed, translated, and certified by the Center for International Programs and will be recorded by the Registrar on the official Kalamazoo College transcript according to the Kalamazoo “A, B, C” grading system. Grades from study away courses will not be counted in the student’s Kalamazoo grade point average. To receive credit for a study away course, students must earn a “C” or better according to the local grading scale.

Credits will normally be listed on the Kalamazoo College transcript, with the same academic rubric used at the foreign institution; for example, a class listed as a “History” course will be listed as a “History” course on the Kalamazoo transcript. A student who believes that, for instance, a course listed as “Art History” at a foreign institution should be listed as “History” on the Kalamazoo transcript should appeal to the Associate Provost of the Center for International Programs and the Kalamazoo College Registrar. In consultation with the department affected and after examining a syllabus of the course completed away, the Associate Provost and Registrar will determine how the course should be described on the transcript.

Students seeking a grade change for a course taken on study away must petition the Center for International Programs no later than six weeks after the Registrar has posted the grades on the student’s Kalamazoo College transcript. Requests for a grade review must be accompanied by complete documentation from the course in question including syllabi, assignment sheets, reading lists, homework and other assignments, essays, examinations, etc. Grade appeals must follow the College’s standard change of grade procedure as outlined in the catalogue.
Study away grades are recorded on the Kalamazoo College transcript according to the Kalamazoo “A, B, C” system but are not computed as part of the student’s GPA. Students may not enroll in courses away on a Pass/Fail basis without the written approval of the Associate Provost of the CIP and the Registrar.

**INCOMPLETE GRADES**
Students must complete all course work while they are enrolled in the academic program away; no “Incompletes” will be given for course work. All course work must be completed by the deadlines set by the staff and instructors at the program away. Courses that are not completed away will be recorded as an “F” (no credit) on the Kalamazoo College transcript.

**ATTENDANCE POLICY**
Attendance is required at all classes while on study away except in cases of illness and/or emergencies beyond the student’s control. There is no such thing as a “permissible cut.” Unexcused absences will be deemed a sufficient reason for immediate dismissal from the program and the necessity to return home without any academic credit. In most program locations, unexcused absences will result in the lowering of grades. Visits by family and friends are not reasons for an excused absence from class. Unless there is an official holiday, students are expected to be at their program and available Monday through Friday. Students are also expected to attend and participate in scheduled group activities.

**UNDERLOADS, DROPS, AND ADDED COURSES**
Students are not permitted to arbitrarily underload, drop, or add courses while on study away. Students must enroll in the required number of courses as specified by Kalamazoo College and cannot exceed or reduce the required number of courses in the program without the written permission of the Associate Provost of the Center for International Programs. Students who add a course without permission will receive no credit for that course. Students who drop a course without permission or fail to enroll in the prescribed number of courses will receive an F for each dropped course, and the failed course grade(s) will be recorded as “F” on the transcript.

**EARLY DEPARTURES**
With the exception of personal and family emergencies where the student and the Associate Provost for International Programs have made appropriate arrangements with the host institution, students must remain in the program away for its entire duration in order to receive credit. No credit will be granted to anyone departing prior to the official end of the course. There is no provision for making up a missed examination for any reason.

**WITHDRAWAL**
Students who withdraw or are dismissed from the study away program after being admitted will forfeit the non-refundable deposit. They will be required to pay any additional costs incurred on
their behalf (including, but not limited to, monies advanced on their behalf for non-refundable deposits at other institutions, airfare, legal documents, visa and application fees, housing deposits, etc.).

The Associate Provost or Associate Director of the CIP reserves the right to withdraw or dismiss students from the study away program for violations of College policy or regulations, disruptive behavior or conduct which could bring the program into disrepute, misuse and/or abuse of alcohol or drugs, medical or academic grounds; or behavior that poses a danger.

Students, who wish to return home once a program away has begun, must receive permission to do so from the Associate Provost of the Center for International Programs. Students who withdraw without permission will not be eligible for any academic credits that would have been earned and will, in a separate administrative action, automatically be withdrawn from the College. These regulations also apply in the case of dismissal from the program.

Students who withdraw with the permission of the Associate Provost of the Center for International Programs after the program away has begun may be entitled to a partial refund as specified in the College’s policies. These students may be eligible to receive grades of W (withdrawal) on their Kalamazoo College academic transcript. Students who withdraw from the program prior to completion will be responsible for paying all of the non-recoverable costs incurred on their behalf by the College. They may be eligible for a refund of the comprehensive fee. Consult the Student Accounts office for details.

**STUDY AWAY CODE OF CONDUCT**

**EXPECTATIONS AND CONSEQUENCES**

The Study Away Program has, from its beginnings, minimized formal rules and emphasized individual and group responsibility for appropriate behavior away. What is considered appropriate is determined largely by the local context and local norms and practices. With certain exceptions, participating students have enjoyed a degree of freedom, both social and academic, generally comparable to that of their foreign counterparts.

A guest’s freedom, however, is different in kind from that of a host and entails certain unique obligations determined in part by the terms of the visit. The Kalamazoo student, as a guest, functions within a context that needs to be clearly understood. Kalamazoo College and the student are jointly responsible for the student’s actions to individuals and communities, to foreign countries, to universities that indirectly subsidize study away, and to American students who may want to study away in the future. Recommended and accepted as someone who desires to take advantage of educational opportunities, a study away participant is obligated to take seriously the
role of a student, and the College is likewise obligated to see that poor academic performance and unacceptable social behavior, even though judged on a somewhat different basis, have at least the same consequences away as they have at home.

What, then, constitutes acceptable social behavior? Ideally, acceptable behavior should reflect such qualities as integrity, openness to the new and different, sensitivity to others’ needs and a generous portion of compassion. Minimally, it must include compliance with all local laws and regulations and a genuine concern for the mores and social patterns of the homestay host and community, in order that student actions not be offensive either to the homestay or to the community. Student misconduct and poor behavior influenced by the abuse/misuse of alcohol and/or drugs may result in the immediate dismissal from study away. More generally, any behavior which in the judgment of the Associate Provost or Associate Director of the Center for International Programs causes pain or serious discomfort to others or which reflects discredit upon the individual or upon the College is considered unacceptable and will subject the offender to dismissal from the program.

**STUDENT AGREEMENT**

*Note: Electronic signature version on Hornet Passport*

In consideration of being allowed to participate in Kalamazoo College’s Study Away Program, I hereby agree to the following conditions of participation:

1. The Associate Provost for International Programs and Associate Director of the Center for International Programs have the authority to establish rules and guidelines necessary for the operation of the overseas programs. Because Study Away participants are guests in host cities, and sometimes in host families, it is essential that all participants understand and respect norms of conduct and patterns of behavior that may be different from standards at home. The rules of conduct for student participants are outlined in the “Statement on Social Behavior” and elaborated on in verbal and written form during the pre-departure and on-site orientation programs. I agree to abide by these rules and agree that the College has the right to withdraw or dismiss me from the study away program if in the judgment of the Associate Provost or Associate Director of the Center for International Programs there has been a violation of College policy or regulations; disruptive behavior or conduct which could bring the program into disrepute; for medical conditions which affect my ability to perform the essential functions of a student or cause me to be a direct threat to myself or others, or on academic grounds; or my behavior poses a danger to myself or others. I understand further that a decision to dismiss me from the program will be final and no refund will be made.

2. I understand and agree that my withdrawal, departure or dismissal from a program prior to its formal completion will result in forfeiting any deposit and will require me to pay all costs incurred on my behalf. I understand and agree that if I withdraw, depart or am dismissed from a program after the program begins, I will not be eligible for any academic
I understand further that if I am a Kalamazoo College student and withdraw from the College after completing the Study Away Program and prior to graduation, I will be required to reimburse the College $____ for subsidized costs associated with Study Away. I understand that academic transcripts will not be released until such reimbursement is made.

3. I understand and acknowledge that there are potential dangers in participating in the Program and that Kalamazoo College is not in a position to guarantee my safety while traveling to or living in other cities.

4. I acknowledge that I am ultimately responsible for complying with the College’s Study Away Program course credit requirements, academic policies and procedures and that unless I enroll in a course or appropriate combination of courses that totals a minimum of 40 contact hours, I will not receive any academic credit for that coursework.

5. I understand and agree that I will turn in all materials, forms, and payments by the due dates and attend all mandatory orientation sessions as specified in the Study Away Handbook and my program’s “Form and Orientation Requirement Checklist.” I acknowledge that my failure to do so may result in additional costs to me or in my being withdrawn from the program. Failure to provide the completed Health Insurance Form and Proof of Insurance by the Due Date will result in the CIP automatically enrolling me in full health insurance coverage and my student account will be charged accordingly.

6. I agree that I will abide by all policies and regulations established by the host institution at my program away and obey local laws and ordinances. I understand that I remain enrolled as a student at Kalamazoo College and I agree to continue to abide by College academic policies and the honor system for the duration of my participation in this program.

7. I understand and agree that I am subject to immediate dismissal from the study away program if in the judgment of the Associate Provost or Associate Director of International Programs my misuse and/or abuse of alcohol causes disruptive behavior or conduct, brings the program or the College into disrepute, or affects my ability to carry out the essential functions of a student. I understand that my possession or use of illegal drugs will subject me to immediate dismissal from the Study Away Program. I understand that a decision to dismiss me from the program is final and no refund is made. I also understand that following my dismissal from study away, I will be withdrawn as a student at the College in a separate administrative action.

8. I acknowledge that I have fully read and understood every provision of this agreement and those expressed in the 2014-2015 Study Away Handbook. I also acknowledge that I am voluntarily entering into this agreement with my full and free consent. I acknowledge that I am at least eighteen years of age and am my own legal guardian, and if not, that I have secured below the signature of my parent or legal guardian as well as my own.
GENERAL RELEASE AND COVENANT NOT TO SUE FOR STUDY AWAY

This is a Release—Read it Carefully! Note: Electronic signature version on Hornet Passport

1. I am a student at Kalamazoo College (the “College”) and have volunteered to participate in the College’s Study Away Program and related activities (the “Program”). In consideration for being permitted to participate in the Program, I hereby agree to the following:

2. I waive, release and hold the College and any cooperating institution harmless from any claims or potential claims of myself, my heirs, my relatives or any other interested party, arising from my participation in the Program and/or any travel or other activity conducted by or under the control of the College or any cooperating institution related to the Program. This includes, but is not limited to, any claims that the College or cooperating institution negligently or wrongfully caused inconvenience; damage to or loss of property; medical or hospital care; or personal illness, injury, or death, arising out of my participation in the Program.

3. I understand and agree that “the College” includes Kalamazoo College, its board members, officials, employees, representatives, agents, and successors. I further understand and agree that the term “cooperating institution” means an institution that has contracted with the College to provide Kalamazoo College students with academic coursework and other experiences in an off-campus setting and includes that institution’s board members, officials, employees, representatives, agents and successors.

4. This agreement also covers any participation I may have in other activities related to the Program, such as volunteering or working at a Health Clinic, teaching at a school, or providing other community services. I understand that some of these activities are inherently dangerous and may bring me into contact with individuals with serious illnesses including those with communicable diseases, mental diseases and disorders.

5. I understand that by attending, observing or participating in any activities related to the Program, I potentially could contract a serious disease or illness, or I could have a dangerous or traumatic encounter. By signing this agreement, I agree that I am assuming the risks of what may happen to me because of my participation in any activity related to the Program. This includes all of the illnesses, diseases and medical conditions which I may contract during my attendance, observation or participation in any activity related to the Program.

6. I understand that living in and traveling to different cities while in the Program places me at risk. I understand that cultural language, social and other differences make it necessary for me to exercise caution in all that I do.

7. I accept full legal and equitable responsibility for my behavior while in the Program and the consequences of that behavior, including but not limited to, contracting a sexually
transmitted disease, being subject to criminal or civil punishment in the cities in which I will be traveling and violence or criminal activity of which I am the victim.

8. I agree to indemnify the College and any cooperating institutions and hold them harmless from all financial obligations or liabilities that I incur based on my personal conduct while I am participating in the Program, including but not limited to, attorney’s fees and court costs resulting from my actions, errors, or omissions.

9. I agree that I will be financially responsible for maintaining my own accident, medical, and health insurance for the duration of my enrollment in the Program. I agree that I am responsible for obtaining all health information, medical procedures, immunizations, and prophylactic medications appropriate to my enrollment in the Program. I agree to adhere to all necessary health and safety precautions.

10. I authorize the College or any cooperating institution, through its representatives, employees or agents, to secure any necessary treatment in the event that I need emergency medical care, hospitalization or surgery while participating in the Program. In the event that I am involved in an emergency away while participating in the Program, I agree that the College may notify my emergency contact that I have provided in the Program application materials.

11. I understand and agree that any dispute arising from this agreement, from my participation in the Program, or from my participation in activities related to the Program, which arises between me, the College, any cooperating institution, and/or another student will be governed under Michigan law.

12. I understand and agree that any dispute arising from this agreement, from my participation in the Program, or from my participation in activities related to the Program, which arises between me, the College, any cooperating institution and/or another student must be brought before a Michigan state or federal court sitting within Kalamazoo County.

13. I understand and agree that even if a court of law finds any provision or aspect of this agreement unenforceable, the remaining provisions will remain in full force and effect. Furthermore, I understand and agree that if there is any unenforceable provision or aspect of this agreement, this agreement will still be construed to make it legally enforceable and within the boundaries of public policy.

14. I understand and agree that this agreement represents the complete agreement with the College concerning the matters set forth in this agreement. This agreement waives and supersedes any previous or contemporaneous understandings I may have had with the College on the matters covered by this agreement, whether written or oral. This agreement shall not be changed or amended in any way except in writing signed by the College’s President and/or the President’s designated representative, and myself.

15. I acknowledge that I have fully read and understood every provision of this agreement. I also acknowledge that I am voluntarily entering into this agreement with my full and free
consent. I acknowledge that I am at least eighteen years of age and am my own legal guardian, and if not, that I have secured the signature of my parent or legal guardian as well as my own.

**CONTROLLED SUBSTANCES**

While studying and living in another city, students are still subject to the laws of that state and the U.S. This applies especially with regard to the use or sale of controlled substances, i.e. drugs and alcohol. The use and sale of drugs is illegal and can result in severe penalties. It is the responsibility of each individual to understand the gravity of any violation of local laws, legal requirements, or behavioral norms when in another city.

It is the policy of the Study Away Program that any illegal drug use or the abuse of alcohol while away will result in disciplinary sanctions, up to and including an immediate dismissal from the program. Such actions not only affect the individual, but also put others in the group and the entire program in jeopardy. Such actions may also result in campus judiciary proceedings against the offending individual(s).

**DISMISSAL FROM THE PROGRAM**

Application and acceptance into the study away program are separate from admission to the College. Participation in study away at Kalamazoo College requires that students meet certain expectations and eligibility criteria, as well as exercise responsible judgment and behavior. When students accept their admission to the study away program, they agree to abide by the policies and regulations set forth in the Study Away Handbook, the College’s Academic Catalogue, and other relevant College publications. Of particular importance for students participating in study away is the “Student Conduct Away” section from the Study Away Handbook which states in part that acceptable behavior includes, at a minimum, compliance with local laws and regulations, host university policies and regulations (including local housing regulations and policies), and adherence to the social patterns of the homestay family (or local housing placement) and the local community.

Any behavior that in the judgment of the Associate Provost or Associate Director of the Center for International Programs causes pain or discomfort to others or which reflects discredit on the individual or upon the College is considered unacceptable and may subject the offender to immediate administrative action by the Associate Provost of the Center for International Programs including, but not limited to, immediate dismissal from the study away program. Immediate administrative action may be required for medical conditions which affect a participant’s ability to perform the essential functions of a student.

Students who are dismissed from the study away program will be withdrawn from their courses overseas and receive a grade of “F” for each course. They will also be removed from their program-provided housing, and be expected to return to the United States as soon as possible.
Students who have been dismissed from study away will, in separate administrative action, also be withdrawn from the College. Furthermore, the Associate Provost of the Center for International Programs reserves the right to pursue separate sanctions against offenders under the College’s judicial system in the event that they are permitted to continue as students at the College.

Examples of student behavior while on study away that may lead to immediate administrative action by the Associate Provost of the Center for International Programs include, but are not limited to: illegal drug use, abuse of alcohol, failure to attend classes and/or other required academic activities, hitchhiking, unauthorized absence from the study away program, unauthorized changes in housing, arrest for infractions of local laws, and violations of other Kalamazoo College policies. Any dismissed student must return to the United States immediately after the dismissal and must pay any additional transportation expenses thus incurred.

Furthermore, the Center for International Programs reserves the right to notify the parents of any student whose behavior away in the judgment of the Associate Provost or Associate Director is unacceptable or in violation of Study Away and/or College policy.

HEALTH, SAFETY, AND EMERGENCIES

BEFORE YOU TRAVEL: PRE-EXISTING MEDICAL CONDITIONS

Any student who will be on medication regularly, has a chronic medical condition, or may need medical services or doctors while away, should make an appointment to see the Associate Provost or Associate Director of the Center for International Programs. Please schedule this appointment before the end of the second week of the quarter preceding the study away experience so that appropriate arrangements can be made with the program away.

PRESCRIPTIONS

Students, who take prescription medications should carry an adequate supply for the duration away in the original container with his/her name on it. The CIP staff cannot deliver medication to students away. Please carry a card, tag, or bracelet that identifies any physical condition that may require emergency care.

Students who may not be able to obtain enough medication to take them for their study away program may have a health care provider give a summary of the conditions and treatments (including the medications prescribed) for the condition. Upon arrival to the study away program, participants may schedule an appointment with a local physician and receive a local prescription that may be (re)filled at a local pharmacy. Participants are still encouraged to carry at least one month’s worth of medication.
MEDICAL INSURANCE
All students participating in study away are required to have valid Accident and Sickness Insurance. This covers doctor visits, prescriptions, medical tests, hospitalization and other related costs. For 2014-2015 all first and second year students and all international students at Kalamazoo College are required to have this medical insurance or have a waiver because they are covered by another approved plan. For students who still need coverage while on study away, there is a plan available through Kalamazoo College. (See http://reason.kzoo.edu/healthcenter/insurance/).

ILLNESS
Most students report getting sick during their time away. At the very least many students will get the “travel cold.” Students are encouraged to visit the local doctor if they are sick for more than a few days. The Program staff will be able to provide students with a list of local doctors. No matter the insurance, students should keep a copy of the receipt that includes the diagnosis in case symptoms return back in the states.

In the case of accidents or injury, students should inform the Program Staff as soon as possible.

TRAVEL WEBSITES
Recommended by Kalamazoo College Student Health Center:

http://www.mdtravelhealth.com
http://www.who.int/en
http://www.iamat.org
http://www.lonelyplanet.com/index.cfm
http://www.noao.edu/safety/safety_topics/a_safe_trip_abroad.pdf (A Safe Trip Abroad)
https://travel.state.gov/content/passports/en/go/drugs.html (Travel Warning on Drugs Abroad)
MENTAL AND EMOTIONAL HEALTH

Students are encouraged to be vigilant about their mental and emotional health while away. Some study away sites have resources available for on-site counseling. Students are encouraged to contact CIP staff during the orientation process if they have specific concerns about availability. The Counseling Center at Kalamazoo College may also assist in this process. Study Away Program Staff have information available upon request about local doctors, clinics, and programs available to Kalamazoo students.

SEXUAL HEALTH

Issues of sexuality can be complex in the home cultural environment, and much more so in one that is less familiar. While living in a culture that is unfamiliar, it is more challenging to evaluate situations and to assess risks for emotional distress, disease, and assault as a result of intentional or non-intentional sexual contact. Sexually transmitted diseases are prevalent everywhere in the world, and the HIV virus can lead to death. We strongly recommend that students educate themselves on safe sex practices, pack condoms from the U.S. when they are traveling, and be cautious about their sexual activity while away. If a participant has sexual contact without any form of protection, condom or dental dam, he/she should see a medical provider right away. Participants have an increased risk of STIs, including, but not limited too; HIV, Hepatitis B, Gonorrhea, Chlamydia. For further information regarding HIV and other sexually transmitted diseases, please consult with Kalamazoo College’s Health Center or your physician.

Learning about the host city’s culture with regard to acceptable and safe sexual behavior, is one of the responsibilities of participants as they prepare for and experience study away. It is also very important that participants understand the local norms and cultural patterns of relationships between genders. What are the local dating patterns? Is it the custom for females to have male friends (or vice versa) or is that considered unusual? If one accepts a drink or some other “gift”, is he/she tacitly consenting to sexual activity?

SAFETY

Participants will have to learn some new “street smarts” that are suitable to the program location. We suggest that students spend the first couple of days on-site engaged in the orientation program to the city. Learn which and/or when certain neighborhoods or districts should be avoided. Learn the transportation system, so one can get home. Learn how to ask for and understand directions. Learn how to blend in--how to dress, how to act, how to walk, how to deal with looks or approaches by strangers. Watch, ask, and imitate the locals. Here are some general tips; ask your Program Staff for more particulars:
• Be prepared to give-up some independence and freedom of expression; plan on living by the new city’s “rules.” What was okay to do in Kalamazoo may not be okay in the host city.
• Participants should try to look as though they know where they are going, even when lost.
• Confidence will deter potential muggers/pickpocketers. Don’t dangle purses or cameras from your wrist. Backpacks and big purses can be targets; Don’t carry wallets in a back pocket. Don’t carry large amounts of cash
• Know the dangerous areas of a new community before making it a habit to walk alone.
• Don’t walk or ride the bus alone at night--spend the money on a reputable taxi.
• When staying in a hotel make sure it has a good security system - locks, keys, door person, etc.
• Don’t hitchhike--This is policy!
• Always know or plan how to get home before heading out the door for the evening. Let someone know the location and expected time of return. When Kalamazoo College students are assaulted or robbed on the street, and it doesn’t happen horribly often, it most often occurs late at night. Thieves like the dark and drunks.
• Don’t travel alone--This is policy!
• We strongly discourage students from “couch surfing” or using Craig’s list to find inexpensive places to stay. While this may be inexpensive, students are risking their personal well being by staying in housing with strangers.
• Do not give out personal information to unknown persons. Think twice about riding in a taxi alone. Whenever possible, call a reputable taxi service –find the number after arrival and carry it at all times.
• Be alert when sightseeing; pay attention to the people and the environment.
• Always have extra money to get back “home” in case of an emergency.
• Don’t leave friends at bars or clubs alone, especially at night. Watch out for each other.
• Be moderate with your consumption of alcohol. Being drunk makes participants an easier target for robbery, assault etc. Listen to friends if you’ve been drinking and they think it’s time to go home.
• Trust instincts – if a situation feels wrong, trust that and get out – even if it has some potential to offend others.

WATCH OUT FOR MANIPULATIVE STRATEGIES!
These are designed to generate uncharacteristic behavior or actions, and can put you at risk.

Common Manipulative Strategies are:
• Overly charming or being over-friendly for self-gain
• Unsolicited giving to create a feeling of indebtedness
• Unsolicited promises that can also be false
• Refusing to accept “No” for an answer
Forced Teaming - Forming a false sense of bonding between the manipulator and the target in order to establish premature trust.

Typecasting - insulting someone because of their membership to a group such as ethnicity, race, nationality, etc. Designed to manipulate a potential target and put her/him on the defensive to prove its inaccuracy

Countering Manipulation

The Counseling Center offers these thoughts to help students develop their own responses to manipulative strategies.

Trust yourself if you are feeling manipulated and respond based on that feeling. Second-guessing yourself could make you vulnerable.

Typically, it doesn’t work to argue or try to change the manipulator’s mind or to point out the manipulation. Taking a clearly assertive (firm) stand, “I’m not interested in talking about that/engaging in that activity/or having a relationship with you,” are all appropriate.

It’s very important, once you’ve decided on the message you want to send, that you are consistent. Straying from your message, even a little, will bring the manipulation back and make it more resistant to change.

Regarding Forced Teaming specifically: Trust your instincts – there is almost always an agenda with trust that comes too quickly.

EMERGENCY PROCEDURES AND CONTACTS

True emergencies are actually quite rare. While losing luggage or tickets is inconvenient, they are not emergencies. Emergencies are situations in which there is an immediate threat to a student’s health and/or safety. Kalamazoo College has an emergency procedure in place for Kalamazoo programs. A participant’s first call should be to the Program staff of the program, attending to any life-threatening matters, of course.

Emergencies at home: people need to know how to get in touch with participants on site--especially if students are away from the program city or after the program has ended. Please inform the Program staff at the study away site if there has been a family emergency. Participants must have a leave of absence approved by the Program Staff and the Associate Provost of the Center for International Programs in order to be excused from classes to return home in a family emergency.

Note: you must return to your study away location and complete the academic program there to receive credit. The following are contact numbers for the Center for International Programs staff:
If students cannot reach anyone in the Center for International Programs, they should phone the College Security office at (269) 337.7321; the Security office will notify one of the staff. If you wish to contact the Center for International Programs via email, the address is: cip@kzoo.edu.

**SEXUAL HARASSMENT**

Kalamazoo College students studying away are bound by College policy regarding social behavior, sexual harassment, and the Honor System for their own actions. With regard to the actions of others, the Center for International Programs has worked to make our partners away aware of College policies regarding sexual harassment. If a student feels that she or he has been the subject of sexual harassment during a study away program, the student should first report this to the Kalamazoo College program staff or to the proper University official, typically to the Dean of Students. Students making a report of sexual harassment should be prepared to provide complete details concerning the incident and the perpetrator(s). If the harassment charge is against a Kalamazoo College student, we will make every effort to follow the procedures used on campus with adjustments for the distance. To ensure the safety and well being of others, Kalamazoo College reserves the right to suspend or terminate the accused student’s participation in the study away program.

The College is obligated to respond when a student on study away or a member of that student’s family reports to a Kalamazoo College staff member that the student has been the target of sexual harassment. A typical response by the College would include a discussion with the student as to what happened, followed by a discussion with appropriate officials at the partner institution about possible courses of action. Although every effort would be made to handle these matters confidentially, Kalamazoo College has no control over how the partner institution may choose to handle the report of an incident of sexual harassment. Furthermore, the College’s concern for the students’ health, safety, and well being may require that all details relating to the incident be communicated to the Kalamazoo program staff and/or the partner institution.
CRISIS

As part of the on-site orientation, we expect that participants will be given information about locating local contact numbers for agencies and organizations that deal with crisis issues such as assault, rape, suicide, alcohol and drug abuse counseling, depression, etc. If participants need help in one of these areas, we hope he/she will seek it out. In addition, the CIP urges participants to talk with a staff member at the program. These are highly personal issues and it is difficult to talk to anyone about them. The counseling center here at the College is available to the participants via phone or email. Local contacts are another good option. If a study away participant is the victim of an assault and battery, sexual assault or rape, we encourage participants to inform the local director and the local authorities in addition to seeking help and counseling from a crisis center or other professional.

RESPONDING TO PHYSICAL ASSAULT

Physical assault is a traumatic event that can occur in any environment, whether on K’s campus or in a new city. Study away participants may be more and thus more likely to attract interest, whether positive or negative. Maintaining personal safety can be complex in one’s own cultural environment and much more so in one that is less familiar. It is more challenging to read situations and to assess risks to physical safety. Even though only a handful of students report being mugged or physically assaulted, it is a traumatic experience and we encourage participants to inform local program staff when this occurs. On-site staff may assist in getting participants to the hospital and reporting the incident to the police.

SEXUAL ASSAULT

Rape and sexual assault can happen to women and men anywhere in the world. In the United States, one in six women and one in 33 men will be the victim of a sexual assault in her/his lifetime (http://rainn.org). Unfortunately, once students leave campus, their risk of sexual assault is not lowered. Kalamazoo College and the Center for International Programs take this issue extremely seriously: the following section is not meant to scare participants, but rather to provide strategies to mitigate the risk of sexual assault as well as provide information about what to do after a sexual assault. Several factors that can place students at risk for sexual assault:

- Use of alcohol or other drugs that impair judgment or being with someone who is using alcohol and is intoxicated
- “Hooking up” with unfamiliar persons
- Feeling pressured to engage in sexual activity or feeling like everyone else is doing it
- Feeling lonely or depressed
- Not communicating clearly about your wishes and expectations
The following factors can place students at risk for perpetrating sexual assault:

- Use of alcohol or other drugs that impair judgment or being with someone who is using alcohol and is intoxicated
- “Hooking up” with unfamiliar persons
- Not communicating clearly about your wishes and expectations
- Not seeking clear, unambiguous consent for specific activities
- Ignoring “stop” signs during a sexual encounter
- Assuming consent when none is given

*These lists have been adapted from the Kalamazoo College sexual misconduct policy found at: https://reason.kzoo.edu/studev/policies/sexassault/*

In addition to these factors, there are additional considerations when a student is outside their familiar cultural environment. Culture, gender, and local law shape personal interactions and the norms of consent in any given place.

While laws regarding sexual assault greatly differ by state, incidents between Kalamazoo College students are subject to the Kalamazoo College Sexual Misconduct Policy.

**RESPONDING TO SEXUAL ASSAULT**

Sexual assault is a traumatic incident regardless of when or where it happens, but it can be particularly challenging if participants are in an unfamiliar city and away from their normal support network. Even if the participant knows she/he does not want to report to the police, a first step should be to seek medical attention. For students on study away programs, the CIP recommends reporting the incident to the local staff member. This person is responsible for handling emergencies as well as for being a source of information for the personal health and well-being for participants. S/he can help participants access medical treatment, emotional support, legal counsel, and other needs.

The local director or on staff is not obligated to report the incident to the CIP, but if s/he chooses to do so, there is a protocol for this response. It is typically the practice of the CIP to talk with the survivor directly to ensure the student has received the appropriate medical and counseling assistance available locally. CIP staff members must follow campus protocol and notify the Dean of Students. The CIP staff member will inform campus counselors, parents, or other campus personnel only with the consent of the survivor. If students wish to talk with someone who will maintain confidentiality, students may notify the campus Chaplain Liz Candido (Elizabeth.Candido@kzoo.edu or ++ 269.337.7361) or a member of the Counseling Center (on-call phone is ++269-598-6907 or counseling@kzoo.edu). The Counseling Center and the Chaplin are the only confidential resources available on campus.
Immediately following a sexual assault:

- Get to a safe place.
- Seek help from someone you trust.
- Inform the Resident Director.
- Avoid showering/bathing, brushing your teeth, or urinating (if possible) before you receive medical care. This will keep evidence intact should if the student chooses to make a police report at any time.
- Seek medical attention
- Write (or ask the Resident Director or a friend to help) a detailed report of the incident. As time passes, students may forget details that may be important should the student decide to press charges.

Listen to the Resident Director for legal, medical, and psychological information and support. Students are strongly encouraged to seek medical attention after a sexual assault. A doctor can not only collect evidence of the assault and also check for STIs, provide emergency contraception and other treatments, and treat any injuries. If a student chooses to make a report to the police, understand that sexual assault and rape laws vary greatly by state. The local program staff can help participants understand local laws and procedures.

As time passes, be patient with the process of recovery. Sexual assault is a very traumatic experience, and it takes time to recover. Each survivor experiences unique reactions to sexual assault, and the process of recovery often is not linear. Upon return to Kalamazoo, survivors may have unique challenges reintegrating to “K.” Continue to seek support from friends, and consider utilizing on- and off-campus resources such as the Counseling Center or the Kalamazoo YWCA.

Because many “K” students tend to participate in programs with other “K” students, participants may also find themselves supporting a friend who has been the victim of sexual assault. Friends of participants are encouraged to follow the “response to sexual assault” steps outlined previously. Remember an important role is to be a friend and to be supportive, not to determine what happened.

RESOURCES

Kalamazoo College Sexual Misconduct Policy: https://reason.kzoo.edu/studev/policies/sexassault/
Kalamazoo College Counseling Center: https://reason.kzoo.edu/counseling/
National Sexual Violence Resource Center: http://www.nsvrc.org
Rape, Abuse, and Incest National Network (RAINN): http://rainn.org
University of Michigan Sexual Assault Prevention and Awareness Center's Common Reactions to Sexual Assault: http://www.umich.edu/~sapac/info/assault-common.html

**ADDITIONAL RESOURCES**

**Alcoholics Anonymous World Services**  
TEL: 212.870.3400  
EMAIL: international@aa.org  
WEB: http://www.aa.org/

**National Sexual Violence Resource Center**  
TEL: 1.877.739.3895  
EMAIL: resources@nsvrc.org  
WEB: http://www.nsvrc.org/

**Overeaters Anonymous**  
TEL: 505.891.2664  
WEB: http://www.oa.org/

**Rape, Abuse & Incest National Network (RAINN)**  
24/7 Online Hotline: 1.800.656.HOPE (4673)  
WEB: http://www.rainn.org/

**Centers for Disease Control**  
24/7 Hotline: 1.800.232.4636 (1.800.CDC.INFO)  
EMAIL: cdcinfo@cdc.gov  
WEB: http://wwwnc.cdc.gov/travel/

**National Association of Anorexia Nervosa**  
TEL: 630.577.1330 (M-F, 9-5pm)  
EMAIL: anadhelp@anad.org  
WEB: http://www.anad.org/
BIBLIOGRAPHY
You will want to take a guidebook with you—perhaps one from the Let’s Go series, one of the Michelin “Green Guides,” the “Lonely Planet” series or a Fodor’s Guide. Also recommended are:


PROGRAM CONTACT INFORMATION

Border Studies
738 N. 5th Avenue, Suite 205
Tucson, Arizona 85705
Resident Director/Emergency: Riley Merline
Phone: 520.425.7559
Email: merliri@earlham.edu
Web: www.earlham.edu/~borders

Newberry Seminar
60 W. Walton Street
Chicago, IL 60610
Program Associate: Emily Gual
Phone: 312.255.3666
Fax: 312.255.3680
Email: egaul@acm.edu
Emergency: John Ottenhoff
Vice President
Home: 773.891.2253
Cell: 312.608.5667
Email: jottenhoff@acm.edu
Web: http://www.acm.edu/programs/14/newberry/index.html

New York Arts
305 West 29th Street
New York, NY 10001
Program Coordinator: Susan Childrey
Office: 212.563.0255 ext. 2
Fax: 212.563.0256
Email: susan@nyartsprogram.org
Emergency: Ben Simon
Residence Director
Office: 201.403.3926
Fax: 212.563.0256
Email: ben@nyartsprogram.org
Web: http://nyartsprogram.owu.edu/index.html

Oakridge Sciences
205 W. Wacker Drive Suite 220
Chicago, IL 60606
Program Associate: Christie Kasson
Phone: 740.587.6304
Email: kasson@denison.edu
Web: http://www.acm.edu/programs/15/oakridge/index.html

**Emergency:** Dr. N. Daniel Gibson
Professor of Physics & Astronomy and
Director of the Oak Ridge Science Semester
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Email: gibson@denison.edu
Fax: 740.587.6240

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Cell: 215.588.4503
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Email: romiller@tpc.edu
Web: http://www.tpc.edu/