The University of Wisconsin-Madison must provide opportunities for students in all majors and fields to join the global community. As they prepare to enter the work force, our students need exposure to the world economy and to international cultures. Because study abroad is widely recognized as an academically and personally challenging way to accelerate global learning, it is a priority for the UW-Madison in the next century. International Academic Program's (IAP) strategic plan is designed to support the campus goal of enhancing cross-national education.

**Mission of International Academic Programs**

We provide high-quality education abroad opportunities that foster global competence of UW-Madison students and their development as international citizens.

**Vision**

IAP plays a central role in the internationalization of UW-Madison and in the development of citizens able to act globally with social responsibility. IAP is a recognized leader in education abroad programs and resources serving the needs of the university community, and through its collaborative efforts, ensures that education abroad is an integral part of the UW-Madison learning experience.

**Values**

1. Study abroad is an integral part of the learning experience at UW-Madison.
2. Experiencing the world through study abroad is essential in developing global competence.
3. All students should have the opportunity to study abroad during their academic career.
4. Programs should meet the personal, professional, and academic needs of students at a reasonable and competitive cost.
5. Participants in study abroad reflect diverse backgrounds and experiences of our student body.
6. Expanding student funding and keeping program costs affordable are essential in ensuring accessibility for study abroad.
7. Study abroad participants are representatives of UW-Madison and their respective communities.
8. Students are active and responsible participants in their study abroad experience.
9. Students who study abroad internationalize and enrich Wisconsin and the UW-Madison campus.
10. Local, national, and international collaboration is beneficial in developing and enhancing study abroad opportunities.
TABLE OF CONTENTS

If you are reading this document on a computer, you may be able to link directly to sections by holding the "Ctrl" key while clicking.

I. IAP CONTACTS ........................................................................................................... 1

II. POSITION DESCRIPTION .......................................................................................... 2
   A. Benefits and Administrative Matters ........................................................................ 2
      1. Arrival & Departure .............................................................................................. 2
      2. Insurance ............................................................................................................. 2
      3. Registering at the US Embassy / US Consulate .................................................... 2
      4. Income Tax .......................................................................................................... 3
   B. The RD’s Role in Participant Preparation .................................................................. 3
      1. Marketing & Recruitment ..................................................................................... 3
      2. Selection ............................................................................................................... 4
      3. Orientation .......................................................................................................... 4
   C. On-Site Duties .......................................................................................................... 4

III. EMERGENCY, DISCIPLINARY AND LEGAL ISSUES .................................................. 6
   A. IAP Emergency Contacts ........................................................................................ 6
   B. Communication ........................................................................................................ 6
   C. Student Insurance Information ................................................................................. 6
   D. Notification of and Documenting Problems ............................................................. 7
   E. Prevention ................................................................................................................. 7
   F. Types of Emergencies .............................................................................................. 7
      1. Health ................................................................................................................... 7
      2. Crime ................................................................................................................... 7
      3. Sexual Assault .................................................................................................... 7
      4. Grieving .............................................................................................................. 8
      5. Emotional Problems ............................................................................................ 8
      6. Eating Disorders ................................................................................................. 9
      7. Problem Drinking ............................................................................................... 9
      8. Strikes .................................................................................................................. 9
      9. Political Turmoil .................................................................................................. 9
     10. Natural Disasters ............................................................................................... 9
   G. Disciplinary Problems and Adjudication .................................................................. 10
      1. Policy .................................................................................................................. 10
      2. Adjudication ........................................................................................................ 10
   H. Legal Matters ........................................................................................................ 11
   I. Family Educational Rights Privacy Act (FERPA) ...................................................... 11
   J. Country Specific Updates ....................................................................................... 12

IV. ACADEMIC INFORMATION ......................................................................................... 13
   A. Advising Questions ................................................................................................ 13
   B. Course Equivalents ................................................................................................ 13
   C. Credit Load for Each Term .................................................................................... 14
   D. Auditing Courses .................................................................................................. 14
   E. Pass/Fail ............................................................................................................... 14
   F. Drop/Add Deadlines ............................................................................................ 15
   G. Honors Credits ..................................................................................................... 16
   H. Incompletes .......................................................................................................... 16
   I. Registration for Future Semesters at University of Wisconsin ................................ 16
   J. Grade Scale ........................................................................................................... 16
   K. Reporting Final Grades to University of Wisconsin ............................................... 17
   L. Withdrawal from Study Abroad Program .............................................................. 17
I. IAP CONTACTS

International Academic Programs (IAP)
University of Wisconsin-Madison
250 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE</th>
<th>EMAIL</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Office</td>
<td>(608) 265-6329</td>
<td>Office Hours: Monday through Friday – 8:00 AM – 4:30 PM, Central Standard Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>office</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(608) 262-6998</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Contact On Call</td>
<td>(608) 516-9440 cell</td>
<td>Cell phone carried by staff member when the office is closed (4:30 PM – 8:00 AM)</td>
<td></td>
</tr>
<tr>
<td>Rob Howell</td>
<td>608) 262-9070</td>
<td><a href="mailto:rbhowell@bascom.wisc.edu">rbhowell@bascom.wisc.edu</a></td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*until Dec 31, 2010</td>
</tr>
<tr>
<td>Julie Z. Lindsey</td>
<td>(608) 265-4220</td>
<td><a href="mailto:jzlindsey@bascom.wisc.edu">jzlindsey@bascom.wisc.edu</a></td>
<td>Associate Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Effective Jan 1, 2011, Interim Managing Director</td>
</tr>
<tr>
<td>Matt Geisler</td>
<td>(608) 260-1890</td>
<td><a href="mailto:mdgeisler@bascom.wisc.edu">mdgeisler@bascom.wisc.edu</a></td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Susan Lochner</td>
<td>(608) 890-3249</td>
<td><a href="mailto:slochner@bascom.wisc.edu">slochner@bascom.wisc.edu</a></td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Jessa Boche</td>
<td>(608) 265-8977</td>
<td><a href="mailto:boche@bascom.wisc.edu">boche@bascom.wisc.edu</a></td>
<td>Study Abroad Advisor</td>
</tr>
<tr>
<td>Erica Haas-Gallo</td>
<td>(608) 261-1020</td>
<td><a href="mailto:haasgallo@bascom.wisc.edu">haasgallo@bascom.wisc.edu</a></td>
<td>Study Abroad Advisor</td>
</tr>
<tr>
<td>Kate Hamoonga</td>
<td>(608) 265-6296</td>
<td><a href="mailto:hamoonga@bascom.wisc.edu">hamoonga@bascom.wisc.edu</a></td>
<td>Study Abroad Advisor</td>
</tr>
<tr>
<td>Erin Polnaszek</td>
<td>(608) 262-1446</td>
<td><a href="mailto:eepolnaszek@bascom.wisc.edu">eepolnaszek@bascom.wisc.edu</a></td>
<td>Study Abroad Advisor</td>
</tr>
<tr>
<td>Katie Saur</td>
<td>(608) 890-0939</td>
<td><a href="mailto:kbsaur@bascom.wisc.edu">kbsaur@bascom.wisc.edu</a></td>
<td>Study Abroad Advisor</td>
</tr>
<tr>
<td>Anna Seidel-Quast</td>
<td>(608) 260-3584</td>
<td><a href="mailto:seidelquast@bascom.wisc.edu">seidelquast@bascom.wisc.edu</a></td>
<td>Study Abroad Advisor</td>
</tr>
<tr>
<td>Lauren Worth</td>
<td>(608) 262-2915</td>
<td><a href="mailto:lworth@bascom.wisc.edu">lworth@bascom.wisc.edu</a></td>
<td>Study Abroad Advisor</td>
</tr>
<tr>
<td>Judy Humphrey</td>
<td>(608) 262-6785</td>
<td><a href="mailto:jhumphrey@bascom.wisc.edu">jhumphrey@bascom.wisc.edu</a></td>
<td>Financial Specialist</td>
</tr>
<tr>
<td>Steve Myck</td>
<td>(608) 260-3796</td>
<td><a href="mailto:myck@bascom.wisc.edu">myck@bascom.wisc.edu</a></td>
<td>Financial Specialist</td>
</tr>
<tr>
<td>Courtney Ryan</td>
<td>(608) 890-3360</td>
<td><a href="mailto:ckryan@bascom.wisc.edu">ckryan@bascom.wisc.edu</a></td>
<td>Financial Specialist</td>
</tr>
<tr>
<td>Vacant</td>
<td></td>
<td></td>
<td>Office Administrator</td>
</tr>
</tbody>
</table>
II. POSITION DESCRIPTION

The Resident Director (RD) acts as the representative of the University of Wisconsin and, in the case of consortium programs, on behalf of all universities vis-à-vis the overseas site. The RD is responsible for all academic and administrative matters concerning the students on the IAP program. The RD reports directly to the IAP Director in Madison, and in consortium partnerships, through the IAP Director to the consortium partners. The following procedural guidelines are intended to aid each RD in the execution of administrative and academic responsibilities. The information is subject to continuing review and revision to reflect any subsequent changes in policy or procedure. Please see the Resident Director Program Specific Supplementary Manual specific to your Program site for further details.

A. Benefits and Administrative Matters

Because the Resident Director is usually the only person with the appropriate academic background, training, and experience to deal with the many types of questions and problems that may arise, and is the only person with the authority to speak for and represent the IAP program to its various constituencies, you are expected in-country to be on site and available during the orientation period and for the entire duration of the program. Your availability on a regular, ongoing basis to students, staff, university and city representatives and officials, and others, who may have business with the Program, is essential to the Program’s well-being and success.

1. Arrival & Departure

You should arrive at the Program site at least one day in advance of the official opening date of the Program, which is the date on which the students must arrive. You are expected to remain at the Program site until all Program business has been completed; at least one or two days after the official ending date of the program. If you expect to be or need to be away from the program site during the duration of the program, please consult the IAP Director.

2. Insurance

Resident Directors who are employees of UW-Madison will remain on their own health insurance for the duration of the position. Please refer to your insurance plan for services or benefits that will be available to you while outside the U.S. Additionally, UW faculty members are provided the same CISI supplemental health insurance coverage that has been mandated for students by UW System (spouses and dependents are also eligible) for the duration of the program. IAP will need your full name, as it appears on your passport, and your date of birth in order to enroll you in the CISI Insurance coverage. For detailed information on the coverage provided, please go to: <www.bussvc.wisc.edu/risk_mgt/study_abroad.html>.

UW-Madison faculty are also provided with MEDEX insurance, which provides a variety of travel-related services, including medical evacuation and repatriation. MEDEX is not health insurance but may be of assistance with travel-related services. The MEDEX insurance card is available for download at the following website: <www.bussvc.wisc.edu/risk_mgt/medex_program.html>.

For faculty from other Universities, please contact your own study abroad office or payroll and benefits office to see what insurance and benefits you will have while abroad.

3. Registering at the US Embassy / US Consulate

IAP advises all student participants who are U.S. citizens to register online with the U.S. State Department prior to departure. You should also register. The U.S. State Departments online registration process is available at <https://travelregistration.state.gov/ibrs/ui/>. If you are not a U.S. citizen, you should register at your nearest Consulate or Embassy.

For Resident Directors supervising UW study centers abroad, you and/or your on-site administrative staff should register program participants with the nearest U.S. embassy as well. You can contact the embassy/consulate to find out if they are willing to accept a list of students/passport numbers/contact information from you. Some offices are willing to do this; others require students to register individually online.
4. Income Tax

We urge you to consult a tax accountant or tax specialist prior to your departure to determine if there are any tax implications of your appointment. Further information may also be found in the IRS Publication 54, “Tax Guide for U.S. Citizens and Resident Aliens Abroad” available online <www.irs.gov/pub/irs-pdf/p54.pdf>. UW-Madison Resident Directors may direct further questions to UW-Madison’s Employee Compensation and Benefits Office <http://www.bussvc.wisc.edu/ecbs/uwempl-services.html>. Non UW-Madison Resident Directors should contact your own campus Compensation and Benefits Office. Items to consider in this discussion are foreign earned income and non-reimbursed business-related expenses.

B. The RD’s Role in Participant Preparation

1. Marketing & Recruitment

IAP has learned that faculty involvement in promoting programs is crucial for program numbers and success. Marketing is a collaborative process with IAP and RDs each doing different things so that we can get the word out most efficiently and effectively.

IAP will do the following to assist you with promotion of your program:

- Create the program web site.
- Request photos from past participants for existing programs.
- Develop a program flyer that we will give you for distribution in your department. IAP will hang the flyer in the following locations: various locations on State Street, Lucky Apartments (food courts & offices), and on-campus residence halls. For Chinese, French, German, Italian, and Spanish language programs, IAP creates a flyer that highlights department-sponsored programs.
- Have a space for you at the Study Abroad Fair, if program is approved prior to the Fair in September.
- Hold Open Houses in the IAP Study Abroad Resource Center (250 Bascom) where your program will be highlighted. These Open Houses are not program-specific; rather they are based on region, language, duration, e.g., Spanish/Portuguese language, summer programs.
- Email all students who attend the Open House and Study Abroad Fair, as well as students who start applications for your program, reminding them of application deadlines.
- Maintain a list of returned students who are willing to answer questions for prospective students and create a Returned Student Profile, which can be found on the IAP web site.
- Train our Peer Advisors (returned study abroad students) on programs to ensure they are able to assist prospective students in the Study Abroad Resource Center.
- Place Facebook ads for your program.
- Put announcements on IAP’s Facebook & Twitter accounts.
- Chalk about your program in high-traffic areas on campus.

Resident Directors can promote programs in the following ways:

- Provide IAP with your photos from the program or the location and suggested text for the Web site and flyers.
- Attend the Study Abroad Fair and the Open House in the Resource Center to answer questions.
- Hang the program flyer on their office doors, department bulletin boards, in your classrooms, and give to colleagues to display.
- Go into appropriate classes and talk about your program. Ask colleagues, including TAs to give program information in their classes, if you cannot go in. Host information sessions with department groups, talk with relevant student organizations or dormitories that might be interested in the program.
• Send out information on the program in department newsletters, Facebook pages, or Twitter accounts.
• Use past participants to help you recruit and get the word out!

2. Selection

The RD may participate in the selection of program participants by reviewing applications and, when required, conducting interviews. For some programs, a committee of other faculty and staff share in the application review and/or interview process. Your IAP Study Abroad Advisor will discuss with you the application review process for your program.

Upon acceptance, students will receive a "My Study Abroad" account. This is an on-line portal, developed by IAP, which students use to manage their acceptance and participation on their study abroad program. Students receive updates on forms to complete for their acceptance, dates of meetings, important pre-departure information, as well as use the portal for managing their course equivalent requests. RD’s who have specific information to communicate to all participants may wish to do so through the My Study Abroad portal. They can speak with their IAP Study Abroad Advisor regarding this portal tool and how it may be effectively used for their program.

3. Orientation

In Madison, students are required to complete an on-line general orientation <http://www.studyabroad.wisc.edu/orientation> covering cross-cultural, academic and financial issues. You are encouraged to go through the materials yourself, so that you better understand IAP’s general procedures and policies.

RD’s will be asked to facilitate a program specific orientation meeting with IAP. IAP tries to have past participants available at this orientation session. Before this meeting you will receive guidelines for the topics to be covered during the session from your IAP Study Abroad Advisor, some of which may include:

- Learning objectives for the program
- Academic preparation before departure and the on-site academic program
- Students’ travel arrangements to the site
- Students’ housing
- Passport and visa matters
- Health and safety concerns
- Daily life at the program site
- Cross-cultural issues

In consortium programs, non-Madison RDs may be asked to visit Madison for an administrative visit and when possible the student orientation will coincide with the RD’s visit. If the administrative visit does not coincide well with a full orientation, IAP will at a minimum arrange for the RD to meet students at a group gathering.

C. On-Site Duties

RDs are expected to be available to students at all times, including after office hours and on weekends as necessary. Students should be informed at the first general meeting after arrival that they are to contact you at any time of day or night in case of emergency. When you are out of town for any reason, students must be provided with another on-site contact person in case of emergency. Should you need to be away from the program site for more than a few days, please consult the IAP Director. Whenever possible in such situations, arrangements should be made for you to be able to be contacted in the event of an emergency. The IAP office is the next option.
One of your most important responsibilities is to provide maximum availability and accessibility to the students in order to meet their individual needs and maintain open channels of communication with them throughout the program’s duration. This is particularly the case at the start of the program, when the mere fact of your physical presence can be reassuring to students who are learning to cope with a new life, without the benefit of familiar patterns and routines. Indeed, the quality of your interaction with the students during this initial period can be crucial for the success of the program.

As the program moves towards its conclusion, you may well perceive that you are less “needed” and may wish to adjust the schedule. Please be sure that the IAP office in Madison is aware of upcoming vacations, group travel, or times when the program office may be closed down completely for an extended period.

You are required to send general reports to IAP and, when appropriate, to consortium universities’ study abroad offices, according to the following guidelines:

- **Reporting Problems and Emergencies**: Notify IAP and/or applicable consortium universities immediately of serious mishaps, accidents or other incidents that concern the program or any of its students. Please see section III: Emergency, Disciplinary and Legal Issues of this manual. Also, be sure to inform IAP at the earliest possible stage of student problems that may result in a student’s dismissal from the program. Similarly, consult with IAP in the event of its becoming necessary to make any substantial changes in the schedule of the program.

- **Formal Reports During the Program**: Please see section VI: Reports, for the RD Report template. The Program Specific RD Supplemental Manual will provide detailed information on reporting obligations specific to your program. Reports may be submitted to IAP by email. Where relevant, IAP will forward copies of the reports to consortium partners.

- **Transition Report**: Where relevant, you are expected to leave a transition document for the incoming RD explaining any outstanding issues to be resolved from the previous program duration, as well as helpful hints for starting the new program. This document should also have an updated calendar including major office responsibilities and university schedules.

- **Counseling**: In an effort to maintain group cohesiveness, you may want to find a way to ensure that the group behaves as a collective while still preserving the individuality of its members. Many students who are used to acting independently may find a group context stifling, while other students may find it helpful. You will play a major role in helping students and in providing a personal perspective in various situations, both during the pre-departure orientation in the U.S. and the onsite orientation upon arrival.

  Please note that while some students may ask you to not disclose issues they discuss with you, it is within the grounds of confidentiality to share information within an “office” (i.e. with Madison or the student’s home institution) on a “need to know” basis. If a student confides in you, you should make it clear to him or her that you may need to consult with colleagues as to the best way to proceed.

  If you are concerned about a student’s state of mental health and would like guidance in handling a delicate or confidential situation, please contact IAP immediately. We will be able to direct you to the appropriate resources and/or inform you of university policy regarding such matters.

- **Managing Early Departures/Withdrawals**: Please stress to students that they are not allowed to leave early from their site unless there is an emergency (family or personal illness, death in the family, etc.). Our offices will not grant permission to leave early due to vacation plans, summer work, etc. Any questions regarding special permission to leave early should be addressed to the IAP Study Abroad Advisor for the program. Please tell students that a plan to leave the study abroad site early could affect their grades and the number of credits they earn for their time abroad.

  Every year, however, there are students who choose or need to withdraw from the program for a variety of reasons (inability to adjust to the host culture, health issues, family concerns,
Withdrawal procedures vary as financial and academic considerations need to be kept in mind. If you are an RD working within a consortium program, withdrawal policies can also vary at each institution. In all cases though, students will be required to submit in writing a statement of withdrawal. If you learn that a student has decided to return home, inform the student to let IAP in Madison know of the withdrawal, regardless of students' home institution.

o **Upon Returning to UW-Madison:** You are required to review the RD Manual (this document), the Supplemental Program Manual, and the Student Program Handbook to make suggestions for revisions after your program ends. Suggestions for revising or updating these booklets should be sent to the IAP Study Abroad Advisor associated with your program at UW-Madison.

UW-Madison faculty may be asked to serve on an appropriate IAP Study Abroad Advisory Committee for two years. IAP Advisory Committees meet once each semester and serve an important function to International Academic Programs in guiding program development in the region.

### III. EMERGENCY, DISCIPLINARY AND LEGAL ISSUES

For more information, please refer to the IX Appendix: Managing Real and Perceived Emergencies Abroad.

A. **IAP Emergency Contacts**

   Emergency Phone: 608-516-9440 (after hours and weekends)

   Daytime office hours: 608-265-6329 (8:00 AM – 4:30 PM, Central Standard Time)

B. **Communication**

Communication is critical to coping successfully with an emergency situation. Keep a list of participants’ local addresses, cell phone numbers, passport numbers, insurance information and emergency contact information readily available. Establish a standard way of speedily reaching all students on the program (e.g. a phone tree, text message chain). This is especially vital when students are scattered in a city.

C. **Student Insurance Information**

For UW-Madison programs, all of our study abroad participants (including "Non UW-Madison" students) are required to have UW System insurance to cover health care expenses while abroad. The coverage allows for accident or urgent illness incurred outside the United States, as well as emergency evacuation and repatriation of remains. Evacuation, however, does not necessarily mean transfer to the U.S., but rather to the nearest comprehensive medical facility. The mandatory insurance is provided by Cultural Insurance Services International (CISI), and students should deal with the company directly for all claims and questions.

Students get instructions to print their cards and access the CISI portal through their My Study Abroad account; they are urged to bring a copy of the insurance verification and claim form with them to the program site. If they do not have a copy and you or the students need to contact CISI in an emergency, the policy number and Team Assist ID # are GLM N04835256. For emergency telephone calls from outside the U.S. call (01-713)267-2525 (collect calls accepted); from within the U.S. call (800)472-0906. The non-emergency telephone number is 203-399-5130. For detailed information on the coverage provided, please go to:<www.bussvc.wisc.edu/risk_mgt/study_abroad.html>.

For RD’s directing consortium programs, students from schools other than UW-Madison will be covered by separate insurance policies. Information on these policies will be included in the Supplementary Program Manual.

Note: Students attending AESOP programs sponsored by Minnesota and the ACTR Russia programs are covered by CISI but through the ID numbers of those institutions.
D. Notification of and Documenting Problems

Immediately notify IAP by phone in the case of serious mishaps, accidents or other emergencies that concern the program or individual students. For consortium programs, IAP will get in touch with partners as appropriate.

In the case of a serious incident, such as a threat of terrorism directed at Americans abroad, a discotheque fire, post-office bombing or natural disaster in the host country, contact IAP as soon as possible to provide on-the-scene information even if the incident does not involve the program or its students directly. Parents are often alarmed by news reports of incidents that occur anywhere in the region of the program site and call IAP for reassurance and details. Encourage students to contact family and friends back home in case of such an event.

Be sure to document and report all accidents or incidents in writing to IAP. It is as important to know when a participant denies medical treatment as it is to know when one is treated for X by Dr. Y at Z hospital on a certain date. An “Incident Report” form can be found at the end of this document for your reference.

E. Prevention

Prevention is the key concept to address when discussing health and safety issues with students. No one has control over all elements in the environment, but students can control how they respond to the general situation and to unusual events. For example, if Americans are special targets of threats or violence, encourage students to maintain a low profile. Students should avoid congregating in places associated with Americans, such as McDonalds; they should dress and act as inconspicuously as possible.

F. Types of Emergencies

1. Health

Prevention of illness should start before students leave home by obtaining immunizations and all prescription medications needed for the entire duration of their program. Students are advised in pre-departure orientation to bring all prescription medications in their original containers with them. They are also asked to complete a Health & Wellness Information Form disclosing any medical or health conditions that you or our office should be aware of. You will receive copies of these forms. They should be kept in a secure place so that they remain confidential. Upon arrival, you may wish to ask students if they have any changes to the information they provided on the forms. Remind them that the information will be used only to assist them in the event of an emergency, so that you can provide pertinent information to the local medical provider.

2. Crime

Petty theft is a problem that students may often encounter, particularly if they are in a relatively poor country. Prevention can go a long way towards avoiding being the victim of a crime: students should be advised to store valuables in a locked cabinet, not wear jewelry when traveling, or carry wallets where they are not visible or easily reached in a crowded bus. These are easy measures to help ensure the security of one’s belongings. Personal crimes are no more, and often less common, than in U.S. cities; but students may stand out as foreigners. This is particularly the case soon after arrival, and students may be especially vulnerable at that time. Traveling in pairs, and learning about the city or town in which one is living, and identifying areas of the city to avoid are good preventative measures.

In the event of a student becoming a victim of a criminal act, please refer to the following website, which provides resources for US citizens who are victims of crime abroad:
http://travel.state.gov/travel/tips/emergencies/emergencies_1748.html

3. Sexual Assault

University of Wisconsin’s Rape Crisis Center uses the term sexual assault to describe any unwanted sexual attention. Sexual assault can take the form of date or acquaintance rape,
child molestation, incest, or sexual harassment. These are all acts of violence and power that use sex as a weapon. The Rape Crisis Center’s 24-hour crisis line can be contacted at (608) 251-7273. If a student who has been assaulted cannot reach the RCC or cannot find an appropriate counselor in the host country, IAP can help arrange for a call from a counselor in Madison to the student.

If a participant is a victim of sexual assault, offer her/him the document: Recovering from Sexual Assault is a Process p. xl.

Please also see the following web links for additional information:
- UW UHS Sexual Assault Information
  http://www.uhs.wisc.edu/home.jsp?cat_id=170
- “Sexual Harassment: Defining and Addressing a Community Concern”
  http://www.oed.wisc.edu/sexualharassment/
- “Sexual Harassment: How to Respond When Someone Confides in You”
  http://www.oed.wisc.edu/sexualharassment/guide.html

4. Grieving

We all face losses: the death of a friend, relative or pet; the end of a relationship; the loss of a job, a dream, or a limb. These losses provoke grief, an emotion that is part of a normal, healthy healing process. Restraining grief is harmful. Releasing it heals. For more information, see Good Grief: Healing from the Pain of Loss, in the Appendix p. xlv.

5. Emotional Problems

Clearly, study abroad can present particular psychological / emotional challenges to students who may or may not have experienced or recognized these challenges in the past. For some individuals, culture shock could lead to more severe forms of emotional problems. It is therefore essential that the RD and on-site personnel watch for signs of emotional problems and/or depression. You may recognize these signs yourself, or another program participant may bring them to your attention.

Signs of emotional problems may include:
- WITHDRAWING: afraid to face things; escaping into drinking or watching TV, running away from responsibilities
- BEING SELF-CENTERED: unable to share things, friendship or advice with others; overly selfish
- HAVING A HOSTILE ATTITUDE: Being quarrelsome or aggressive, continually or repeatedly, for almost no reason at all, and hanging on to that anger
- SUSPICION AND MISTRUST: trusting nobody, thinking that others want to get even, or to get at you; seeing the world as full of dishonesty
- INSOMNIA: not sleeping; finding it hard to get up in the morning; not getting up despite the consequences
- ANXIETY: worrying excessively about everything and anything; being anxious about the future; fearing any decision you make, large or small
- DAYDREAMING AND FANTASIZING: spending a lot of time imagining how you want things to be, and forgetting how they really are; trying to block out your problems by refusing to look at them; living in another world
- BEING HYPOCHONDRIACAL: worrying excessively about minor physical ills; being sure you are sick when a doctor finds no medical basis for it
- HAVING POOR EMOTIONAL CONTROL: indulging in frequent and unreasonable temper tantrums; getting very excited over matters of little importance
o EXCESSIVE MOODINESS: feeling low and depressed nearly all the time; feeling nothing is worth doing; even thinking of taking your own life

o BEING HELPLESS AND DEPENDENT: letting others make decisions for you, even the small ones; letting or encouraging everything to be done for you; being unable/unwilling to do things on your own; procrastinating a lot

Remember that these are merely signs and may not necessarily be indications of emotional problems. Approach the situation cautiously and intervene. How to intervene is a difficult question. Each situation will present itself differently. Remember that you are not expected to counsel or advise the participant. However, if you do recognize signs of emotional problems, the first step is a simple “How are things going?” Invite the participant to speak with you if you feel a follow-up is necessary. Before this meeting, contact the IAP Study Abroad Advisor associated with your program. In consultation with her or him, you will determine the best course of action.

6. Eating Disorders

Eating disorders are illnesses with a biological basis modified and influenced by emotional and cultural factors. The stigma associated with eating disorders has long kept individuals suffering in silence, inhibited funding for crucial research and created barriers to treatment. Because of insufficient information, the public and professionals fail to recognize the dangerous consequences of eating disorders. While eating disorders are serious, potentially life threatening illnesses, there is help available and recovery is possible. For more information, see The Role of the Educator: Faculty and Student Guidelines for Meeting with and Referring Students Who May Have Eating Disorders in the Appendix p. xlvii.

7. Problem Drinking

It is no secret that drinking plays a large role in the lives of many college students. Recent research shows that college students who drink five or more standard drinks (for men and four drinks for women) on any given day within a two-week time period are at a greater risk for health, academic, and social problems. To help students understand how alcohol affects them and learn how to drink in a way that minimizes risks, please refer them to Smart Choices for Drinking in the Appendix p. xlvii.

8. Strikes

 Strikes are not unheard of in other parts of the world, and they can be especially frequent in certain developing countries. With regard to the academic implications of a strike, plan for students to take special classes or to conduct a fieldwork project until the situation is resolved. Safety can also be a concern in a strike situation when emotions can run high. In this situation, advise students to avoid demonstrations, where events may unfold quickly in unpredictable ways.

Please notify IAP immediately if you know of an impending strike or if a strike is currently taking place.

9. Political Turmoil

Political instability can lead to street demonstrations and greater instability. Demonstrations that get out of hand can result in the use of tear gas and crowd control weapons wielded by police. As a guest in a country, it is prudent to avoid these situations. From a distance, it may seem that the whole country is involved so please contact IAP with details of demonstrations so that we may reassure anxious parents.

10. Natural Disasters

Floods, earthquakes, mudslides are phenomena that know no geographic boundaries. Differences certainly do exist; however, in terms of facility to manage damage after events have occurred. In a sense, each situation will be a unique event and you are encouraged to use
your common sense. We suggest that you seek out local authorities and the nearest U.S. Embassy for information about what to expect and how to respond if anything happens.

G. Disciplinary Problems and Adjudication

(Adapted from a guide produced by NAFSA: Association of International Educators.)

1. Policy

A student’s rights and responsibilities begin when s/he enrolls in a UW System school and continue throughout his/her academic career. Some conduct rules apply even during school vacations and off campus or away from Madison. While studying abroad on an IAP program, students are expected to abide by the student conduct rules of the university as found in three chapters of the University of Wisconsin System Administrative Code:

- UWS14 Academic Conduct Code  
  <http://www.wisc.edu/students/saja/misconduct/UWS14.html>

- UWS 17 Non-academic Conduct Code  
  <http://www.wisc.edu/students/saja/misconduct/UWS17.html>

- UWS 18 Conduct Code on University Lands  
  <http://www.wisc.edu/students/saja/pdf/UWS18.pdf>

You have the authority for addressing accusations of misconduct only when the behavior takes place on the physical site where the program is located, at housing sites arranged by the program, and during program activities. Conduct problems that arise away from the program site normally would be handled by local authorities. This policy parallels campus policy in which the jurisdiction is over students on campus not in Madison.

In the event of an incident that involves academic or behavioral misconduct of a student or a student’s difficulty with local authorities, IAP must be informed immediately. In the most severe cases where dismissal is a consideration, consultation with IAP must take place prior to taking action.

During orientations and as the program progresses, it is important to set appropriate expectations as to what the program offers and what resources are available in the local environment. Often students unconsciously expect the conveniences of home and a high service program, characteristics which in fact may be counter to the learning experience abroad as well as impossible to provide. When students nurse dissatisfactions, behavioral or morale problems for the group may develop.

You are encouraged to head off potential problems by discussing frustrations with students openly when they are first apparent, by keeping dialogue open throughout the program as to cultural differences, stereotypes and other perceptions that may cause difficulties in classroom and living situations. You may find it helpful to serve as a mediator in resolving conflicts. In all cases do not hesitate to consult with the IAP staff.

2. Adjudication

Campus judicial procedures are difficult to replicate abroad. Should an incident occur, you will want to proceed in a way that follows due process and will determine whether misconduct in fact really did take place. Evidence needs to be gathered carefully, and students need to have the opportunity to respond to the charges and the evidence. Sanctions must be applied fairly and according to university guidelines if it is determined that a student has violated the student code. Hopefully the outcome of the procedures will be that the student learns from the experience and can participate in a positive way for the remainder of the program. RDs are encouraged to maintain as much oral communication as possible with the student; the written procedures suggested below will communicate to the student that misconduct will not be tolerated. A written record will afford the best protection should the incident be reviewed at a later date and will help mitigate further inappropriate conduct.
The following procedures are suggested and are based on University of Wisconsin System Administrative Code:

- The student should receive written notice of any charge against him/her. The charges should be written in such a way that the date, time, place and nature of the behavior that is judged to be in violation of the rules can be understood by the student.

- In gathering evidence, one is concerned with the accuracy, reliability and completeness of the evidence. A finding of facts is an important consideration in any future review of the incident.

- The student should be afforded a meeting (hearing) to review the evidence, to present additional evidence, to question witnesses, and to make a response to the charges. The student should receive advance written notice of the meeting.

- The student should be offered the assistance of an advisor. In some situations, there may be a faculty member or an experienced professional staff person on-site who can serve that function. It may be appropriate for the program to arrange for the student to consult with an advisor by long distance phone back on the home campus.

- The person who conducts the hearing (normally the Resident Director of the Program) should do so fairly and impartially. There should be some written or audio record of the meeting. A written finding of facts should serve as the basis for a decision.

- The decision should be based on the preponderance of evidence as established during the meeting. If the decision is to impose sanctions, they should be consistent with the nature of the offense and consistent with how others have been treated in similar circumstances.

- The student should receive written notice of the outcome citing the salient facts influencing your decision.

You are encouraged to consult with IAP at the beginning of the process; in some situations the UW-Madison Student Assistance & Judicial Affairs office will serve as a consultant or help facilitate the adjudication process. Some problems that arise are very similar to what the Student Assistance & Judicial Affairs office handles regularly, and the precedents they have experienced may serve as a guide. In cases where cultural factors may come into play or there are other complications, IAP may be able to identify others with relevant experience or expertise. At all times, thoughtful consultation is available through IAP.

For additional information on UW-Madison policies, visit the University of Wisconsin Student Assistance & Judicial Affairs website <http://students.wisc.edu/saja/index.html>.

H. Legal Matters

Before signing any document that has legal or financial obligations, you should consult with IAP. Many contractual documents (for example, leases) will need to be signed by the Chancellor or the Dean of International Studies at the UW-Madison.

If a situation arises in which you think legal counsel may be required, consult with the IAP Director before contracting for services. There are special approval procedures that must be followed before legal counsel can be used.

I. Family Educational Rights Privacy Act (FERPA)

RDs are urged to familiarize themselves with the rights and responsibilities of the Family Educational Rights Privacy Act (FERPA). At the crux of this legislation is the following regulation: University Officials may not disclose personally identifiable information about students nor permit inspection of their records by third parties without the written permission of the student unless such inspection is permitted by the exceptions written in the act. In essence, this regulation strictly regulates the sharing of student information, an aspect of which is most commonly challenged in study abroad issues when family members request information about their child’s performance or activities on a study abroad program.
For more complete information, see the section entitled “Policy on Student Records / Confidentiality” or visit the UW-Madison FERPA website <http://registrar.wisc.edu/ferpa_key_terms.htm>.

J. Country Specific Updates

All IAP participants who are U.S. citizens are asked to register with the U.S. embassy in the country of study as part of the Smart Traveler Enrollment Program (STEP) through the U.S. State Department. STEP allows Americans residing abroad to get routine information from the nearest U.S. Embassy or Consulate and also is used by the U.S. State Department in times of emergencies with assisting U.S. citizens abroad. RDs who are U.S. citizens should also register their travel plans in STEP. Registration is completed on-line at <https://travelregistration.state.gov/ibrs/ui/>.

Non-U.S. citizen participants on IAP programs are advised to register their travel plans with their own embassy in the host country. RD’s who are non-U.S. citizens should also register their travel plans with their own embassy in the host country.

IAP staff receive daily notifications from the U.S. embassies and consulates referred to as Warden Messages. These messages contain important, up-to-date information on various happenings that may impact U.S. citizens abroad. If a Warden Message is released in a country of a program, this information is forwarded by email to all participants and RDs along with any important recommendations based upon the situation.

The U.S. State Department <http://travel.state.gov> also disseminates up-to-date country specific information in three formats:

**Country Specific Information**
These documents include such information as location of the U.S. embassy or consulate in the subject country, unusual immigration practices, health conditions, minor political disturbances, unusual currency and entry regulations, crime and security information, and drug penalties. NOTE: Links to this basic information is provided to all IAP participants through their My Study Abroad account. Relevant information gleaned from these updates is also discussed in more detail at IAP pre-departure orientation sessions.

**Travel Alerts**
Travel Alerts are issued to disseminate information about short-term conditions, generally within a particular country, that pose imminent risks to the security of U.S. citizens. Natural disasters, terrorist attacks, coups, anniversaries of terrorist events, election-related demonstrations or violence, and high-profile events such as international conferences or regional sports events are examples of conditions that might generate a Travel Alert.

Should a Travel Alert be issued for your country during the program duration, IAP staff will email both you and program participants the information and if necessary include recommendations on appropriate actions. If a Travel Alert is issued prior to program departure, IAP staff will work with you to assess the situation and respond accordingly.

**Travel Warnings**
Travel Warnings are issued to describe long-term, protracted conditions that make a country dangerous or unstable. A Travel Warning is also issued when the U.S. Government’s ability to assist American citizens is constrained due to the closure of an embassy or consulate or because of a drawdown of its staff. Should a Travel Warning be issued for your country during the program duration, IAP staff will work with you to assess the situation and respond accordingly. If a Travel Warning is issued prior to program departure, IAP staff will work with you to assess the situation and respond accordingly.
IV. ACADEMIC INFORMATION

A. Advising Questions

These pages on the UW-Madison Academic Policies cover general academic policies. For more information, reference the academic policies specific to your program in the student program handbook and the Program Specific Supplemental RD Manual. In addition, you can consult the “Academic Section” in the IAP Study Abroad Handbook that is provided to all UW-Madison study abroad program participants (www.studyabroad.wisc.edu/handbooks). Students receive an electronic copy of this handbook as part of their My Study Abroad account. If you have additional questions about academic advising, please contact your IAP Study Abroad Advisor.

B. Course Equivalents

To get credit for the courses students take abroad, UW requires that each course they take at their program site be assigned an ‘equivalent’ UW-Madison department, course title, and number. This ‘equivalent’ course title and number will be recorded on their UW transcript. A course is determined equivalent after approval from the relevant academic department. Non UW-Madison degree-seeking students who will receive a UW-Madison official transcript at the end of their study abroad program must also receive course equivalents.

For short term faculty-led programs, the UW course equivalent is pre-determined since the number of courses open to students is limited. Students are informed of the UW academic and course equivalent process in the student program handbook, as well as on the program’s course equivalent list available on the UW IAP program website (<www.studyabroad.wisc.edu/programs>).

For semester and/or year long programs, students will need more assistance with the course selection process. Program course equivalent lists are available on the UW IAP program website (<www.studyabroad.wisc.edu/programs>). You should consult this list to determine whether or not the students’ courses have an established equivalent. Students submit course equivalent requests to IAP using their My Study Abroad account. They should do so no later than the end of the fourth week of regular (non pre-session) classes at the program site. They submit requests for both courses that have established equivalents and also for new courses that need to be evaluated. As students submit their CERF forms and supporting documentation, IAP will forward them to the appropriate UW academic departments.

Note: Student’s who are participating on short term programs, may not need to follow the course equivalent process discussed in this section. Specifically, those short term programs where preset courses are established for all students, students will be notified in their My Study Abroad account about the courses and their approved equivalents.

What if a course that a student wants to take does not have an equivalent? The following information on the course equivalent process is provided as a guideline for you to use when working with students trying to obtain new equivalents. When a student requests a course equivalent, the student will need to provide:

- The number of classroom contact hours for which the student is enrolled in the course each week and the number of foreign course credits. The student should also indicate whether the class is a semester or a year-long course. This information helps academic departments decide what equivalent is most appropriate to give for each course.

- A detailed syllabus outlining what is covered in the class, the titles and authors of books that are used, as well as other connected learning opportunities (e.g. fieldtrips). The syllabus should also have a general outline of the expectations for the semester and the basis upon which students are graded.

- If a course does not have a formal syllabus, students will create a syllabus that contains information from the previous two bullets. Students can create a syllabus through their My Study Abroad account as part of their Course Equivalent Request Form (CERF)
In general, the course equivalent process runs smoothly. However, IAP runs into problems when students do not provide enough information about their course(s). In such cases, a department may deny a student request. You may need to sit down with students and assist them in looking through the UW-Madison Undergraduate Catalog for courses on the UW campus that are close approximates to the type of classes they are taking at their study abroad site.

The IAP Study Abroad Handbook given to all students covers the Course Equivalent process using their My Study Abroad account in more detail. This handbook is available on the web (www.studyabroad.wisc.edu/handbooks).

C. Credit Load for Each Term

Generally, students participating on an IAP study abroad program for Fall, Spring, Calendar Year or Academic Year must carry a minimum of 12 credits each semester and a maximum of 18 credits. However, several IAP programs require students to take more than 12 credits a semester to be considered full time. Check the academic information in the program handbook for the exact credit load requirements. Exceptions to these limits require written permission in advance from the IAP Study Abroad Advisor. Students may earn a maximum total of 36 credits for the academic year. Please be aware that if your site has an orientation (pre-session) course, these credits will count toward the 36-credit total for UW-Madison students and will be tabulated into the fall semester credits.

If students have an overall grade-point average of 3.00, they may take up to 20 credits a semester with special permission from the IAP Study Abroad Advisor. Students who wish to take over 18 credits in a semester should send an email request to their IAP Study Abroad Advisor. These students should be told that they may be assessed a higher fee if they are allowed to take over 18 credits a semester.

Summer programs usually have a set credit load and students on these programs should refer to their program handbook.

D. Auditing Courses

Students may audit a course only if the instructor for the course they are taking at their study abroad site consents. An auditor is considered a passive learner and may not recite in class or take examinations but is expected to attend classes regularly. Students must also follow the host institutions procedures and policies for auditing a course. Audited courses will not be posted to a student’s UW Madison record nor will they count toward the minimum number of credits for participation as a full-time student on the program.

E. Pass/Fail

Taking a course on a pass/fail basis is a privilege. The rules governing pass/fail eligibility are complex. Please read the information given below very carefully. In some study abroad programs, pass/fail is not an option. In these cases, the program rule supersedes our campus rules.

- Students on short term faculty-led programs (3-4 weeks in length) are not allowed to take courses for Pass/Fail.
- Pre-session courses may not be taken for Pass/Fail.
- Students must have at least a 2.5 cumulative GPA.
- First-semester freshmen and transfer students may also take a pass/fail course(s).
- Freshmen, sophomores and juniors may carry one pass/fail course per term.
- Seniors may carry two pass/fail courses per term.
- Students contemplating graduate or professional school should take as few pass/fail courses as possible. Pre-med students are advised to take only graded courses.
- Only elective work may be taken on a pass/fail basis.
Students may not carry any course in his/her major department on a pass/fail basis, whether required for the major or not, even if you s/he has already finished the major.

Courses required for a major but offered by another department (e.g., chemistry for the zoology major) may not be taken on a pass/fail basis.

Courses cross-listed with the student’s major department may not be carried on a pass/fail basis.

Pass/fail courses do not count toward the following requirements:
  - Breadth (humanities, literature, social science, science)
  - Foreign language
  - Ethnic Studies
  - Math
  - General Education

A maximum of ten (10) pass/fail courses may count toward graduation.

Instructors are not informed which students have registered for pass/fail and will assign a regular letter grade to all students in the class.

If the student receives a grade of C or better, the letter grade S (satisfactory) will be posted on her/his transcript. If the student receives a grade of D or F, the letter grade U (unsatisfactory) will be posted on her/his transcript, resulting in no degree credit for the class.

If a student wishes to declare a class pass/fail, s/he must adhere to the Pass/Fail policies for that study abroad program and complete the Pass/Fail/Drop Form (www.studyabroad.wisc.edu/forms) and submit it through his/her My Study Abroad account. If the program does not have any specific deadline dates for Pass/Fail, the student must complete submit the Pass/Fail/Drop Form to IAP by the end of the fourth week of classes. The Resident Director or Site Coordinator must sign the Pass/Fail/Drop Form and have the student submit upload it through his/her My Study Abroad account before the deadline.

IAP will confirm with the student that the Pass/Fail/Drop Form was received. If the student does not hear from IAP within a week of having uploaded the form, it is her/his responsibility to follow-up with IAP.

Signing up for a pass/fail is irrevocable.

A student may not change a pass/fail at any time after the deadline (after the 4th week of regular classes).

Courses taken pass/fail still require Madison course equivalents.

There are no exceptions to these rules.

F. Drop/Add Deadlines

Students participating on IAP study abroad programs must abide by the general L&S rule regarding dropping classes at study abroad sites. Thus, the deadline to drop semester-long courses for most study abroad sites is the end of the 9th week of classes. However, note that your particular study abroad site may have a drop deadline that is earlier or later than the 9th week of your study abroad term. In such cases, students must respect and abide by the deadline established for their particular study abroad site and the program’s drop deadline supersedes the UW-Madison drop deadline.

For drops, students should complete the Pass/Fail/Drop Form (www.studyabroad.wisc.edu/forms) and submit it through his/her My Study Abroad account.
G. Honors Credits

Students in the College of Letters and Science interested in receiving honors credit for work taken abroad will need to speak with an advisor in the L&S Honors Office after their study abroad grades have been posted to their official UW-Madison transcript. If students are currently enrolled in the Letters and Science Honors program, they may earn honors credit for work done on their program abroad if they have earned at least a 3.3 GPA. Specific guidelines for receiving honors credits can be found in the *IAP Study Abroad Handbook* in the section titled, “Honors Credits.”

H. Incompletes

Students should complete all courses by the end of their term abroad. If a grade will be reported late, the Resident Director should provide a detailed explanation which includes the following information:

- Student’s name
- Reason for incomplete
- Instructor for the course
- The contact information for the instructor of the course
- Timeline when grade will be reported to UW-Madison

Students should be told that they cannot have incompletes posted to their transcripts. If a grade is not reported to our office by the beginning of the following semester, students should be told that the incomplete would lapse to a grade of “F”.

I. Registration for Future Semesters at University of Wisconsin

The Registrar’s Office informs students by email of their registration dates. The *IAP Study Abroad Handbook* (www.studyabroad.wisc.edu/handbooks) provides students with information on how to register from abroad.

Please urge students to contact their major advisor and/or other faculty with questions about courses or to request authorization to enroll in a specific course. Some Schools and Colleges at the UW-Madison place advisor holds on students’ records, which means that students cannot register until they have received their advisor’s approval. This is especially true for students in the College of Agriculture and Life Sciences. If a student’s School or College uses advisor holds, please tell the student that s/he will need to contact his/her advisor well before registration to be able to register.

J. Grade Scale

In some programs students will receive numerical grades; in others, they will receive letter grades on the A-F scale, unless a student took a class for pass/fail for which s/he will receive S or U grades (see pass/fail policies above).

If the program reports grades on an A to F scale, using pluses and minuses, those grades will be converted to UW-Madison grades as indicated in the table below.

<table>
<thead>
<tr>
<th>If grades from abroad are reported as:</th>
<th>UW-Madison equivalent grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ / A</td>
<td>A</td>
</tr>
<tr>
<td>A- / B+</td>
<td>AB</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>B- / C+</td>
<td>BC</td>
</tr>
<tr>
<td>C / C-</td>
<td>C</td>
</tr>
<tr>
<td>D+ / D / D-</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>
Some programs have specialized grade conversion scales because partner institutions use different grading systems. Please consult the academic information in the program handbook to determine if your program has a specialized grade-conversion scale.

K. Reporting Final Grades to University of Wisconsin

Grades should be sent by fax or email to the IAP Study Abroad Advisor associated with your program. An original hard copy should always be sent by mail as well.

The grade reports should include the following information for each student:

- Exact course title for each course taken
- English translation for each course taken
- Grade for each course taken
- Number of hours the course met for each course taken
- Number of weeks the course met for each course taken
- Student identification number

Please make sure that IAP receives grades for all students participating on your particular study abroad program shortly after the close of the program. If there are outstanding grades, please forward all the grades that you have up to this point. If there are outstanding grades for student(s) when you are leaving your study abroad site, please leave detailed instructions for the local staff person and/or the next Resident Director on what steps s/he will need to take to obtain any missing grades for students. This information should also be forwarded to IAP for our files.

L. Withdrawal from Study Abroad Program

Withdrawal from the program jeopardizes credit, fees, tuition, and financial aid for the year, semester, or summer. Students are advised never to withdraw without first consulting with the Resident Director and IAP. If students must withdraw for financial, health or family reasons, it is mandatory that they inform IAP immediately in writing (e-mail is fine). If you know that a student has withdrawn, or is considering withdrawal, please notify the IAP Study Abroad Advisor immediately. A withdrawal is official only after IAP has received a written request from the student. Students must contact IAP to be sure that they understand the academic and financial implications of a withdrawal before they make the decision to leave. Students can contact IAP regarding the withdrawal process by sending an email or fax to their IAP Study Abroad Advisor.

V. FINANCES

A. Program Funds

IAP works very closely with you to make sure that the program budget accurately reflects the anticipated costs for the program. There are three ways payments can be made or funds provided for program-related activities: direct payment to a vendor, cash advance, or reimbursement of expenses incurred.

1. Direct Payment

IAP will pay a vendor directly, through normal payment processes available on campus, for those expenses that can be paid from the US. This could be payments made via the IAP Purchasing Card, wire transfer, or check. Payment by IAP directly is the preferred option, so the RD does not need to be responsible for large sums of money.

2. Custodian Fund

If payments cannot be made by IAP, the RD is provided funds prior to the program start through a custodian fund to pay onsite expenses so personal funds need not be used. Only
one custodian fund is provided. Further information on custodian funds can be found on the UW Accounting Services web site <www.bussvc.wisc.edu/acct/policy/ca/capro.html>.

In order to obtain the custodian fund, you will be asked to sign an IAP Check Release Form. Of note is the wording on the Check Release Form for the funds:

“I understand the funds are to be used for the purpose stated in the line items budget for the study abroad program. I am personally responsible for any payments made from the funds advances that are not allowable according to University and State rules and regulations.

In the event that I do not return or properly account for the use of the funds, and the reason for the failure is due to my negligence, carelessness or willful and intentional conduct, the University may hold me personally responsible for the repayment of those funds. I agree to repay any portion of the funds not on hand or properly accounted for at the time of my termination, due to my negligence, carelessness or willful and intentional conduct.”

The amount of the custodian fund is determined at least 6 weeks prior to the start of the program and is based upon the program’s budget at that time. This timeframe is necessary to allow for processing the custodian fund request with UW Accounting Service’s Cash Management department.

The custodian fund is provided as a check payable to the RD. The RD may deposit the check into his/her own bank account and expend funds from there. Some RDs have opened a secondary checking account solely for the program’s use. IAP cannot create bank accounts for use in foreign countries, since the laws in many of the countries prohibit the UW from this practice.

3. Reimbursement of Expenses Incurred

If the custodian fund ends up not being sufficient, the RD should use personal funds to pay any remaining expenses and keep receipts for those expenses along with the receipts for all expenses paid using the custodian fund. These expenses will be reported along with those expenses for the custodian fund; any amount greater than the custodian fund amount will be reimbursed by check to the RD.

B. Program-Specific Budget Line Items

Below are the budget line descriptions and financial rules related to various budget line items which may or may not be part of your program. IAP will provide RDs with a copy of their program’s custodial fund budget prior to departure. Receipts are required proving all expenditures have occurred.

1. Resident Director Expenses

- Ground Transportation: These funds are for expenses in relation to ground transportation costs (taxi, bus, train) for the Resident Director. This is considered travel from his/her residence in the U.S. to the airport in the U.S., and from the airport in the host country to his/her residence in the host country and vice versa. Any additional expenses for additional persons are the responsibility of the Resident Director and cannot be paid using program funds.

- Housing Subsidy: These funds are provided to pay for housing expenses for the Resident Director. Any additional expenses for days beyond those required by the program and/or for additional persons are the responsibility of the Resident Director.
2. On-Site Office Expenses

- Duplication/Printing: Expenses in this category include copy charges for program-related materials while in the host country. This can also include any charges to print materials at an internet café (e.g. work-related emails).

- Communications: Expenses in this category include telephone (land-line and/or cellular), fax, and email charges for program-related business. The cellular expenses can include the rental of a cell phone and/or expenses for calling cards for additional usage time for the cell phone. The email charges can include charges from an internet café used to access the internet for program-related business. All personal usage charges are the responsibility of the Resident Director and cannot be paid using program funds.

- Postage/Courier: Expenses in this category include any postal or courier (i.e. DHL, FEDEX, UPS) charges for sending program-related materials to the IAP office in Madison. The items shipped could include program related documents, grade reports, etc. This does not include any personal shipping charges; these are the responsibility of the Resident Director.

- On-Site Local Travel: Expenses in this category include any ground transportation costs (e.g. taxi, bus, train) while in-country for program-related business only. Any personal transportation costs are the responsibility of the Resident Director. Examples of the types of costs include taxi to the University to meet with University personnel to discuss the program, taking a student to the hospital due to injury to the student, etc. Once in the host country, you are considered to be in work-status just as you would be if in Madison teaching. In addition to providing receipts for local travel expenses, justification of the expense should be noted either on the receipt or in a memo with the receipts.

- Equipment/Supplies: Expenses in this category include any necessary office supply item needed in order to perform your duties as the Resident Director. This can include pens, pencils, paper, envelopes, etc. Any equipment purchases (for example printer, cell phone, etc) must be discussed with IAP prior to purchase and approved by IAP. Equipment once purchased becomes the property of the program and must either be stored in the host country and/or in the IAP office in Madison. If the Resident Director purchases equipment for use on the program and for personal use after the program, the expense is the responsibility of the Resident Director and cannot be claimed as a program-related expense.

- Meetings: Expenses in this category include meeting costs with on-site officials, instructors, etc., to discuss program-related business. Expenses may include meals only when business cannot be conducted outside of meal times. To assist with the reporting, a Meal Reporting Form has been created and you will be supplied with a copy prior to your departure; completing this form and submitting the itemized receipt for the meal will ensure reporting of all necessary information required for UW-Madison. Keep in mind that IAP funds cannot be used for alcohol purchases.

- Bank Charges: This line item is for any charges your bank and/or your credit card company may charge you for using your ATM and/or credit card while out of area or for foreign currency transactions. The amount IAP will pay is limited to the withdrawals and/or transactions for program-related business only. A copy of your bank statement and/or credit card statement must be submitted proving these expenses in order to be claimed as program-related expenses.

- Contingency: This budget line is for EMERGENCY use or unexpected expenditures. Please refer to #2 of the Accounting Guidelines below.
3. Student-Related Expenses

- **Housing**: These funds are provided to pay for housing expenses for student participants and also the Resident Director, if applicable.
- **Meals**: These funds are provided for any meals provided to students as part of the program budget. Please refer to #3 of the Accounting Guidelines below.
- **Transportation costs**: These funds are provided to pay for on-site travel arrangements related to program excursions and the program itinerary.
- **Airport Transfer**: These funds are provided to pay for the cost of transportation for students and Resident Director from airport to the housing location.
- **Classroom Space**: These funds are provided to pay for classroom space in the host country.
- **Guest Lecturers**: These funds are provided to pay a guest speaker(s) or lecturer(s) during the program. Please refer to #4 of the Accounting Guidelines below.
- **Honorarium**: These funds are provided to pay an honorarium to individuals performing duties for the program as listed on the program budget. Before departure, IAP will provide the Resident Director with an Honorarium Receipt Form. This form should be signed by the recipient when they receive payment for the services rendered. Honorarium fees should be paid at the end of the program or after services are rendered.
- **Excursions/Fieldtrips**: These funds are for the various excursions that are included in the program budget lines for the students and Resident Director
- **Receptions (Start and/or End of Program)**: These funds are provided to pay for the opening and/or closing receptions held for program participants. The funds include expenses in relation to the Resident Director as well as distinguished guests (i.e. people on-site who have been of great benefit to the success of the program). In addition to providing receipts, a completed Meal Reporting Form must be submitted. Please refer to #3 of the Accounting Guidelines below.
- **Contingency**: This budget line is for EMERGENCY use or unexpected expenditures. Please refer to #2 of the Accounting Guidelines below.

C. **RD Transportation & Ground Travel**

You should plan well in advance your own travel to and from the program site. Your IAP appointment letter defines the approved travel related expenses for your position. In most cases, the program provides round-trip economy-class airfare and associated ground transportation between the U.S. and the program site only on your behalf. After receiving confirmation from the IAP Study Abroad Advisor that your program has sufficient participants, you may make your travel arrangements. In addition to the information below, you may also refer to UW Accounting Services web site for UW policy and procedures for Travel and Expense Reimbursement (www.bussvc.wisc.edu/acct/TEWeb).

1. **Air Travel**

   There are four options for payment and/or reimbursement of airfare:

   1) IAP has a University-authorized Procurement Card with travel authorization and is able to pay for your airfare. In this circumstance, you would make your own travel arrangements and then you would contact your IAP Study Abroad Advisor for payment arrangements. UW-Madison can no longer be billed directly by a travel agent.

   2) Payment can be made using My Corporate Card. Payment is then reimbursed to you electronically by IAP upon presentation of proper receipts and any other necessary do-
IAP Resident Director General Manual

Documentation. Information on My Corporate Card can be obtained on UW Accounting Services website (www.bussvc.wisc.edu/acct/TEWeb) under Methods of Reimbursement.

Note: You can apply for My Corporate Card by downloading the application form at http://www.bussvc.wisc.edu/acct/TEWeb/travel/TCardApp.pdf and submitting the completed application to the UW Travel Card Program Administrator in the Administration Building at 21 N. Park St. This card is available to all authorized travelers, which can include faculty members from other institutions traveling for IAP programs.

3) Arrangements can be made using the UW online airfare booking tool, “Cliqbook”, through Fox World Travel at https://portals.foxworldtravel.com/uwmadison/. UW Faculty: Registration and instructions on using this system are on the web (http://www.bussvc.wisc.edu/acct/TEWeb/cliqbook/index.html).

An IAP Staff member will then work with you via email to obtain a flight and will use the IAP Procurement Card for payment.

4) You can make your own travel arrangements and be reimbursed. In order to be reimbursed, a receipt and proof of payment are required. Acceptable receipts are the original “Passenger Receipt” plus the original travel agency invoice/itinerary, which includes the traveler's name, destination, departure/return dates, amount of fare, routing, and class of travel. If the original is unavailable, a reasonable copy or computer print-out, such as an Internet/e-mail confirmation, containing the information above, may be submitted in lieu. The invoice/itinerary must clearly state the fare cost and any service fee amounts and indicate the fare has been paid in full. If not clearly indicated as paid, a credit card or bank statement, indicating the payment amount must be submitted in addition to the invoice/itinerary.

Please note for airfare purchases the following applies: If the cost of your international air travel is over $1,000, a competitive bid from another vendor (other flight or airline) must be submitted to the IAP Financial Specialist. If you do not take the lowest bid, a written explanation must be sent to IAP detailing the reasons for taking the higher bid flight. The lowest bid may not be as economical in the long run if, for example, it requires an overnight stay.

IAP is only able to pay and/or reimburse you for your direct travel to the program site. Direct travel includes one or two days prior to the official program start date and one or two days after the official program end date. Days beyond this are considered personal travel. If incorporated into the travel cost, IAP cannot pay for the ticket and payment must be made using the My Corporate Card or your personal credit card. You will then be reimbursed for the program-related travel cost. In all cases, travel by family members should be itemized and billed separately to you.

2. Ground Transportation

IAP is required to follow UW policies and procedures regarding ground transportation at http://www.bussvc.wisc.edu/acct/TEWeb/tabtripplan.html. Please review these policies and procedures prior to your travel. There are specific rules for train travel, bus travel, car travel, and taxi/limousine travel. Brief descriptions are included below for reference.

- Train travel is limited to coach, if available, unless overnight, which is limited to a roomette. Reimbursement is limited to the lowest cost of the most reasonable form of other public transportation. Therefore, if bus would have been less expensive than train, the reimbursement would be limited to the cost of the bus fare; and, vice versa.

- Taxi and airline limousine services must be reasonable and necessary. They may include a tip of a maximum of 15% of the charge. Taxi and airline limousine services are reimbursable when other modes of travel are not available or practical.

- Car rental is not recommended for foreign travel; however, if this is the most economical means of transportation it may be justified. Receipts are required for all related
expenses. For details on car rental requirements, visit: <www.bussvc.wisc.edu/acct/Policy/travel/rentveh.html>.

- Personal car usage may be reimbursed at the mileage rate as specified by University rules. In order to claim usage of personal car expenses, documentation of the mileage must be included. This can be a mapquest.com printout showing the beginning and ending locations and the calculation of the mileage. Gas purchased may be reimbursed in lieu of mileage, but only to the maximum amount that would have been allowed for mileage reimbursement.

IAP requires receipts for all ground travel expenses, regardless of amount. These include taxi receipt with beginning and ending location as well as amount, train ticket or bus ticket with price indicated, car rental contract and receipt showing detailed payment information, and documentation of mileage or gas receipts.

Meal expenses may also be included in ground transportation costs, providing that meals were not served on the plane and waiting time between flights was extensive. Family member meal expenses are not reimbursable.

The UW uses the Department of Defense Per Diem, Travel and Transportation Allowance Committee website <http://perdiem.hqda.pentagon.mil/perdiem/perdiemrates.html>.

D. E-Reimbursements

E-reimbursement is an online expense reporting tool at UW-Madison. It replaces the former paper forms known as Travel Expense Reports (TER’s), which were used until July 2010. *Campus rules regarding allowable expense reimbursements have not changed - only the way they are submit.* For UW employees, this allows a direct electronic reimbursement of funds into your bank account associated with your payroll deposit. This also means that you get your reimbursement a lot faster and should see the direct deposit in your account in 3-5 days after approval.

1. Steps for Submitting E-reimbursement expenses for UW Faculty

1) Gather your Receipts

Receipts are required for all purchases or expenses in order to get reimbursed from IAP. Please make sure to follow all approved budget line items when submitting your expense reports through the e-reimbursement system. When traveling, meals are not reimbursed at the full per diem rate without receipts. Many of the items that are suitable for e-reimbursement (if not included in the funds provided by your Custodial Fund) include the following: shipping allowances, excess baggage charges, airfare, ground transportation, visa fees, and approved meal allowances. If you have any questions regarding what is an allowable expense, please contact the IAP Financial Specialist working with your program.

2) Enter your Expenses

There are two ways that expenses can be entered in e-reimbursement.

A) As a UW employee, you can enter in your expenses yourself through the MyUW online portal under the “Services” tab at the top of the page. If you choose to enter in your own expenditures for IAP business, please use the following format when entering:

- Description: COUNTRY, City, Duration, Year (Example: CHILE, Santiago, Fall, 2010)

- Comments: Use this field to be more specific about your expenditures, indicating your position working with the program and what budget line items the expenses fall under (Example: Reimbursement for ground transportation and baggage fees for Santiago, Chile Resident Director Joe Smith)
Payment Types: There are 3 different payment types you may be using for program expenses. The Corporate Card is the University supplied card (not the Purchasing Card) that can be used for business related expenses. Personal funds are any funding sources affiliated with personal business, such as a personal checking or savings account. The Purchasing Card supplied by the University is the last payment type that can be used for a purchase.

When entering foreign currencies, the exchange rate does need to be documented on a receipt from a valid currency conversion source. For more information on this, please see item E below.

A separate e-reimbursement report must be submitted for each expense or event for which you have expenditures.

B) If you do not wish to enter in your own expenses, you can also designate a delegate in IAP to enter in your expenses for you. In order to do this, you must log into the e-reimbursement system through your MyUW account and designate someone to serve as a delegate. Please contact IAP in order to determine who you should be entering in as your delegate. Once you log into the MyUW portal, please follow the directions listed at <http://www.bussvc.wisc.edu/acct/TEWeb/training/JobAid/Delegate%20Entry%20Authority_JOBAID.pdf>.

After you have added IAP as a delegate, submit all of your receipts to IAP. Once everything has been entered by IAP, then the reimbursement report will be sent to you for review and approval via your Wisc e-mail account.

2. Steps for submitting E-Reimbursement for Non-UW Faculty

In order to process a reimbursement for a non-UW employee, the following information will need to be submitted to IAP prior to reimbursement:

- If you are a prior UW employee, your last date of employment
- Full legal name, including middle initial
- Address where reimbursement check should be sent
- Date of first travel expense related to your program
- Last four digits of your Social Security Number (or ITIN/EIN)
- Residency/Citizenship and visa type, if not a U.S. Citizen

Please submit all receipts and supporting information into IAP for entry. IAP will enter in all the expenses into the e-reimbursement system and a paper check will be processed within 3-5 business days. Direct deposit is not currently available for Non-UW employees. If you are traveling out of the country and wish to have the check sent to a specific person or deposited on your behalf, contact IAP to arrange this.

E. Exchange Rates

All expenses are reimbursed in U.S. Dollars. If no documentation is provided showing the exchange rate received for expenses incurred, the foreign currency amount will be converted to U.S. Dollars using the currency converter feature on Oanda.com for the date of purchase. This feature can be accessed at: http://www.oanda.com/convert/classic.

Documentation that can be submitted showing the actual rate received can include:

- Credit card statement showing the individual purchase and conversion. If any foreign currency transaction fees are incurred, those amounts will also be included in the reimbursement. This would only apply to those purchases made with credit cards; other purchases would need to be converted with the currency converter feature or other sources.
• Currency conversion receipt from bank or foreign currency exchange service location on or close to the first date on-site. The rate received at this time can be the rate used for all expenses during travel, unless a specific rate can be documented (see credit card statement information above).

• Financial section of local newspaper or financial document, including the date of publication, showing the exchange rate. The date of the publication must be on or close to the first date on-site. This rate can be used for all expenses during travel, unless a specific rate can be documented.

F. Summer Salary
For UW employee faculty members receiving summer salary payment, IAP will work with your department on this payment process. You will not notice a change from the normal academic year payment process. Salary is not paid until after services have been performed; therefore, you will not receive a payment until after the program has either substantially started or is near completion.

If summer 9ths have been paid at anytime within the last three years, this may change the payment format. IAP may need to provide you with S&E funds in lieu of salary if you have received more than 8/9ths in the past 3 years. If you are to receive more than 2/9ths in a given summer, additional approval may be necessary. Please let IAP know if you fall in these categories.

G. Budget Reporting
Within two weeks of your return to the U.S., you must submit a financial budget report of the program-related expenses incurred. All expenses related to the program must have receipts and documentation showing the use of the funds. This should be submitted to the IAP Financial Staff. This is required for IAP to report the expenses to UW-Madison's Accounting Services.

To assist you in accounting for the funds, you will be provided with forms for recording expenses. These forms will be attached to envelopes so you will have a place to keep receipts. The forms will indicate each of the program’s budget lines and will provide a place to record expenses from that line item. It is strongly suggested that you record your expenses daily. The forms can be provided electronically, if you prefer to record the expenses in this fashion.

Prior to your departure from the U.S., the IAP Financial Staff will meet with you to discuss the completion of the forms or any questions you may have on the reporting of expenses. IAP is required to follow UW-Madison Accounting Service and State of Wisconsin rules and regulations. Thus, all expenses must be program or student-related. Receipts for expenditures outside the state rules cannot be processed and you will be responsible for those expenses.

If you are unsure as to whether or not an expense is allowable or what documentation is necessary to report an expense, please contact IAP prior to incurring the expense; any expenses incurred but not allowable will be the responsibility of the Resident Director.

H. Accounting Guidelines
1. All expenses reported on your budget report must be for program and/or student-related expenses only. This program is supported solely by student funds, thus any expenses for research or personal items are your own responsibility.

2. The contingency line item is for EMERGENCY use or unexpected expenditures. Receipts are required to be submitted for any approved purchases incurred. If an emergency occurs, IAP should be notified as soon as possible after the situation of any expenses incurred.

If you have special needs or anticipated expenses not covered in your program budget, please contact IAP before making any commitments. With fax and email capabilities, the turn-around time for sending and receiving information is only a day or two away, maximum. Please indicate URGENT in the email subject line or prominently on the fax cover sheet. If it is very urgent, please call to have contingency expenditures approved.
3. Documentation must be provided showing all expenses incurred. The preferred form of documentation is an original itemized receipt or invoice from a vendor for supplies and services. However, in certain circumstances, you may need to provide an alternate form of documentation. You will be provided with blank receipt forms that you may use to report expenses for which a receipt cannot be obtained, a receipt was lost, or requesting a receipt would be culturally inappropriate (see note below).

If a blank receipt form is to be used, please complete the form with the following information, as applicable, and submit (remember it is always better to give too much information than not enough):

- The name of the person or company paid and affiliation to the program
- The service or good purchased (translated to English, if necessary)
- Student’s name, if applicable
- Date or duration of service
- Amount of purchase and currency purchased with

If you have a lunch or dinner meeting with University faculty, city personnel, or students, you will be required to submit an itemized receipt from the restaurant as well as a Meal Reporting Form (copies will be provided prior to your departure from the U.S. or you may request IAP to email you an electronic copy). If the form is not used, the following information must be indicated:

- Why the meeting was held over a mealtime;
- Who was in attendance, complete names and titles; and
- What was discussed, the business purpose of the meeting, and the date of the meeting.

The amount claimed is limited per person to the applicable per diem amount for the meal time. For example, if the meeting is conducted over the noon hour, the amount per attendee is limited to the per diem amount allowed for lunch. The per diem amounts can be obtained from the Department of Defense Per Diem, Travel and Transportation Allowance Committee website at http://aoprals.state.gov/content.asp?content_id=184&menu_id=78

Per diem amounts are guidelines to be followed; any expenses incurred are ultimately borne by the students participating on study abroad programs. By University rules, alcohol cannot be claimed as an expense; if alcohol is consumed during the meal, it is the responsibility of the individual ordering the alcohol and/or the Resident Director to pay this expense.

4. In certain instances, services are provided by individuals (i.e. a guest speaker, lecturer) where it would be culturally inappropriate to request the speaker provide a receipt or sign a receipt for funds given. In this instance, you may use a written program receipt, which you sign and state specifically on the receipt that it was culturally unacceptable for the speaker to sign.

5. The State of Wisconsin does not recognize payment for alcoholic beverages. If wine or other alcohol will be served at a student gathering, it will have to be paid from private funds.

6. IAP must report all expenses to UW-Madison’s Accounting Services in US Dollars. Documentation that can be submitted showing the actual rate received can include a credit card statement, a currency conversion receipt from a bank or foreign currency exchange service location, or a financial section of local newspaper or financial document with date of publication.

If no documentation is provided showing the exchange rate received for expenses incurred, the foreign currency amount will be converted to US Dollars using the Currency Converter
feature on Oanda.com for the date of purchase. This feature can be accessed at:
http://www.oanda.com/convert/classic

If you have any questions regarding these guidelines, please contact IAP.

VI. PROGRAM REPORTS

Please review the program specific instructions for reporting obligations. All program reports should use the following format:

PROGRAM SITE
Semester
Report #
Date

Group Overview
Total numbers, breakdown of home universities, etc.

Academic Matters
Orientation
Language Courses
Registration & Advising
General Academic Issues

Administrative Matters
Student Housing
Office Issues (space, administrative support, etc)

University & Administrative Relations
Volunteer Opportunities
Excursions/Fieldtrips
Lectures/Visitors
Safety/Security

Other Matters

Program Summary & Future Recommendations

VII. EVALUATIONS

IAP utilizes an online evaluation process to seek feedback about the program from participants. An email will be sent to the students towards the end of the program prompting them to complete the program evaluation.

VIII. UW POLICIES & PROCEDURES

A. Diversity and Equal Opportunity

The university is committed to equal opportunity for all persons regardless of race, color, sex, creed, age, ancestry, religion, national origin, disability, sexual orientation, political affiliation, marital status, or arrest or conviction record in its educational programs, activities, and employment policies. This statement is published in accordance with Section 86.9 of Title 45 of the Code of Federal Regulations, implementing Title IX of the Higher Education Amendments of 1972, with
Section 504 of the Rehabilitation Act of 1973 (as amended), and the Americans with Disabilities Act (ADA).

For information and guidance, refer to the following websites:

- UW-Madison Equity and Diversity Resource Center: http://oed.wisc.edu/
- Advising Tools and Resources for Working with GLBT Students (Gay, Lesbian, Bisexual, Transgendered): http://www.indiana.edu/~overseas/lesbigay/int.htm

B. Academic Misconduct

Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately indicates the student's own academic efforts.

UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:
- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using notes or a programmable calculator in an exam when such use is not allowed; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

For more information, see http://www.wisc.edu/students/saja/misconduct/UWS14.html

C. A Guide to Bias-Free Communications

A Reference for Preparing Official University Publications

This guide is meant to help you find a more encompassing word or phrase when you need it and to be more attuned to language that, whether intended or not, may offend others. This guide aims primarily at written material but applies as well to the spoken word.

For more information, see A Guide to Bias-Free Communications in the Appendix p. xlix.

D. Policy on Student Records / Confidentiality

Access to a student's record is governed by the Family Educational Rights and Privacy Act (FERPA).

FERPA is a law which protects the educational records of a student. When a student enters (is in attendance the first day of classes) at UW-Madison, regardless of their age, all rights to inspect and review the educational record transfer from the parent to the student. Under FERPA, the parent has no right to review the record unless granted in writing by the student.

Anyone can request directory information. Each institution defines what they consider to be directory and non-directory information. The student also has the right to withhold any directory infor-
mation that they wish to withhold from any third party. A third party is anyone inside or outside of
the university who does not have an "educational need to know" the information in the student
record as a necessary part of their job. Under FERPA, parents are third parties, with no rights to
the record, although FERPA does include a provision that a parent could access the record if the
student is listed as a dependent on their most recent federal income tax form. It is viewed as a
matter of discretion as to whether or not the institution incorporates this provision into its policies.
The University of Wisconsin-Madison has chosen to leave the rights with the student.

Educational records include those records (except those noted below), in any medium, directly
related to a student and maintained by UW-Madison, a UW-Madison school official, or by a party
acting for the institution. Examples include, but are not limited to, documents with a student’s
name and ID number, class rosters, grade lists, student employment records, student disciplinary
records and student information displayed on a computer screen. Educational records are stored
in the UW-Madison Office of the Registrar and other locations around campus.

Educational records include certain records which students do not have the right to inspect and
review. Those records include but are not limited to financial records of a parent, and confidential
letters and statements of recommendation for admission, employment or honorary recognition
which the student has waived the right to inspect and review.

Educational records do not include:
- Personal notes of UW–Madison faculty and staff that are kept in the sole possession of the
  maker and are not accessible or revealed to any other person
- Medical and counseling records available only to health care practitioners for treatment
  purposes
- Records created and maintained by University Police for law enforcement purposes
- Grades on peer graded papers before they are collected and recorded by an instructor
- Alumni records
- Observable behavior

FERPA allows a UW-Madison school official to share a student’s educational record information
(public information and private information), without the student’s written consent, with other UW-
Madison school officials who have a legitimate educational interest. Legitimate educational
interest means the school official needs to review an educational record in order to fulfill his or her
professional responsibilities. Disclosure of educational record information to a UW-Madison
school official having a legitimate educational interest does not constitute authorization for that
person to transmit, share, or disclose any or all of that information to a third party who does not
have a legitimate educational interest.

Non-directory (private) information, otherwise known as personally identifiable information about
a student, must be protected at all times and may not be released without the student’s prior
written consent, except as permitted by FERPA. Examples of non-directory information include,
but are not limited to, social security number, campus identification number, place of birth,
ethnicity, residency status, advisor’s name, academic actions, class schedule and courses
completed, grades and related information, disciplinary actions, balance on food account, and
biometric record.

A school official is a person who serves UW-Madison in an administrative, supervisory, academic,
research, or support staff position, including but not limited to UW-Madison law enforcement
personnel, health staff, certain appropriate student employees, and field supervisors. This
definition also includes a person or company with whom UW-Madison has outsourced institutional
services or functions, such as a contractor, consultant, or volunteer; a person serving on an
official UW-Madison committee, such as a disciplinary or grievance committee; or a person
legitimately authorized to assist another UW-Madison school official in performing his or her professional UW-Madison responsibilities.

For more information, see http://registrar.wisc.edu/ferpa/faculty
IX. APPENDIX

A. Managing Real and Perceived Emergencies Abroad

<table>
<thead>
<tr>
<th>MANAGING REAL AND PERCEIVED EMERGENCIES ABROAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide for Resident Directors / Overseas Staff</td>
</tr>
<tr>
<td>International Academic Programs (IAP), University of Wisconsin-Madison</td>
</tr>
</tbody>
</table>

IAP Emergency Phone:  
608-516-9440 (after hours and weekends)

IAP Daytime Office Hours:  
608-265-6329 (M-F except holidays, 8:00AM – 4:30 PM Central Standard Time)

IAP E-mail:  
abroad@bascom.wisc.edu

CISI Insurance:  
Policy plan #:  GLM N04835256  
Tel: 203-399-5130  
Fax: 203-399-5596  
Website: www.culturalinsurance.com

Policy Information/Claim Form:  http://www.culturalinsurance.com/uwis0066/

TEAM ASSIST (24/7 emergency support network for CISI):  
Tel In the US/Canada: 877-577-9504  
Tel outside US/Canada: 1-240-330-1520 (can call collect from outside US)  
E-mail – OPS@europassistance-usa.com

Introduction  
These guidelines are written to outline the steps that International Academic Program (IAP) staff in Madison and abroad will follow in the event of a study abroad emergency. The guidelines also outline what Madison expects overseas staff to do in the event of an emergency, including the provision of information and handling of the situation on-site.

International Academic Programs (IAP), a unit of the Division of International Studies, is charged with the responsibility of coordinating the management of emergencies affecting participants in study abroad programs that IAP offers for credit. The IAP Director will consult and provide advice on the management of emergencies to other campus units that operate their own programs abroad. The safety and well being of students, faculty and staff who are participating in UW-Madison’s programs abroad is of the highest importance, and all reasonable actions are and will be taken to accomplish this. The provision of available information about risk factors so those individual participants can make informed decisions regarding program participation is of fundamental importance. On-site staff need to be ready to act in an emergency and to be in regular communication with IAP to develop the most effective course of action in emergency situations. At program sites where there is not staff specifically hired to manage the program, the local institutional contact can act as a resource.

The UW System has established Policy Guidelines (ACIS 7.1-2) for the development and operation of educational programs abroad. The plan for managing emergencies outlined in this document exists within the ACIS Policy guidelines. While acknowledging that no single plan can address all contingencies, International Academic Programs recognizes the importance of establishing, in advance, policies and procedures that are designed to safeguard the safety and well-being of study abroad participants and to limit the University's legal liability. These policies and procedures, described in detail below, will serve to guide the University's response to crises affecting participants abroad.
In "Coping with Perceived Emergencies" (1989), Diane Smell draws a distinction between "real" and "perceived" emergencies. Real emergencies are those that pose a genuine and sometimes immediate risk to, or that have already disturbed, the safety and well being of participants. These include such occurrences as coups and other civil disturbances; natural and human-made disasters; incarcerations; serious physical or emotional illness; accidents; physical assaults; disappearances or kidnapping; and terrorist threats and attacks.

Perceived emergencies are those which pose no significant risks to the safety and well-being of participants, but which are seen as threatening by family members in the U.S. or by others, including, at times, students and colleagues at the home university. Perceptions of threat can arise out of a number of things, including the sensationalized reporting of an event abroad; the distortion of information provided by a participant in a telephone call, e-mail message, fax or letter home; or simply out of the nervousness of a family member or student with little or no international experience. Such perceptions will sometimes affect family members and others in the U.S. more strongly than will real emergencies, and need to be treated seriously.

By closely following the procedures outlined below, the staff of International Academic Programs will be able to gather information that will allow them to respond appropriately to real emergencies, or to place a perceived emergency in its proper context, and thereby reassure family members and others in the U.S. Other units at the UW-Madison that manage programs are encouraged to follow these same procedures and to consult with IAP as appropriate.

After working hours, on weekends and holidays, an IAP staff member will always be on call. A call to the main phone number of our office will provide the emergency cell phone number. This number is also placed in each student handbook and is provided to all overseas offices. Each IAP participant receives an emergency card with the emergency phone number, as well as the in-country embassy and on-site staff member contact information. IAP academic staff members, in rotation, staff this cell phone. To be prepared to answer calls, the IAP emergency phone will have access to these procedures and all overseas staff contact information and program details to assist staff members on call.

All students on IAP programs are covered by a Cultural Insurance Services International (CISI) policy. This insurance covers a) medical expenses, b) return airfare expenses, c) costs associated with death and dismemberment, d) technical assistance (medical and transport) associated with medical emergencies and death, and e) evacuation (natural disasters or other emergencies). Technical assistance is also available in various areas of travel assistance: emergency cash needs, lost/delayed luggage, replacement of lost or stolen airline tickets, credit card/passport/important document replacement, locating legal services, assistance in posting bail and bond. Contact information is listed in the heading of this document. Students attending AESOP programs sponsored by Minnesota and the ACTR Russia programs are covered by CISI but through the ID numbers of those institutions.

**Operating Principles**

In managing emergencies, real or perceived, IAP will be guided in its decision-making, before, during and after a crisis, by the following operating principles:

1. All responses to a crisis will be governed by the highest concern for the safety and well being of students, faculty and staff participating in an UW-Madison-sponsored study abroad program.

2. All reasonable and prudent measures will be taken to limit the University's legal liabilities.

3. IAP will exercise caution and restraint in deciding when, and with whom, information about an emergency should be shared, and will operate according to the procedures outlined below in deciding how information should be shared.

4. IAP will respond to emergencies by closely following the procedures outlined below, except when otherwise directed by circumstances or agencies outside the University's control.
Procedures

When an emergency, real or perceived, is reported, IAP will follow the appropriate procedures in managing the emergency, in the order that they appear in this text.

I: An emergency is reported to International Academic Programs

A. Whichever IAP staff member learns of an emergency involving a UW-Madison student, faculty, or staff member on an IAP sponsored study abroad program must immediately contact the Director of International Academic Programs (IAP), either at the office or at home. Every effort should be made to reach the Director (or her/his representative if the director is out of town) by telephone, rather than by e-mail or fax. The Director will coordinate the University's response to the crisis until it has passed.

B. If the Director is out of town, the Associate Director should be contacted; s/he will coordinate the University's response to the crisis in the Director's absence.

C. S/he will also brief the Director by phone or, if not possible, by fax, about the evolution of the crisis, until such time as the Director returns to campus.

D. IAP Contact Numbers:

IAP emergency contact phone: (608) 516-9440

IAP Director: Rob Howell (*effective until December 31, 2010)  
Office: (608) 262-1844 (German Dept.); (608) 262-9070 (IAP)  
Home: (608) 246-0840  
Cell: (608) 334-1241  
Email: rbhowell@wisc.edu  

IAP Interim Managing Director: Julie Z. Lindsey (*effective January 1, 2011)  
Office: (608) 265-4220; (608) 265-6329  
Home: (608) 825-8931  
Cell: (608) 354-9866  
Email: jzlindsey@bascom.wisc.edu

E. Incident Report Form: for those programs in which IAP is the lead administrator, the resident director, monitor or local staff should fill out the incident report form provided by IAP. A copy of this completed form should be sent to the IAP Director and a copy should be kept on site. In the absence of an on-site staff member, the IAP staff member who receives the initial report should fill out the form and file it with the IAP Director. Copies of the form are included in director manuals.

II: IAP determines whether the emergency is real or perceived:

A. IAP will gather as much information as is necessary to determine what risks, if any, study abroad participants are facing. In assessing these risks, appropriate people and organizations will be contacted, by telephone if at all possible.

B. In assessing whether the emergency is real or perceived, the appropriate staff member of IAP will contact the appropriate sources for detailed and accurate information:

1. The following people and organizations may be contacted. The IAP staff member determining the status of the crisis will check off these contacts if and as they are made:

   • The lead faculty or staff member at the site abroad
• The UW faculty member who serves as chief advisor for the program and/or an official at the University Health Services if appropriate.

• The U.S. State Department Desk Officer of the country affected (call 202/647-4000 or 202/663-0533 for the specific contact information or check the state department web page www.state.gov) or a consular official at the U.S. Embassy or Consulate nearest to the program site.

2. The appropriate IAP staff member may find it useful to contact the following organizations as well:

• The U.S. State Department's Emergency Assistance to American Citizens Abroad, which deals with serious illness, death, financial crisis due to theft, or arrest: From the U.S., call 1-888-407-4747; From abroad, call 202-501-4444 when abroad. http://travel.state.gov/travel/tips/emergencies/emergencies_1212.html


• For long standing crises, the U.S. State Department sets up a task force or working group to bring together in one set of rooms, all the people necessary to work on that event. Usually this Washington task force will be in touch by telephone 24 hours a day with our Ambassador and Foreign Service Officers at the embassy in the country affected. Within a task force, the immediate job of the State Department’s Bureau of Consular Affairs is to respond to the thousands of concerned relatives and friends who begin to telephone the State Department immediately after the news of a disaster is broadcast. In an emergency, you can reach the Department of State through our Office of American Citizens Services and Crisis Management at (202) 647-5225

• For information concerning a terrorist threat or action, call the State Department’s counter terrorist office at (202) 647-9892.

• Local safety/crime agencies in the host country (discuss with on site contact and or U.S. Embassy in host country before proceeding).

• Study Abroad and International Program Offices of other universities and colleges with programs in the same city or country may prove useful as well.

• In a crisis that is likely to affect more than the UW-Madison program, it will be useful to stay in touch with NAFSA’s SECUSS-L network (care should be exercised in doing so, in order to avoid contributing to the propagation of a rumor). NAFSA (www.nafsa.org) also may organize an operations center for the dissemination of information.

• CIEE may also have useful information, because of their extensive international networks; call (800)407-8839 or check www.ciee.org.

• If the emergency is medical in nature (a reported outbreak of a particular disease), check the Center for Disease Control website (www.cdc.gov). Emergency calls can be made to 770-488-7100. Non-emergency, 24 hours/day can be made to (888) 232-6348.

C. The IAP staff member will ask for information about a number of issues, and will take careful notes of sufficient detail so as to be able to write a chronological sequence of events leading up to, during and after the emergency. S/he will use the following as a basic checklist during conversations:

1. Universal concerns to be addressed:
   - What is the current physical and psychological condition of affected participant(s)?
   - Is the lead on-site staff member now in close contact with all affected participants?
   - What is the proximity of the event(s) to all program participants?
   - What is the imminent risk to participant(s) if they remain where they are?
   - Are all program participants, whether directly involved or not, aware of the emergency? How are they responding to the emergency?
   - Is adequate food, water and medical attention available?
   - Is adequate and secure housing available? How long will this housing be available? What other appropriate housing options are available as a backup, if needed?
   - What information should be given to students about steps take in the event that the situation worsens? Has the director or on-site staff reviewed plans for contacting students? What are the instructions to be given to students regarding locations to meet or should they be advised to return to and remain in their regular housing?
   - Should students be evacuated? Should the students be moved to another location within the country? To a neighboring country? To the U.S.?

2. Incident-specific issues - address the appropriate type of crisis:

   The questions listed under each of these categories should be asked as appropriate to the situation. Notes should be taken and kept on file at least until the situation is resolved. Generally, notes should be kept for one year after the situation is resolved at which point they can be destroyed unless there is ongoing activity regarding the incident.

   - If a participant(s) has fallen seriously ill: Has the CISI emergency line for evacuation been contacted? What medical treatment has he or she received? Does the attending physician speak English? What is the contact number for the treating physician? What is the diagnosis? The prescribed treatment? The prognosis? Are other participants at risk from this illness? Is airlift a desirable and viable action? Does the student have the necessary financial resources to pay for bills or will the program cover these expenses to be reimbursed by the student at a later date?

   - If a participant has been seriously injured: Has the CISI emergency line for evacuation line been contacted? What are the details of the accident? What has the on-site response been? Does the attending physician speak English? What is the contact number for the treating physician? Where has the participant been taken? What is the diagnosis? The prescribed treatment? The prognosis? Is airlift a desirable and viable action?

   - If a participant has been assaulted or raped: What are the details of the incident? What has the on-site response been? Where has the participant been taken? If a rape or sexual assault, is counseling available? Counseling in English? Has the closest U.S. consulate or embassy been contacted for advice regarding reporting the incident? Has appropriate local law en-
forcement been notified? What is the medical diagnosis? The prescribed treatment? The prognosis? Is the participant interested in returning to the U.S.? If so, what will the likely academic/financial consequences be? Are the participant and the counselor aware of these consequences?

• **If a participant is missing:** When was the student last seen? Does anyone have any idea about where they might have gone? If the student had left and was expected to return at a specific time, when was the date and time of the expected return? Did the participant tell anyone of plans to be absent? Are search and rescue operations available on site? Are these reliable? Have they already been initiated? Should they be initiated? If other students are enlisted to form search parties, have they been adequately briefed on what to do if they find the missing participant? On the various scenarios they may encounter? If you have determined that the student is truly likely to be missing, proceed with the following questions: Have the local missing person’s officials been notified? What is the case number? Has the U.S. Embassy been contacted?

• **If a student has been arrested:** Has he or she been detained? Has the U.S. Embassy been notified? What is the Embassy’s advice? Have the kidnappers made contact? Is negotiation support available on site? Who is the contact person at the Embassy, and at the State Department in Washington, D.C.? What are the case number? What rights have been granted? Is he/she entitled to place a phone call? Is appropriate legal counsel available? Remember that CISI can be contacted for assistance with locating local legal services and posting bail money.

• **If a student has been taken hostage:** Has the U.S. Embassy been notified? What is the Embassy’s advice? Have the kidnappers made contact? Is negotiation support available on site? Who is the contact person at the Embassy, and at the State Department in Washington, D.C.? What are the case number? What is the target of any unrest? Has any particular group or organization been threatened? What kind of military or other security or public safety personnel are present? Are they unusually visible? How are they behaving with respect to the civilian population? Is airlift a desirable and viable action? Are local medical facilities available?

• **If the emergency is political in nature, or if a natural or man-made disaster, or major health crisis has occurred:** Has the U.S. Embassy advised participants to take appropriate action? Have all participants been made aware of these precautions, and in writing? Are all participants following these precautions? Have local authorities imposed a curfew? Is travel in or out of the country being restricted in any way? Is quarantine being imposed? Is the group in danger? Who or what is the target of any unrest? Has any particular group or organization been threatened? What kind of military or other security or public safety personnel are present? Are they unusually visible? How are they behaving with respect to the civilian population? Is airlift a desirable and viable action? Are local medical facilities available?

3. **Important contact numbers; be sure to get those that are relevant:**

• What are the current telephone numbers of participants involved, including the local staff? Fax and e-mail numbers? If a phone tree among participants has not been established, it should be at this time (the establishment of the tree should include instructions telling students to call the director/on-site staff or the next level if their immediate contact cannot be reached). Have all students been reminded of the contact numbers for on-site staff and for the IAP office?

• For our records, what are the names, addresses, telephone, fax and e-mail numbers of the attending physician(s), clinic(s) and/or other health professionals involved? What is the name and contact numbers of the person, if any, who is providing translation services in this crisis?

• Confirm that the on-site staff has the names, titles, addresses, telephone, fax numbers and e-mail addresses of the appropriate officials at the U.S. Embassy, and at the State Department in Washington, D.C.
• Confirm that the on-site staff has the names, titles, addresses, telephone, fax numbers and e-mail addresses of any local law enforcement or public security officials involved? Do these people speak English? What is the name and contact numbers of the local translator who is involved?

III. IAP determines that the emergency is perceived, rather than real, and is not widespread.

It is important, at this stage, to control the dissemination of information: information must be shared responsibly, on a need-to-know basis. IAP will have to decide on the appropriate action.

Response Scenario A: appropriate when the perceived emergency has not yet created widespread or persistent rumors:

1. The Director of IAP or her/his representative will take appropriate steps to defuse the situation and reassure concerned parties.

2. In most cases, IAP will need to do no more at this point than reassure the concerned parent, student or other individual who has contacted IAP as the result of media coverage or rumor. The IAP staff member who calls back the party who registered the concern in the first place should tell him or her that appropriate inquiries have been made, that we are confident program participants are secure, that the program is proceeding normally, and that the participants' welfare is being provided for, as before.

3. The Director of the IAP will make sure that all administrative and professional members of the IAP staff are aware of what has occurred, and what the concerned parties have been told; it is important that all members of the staff be able to provide the same information in case other inquiries are received.

4. Parents who request it can be given the telephone number of the appropriate Embassy abroad. However, this information should not be offered to them as a matter of course: U.S. Embassies abroad will not appreciate receiving calls from overwrought individuals, especially when there is no emergency. You can also offer to provide the office number of the local staff or contact. Home phone numbers of local staff or contacts should be given out only after you have contacted the local staff yourself. It is helpful to remind distraught parents about the difference in time, especially in the early reporting of an emergency before it has been determined if an emergency is real or perceived.

5. The staff member handling the emergency should prepare a simple statement, check it with the Director if possible, and provide it to the front desk as a first line of information to answer calls. All calls on the matter should be forwarded to the Director or staff person handling the emergency if they are available.

Response Scenario B: When a rumor is widespread and unusually persistent, and growing numbers of individuals, on or off campus, believe that an emergency really has occurred, or that participants are at risk:

1. The Director of the IAP or designee will write a very brief and accurate description of the perceived emergency, and will then deliver or fax it to, and/or speak individually with:

   a. The Dean of International Studies and/or one of the Associate Deans of DIS
   b. All members of the IAP staff.

2. If the Director of the IAP deems it appropriate, IAP may provide the person or persons listed as emergency contacts of program participants with accurate information about the perceived emergency, and about the University's response. The information will be substantively the same as that contained in the description distributed to the individuals in #1 above.

IV. IAP determines that the emergency is real.

Response Scenario A: the emergency is real and universal
If a staff member has been handling the report, the Director of IAP will be informed immediately. If the Director of IAP is not available, the Associate Director should be contacted.

The Director of IAP will consult with the primary local staff or contact and other appropriate people abroad and in the U.S. in order to decide what specific measures should be taken in responding to the crisis.

2. Once the appropriate response strategy has been determined, the Director of IAP will send a fax or otherwise communicate with the Resident Director or primary local contact and the affected students; this communication will contain a detailed description of the course of action to be followed in responding to the crisis. Students will be provided with verbal or written instructions as is appropriate to the situation. If the matter is sufficiently serious, the Resident Director or local contact will see to it that all program participants acknowledge receipt of this information in writing. The lead local contact will fax the signed acknowledgments to the Director of IAP as soon as is practicable.

3. The Director of IAP will take into account the following points in developing the written course of action:

   a. include a reasonable amount of detail in drafting the procedures;

   b. reassure participants that everything is being done to assure their security and well being, and that we are counting on their cooperation in responding to the crisis;

   c. tell participants that while it is not possible to eliminate all risk, we've had experience dealing with emergencies in the past, and that we'll work with them in order to respond effectively;

   d. tell participants that we are in contact with their emergency contacts if such contact has been made;

   e. direct participants to stay in close touch with the Resident Director or primary local contact, and to let the contact know of their precise whereabouts throughout the crisis, and to report any suspicious persons, packages, or contacts to him or her; remind them of the main office in the U.S. number as an emergency contact in case they cannot reach their local contact;

   f. if they haven't already done so, tell the participants to register with the U.S. embassy or the nearest consulate, and to maintain contact with them throughout the crisis;

   g. tell participants to exercise common sense in responding to the crisis, and to avoid contact with or travel to the affected area (if they are not located at this area);

   h. if appropriate to the emergency, direct the Resident Director of local staff and participants to remove all signs or any other objects, at the academic center or at their living situation, that would call attention to them or to the program;

   i. tell participants to keep a low profile, to avoid dress and behavior, which will attract attention, to avoid using luggage tags, and to avoid places where Americans are known to congregate.

4. If the event is of sufficient seriousness to warrant it, the Director of IAP will write a brief and accurate description of the event, and will then distribute it. The director will also develop a written response strategy, consulting appropriate university officials, and will then distribute these documents to the following people or their designated representative:

   The Chancellor
   The Provost
   The Dean of the Division of International Studies (DIS)
   The Director of News and Public Affairs
   The Dean of Students
5. Once the description has been written and delivered or faxed to the above individuals, the front office or any IAP staff member who is contacted will direct all media requests for information to the Director. In managing these requests, IAP staff will make every effort to be cooperative, while at the same time letting the media know that IAP needs to avoid giving out information that might violate a student’s right to confidentiality or endanger the student(s) in question in any way. Information will be posted to our web site in a timely fashion.

6. If contacted, the Office of News and Public Affairs will provide no more information to the media than that contained in the Director's description; that Office will also coordinate and arrange with the Director all press requests for interviews.

7. The Director of IAP will develop a strategy to handle all requests for information, including those coming in from parents, students and other members of the UW-Madison community.

8. Depending on circumstances, the Director of IAP will contact the emergency contacts of program participants (as indicated on the study abroad application form) in order to provide accurate information about the emergency, and about the University's response. The information contained will be substantively the same as that contained in the description distributed to the individuals in #4 above.

**Response Scenario B: the emergency is real and particular to an individual student.**

1. The Director of IAP will contact the Resident Director or local contact and other appropriate people abroad and in the U.S. in order to discuss with them how to handle the situation. The IAP Director will be sure that all appropriate steps are taken at this point to assure the immediate safety and welfare of the participant. The director will inform the student (directly or through a local contact) that a family/emergency contact will be notified unless the student has already done so if the emergency is sufficiently serious to warrant the contact.

2. Contact the student's family/emergency contact as listed on the study abroad application.

3. Provide information to the family as they decide how the situation should be handled.

4. Facilitate the family's plan to the extent possible. In the event that the family needs to obtain passports, the family can contact the State Department Citizens Emergency Center (contact information is listed in Section II B. 2 of this document) and ask for the appropriate duty officer. CISI may be able to assist family with expenses/details – encourage family to contact them before making arrangements.

**Response in a special case: The death of a program participant:**

A. The Director of IAP will ask the Resident Director or local contact at the site to write to IAP by the most expedient method, with complete details about the circumstances surrounding the death, confirmation that CISI has been contacted to arrange for repatriation of remains, confirmation that the nearest U.S. Consulate or Embassy in the country has been contacted, and detailed information regarding burial or repatriation of remains, including any police or immigration procedures that need to be observed. The Director of IAP will inform the on-site staff that the participant's family may be calling him or her once they’ve been informed of the death. When there is no director or staff on site, the local host institution will be contacted to seek assistance.

B. The Director of IAP will consult with the Dean of Students regarding notification of next of kin. After this is done, IAP will notify appropriate individuals on campus, including the Chancellor, Provost, the Dean of International Studies and Programs, the Vice Chancellor for Legal and Executive Affairs, the Dean of the student’s college and the Director of News and Public Affairs.
This document has been developed in consultation with UW-Madison Legal Services and other UW-Madison units. While responsibility for the creation of this document rests with IAP, we acknowledge having consulted with a document on managing emergencies prepared by Michigan State University for use on its campus.

This document is periodically updated by IAP.
Revised August 2010
For internal use by IAP only
B. Incident Report Form

International Academic Programs (IAP), University of Wisconsin-Madison

In the event of a serious health or safety related emergency – call IAP immediately.

IAP Daytime Office Phone: 608-265-6329 (M-F except holidays, 8:00AM – 4:30PM Central Time)
IAP Emergency Phone: 608-516-9440 (after hours and weekends)

After you have called, or in the event of a less serious incident, please use this form to record details of the incident and submit to IAP as soon as possible. There is space at the end of the form to include additional pertinent information. Please send this form to IAP at UW-Madison by fax [608-262-6998] or email [abroad@bascom.wisc.edu], as well as keep a copy for your files on site.

Name of Program: ___________________________ Your Name: ___________________________

Today’s Date: ___________________________ Local Time & Date of Incident: ___________________________

Name of Student(s) Involved: __________________________

I. NATURE OF INCIDENT (medical, theft, assault, etc.). Describe the incident. Include how and when you heard about the incident, the names of witnesses (if any) and their contact information if available.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

II. MEDICAL EMERGENCIES: (If not applicable, skip to part III)

Was medical attention offered to the student? (circle one) YES NO

If no, please explain why: _______________________________________________________________________

________________________________________________________________________________________

Did the student accept the offer to seek medical attention? (circle one) YES NO

If no, please explain why: _______________________________________________________________________

________________________________________________________________________________________
II. MEDICAL EMERGENCIES continued:

If yes, where was the student taken? (name and address of doctor / hospital) __________________________

___________________________________________

What was the result?

___________________________________________

III. POLICE OR LOCAL AUTHORITIES INVOLVEMENT: (if not applicable, skip to part IV)

Were the police or local authorities notified? (circle one) YES NO

If no, please explain why:

___________________________________________

If yes, describe who was notified, who initiated the notification, and the current status. Include with this report any documentation you may have, as well clarify if the student is a victim or an alleged perpetrator.

___________________________________________

___________________________________________

___________________________________________

IV. Additional information or Comments: ____________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

V. Report Filed By: ____________________________________________

print name title signature date
C. Recovering from Sexual Assault is a Process

Information from UW-Madison University Health Services website
http://www.uhs.wisc.edu/display_story.jsp?id=530&cat_id=170

Getting back on track
It is important for you to know that any of the feelings after being sexually assaulted are normal and temporary reactions to a traumatic event. Fear and confusion will lessen with time, but the trauma may disrupt your life for a while. Reactions might be triggered by people, places, or things connected to the assault, or they might seem to come from "out of the blue."

Talking about the assault can help you feel better, but it may be really hard to do. In fact, it's common to want to avoid conversations and situations that may remind you of the assault. You may have a sense of wanting to "get on with life" and "let the past be the past." This is a normal part of the recovery process and may last for weeks or months.

Eventually you will need to deal with fears and feelings in order to heal and regain a sense of control over your life. Talking with someone who can listen in an understanding and affirming ways — whether it's a friend, member of your place of worship or community, family member, hotline-staff member, or counselor — is a key part of the healing process.

Recovering from a sexual assault is a gradual process that is different for everyone. Victims/survivors may have different needs and coping strategies, so there is not a set timeline for healing. There are many decisions to be made and many feelings to be expressed. Not all of the decisions or feelings will need to be handled at once, but rather as recovery progresses. This is a brief outline of the recovery process that many, but not necessarily all, victims/survivors go through.

I just want to forget what happened.
You may go from feeling emotionally drained, confused, and out of control to trying to forget what happened. You may begin distancing yourself from the sexual assault and outwardly appear "recovered," but friends and family members’ support is still needed.

I'm so angry and depressed. I can't seem to get control of my emotions.
Regardless of how hard you may try to keep the sexual assault from impacting your life, no matter how much you may deny its importance, the experience has had a profound influence. You may experience anger, depression, shame, anxiety, and feel that everything is falling apart. Recurring nightmares and flashbacks are common during this time.

Depression may cause a change in sleeping or eating patterns, and anger may be directed at the perpetrator, loved ones, or yourself. It may be difficult, at first, to feel comfortable with intimacy, including trusting people, exploring new relationships, and enjoying sexual activity, if you choose to be sexually active. Understand that this may take time. Resist being pressured to be sexually active before you are ready.

Many victims/survivors seek assistance from trained professionals who can help to put their lives back together and recover from stress related to the assault.

Life goes on and I can handle it.
You have resolved a lot of the anger and depression. The sexual assault may have changed your life, but it now plays a smaller role. You feel more in control.

Ways to take care of yourself

- Get support from friends, family, and community members. Try to identify people you trust who will validate your feelings and affirm your strengths.
- Talk about the assault and express feelings. Choose when, where, and with whom to talk about the assault, and only disclose information that feels safe for you to reveal.
Use stress-reduction techniques. Exercise by jogging, doing aerobics, walking and practice relaxation techniques such as doing yoga, listening to music, praying and meditating.

Maintain a balanced diet and a normal sleep cycle as much as possible and avoid overusing stimulants like caffeine, sugar, nicotine, or alcohol or other drugs.

Discover your playful and creative self. Playing and creativity are important for healing from hurt.

Take "time outs." Give yourself permission to take quiet moments to reflect, relax, and rejuvenate, especially during times you feel stressed or unsafe.

Try reading. Reading can be a relaxing and healing activity.

Consider writing or journaling as a way of expressing your thoughts and feelings.

Consider counseling. University Health Services (UHS) and the Rape Crisis Center <http://www.danecountyrc.com> are available for counseling and support services.
D. Good Grief: Healing from the Pain of Loss

Information from UW-Madison University Health Services website
http://www.uhs.wisc.edu/display_story.jsp?id=709&cat_id=38

We all face losses: the death of a friend, relative or pet; the end of a relationship; the loss of a job, a dream, or a limb. These losses provoke grief, an emotion that is part of a normal, healthy healing process. Restraining grief is harmful. Releasing it heals.

Many people misunderstand grief. They think crying or showing emotional pain is a sign of weakness. They try to deny grief. But feeling the pain helps deal with loss and return to normal ways of living.

Responses to grief are emotional and physical. Everyone experiences grief differently and to varying degrees. Common responses to grief include:

Disbelief. Seeing and feeling the loss is painful so you try to protect yourself by denying the truth. You become numb, go into emotional shock.

Anger. You may be angry at yourself for not preventing the loss or at the person who died for deserting you. You may blame someone or God for not protecting you or your loved ones. You may feel hurt or frustrated with a situation you cannot change.

Guilt. You may blame yourself for not doing the right thing. Unresolved conflicts with the deceased or feelings you never shared can add to guilt.

Sadness. Deep sorrow and a sense of loss may lead to sometimes uncontrollable tears.

Anxiety. You may feel anxious or panicked. You may feel unable to face the future or to deal with new and frightening feelings. You may even think, “I must be going crazy.”

Depression. You may feel isolated, helpless, and hopeless. You may withdraw from other people and feel that no one can help you.

Relief. If you’ve been expecting the loss for some time, you may be relieved when it happens.

Dreams. Dreaming about the lost person or thing may either comfort or upset you. Dreams can signal an emotional conflict you should try to resolve.

Physical symptoms. You may have trouble sleeping or breathing. Your eating patterns or appetite may change. You may sigh a lot, lack energy, or be restless. You may develop a cold or minor infection, or suffer a more serious illness.

The tasks of mourning
Knowing what to expect after a loss can make it easier to cope or to help someone else. Grief is part of a natural growth process, the “tasks of mourning”; these are normal experiences that we move through while grieving. The tasks are normally completed in order. Don’t try to rush through or avoid them. Mourning is a complicated process. It takes a lot of time to adjust to the changes that result from loss.

Accepting that loss is real is often difficult. Sometimes you can’t grasp that it won’t be restored. You may hold onto habits or objects connected with the loss or pretend the loss is not important. You may even believe you can gain back the lost person or thing. But day by day, week by week, month by month, the absence confronts you, and the loss becomes more and more real. Most people eventually accept the full reality of loss, but it takes time.

Feeling the pain follows accepting the loss. Trying to avoid pain is natural, but it only prolongs the process. You may try to cut off your feelings, to keep yourself too busy to feel or think, or to dwell only on pleasant memories. But the pain will eventually appear in another form, such as depression or illness.
Feeling the pain may be the hardest part of grieving, so receiving help and sympathy from others is essential. Remember, pain is a necessary symptom of healing.

**Releasing the pain through crying helps relieve the sorrow and pain of loss.** Laughter works, too: it can release tension caused by fear and anger. Releasing anger through a tantrum — either alone or with a friend or counselor — can also help. Whatever you’re feeling, express it. Don’t hold it in.

**Adjusting to the environment can take a long time.** Loss changes your social and/or physical situation. You may want to put off adjusting by pretending to be helpless, pulling away from others, not facing or doing what is needed, or not building coping skills. A period of accepting help and care from others can help you adjust to a new situation and give you time to gather your internal resources. Most people are adaptable enough to develop the skills and goals needed to meet new challenges.

**Releasing the attachment means letting go of the emotional energy attached to what was lost.** At first, you may feel disloyal. You may think this lessens the personal meaning of the past. To grow through grief, you should pay attention to these feelings and know they are normal; over time, as you practice letting them go, they will naturally pass. It may help to talk with a friend or counselor about the difficulties of saying a final goodbye.

**Forming new attachments helps heal the wound of loss.** You must build new links to people, activities or commitments. Don’t rush; if you don’t deal with your grief first, you may stunt the healing. It’s not unusual to fear new attachments because of the risk of feeling loss again. It’s not uncommon to have doubts about being able to find meaning in new activities or relationships. But new attachments — either strengthening old ties or starting new ones — help you to recover and maintain your emotional and physical health.

**Ending the grief**
When you’ve experienced these steps, is grieving over? Not necessarily, but you can at least think about your loss without feeling the same strong pain. The loss still is part of your experience but you can live more fully in the present. Your fond memories of what was lost, as well as your growth as an individual that comes from the grieving process, can help enrich your life.

Other hints for coping with loss
- Take time to write or draw your thoughts and feelings in a journal. This can help relieve pressures and provide a sense of healing.
- Talk out your thoughts and emotions regularly with a trusted friend, support person/group, or professional counselor.
- Take care of yourself. Get enough sleep, eat nutritious meals, and get some exercise every day.

**Getting help**
Almost everyone needs help dealing with grief. Support groups, and friends who are good listeners, can help in all stages of grief. In addition, counselors can provide a different outlook and help in expressing your feelings. Inexpensive or free help is available at many mental health centers, churches, synagogues, hospitals, clinics, and employee assistance programs. In Madison, UHS’s Counseling and Consultation Services (C&CS) offers both individual and group counseling for UW–Madison students.

**Helping someone else grieve**
If someone close to you is grieving, you can help.
- Show empathy. Try to understand what they are feeling. It’s OK to say that you care and that you are uncertain about how to help and what to say.
- Accept. Encourage them to talk about their feelings. Listen without judging or trying to change them. Let them know they’re not alone.
- Share information about grief and the tasks of mourning.
- Maintain the connection. Grieving takes a long time, and support is needed throughout the process.
E. Eating Disorders: The Role of the Educator

Faculty and Student Guidelines for Meeting with and Referring Students Who May Have Eating Disorders, Michael Levine, PhD and Linda Smolak, PhD


1. No matter how strong your suspicion that a student has an eating disorder, do not make a decision without first speaking privately with the student. If possible, select a time to talk when you will not feel rushed. Ensure sufficient time and try to prevent interruptions.

2. Roommates or friends should select the person who has the best rapport with the student to do the talking. Unless the situation is an emergency or otherwise very negative for many people, confrontation by a critical group without professional guidance should be avoided.

3. In a direct and non-punitive manner, indicate to the student all the specific observations that have aroused your concern. Allow the student to respond. If the student discloses information about problems, listen carefully, with empathy, and non-judgmentally.

4. Throughout the conversation, communicate care, concern, and a desire to talk about problems. Your responsibility is not diagnosis or therapy; it is the development of a compassionate and forthright conversation that ultimately helps a student in trouble find understanding, support, and the proper therapeutic resources.

5. If the information you receive is compelling, communicate to the student:
   - Your tentative sense that he or she might have an eating disorder.
   - Your conviction that the matter clearly needs to be evaluated.
   - Your understanding that participation in school, sports, or other activities will not be jeopardized unless health has been compromised to the point where such participation is dangerous.

6. Avoid an argument or battle of wills. Repeat the evidence, your concern, and if warranted your conviction that something must be done. Terminate the conversation if it is going nowhere or if either party becomes too upset. This impasse suggests the need for consultation from a professional.

7. Throughout the process of detection, referral, and recovery, the focus should be on the person feeling healthy and functioning effectively, not weight, shape, or morality.

8. Do not intentionally or unintentionally become the student’s therapist, savior, or victim. Attempts to “moralize,” develop therapeutic plans, closely monitor the person’s eating, adjust one’s life around the eating disorder, or cover for the person are not helpful.

9. Be knowledgeable about community resources to which the student can be referred. In discussing the utility of these resources, emphasize to the student that, since eating problems are very hard to overcome on one’s own, past unsuccessful attempts are not indicative of lack of effort or moral failure.

10. Faculty should arrange for some type of follow-up contact with the student. If you are often involved with students with eating disorders, consultation with a professional who specializes in eating disorders may be needed.
F. Smart Choices for Drinking

Information from UW-Madison University Health Services website
http://www.uhs.wisc.edu/display_story.jsp?id=618&cat_id=184

It is no secret that drinking plays a large role in the lives of many college students. However, if you drink, you can do so in a way that’s fun — without it being detrimental to your health or college experience. Recent research shows that college students who drink five or more standard drinks (for men and four drinks for women) on any given day within a two-week time period are at a greater risk for health, academic, and social problems. Understand how alcohol affects you and learn how to drink in a way that minimizes risks.

Alcohol: the good and the bad

Small amounts of alcohol can actually be beneficial to your health and social life, but alcohol is also a powerful and potentially harmful drug. Excessive alcohol consumption can cause immediate difficulties, such as vomiting, abdominal pain, headaches, disrupted sleep, damaged friendships, injuries, assaults, rapes, suicides, homicides and car crashes; as well as long-term problems such as ulcers, liver disease, high blood pressure, strokes, heart disease, certain types of cancer, and birth defects.

Drinking impairs judgment and reduces inhibitions, causing people to do things they might never do when sober. Alcohol can cause significant changes in a person’s ability to react, control muscles, and perceive the world accurately.

Excessive drinking is associated with unprotected sex and acquaintance rape. According to the UW Police Department, 8 out of 10 acquaintance assaults reported by UW-Madison students involve alcohol. Alcohol clouds thinking, making a dangerous or risky situation harder to identify, and can make communication more difficult.

Be cautious of someone who encourages you to drink more, drink faster, or who is constantly refilling your drinks. Potential attackers may do these things to make you an easier target for sexual assault. It is important to be aware of how intoxicated you, and those people around you, are to avoid a dangerous situation. Do what you can to put yourself at lower risk.

Are you at risk? Know your blood alcohol level

A good way to assess your drinking and level of intoxication is to understand your blood alcohol level (BAL). BAL is an important indication of how alcohol affects your body and behavior. BAL is determined by gender, weight, amount of alcohol consumed, and time spent drinking, among other factors. Everyone is different; some people find that they are intoxicated after one or two drinks. As your BAL rises, so does your risk level.

Those with a history of alcohol problems among blood relatives are at higher risk and are more likely to develop a drinking problem. This could be due to a hereditary higher tolerance, or to a body that is more sensitive to alcohol. Although you can’t change your genes, you can choose better habits to reduce your health risk.

Consider how, how much, and when to drink. Alcohol intake should be limited to one drink or less per hour. One standard drink is defined as one 12-ounce beer, one 5-ounce glass of wine, or one cocktail with 1-1/2 ounces of 80 proof liquor. Consuming small amounts of alcohol (one to two drinks) on a more frequent basis puts you at a lower risk than consuming large amounts (more than four or five) infrequently. Drinking smaller amounts also decreases the likelihood of developing a higher tolerance.

To moderate drinking and keep your BAL down, drink slowly, alternate with nonalcoholic drinks, sip rather than slam, and eat a substantial meal before drinking. Also, avoid situations that camouflage how much alcohol you are ingesting, such as chugging contests, drinking games, or "super-sizing" your drink container. As you drink more, your BAL rises and your decision-making becomes impaired.

Other factors that may result in a higher BAL include: drinking on an empty stomach, using alcohol in combination with other drugs, being on a diet or under normal weight, menstrual cycle phases, recent
loss of blood such as a blood donation, or certain emotional states. There are times when your body and spirit are more vulnerable to the negative effects of alcohol — these are times to avoid drinking. The emotional difficulties associated with coping with a life crisis, stress, depression and anxiety can affect your BAL and are often exacerbated by alcohol.

How to limit your risks
A good formula to follow is HALT: don’t drink when you are Hungry, Angry, Lonely, or Tired. Life can be filled with stressful demands at times. Using alcohol can actually magnify negative symptoms of depression and anxiety. There really are better ways to nurture yourself. Using alcohol to complement a celebration or activity can be fun and healthy. But alcohol should never be the primary focus of an event or the glue that holds friendships together.

Smart choices include:
- Set a limit in advance. Prepare yourself for potential problems such as pressures to drink more.
- Eat before and while drinking.
- Pace drinks to one or less per hour. Sip, don’t gulp.
- Don’t quench your thirst with alcoholic drinks. Alternate your drinks with non-alcoholic ones, or skip the alcohol altogether and stick with "look-alike" cocktails of soda and juice, or nonalcoholic beer.
- Avoid drinking games.
- Ask a friend to tell you when you’ve had enough.
- Do not ignore a friend with an alcohol problem. Help your friend tone it down and consider talking to a counselor or clinician if needed.
- Be an individual, stick to your values, and encourage a healthier use of alcohol with your friends. You’ll have more fun, with fewer hangovers, arguments, and problems in school.
- Get involved in non-alcoholic activities.
- Remember, the legal age for consumption of alcohol in Wisconsin is 21. If you want more information concerning legal consequences for underage drinking, visit the UW-Madison Campus Police website <http://www.uwpd.wisc.edu>.
G. A Guide to Bias-Free Communications

A Guide to Bias-Free Communications
A Reference for Preparing Official University Publications

People in the university community are increasingly aware of the need to use language that recognizes our diversity and does not offend, demean or exclude people on the basis of gender, race, ethnic group, religion, age, ability/disability or sexual orientation.

In the fall of 1990 the Faculty Senate endorsed the Gender Equity Task Force recommendation to assist faculty, staff and students in dealing with these issues when preparing official university publications and other communications. A broad-based group of professionals from the university community developed this guide in consultation with a number of faculty, staff and students.

Changing our language usage, however, does not come easily or automatically. Familiar ways of writing and speaking are more comfortable; substitute phrases do not always spring quickly to mind.

This guide is meant to help you find a more encompassing word or phrase when you need it and to be more attuned to language that, whether intended or not, may offend others. This guide aims primarily at written material but applies as well to the spoken word.

This area is controversial and in flux. Usage that groups prefer today may change next year, and this guide will be updated annually. The point is to try to communicate in a way that is respectful of diversity. Also, examples we cite may not satisfy everyone. For those who want more specific information or other alternatives, we have included a bibliography.

We welcome your comments, questions, and suggestions on how to make this guide more useful and pertinent.

For more information, please call the Office of University Publications, 262-4948.

Gender

1. Include all people in general references by substituting gender-neutral words and phrases for gender-biases words.

Example
mankind

Recommended
people, humanity, human beings

man-to-man defense
one-to-one defense

man the operation
staff the operation

manpower
labor, human resources

layman’s terms
ordinary terms

man hours
staff hours, hours

manmade
manufactured, synthetic, artificial

2. Communicate to everyone by including both male and female reference points. (Don’t assume marital or familial relationships.)

Example
faculty and wives

Recommended
faculty and guests

You and your spouse are invited...

boyfriends/girlfriends
friends, guests, partners

Dear Sir
Dear Madam or Madam
Dear Mr. or Sir
Dear Colleague

Greetings

3. Avoid gender-biased pronouns by:

a) Dropping pronouns that signify gender and restructuring the statement.

Example
Each student should hand in his term paper by...

Recommended
Each student should hand in a term paper by...

b) Changing to plural construction.

Example
Each student should hand in his term paper by...

Recommended
Students should hand in term papers by...

A nurse cares for her patients...

Nurses care for their patients...

c) Replacing masculine or feminine pronouns with "one" or "you."

Example
Each student should hand in his term paper by...

Recommended
You should hand in your term paper by...

Office of University Relations
University of Wisconsin-Madison
June, 1991
Gender (cont.)

d) Avoid awkward construction such as he/she, s/he, or him/her. Such constructions, which can be easily reworked, imply that women are considered to be the subject only as an afterthought.

Example
As a professor emeritus,
s/he is entitled to a reduced parking fee in Lot 60.

When welcoming a new teaching assistant, ask him/her to provide a permanent address.

Recommended
A professor emeritus is entitled to a reduced parking fee in Lot 60.

When welcoming new teaching assistants, ask them to provide permanent addresses.

4. Use a parallelism to refer to women and men equally and to make references consistent.

Example
Danny Jones, a strong athlete, and Suzy Favor, an attractive young runner, are...

Recommended
Jones, a strong basketball player, and Favor, a powerful runner, are...

10 men students & 10 female students

Prof. Brown and Julia Smith were recently promoted.

16 female students

5. If a direct quote (derived from research or an interview) offends or inappropriately excludes women or men and is not essential to your document, consider eliminating, paraphrasing or replacing the quote.

Age

1. Refer to a person's age only when it is relevant to the medium or the message. For example, communications that follow newspaper style are generally expected to state a subject's age. However, in most internal university communications age is not pertinent and its mention may even be distracting.

Recommended
The researchers, ages 56 and 60, won a grant from NIH.

Irrelevant
Patricia Schmidt, 12, will study at UW-Madison this spring. She is the youngest student ever to enroll at the university.

2. If you use a generic age descriptor, ask your subjects what wording they prefer. Do they refer to themselves as older persons or senior citizens? As youths, teenagers, or young people?

3. Avoid cliches such as "precocious," "spry," or "chipper," and avoid generalizations that reinforce stereotypes about age. Middle school children are not necessarily troublemakers, and not everyone over 80 lives in a nursing home.

4. Don't assume older people are less intellectually, physically, or emotionally able than other age groups. Also, don't underestimate the capabilities of younger people simply on the basis of their age.

Inappropriate
Carl Elliot, 12 feeds his dog every day without having to be reminded.
Darleam Hampton, 62, still puts in a full day in the admissions office.

5. Don't use patronizing language.

Recommended
The sweet little old lady beamed as she entered the classroom.

Irrelevant
The older woman smiled as she entered the classroom.

6. In communications meant to represent a range of experiences or viewpoints, include people of diverse ages.

7. Newspaper style dictates that females 18 years or older are women, not girls; males 18 years or older are men, not boys. In a university setting, however, it may be more appropriate to refer to all students, whether 17 or 60, as men and women.
Race and Ethnicity

1. Avoid identifying people by race or ethnic group unless it is relevant. We don’t usually point out that an individual is white or of Anglo-Saxon heritage. The same rule should apply to other groups.

   **Inappropriate**
   - Andrew Young, the black mayor of Atlanta, cast his vote.
   - Maria Duran, a Hispanic professor of Physics, has been promoted to associate professor.
   - Alpha Beta Gamma, the black fraternity, wants to re-roof its building.

   **Recommended**
   - Andrew Young, the mayor of Atlanta, cast his vote.
   - Maria Duran, a professor of physics, has been promoted to associate professor.
   - The Alpha Beta Gamma fraternity wants to re-roof its building.

2. Avoid the term “non-white,” which sets up white culture as the standard by which all other cultures should be judged. Also avoid “culturally disadvantaged” and “culturally deprived.” These terms imply that the dominant culture is superior to other cultures or that other groups lack a culture.

3. Refer to individuals as “members of a minority group” or specify the minority group (e.g., Latino) when minority group identity is pertinent. (“Minority” refers to a group and serves as a modifier in the term “minority group.”)

   **Example**
   - Women and minorities are encouraged to apply.
   - Minorities attend the meeting.

   **Preferred**
   - Women and members of minority groups are encouraged to apply.
   - Members of the Hmong and Korean communities attended the meeting.

4. Avoid words, images or situations that reinforce stereotypes and that imply all people of a particular race or ethnic group are the same.

   **Example**
   - Not surprisingly, the Asian-American students did best in the math contest.

   **The Problem**
   - Assuming it is relevant to point out that this group excelled, the phrase “not surprisingly” may reinforce the stereotype that all Asian Americans have superior aptitude in math.

5. Be sure your communications do not patronize or give token attention to members of racial or ethnic groups. Exaggerated focus on people’s accomplishments or insincere and gratuitous references to their concerns imply that they are not normally successful or accomplished, or are not considered to be in the mainstream of society.

6. Stay attuned to the current terminology by which racial and ethnic groups refer to themselves. Usage changes (e.g., from “Negro” to “African American,” from “Oriental” to “Asian American”). National newspapers and television news are good indicators of current usage. Also, ask people what term they prefer.

   - People who trace their ancestry through the Caribbean or Central and South America may identify themselves as coming from any one of a number of different cultures and ethnic groups. For instance, the terms Hispanic, Latino/a, Chicano/a, and Puerto Rican/a all have different meanings. Many people whom the U.S. Census would describe as “Hispanic” prefer the term “Latino” or “Latina.” Some people with Spanish-sounding surnames may have indigenous Indian, German or Asian ancestry or prefer to be referred to by their nationality; e.g., Colombian, Nicaraguan, Guatemalan. Others may prefer that no reference be made to their nationality or ancestry.

   - People whose ancestors originally populated North America may want to be identified with specific communities, such as Winnebago or Chippewa, or they may prefer to be referred to as “American Indian” or “Native American” rather than “Indian.” If in doubt, ask.

   - Also, attention must be paid to the punctuation used in referring to racial and ethnic groups. The terms “African American,” “Asian American,” etc., are nouns and should not be hyphenated. However, when these terms are used as modifiers (e.g., “the Asian-American students” in the example under number 4), they should be hyphenated.

7. Be sensitive to religion when referring to various ethnic groups. Don’t make assumptions. For instance, just as not all Arabs are Muslims, most nationalities and ethnicities will embody different religious practices. Avoid stereotyping a race, nationality or ethnic group with a specific religion.

8. Review written communications and visual materials to ensure that, where appropriate, all groups—women, men, minority and ethnic group members, older people and disabled people—are not represented.

   - This does not mean that every publication, video or similar material must include all groups at all times, or that participation or particular groups should be exaggerated or overstated. But generic campus publications, such as college bulletins or communications that are part of a continuing series (such as newspapers or annual reports), should aim for reasonable representation of all groups involved.
Disabilities

1. The terms impairment, disability, and handicap are not synonymous. Be sensitive to the meaning of each.

An impairment is a physiological condition.
Arthritis is an impairment in which tissues of the joints are damaged.

A disability is the consequence of an impairment. A disability may or may not be handicapping.
Disabilities resulting from arthritis include difficulty in bending the spine or limbs, and thus difficulty in walking or performing tasks.

A handicap is the social implication of a disability; a condition or barrier imposed by society, the environment or oneself. The term should not be used to describe a disability.
People with arthritic knees and hips may be handicapped by the absence of elevators in older buildings.

2. Disabilities may be the result of either injury or disease — often a disease long past. Disabled people should not automatically be viewed as sick or having a disease.

3. Put people first, not their disabilities.

Example

The visually impaired

Preferred

The student, who is visually impaired, used a special keyboard.

Special keyboard.

Sexual Orientation

1. "Gender orientation" and "sexual orientation" are preferred to "gender preference," a term which implies that being homosexual, bisexual or heterosexual is a matter of choice, and that sex is the focus of the relationship.

2. Most gay people prefer the term "gay" to the somewhat clinical "homosexual." The term "gay" may be used to refer to both men and women, but "lesbian" is the term preferred by gay women. Keep in mind that people of a bisexual orientation may not consider themselves to be part of either the gay or heterosexual community.

As a matter of principle, refer to societal groups in the way that members of each group prefer. Ask people what term they prefer.

3. Avoid using "gay lifestyle" or "lesbian lifestyle." Being gay or lesbian is not a lifestyle; it is a fundamental orientation. In addition, gays' lives and relationships are as diverse as those of the rest of the population.

4. Do not focus on a disability unless it is relevant to your communication.

Irrelevant
The new instructor, whose bout with polio left him on crutches, will teach two sections of African History.

Relevant
The author of the text on legal rights for the disabled writes from experience. She has been a paraplegic since childhood.

5. In photos or illustrations, depict disabled people in everyday situations — work, home, play — and show them interacting with nondisabled people. Do not focus on wheelchairs, crutches, or other adaptive equipment.

6. When the context calls for discussion of people with and without disabilities, use that term — "people without disabilities" — rather than "normal" or "able-bodied." ("Normal" implies that by comparison disabled people are abnormal; "able-bodied" suggests that all disabled people are physically disabled or unable to compensate for their disabilities.) "Nondisabled" is another useful term.

7. Avoid language that portrays people with disabilities as either unfortunate, helpless victims, or, at the other extreme, as courageous superhumans.

References

Bibliography


