



# **International Programs**

Chemeketa Community College

**HOMESTAY FAMILIES MANUAL**



# International Programs

---

Chemeketa Community College

# International Programs Homestay Students Manual

Property of \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

E-mail \_\_\_\_\_

In case of an emergency, please contact \_\_\_\_\_

Name of contact \_\_\_\_\_ Phone \_\_\_\_\_

## International Programs Directory

If no one answers at these numbers, call Public Safety and they can try alternate numbers to reach us.

**International Programs Office** .....503.365.4686

international@chemeketa.edu

Phone is answered by the Ambassador team who can refer you to a staff member.

**Teter Kapan, Director International Programs** .....503.399.5141

teter.kapan@chemeketa.edu ..... Emergency Cell Phone 503.428.0399

## Reporting an emergency

Public Safety Office (from campus) .....x5023

Public Safety Office (from off-campus) .....503-399-5023

Red Phones ..... pick up receiver-direct, auto dial

Life threatening emergency. ....911

## Weather/Emergency Closures

In the event of inclement weather or other conditions, information on class cancellations, college closures, and revised class schedules can be obtained by:

Calling 503.399.5000 for a recorded message, or

Checking the website <http://flashalert.net>, or

Listening to your local television or radio broadcast stations, including Portland metropolitan.

Signing up for emergency texts at [alerts.chemeketa.edu](http://alerts.chemeketa.edu)

Chemeketa Community College • 4000 Lancaster Dr. NE • PO Box 14007, Salem, OR 97309-7070 • [www.chemeketa.edu](http://www.chemeketa.edu)

*This manual was updated Fall 2016*

# Contents

International Programs Directory . . . . .	1
Reporting an emergency . . . . .	1
Weather/Emergency Closures . . . . .	1
What is the Homestay Program? . . . . .	5
Who are the students? . . . . .	5
Who are the families? . . . . .	5
Considerations . . . . .	5
Academic Year . . . . .	6
Time . . . . .	6
Fees and Payment—Policies . . . . .	6
Homestay Program Fees . . . . .	6
What is included in the fees? . . . . .	6
What is NOT included in the fees? . . . . .	6
Homestay+Plus Program . . . . .	7
What is included in the fees? . . . . .	7
Deposit . . . . .	7
Special Programs Homestay . . . . .	7
Short-term Homestay . . . . .	8
Student Vacations . . . . .	8
Fee Payment . . . . .	8
Host Family Vacations . . . . .	8
With the Student-Voluntary . . . . .	8
Without the Student . . . . .	9
Out of Town Guests . . . . .	9
Emergencies . . . . .	9
Meet for the First Time . . . . .	10
Introduction . . . . .	10
Gifts . . . . .	10
Bedroom . . . . .	10
Schedules . . . . .	11
Household Rules . . . . .	11
Laundry . . . . .	11
Getting around . . . . .	11
Communications/Electronics . . . . .	11
General . . . . .	12
Household Chores . . . . .	12
Religion . . . . .	12

Culture . . . . .	13
Culture Shock . . . . .	13
Culture Shock and Host Family Relationships. . . . .	14
What Can Host Families Do to Help? . . . . .	14
Language Issues . . . . .	14
Second-Language Confidence . . . . .	15
Misunderstanding and Problems . . . . .	15
Communication. . . . .	15
International Program Support . . . . .	16
Items not allowed to students in the Host Family Program . . . . .	16
Host Terminations . . . . .	16
Termination of Homestay by student . . . . .	17
Termination Notice . . . . .	17
<b>Appendix 1</b>	
A Crash Course in Culture. . . . .	19
Some Perceptions and Values that Differentiate Cultures . . . . .	20
Achievement/Ascription . . . . .	22
Communication Styles . . . . .	23
Non-Verbal Communication . . . . .	24
Other Culturally Influenced Concepts. . . . .	25
<b>Appendix 2</b>	
Host Family and Student Expectations . . . . .	26
<b>Appendix 3</b>	
Top 5 Lists . . . . .	27
<b>Appendix 4</b>	
Print and Web Resources . . . . .	28
<b>Appendix 5</b>	
Homestay Family Evaluation . . . . .	29
<b>Appendix 6</b>	
Statement of Deposit . . . . .	31
<b>Appendix 7</b>	
Termination Notice Homestay . . . . .	33vv

**Welcome to the world of hosting!** We are so excited that you have decided to join the International Programs office in hosting international students in our community! As a prospective host family, you understand the value of cultural exchange and we thank you for the generosity you've shown by opening up your home and lives to our international student community.

Before your student arrives, we'd like to share with you some insights on our program policies, cultural differences, expectations and how to better prepare yourself for the experience of hosting. This manual and our orientations are designed with that aim in mind. Please take the time to read it and familiarize yourself with its contents.

And remember, we are always available if you have questions or concerns; don't hesitate to call or come visit us in the International Programs office.

### International Programs Office

Phone is answered by the Ambassador team who can refer you to a staff member.

503.365.4686                      international@chemeketa.edu

### Director, International Programs

Teter Kapan

503.399.5141                      teter.kapan@chemeketa.edu

503.428.0399 (Work Cell Phone)



## Chemeketa's Diversity Statement

*We are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute to our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.*

It is the policy of Chemeketa Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, disabilities and tobacco usage in any educational programs, activities or employment. Persons having questions about equal opportunity/affirmative action should contact the Affirmative Action Officer at 4000 Lancaster Dr. NE, Salem, Oregon 97309-7070, or call 503.399.4784. To request this publication in an alternative format, please call 503.399.5192.

# What is the Homestay Program?

International Programs (referred to as IP) offers the opportunity for American families and international students to share a living space and exchange cultural perspectives.

- The Homestay Program is designed for students who want to experience daily interaction with an American family.
- The families interviewed are carefully chosen for their interest in other cultures and for their commitment to helping international students adjust to a different cultural environment.
- IP carefully inspects and selects homestay homes.
- IP members are committed to assisting homestay students and host families.

## Who are the students?

CCC hosts international students of all interests, language abilities, ages, and cultures. We have students from Korea, China, Japan, Saudi Arabia, Vietnam, Latin America, Africa, Thailand, and Europe. Some come to study English for a few terms and others to complete a degree program.

## Who are the families?

The U.S. is a multicultural society, so although all hosts speak fluent English, their families may be from Europe, Asia, and Latin America, Africa or another location. Some host families may have children, others do not. Some possible kinds of host families are:

- Parents and children
- Couples/partners
- Single men or women
- Grandparents
- Retired individuals
- Single mothers and children
- Single fathers and children

## Considerations

The following provides a check list for families or individuals who want to host an international student.

- We enjoy meeting and helping people.
- We speak English in our home most of the time.
- We are interested in other cultures.
- We could easily welcome a student as a family member into our home and life.
- We are willing to accommodate religious/cultural needs of students by offering an alternative to certain foods during family meals.
- We could treat the student the way we would like to have our own children or family members treated if in another country.
- All members of our home think this is a good idea.
- We have a guest room that is private, clean and comfortable and meets IP standards.
- We are able to provide kitchen space, teach them about cooking, provide meals the first three days, and one family meal per week thereafter.
- Our motivation to host a student is not purely monetary.

## Academic Year

Chemeketa offers three eleven-week terms per year and a summer term. Students may start during fall, winter or spring terms in the academic year. New students may start by attending a special summer program as well.

- Generally terms begin in September, January and late March.
- Specific dates of student arrival will be given out at the beginning of each year. Most students will arrive in September or January.
- Special Summer Program dates will generally be shorter and in the months of June, July or August

## Time

Host families are expected to welcome students into their regular family life. Busy families are fine; however, it is a good idea to remember that your student's needs should be considered.

They will expect to:

- Share dinner, as a family, at least once per week.
- Have casual conversation on a regular basis.
- Be included in some family outings.
- Spend some time with their hosts on weekends or holidays.

## Homestay Basic

### Homestay Program Fees

- The Homestay payment is \$400 per month.
- This \$400 must be paid directly to the host family every 30 days.
- The student is expected to live with his/her host family the entire first term (3 months).
- The student must give their host family a 30 day notice and sign a termination agreement if they wish to move out.
- The Homestay fee is due on the same day as the student's arrival date every month. (For example: Your student arrived at the Homestay on the 23rd of August. Their fees are due on the 23rd of each month.)
- Please notify the International Programs Office if a student is more than 2 days late on paying their fee.

### What is included in the fees?

The monthly Homestay fee of \$400 includes:

- Internet access for the student's personal computer
- A private room.
- Basic bedroom furniture (bed, desk, bedding, dresser and/or closet, light to study)
- One meal per week. Religious and health related needs should be addressed in advance so Hosts can make reasonable food, laundry and bathroom accommodations.
- Utilities.

### What is NOT included in the fees?

- Personal items (toiletries, clothes, books).
- Long distance telephone calls.
- Insurance for personal items (electronics, cameras).
- Daily food.



# Homestay+Plus Program

The Homestay plus program is for families who feel they can provide meals to the student every day. This program is open to any family in the Homestay program, and it is much more popular with students. Most of the manual will refer to the regular Homestay program but everything except the issue of meals applies to the Homestay plus program as well.

- The Homestay plus payment is \$550 per month.
- This \$500 must be paid directly to the host family every 30 days.
- The student is expected to live with his/her host family the entire first term (3 months).
- The student must give their host family a 30 day notice and sign a termination agreement if they wish to move out.
- The Homestay fee is due on the same day as the student's arrival date every month.

## What is included in the fees?

The monthly Homestay plus fee of \$550 includes:

- Internet.
- A private room.
- Basic bedroom furniture (bed, desk, bedding, dresser and/or closet, light to study).
- Food for all 3 meals.
- Breakfast. If the host does not cook breakfast as a general rule, it can be self-serve, but should include both a hot & cold option.
- Hot and/or home cooked meals should be the norm, but if your family has previous evening obligations food from the fridge or freezer to reheat that is fine.
- Religious and health related needs should be addressed in advance so Hosts can make reasonable food.

## Deposit

- The student must pay a \$200 deposit to their Homestay family on the day they move in.
- Hosts will provide the student with a written receipt for the deposit with a copy of termination notice that lists the requirements for receiving a full refund. See Statement of Deposit Form in Appendix 6.
- It is preferred that students move out of Homestay at the end of a term before new students arrive so that the home is available to new students.
- The deposit will be returned to the student on the day they move out if the student:
  - Stays the entire first term
  - Signs a termination agreement at least 30 days prior to moving out.
  - Owes no money to the family
  - Has not damaged anything

## Special Programs Homestay

- International Programs are offering summer and special programs.
- Homestay will be a popular offering with these new programs.
- All host families will be eligible to participate.
- Fees and offerings will be set with each program.
- You will be notified in advance if the special program Homestay deviates from regular Homestay in any way.

## Short-term Homestay

- Our short-term Homestay costs \$275 and includes meals on the first three days only.
- After the first three days students will prepare their own meals.
- All short-term Homestay includes all utilities and beds with linens.
- The student will be provided with two weeks of Homestay (14/15 days).
- If the student will be in Short-term Homestay for less than two weeks and needs meals the rate will be \$25 per day.
- Temporary Homestay is NOT normally available for more than two weeks.

## Student Vacations

### Fee Payment

1. If the student is away on vacation for 7 consecutive nights or less, they should pay the normal Homestay fee.
2. If the student is away for 8 consecutive nights, or up to 30 nights, they should be refunded 50% of the prorated daily rate per night away.

#### **For example**

- Monthly payment is \$400 or \$550
  - Prorated daily rate is  $\$400/30 = 13.34$  (\$14),  $\$550/30 = \$18.33$  (19)
  - Refund is 50% of \$14=\$7.00 per night away, 19 = \$9.50
  - *e.g. If the student is away for 9 nights the refund would be \$63.00 or \$85.50*
3. If the student will be away for more than 30 days they should sign the termination agreement and move out of the Homestay family or see IP for other options.
  4. Students must request the refund at the beginning of the month when they are planning to take vacation so that host families do not buy groceries or other items for them.
  5. If a student is planning to return home over a break period such as summer, it should be clearly discussed and agreed upon whether or not the student will return to the home in the fall. This agreement should be in writing and placed with international programs.
    - In general, International Programs does not recommend that host families store items for students over long break periods.
    - If a student plans to return to the home in the fall and the host family has agreed, the host family should continue to hold onto the deposit.
      - If the student changes their mind and does not return, the deposit should not be refunded unless the host was able to easily receive another student.
      - The student's bedroom should be cleaned thoroughly by the student with easy availability for the host family to accept special programs students over the summer.

## Host Family Vacations

### With the Student—Voluntary

If a host family wants to invite a student to join a vacation, it is a good idea to consider and discuss the financial arrangements prior to the final decision and will need to consider the additional implications. It is a good idea to put these agreements in writing. The same principle could be applied to accommodation; students could be asked to contribute to costs over and above the normal expenses at home. If the student is participating in the Homestay Plus program, the host family should cover the basic food costs and ask the student only to contribute extra for extraordinary reasons.

## Without the Student

If the host and student agree that it is preferable for the student to remain in the family home and not join the vacation, hosts are responsible to discuss this with the student and make sure they are comfortable being alone. Arrangements should also be made for unforeseen expenses. Hosts could leave emergency money, or a contact to obtain funds from, or ask the student to retain receipts for any incidental expenses to be reimbursed. Depending on the maturity or comfort level of the individual student, it may also be a good idea to consider having a friend or neighbor drop by to check on them or visit with them on a regular basis.

In the Homestay Plus program, host families must provide enough food in the house for the student to comfortably eat while they are away or provide money for the student to purchase additional food.

During the special programs, since they are short-term in nature, it is preferred that hosts not accept students if they will be away for more than a quick overnight.

**If you plan to be away for more than a long weekend, contact the Homestay coordinator at IP to outline the arrangements made for your student.** Vacation as a host family is defined as 2 days to 2 weeks. Anything longer than that where the student is not included can affect the status of the Homestay participation.

If a host will be traveling or living away for an extended period of time the Homestay arrangement may be shifted to a room or house for rent one for the designated period of time. **The host must work with the Homestay coordinator to communicate the expectations with the student.** The arrangements will not be considered a part of the Chemeketa host family program and Chemeketa policies will not apply. Participating as a host can be resumed upon return to the home.

## Out of Town Guests

Students inviting guests to stay in Homestay can be a tricky issue. It is important that you discuss this matter with your student and make any agreements in writing. International Programs does not have a policy either way and encourages you to consider the following and put in writing with your student:

- How many days will you allow a parent/brother/sister/friend to stay in your home?  
Where will they sleep?
- What is the daily rate for them? International programs recommends following the same rate as for students for any guests staying longer than a weekend.
- Will meals be provided?
- Who is responsible if the guest damages anything?

## Emergencies

All international students are required to carry health insurance. This health insurance is valid at both the Salem hospital Urgent Care and Emergency Room. If the student has an emergency please call the emergency cell phone and take appropriate action calling 911 or going to the Emergency Room/Urgent Care.

The health insurance is through Firebird International. If a host needs to assist a student in finding a doctor or is wondering if their family doctor is covered on the student's insurance plan, please call 1-800-899-4233 or visit [www.fiig-insurance.com](http://www.fiig-insurance.com).

If your student becomes ill or you have concerns about their physical or mental health please contact the Homestay coordinator as soon as possible. We are here to assist the students and families in any way possible and can connect the student with medical and community resources. Often host families are the first ones to notice signs that something is wrong and we want you to feel comfortable to let us know as soon as possible!

# Meeting for the First Time

When your student arrives, he/she will likely be excited, nervous, and tired. It is probably not a good idea to plan any events in the first days. Let the student rest and get used to being in the USA. Try to be at home the first few evenings and make time to get to know your student and to make them feel comfortable in your home. Tell the student about yourself, your interests, and your family and ask them questions about the same. However, if there is a special event you would like to share with the student, give them the option. They may be delighted to join despite the jet lag. You will meet the student at the home stay reception and take them and their belongings home with you.

## Introductions

- The first few days will be a time to adjust for your student and your family.
- Spend some time showing the student around and answering questions.
- Ask some questions about their interests and lifestyle.
- Share some information about your family, interests, and lifestyle.
- About a week into their stay it is a good idea to do something fun together like go to the coast, or bowling, or another activity that can provide a bonding experience.

## Gifts

International students often bring small gifts for their hosts. It is important to show appreciation for any gift you receive. The gift may be small, or you may already have received such a gift from a previous student; however, it is crucial to remember that for each student this journey, and their stay with you, is likely an once-in-a-lifetime experience.

- Students may bring gifts to hosts upon arrival or later on.
- Usually gifts are small traditional items from their home country.
- It is important to remember that for students the gift is a sincere gesture of gratitude and respect.
- Be sensitive when referencing gifts given by other students. This could make the student feel they are being compared to others.
- You may be interested to know that in some cultures it is considered rude to open a gift in front of the person who gave it to you. So if your student does not open a gift you give them in front of you, they may be trying to be polite.

## Bedroom

The student's bedroom (10' x 10' minimum) will need to be made ready. They will require:

- A bed with sheets, pillow, and blankets.
- A desk and chair (a bookshelf is also nice).
- Closet and drawers or shelves for clothes.
- Adequate lighting to study (a lamp may be needed).
- High-speed Internet access.
- Some students may or may not want pets in their room and the host family needs to understand.
- The bedroom is that one private place where the student may feel like home. So be very respectful of that.

## Tip

**You may wish to spruce up the room a bit and make it more welcoming. Remember, this is the student's first impression of hospitality and small personal touches such as flowers or a picture are usually appreciated. Many students bring items from home to personalize their room, but for the first nights some atmosphere is nice.**

## Schedules

College students in general have intense schedules. Late night activity is not unusual. However, for international students the incidence of late night activity is often increased due to time differences with their home country and their need to be in communication via phone or internet during night hours. In addition, some international cultures prefer to bathe before bed and students may think it normal to shower rather late at night.

## Household Rules

International programs will need you to come up with a short list, around one page normally, that states the most important rules for your home. This list will need to be on file in the International Programs Office. Often, host families don't want to seem as though they have lots of strict rules. However, having a few very important rules/guidelines can help you avoid trouble later.

### For example

- Will it drive you crazy if the student has food in their room and leaves dirty dishes in there for a week? Or is this not a big deal to you?
- How about staying out all night? Do you need them to let you know?
- Boyfriends/girlfriends overnight?
- We encourage you to limit it to 5–10 really important things about living in your house, write them down and share them with the student right away.

## Laundry

- Will the student do their own laundry?
- When is a good time to do laundry?
- Where should dirty clothes be kept prior to laundry day?
- Do they know how to operate the machines?

## Getting around

- What is the bus route for CCC?
- Where is the bus stop?
- Is there a taxi service? Is it expensive?
- How long is the bus ride?
- What is the bus schedule?
- Where is the nearest store to purchase toiletries or personal items?
- Where is the nearest park or place to walk?
- Where is the nearest post office?
- **Please ride with the student the first time they take the bus. You can accompany them to the first day of orientation on the bus or offer them rides and show them the bus on Saturday.**

## Communications/Electronics

- Can the student use the telephone?
- How can they dial their country?
- Should they answer the phone?
- How should they answer or take messages?
- Can they listen to messages on the answering machine?
- How can they access the internet?
- Can they watch the TV?
- Do they need special instructions?
- Can they use the DVD?
- Are there times when they should not use the TV or DVD?
- Is there a stereo or radio to listen to music or practice listening skills?

## General

- Where can they store their suitcase?
- Should they always remove their shoes?
- Are there any areas of the house that are private?
- Are there any items in the house that are off limits?
- Are there any rules about pets (in or out, feeding times etc)?
- Can friends visit them at home?
- Can friends stay overnight?
- Can friends visit their room?
- What time is quiet time?
- What time do you wake up on weekdays? On weekends?
- Is there a curfew? If so explain what "curfew" means and what time it is as well as the reason for it.
- When should they call if they will be late?
- Please be aware that some students object to dogs on religious grounds and may not want them in their room or to feed or play with them.
- Is there a house security system? If yes, how do they use it?

## Household Chores

Students may be asked to:

- Set or clear the table for family meal.
- Wash dishes or tidy the kitchen after their own use.
- Take out the garbage or recycling.
- Tidy the bathroom after each use.
- Pick up their own personal items and keep them in their bathroom.
- Clean their own rooms and wash their own bedding
- Clean their own bathroom
- Assist with small household tasks like taking out the garbage.

Students **should not** be expected to:

- Babysit
- Do heavy cleaning or garden work

**Students CANNOT do extra work in exchange for accommodation fees. This could be considered illegal work according to U.S. immigration laws.**

## Religion

Discussion or sharing of religious practices should be handled with respect for differences. Many host families may regularly attend a worship service and like to invite the student to join them. International students often appreciate the experience from a cultural perspective since the form of worship is often quite different from what they are accustomed to. Host families should bear in mind that if a student accepts an initial invitation to visit their place of worship, this may only be out of curiosity and they should **in no way** be expected to continue attendance or made to feel as though they should attend.

- If you invite the student to attend your worship service, be clear that they may choose to accept or decline without causing offence.
- Be aware that students may choose to attend a religious service as part of their cultural education and should not feel pressured into continued attendance.
- Students should never be asked to participate in any religious worship that makes them uncomfortable.
- Try to ensure that the student is not attending just to be polite as this can lead to undue stress.
- If your religious practice occurs in the home, you may need to explain the practice.

- Please be aware that many food practices have religious connections. It is a good idea to talk with your student before your first family meal to be sure that there are options available to the student.

In the same way, students who wish to attend places of worship or follow spiritual practices different from the religious affiliation of their host should always be made to feel comfortable with that choice.

## Culture

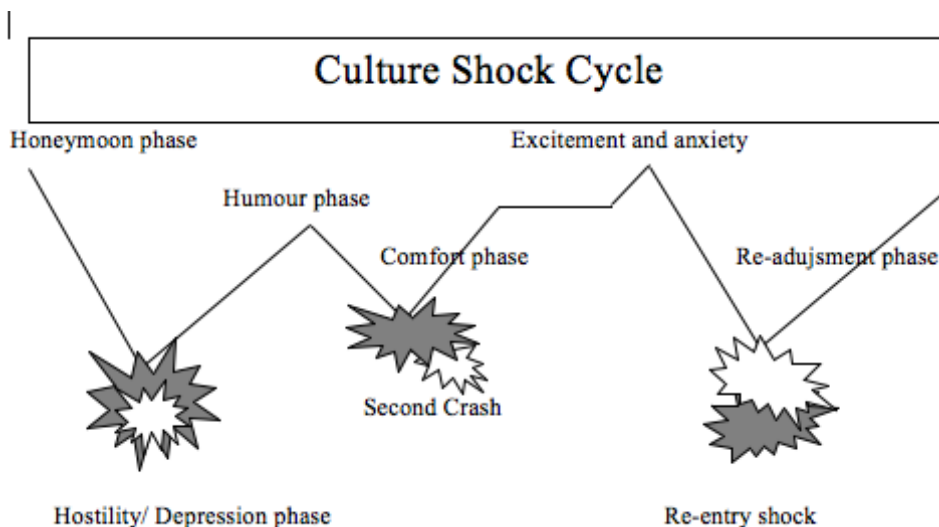
Many hosts initially envision a cultural exchange that is exciting and informative. Although this is usually the case, hosts and students can also experience clashes in culture or lifestyle. These may be due to large or small differences, or merely different styles of communication. Please consult the section A Crash Course in Culture later in this document for important information regarding cultural differentiation and some practical strategies to deal with potential conflicts.

As much as Americans are accustomed to thinking of ourselves and very individualistic, we are all strongly influenced by culture. Therefore when you are assuming anything, take a moment and reflect if there could be a cultural component at play.

**Culture Shock** — *is the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply travel to another type of life.*

Culture shock is common for anyone who has left his/her home country and entered an unfamiliar culture environment. Symptoms include:

- Disorientation and anxiety
- Homesickness
- Depression and withdrawal
- Weight gain or loss
- Difficulty sleeping
- Lack of energy
- Confusion and anger
- Difficulty focusing on studies
- Stress from the unfamiliar freedom from parental supervision
- Guilt from choices made due to this unfamiliar freedom



- **Honeymoon Phase**—Characterized by a fascination and excitement with the new environment. Differences arouse curiosity.
- **Hostility/ Depression Phase**—Marked by dissatisfaction, frustration; a sense of “I hate this place. I want to go home.” Differences begin to intrude, and are rejected. A loss of self- esteem and status may occur and may lead to a need of self-assert in an aggressive way. Confusion and anger can present as a result of misreading culture cues.



- **Recovery/Humor Phase**—Distinguished by a regaining of balance and humor (e.g., “I did the silliest thing yesterday”). Differences are legitimized and negotiated more successfully. Individuals in this stage might now be discovering favorite places, and setting up routines.
- **Second Crash**—A secondary “down” cycle is common. The individual might have been feeling confident with the new culture but suddenly discovers that he/she is still misreading culture cues and norms.
- **Comfort Phase**—The individual feels comfortable and normal; socially and linguistically capable; and confident due to having survived the new experiences and environment. “This place feels like home” is a representative encapsulation of this phase.
- **Excitement and Anxiety**—There may be a build-up to returning home, taking finals, and saying goodbye.
- **Re-Entry Shock**—Returning back home can feel like entering a strange environment. “Nobody understands” is a common feeling. The individual has changed, but these changes may not be recognized or accepted. New expectations may not be met.
- **Readjustment Phase**—The individual is getting back to normal in his/her own culture, and becoming more successful at integrating the “new self/culture” as well as appreciating the existing culture.

Almost everyone adjusting to a new culture milieu will progress through the various stages of culture shock. For some, the periods are more prolonged or challenging than for others. Moreover, students experiencing culture shock are often not aware of the situation.

### Culture Shock and Host Family Relationships

- The student’s experience of a culture shock may affect the way they perceive their host family or new home.
- Because culture shock can affect mood of behavior, misunderstandings often occur during this stage of adjustment.
- Because the experience of the culture shock can be emotional, often words or actions can be taken out of context or over reactions can occur.
- It is important to talk to the student and try to understand how they are feeling
- Remember, all new relationships take time and patience.
- Adjusting to life with a new family member in addition to the experience of culture shock can be difficult, but it will pass.

### What Can Host Families Do to Help?

Hosts who believe a student is struggling with cultural adjustment can assist by:

- Understanding the stages of culture shock as normal.
- Asking students how things are going.
- Using the Cultural Shock chart to remind students it is normal and will pass.
- Trying to acknowledge the student’s experience in a new environment.
- Encouraging students to talk about home, share photos, play music, or prepare familiar foods.
- Consider hosting an event for a holiday from the students home culture.

### Language Issues

Many international students who choose Homestay are English language students. Their level of comprehension and fluency can vary widely. However, even students who may seem to have fair English skills can have difficulty with colloquial language. In particular, second-language students will have difficulty with:

- Idiomatic language: Common expressions like “as a last resort” or “out of the blue” can cause confusion.
- Phrasal verbs: “Take off,” “take in,” “take out,” “take over,” and “take on” are also difficult for second language learners to master because they hear the first part of the verb and don’t always catch the change in meaning due to the added preposition.



- Reduced or quick pronunciation can be challenging to comprehend especially when students have learned “What are you going to do?” and they hear “Whatchagonnado?” or “Did you eat?” becomes “Didgeet?”
- We cannot stress strongly enough the importance of using multiple ways of communication.
- It is counterproductive and often offence to repeat the same message louder and louder therefore:
  - Important items should be explained to students in writing and orally in an impersonal way.
  - When explaining how to do something like running the washer, do it with the student the first couple of times and have them actually complete the steps.
  - Explain to them clearly and have it in writing the implications of not following through on something important.

**For example**

“If you do not set the security alarm properly and it goes off, it costs \$50 to reset it.”

## Second-Language Confidence

Regardless of language levels, many international students lack the confidence to express themselves in English. This may be due to feeling inadequate in regard to pronunciation, accurate vocabulary or grammar. As students become more comfortable, their shyness tends to dissipate to some degree. Encouraging an atmosphere in which students feel comfortable and confident can assist their progress.

- Build confidence by talking about familiar topics the student is interested in.
- Show photos or images to ease the communication gap.
- Show patience and allow students time to formulate their speech.
- Remind them that learning a language can be difficult and that mistakes will be made.
- Do not always correct errors, do so when asked for feedback or how to say something.

## Misunderstandings and Problems

Living with other individuals often presents problems. International students will probably have different perceptions than their hosts due to factors of age and culture. It is important to behave as a family when problems arise. Communication is the key to sorting out misunderstandings whether caused by cultural differences, communication differences, or other conflicting personal traits. It is important to remember that:

- Problem and conflicts occur in all families.
- Most problems can be solved by talking and understanding what the other person expects or needs.
- Use multiple means of communicating and write down expectations in advance.

## Communication

If you have a problem or a misunderstanding with your student:

- Talk to them about how you feel.
- Tell them what you need.
- Encourage the student to express their feelings and needs.
- Use questions and verification techniques to facilitate communication.
- It is not unusual for students from indirect cultures to use a third person to communicate with you rather than communicating directly.
- Often people try to bond over humor, which is important but also one of the most misunderstood items in cross cultural communication.
  - If you joke around with students a lot or your students joke with each other, it is a good idea to check in with each of them periodically to make sure they are not offended.
  - Remember, just because they don’t speak up doesn’t mean they aren’t feeling hurt, it is important to ask.

- Also be sure to speak up if you are offended by something! If you do so in a non hurtful way and just let your student know you do not like the way they are speaking to you, it can prevent big problems later.

#### **Tips:**

1. Establish good and open communication with the student early on. Ensure them that you expect them to talk to you whenever they feel awkward or upset about a family situation. Leaving things unsaid may lead to a magnification of the issue.
2. Do NOT wait until problems mount. Address little things right away and if you think there could be any sort of larger issue contact the Homestay Coordinator right away.

## **International Program Support**

IP can help if:

- Your efforts to communicate with the student have broken down.
- You need help with translating.
- The problem is cultural.

## **Items Students Are Not Allowed To Have In the Host Family Program**

In keeping with Chemeketa Policies international students participating in the Homestay program are not allowed any of the following items:

- Guns (including BB guns and all other types.)
- Knives that would be considered a weapon (outside those used for normal cooking which should be stored in the kitchen.)
- Other weapons of any type
- Illegal Drugs such as meth, coke, heroin, unauthorized prescription drugs, or other controlled substances, etc.
- Pornography
- Pets without prior host approval
- For those students under 21, they are not allowed to store or use alcohol in the home.

Please consult immediately with International Programs if students have any of these items.

## **Host Terminations**

Hopefully, hosts will never reach a point where living with a student is not manageable. However, these things do happen and should be handled through the International Programs Office.

If you and the student decide that the Homestay is not working and it has been less than three months:

- Both of you should sign the termination notice and the student will need to make other arrangements.
- If you have asked the student to leave and they have paid their rent in full and not damaged any property, the full deposit should be returned.
  - If the student has damaged something, please document this and return any portion of the deposit to the student that is not needed to repair or replace the damage.

If the student is violent towards any members of the family, seems to have anger issues, bring weapons into the home or intentionally breaks items in the home, please notify in International Programs immediately. International Programs will review the situation and decide if immediate removal is necessary. Please note this situation is extremely rare.

If a host needs to terminate a homestay for other reasons such as selling a home, needing the space for a family member etc., we ask that you provide 30 day notice to International Programs and the student.

## Termination of Homestay by Student

If your student wants to leave the Homestay, please refer them to the International Programs office. If there is a problem, IP may be able to help your family with the issue. The student may decide to stay if a solution can be resolved.

Very often, the decision to leave a Homestay is in no way a negative. Many students only live in Homestay the first one or two terms they are in the United States. For many the host family provides a cushion of sorts to help them understand American culture. After a few terms they are ready to explore a bit more independently and want to try living in an apartment.

If the student wants to leave the Homestay:

- The student must give you 30 day notice.
  - The reason for the 30 day notice is so that students can learn about US policies around terminating agreements in a safe environment and for planning purposes of host and International Programs.
- You and the student must sign a Termination Notice (see Appendix 4)

### **For example**

They want to move out August 13th; therefore, they must tell the family on July 13th. Both parties must sign a Termination Notice by July 13th.

If there are extra days after the normal rent payment date, they should pay the prorated daily rate for each extra day.

### **For example**

Rent is normally paid on the 20th of each month, but they will be leaving on the 31st of the month. So, they should pay for an extra 11 days.

Prorated daily rate is  $\$400/30 = \$13.34$  (14)

11 days x \$ 14= \$154

They must pay \$ 154 more.

## Termination Notice

- A Termination Notice Form can be located at the end of this guide.
- The form must be signed and returned to the International Programs office for the return of the student's security deposit.
- Host families must give a full accounting of the return of the homestay deposit to the IP office within one week before the student leaves the Homestay.
- Please detail any amount that is being deducted from the deposit and the reason why. Attach receipts on any charges taken out of deposite. No deductions can be included without receipts.
- The deposit should be returned to the student on the day they move out.
- Attach receipts on any charges taken out of deposit.

### **Please note:**

**The host family program, the one term requirement for students to live in a family, and the Termination Form with the required 30 day notice, are meant to help students learn about the systems of the US in a lower risk environment. It is very important for host family to follow the program and termination policies! Please require students to sign the proper forms in order for them to learn about this process before they sign a lease on an apartment.**



## Appendix

## Appendix 1

# A Crash Course in Culture

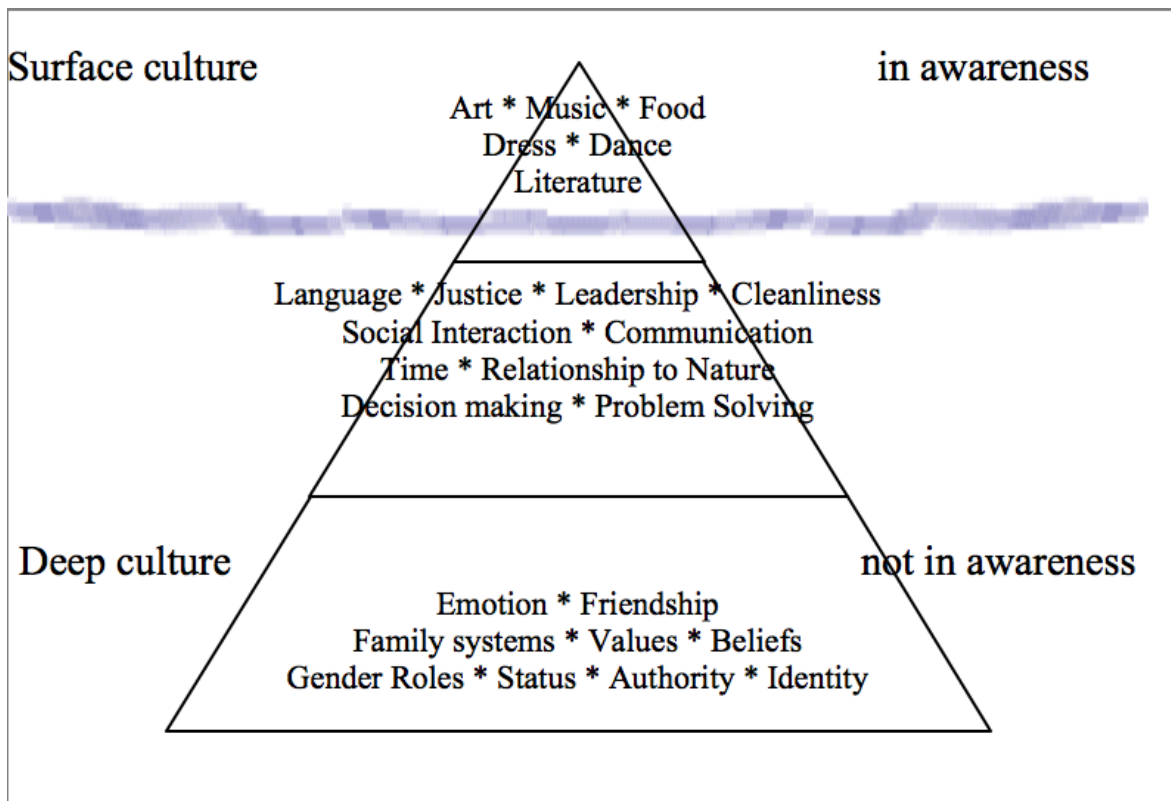
## The Cultural Iceberg

The metaphor of culture as an iceberg is common to intercultural training and education.

The visible part of the iceberg represents all those aspects of culture that can be easily identified such as music, food, clothing, language, and customs- the kinds of things encountered at festivals or by traveling to another country for a vacation. This part of culture might be regarded as surface culture; it appears above the water.

However, what are below the watermark are often more significant to intercultural interactions. This submerged part of the iceberg can fall under our radar and be inadvertently bumped into, sometimes causing shipwreck. This iceberg section below the water represents values or deep culture. It is this deep culture that influences the perspectives and behaviors that are visible in surface culture.

## The Sea of Culture



## Some Perceptions and Values that Differentiate Cultures

When discussing cultural differences, it is often necessary to generalize about the identifiable traits of an entire culture. When using generalizations to discuss culture, it is important to remember that identified traits do not necessarily apply to individuals within a culture, but rather to the cultural codes that surround them. Generalizations regarding culture should be understood as a tool for categorizing and not as a vehicle aimed at stereotyping. Generalizations can easily become stereotypical when applied to individuals or select groups instead of referring to cultural traits common to a wide percentage of that culture's members.

Furthermore, all categories used to identify cultural traits exist on a continuum. Very rarely does one culture conform to either extreme of the continuum; rather, it has characteristics within the continuum and simply exhibits stronger tendencies to one attribute or another. In addition, these general cultural traits are often influenced by cultures within cultures. For example, clans or families can have a culture within the larger culture; similarly, work or personal cultures can also create variance for individuals.

### Universalism/Particularism

Cultures have different values regarding the balance of rules and relationships. In many cultures, the formation and retention of relationships outweigh rules and regulations. This difference in orientation may influence how students perceive collaboration, loyalty, or authority. It may also influence how they prioritize responsibilities. For example, a student from a particularist orientation may repeatedly try to find an exception to a rule.

Student from a particularist orientation may also have difficulty adjusting to what they perceive as the 'strictness' of universalist orientations to deadlines, requirements, or expectations. For particularists, a particular situation or relationship often takes priority over established standards.

#### Universalism

Focus on rules

Consistency of rules

One truth or reality

'Get down to business'

#### Particularism

Focus on relationships

Flexibility of rules

Multiple perspectives of reality

'Get to know you'

The following chart adapted from Fons Trompenaars and Charles Hamden-Turner's research indicates the degree to which universalism is valued in different cultures.

**USA Rating: 93 [Scale: 100 = highly values universalism]**

Switzerland	97	Japan	68
Canada	93	Mexico	64
Australia	91	India	54
Netherlands	90	China	47
Germany	87	Russia	44
Poland	74	Korea	37
France	73	Nepal	36

## Individualism/Collectivism

Some cultures value individualism and independence. In such cultures, individuals are encouraged to seek out their own identity, make their own decisions based on their own values, and be ultimately responsible for themselves. In other cultures, identity is conferred by one's membership in a group, extended family, clan, or other social organization. In this context, an individual's contribution to the whole is perceived as more valuable than his or her own desires.

Individualism focuses on independence and freedom; collectivism focuses on group stability and consensus. This orientation may influence a student's comfort level with independence, speaking up or standing out. Students from a collectivist orientation tend to be less comfortable with asserting themselves and will often opt for the status quo to avoid rocking the boat.

### Individualism

Identity as individual — 'I'

Value independence

Freedom

Individual initiatives

Heroes or champions

### Collectivism

Identity in membership — "We"

Value interdependence

Stability

Consultation and consensus

The whole is credited, no favorites

The following chart is adapted from the Geert Hofstede website at [www.geert-hofstede.com](http://www.geert-hofstede.com). It illustrates the degree to which individualism is valued in different cultures.

### USA Rating: 93 [Scale: 100 = highly values individualism]

Australia	90	Brazil	38
United Kingdom	89	Mexico	30
Canada	80	Chile	23
Sweden	71	China	20
Germany	67	West Africa	20
Austria	55	Bangladesh	20
India	48	South Korea	18
Japan	46	Pakistan	14
Russia	39	Colombia	13
Arab World	38	Ecuador	8

## Achievement/Ascription

In some cultures, status is accorded depending on achievement and a person is valued on their own merit. In other cultures, personal achievement may be overridden by ascribed status conferred by age, family, or professional affiliation. This orientation can affect the way students deal with superiors or elders. For many international students respect is accorded by means other than personal achievement; this can be especially difficult for students whose status has been displaced in the USA. This orientation can also affect a student's comfort level with the U.S. tendency to use first names. In many cultures titles confer status and respect and students may find the lack of these confusing.

### Achievement

Doing

Respect based on performance and knowledge

Challenges based on technical or functional grounds

Titles used only when relevant

Examples of cultures which are typically achievement oriented: The United States, Britain, Mexico, and Germany

Examples of cultures which are typically ascription oriented: China, Japan, Russia, and Spain

### Ascription

Being

Respect based on hierarchy

Challenges not made by subordinates

Extensive use of titles

## Neutral/Affective

The ways in which individuals express their emotions vary widely between cultures. In some cultures openly expressing emotion is seen as disrespectful or arrogant. Students from cultures that openly emote may be judged as excitable; whereas those from neutral orientations can be mistaken as cold or reserved. Care should be taken not to stereotype students based on their range of expression.

### Neutral

Cool, self-possessed conduct signals respect

Don't reveal thoughts or feelings

Physical expressions are often taboo

Humor relates to understatement

Examples of highly neutral cultures: Japan, Britain

Examples of highly affective culture: China, Mexico, Italy

### Affective

Animated, emotional conduct signals interest

Emotions easily revealed

Physical expressions are common

Humor relates to overstatement

The neutral/affective differentiation can easily cause intercultural misunderstandings as it is often observable behavior. Interpreting behavior involves assigning meaning, usually based on our own cultural background. In cross-cultural situations, it is safer to describe the behavior rather than interpret it, at least initially. Eventually meaning must be assigned, but taking a moment to describe the behavior prior to interpreting it can help in avoiding misinterpretations. For example, we see two men yelling on the street and we think 'those men are angry' and assign our interpretation, when in fact, the men are merely excited about a soccer score.



## Monochronic / Polychronic

Monochronic and polychronic are terms used to discuss cultural perceptions of time. Americans tend to be extremely monochronic and are often frustrated by what they perceive as others lack of respect and punctuality. In other cultures time is viewed with more flexibility.

### Monochronic

Time is measurable  
Schedules are sacred  
Appointments are strict  
Preference for making and following plans

### Polychronic

Time is ambiguous  
Schedules are subordinate to relationships  
Appointments are approximate  
Preference for following where relationships lead

## Intercultural Communication

Communicating across cultures can be a tricky task. Adopting a communication style that can bridge cultural differences will help to avoid misunderstandings. The use of effective questioning and verification techniques can also be helped when trying to clarify meaning across cultural divides.

## Communication Styles

Many misunderstandings in intercultural interactions are the result of different styles of communicating. Higher context cultures tend to be more indirect in their communicative style. A culture is referred to as high context when all members share a common context.

Because context is shared, it is not always necessary for them to be explicit; much communication among members is not stated directly or even verbally. Furthermore, the importance of saving face can influence not only what is said, but how it is said. Direct communicators involved with indirect communicators often misunderstand cues or interpret them from their own orientation.

### Indirect communication

Infer  
Suggest / Imply  
Non-verbal  
Tendency to avoid confrontation  
Goal is preserving relationship  
Saving face is important

### Direct Communication

Explicit  
Say what is meant  
Spoken word is meaning  
Tell it like it is  
Goal is exchange of info  
Honesty is the best policy

Cultivating the following qualities can assist with successful cross-cultural communication:

- **Patience**—Being willing to accept confusion, frustration, or ambiguity and to try again.
- **Tolerance and Respect**—Being fair and impartial toward differing values.
- **Objectivity**—Trying to weigh perspectives from both sides prior to judgment.
- **Empathy**—Trying to imagine the other's perspective and anticipate their reaction.

## Questions

Generally we use two kinds of questions: Open and closed.

- Open questions (also called WHO questions) are used to gain more information.
- Closed questions (also called Yes/No questions) can be used to get affirmation or negation.

**For example:** Did you eat breakfast? Yes or No?

- What did you eat? I ate toast and fruit. When did you eat? I ate at 7:30.

## Verification Techniques

In cross cultural communication it can also be useful to develop the habit of verifying and clarifying what others have said. Verifying information can both allow the listener to be certain they have understood a statement correctly and provide the speaker with an additional opportunity to clarify their intended meaning. This can be easily accomplished through rephrasing a comment or asking additional information. Some examples are:

**Rephrasing:** "So, what you are saying is ..." "I see, what you believe is ..."

**Questioning:** "Could you explain what you mean by ..." "Would you give me an example..."

### Tips:

**International students may inadvertently use an incorrect word or phrase when speaking. It may be the case that they unintentionally say something that seems offensive. It is recommended that you use questioning and verification strategies to clarify the intended meaning before becoming upset.**

## Non-Verbal Communication

Communication styles are complex and involve both verbal and non-verbal cues. Non-verbal communication can involve gestures, expressions, postures, and pauses (or the lack thereof). Research suggests that as much as 80% of communication is non-verbal.

Non-verbal cues vary from culture to culture. For example, some common North American gestures are considered extremely rude in other cultures: pointing with one finger, giving a 'V' victory sign, giving a 'thumbs up' sign, or giving an 'OK' sign.

It is important when dealing with individuals from another culture to remember that the gesture may not have the same meaning in another culture and to try and avoid interpreting gestures from our own cultural orientation.

### Gestures that have a variety of Cultural Connotations

#### Raising the eyebrows

Surprise  
Doubt  
Greeting  
Negation

#### Smiling

Happiness  
Agreement  
Uncertainty  
Embarrassment

#### Eye contact

Interest  
Challenge  
Aggression  
Impertinence

#### Averting the eyes

Respect  
Deference  
Disinterest

## The Pause

Pauses in conversation, or “silent conversation,” are misunderstood by low context cultures communicating with high context cultures. In some cultures, silences during conversation are considered valuable for one to consider information prior to formulating a statement or question. Americans tend to become uncomfortable when there is a pause in the conversation, often assuming the other party has nothing to say or does not understand. Worse, we often rush in and say something to keep conversation going, not allowing the other party a chance to contribute.

### Tips

Tell students it is ok to say “I’m thinking” or “one moment please” to indicate that they are preparing a response. Equally, you can invite them to ask for help if they need it by saying “I don’t know the word...” or “Can you say that in a different way?”

## Other Culturally Influenced Concepts

Some other issues that are useful to consider regarding intercultural interactions are:

Concepts of personal space: What proximity creates discomfort, or distrust?

Concepts of time: Is time viewed as linear or cyclical? Is punctuality valued?

The nature of change: Is it viewed positively or negatively? How difficult is individual adaptation?

Gender roles: What is considered appropriate? What values are related to men or woman?

Views of authority / hierarchy: How important is deference and respect?

Styles of humor: What is funny, or distasteful?

Definition of success: When, or how, are people considered successful?

### Modeling Good Intercultural Behavior

Intercultural learning is a lifelong process and we are all at different stages at different times. Even those of us who’ve lived and worked interculturally still find challenges in working/living across cultures. Therefore we encourage you to give yourself credit for trying even when you make mistakes! If you model intercultural behavior, it will help your student learn it!

#### Some good ways to model intercultural learning:

- 1) Check in with students often and build trust over time.
- 2) Avoid using terms like “weird” “really different” “strange” to describe clothing, food, or ceremonies. Instead try to use more neutral terms and ask for information about the item.
- 3) Use the Describe, Interpret, Evaluate Method we will discuss at training for areas you are having family difficulty or with new experiences.
- 4) Smile and laugh at yourself when you make mistakes!

## HOST FAMILY AND STUDENT EXPECTATIONS

### HOST FAMILY

#### Household Rules

- Clarify your expectations early on.
- If you have some specific rules (for example, no television after 10 p.m. or no visitors after 7 p.m.) then put these rules in writing.
- Be sure students understand any specific rules or preferences, or normally “unspoken” rules in your home. (For example, if a certain chair is reserved for a certain family member.)
- If possible, explain rationale for rules.

#### Food/ Meals

- Tell student what time you expect them for weekly meal.
- Provide space in fridge and cupboards.
- Show them how to use all items in kitchen.
- Show them how to clean the kitchen.

#### Respect

- Respect cultural or religious differences.
- Respect student’s privacy in their room.
- Listen to and ask about additional needs.
- Be truthful. Express concerns or rules in a respectful manner.
- Go with them the first time on bus.

#### Family Life

- Treat the student as a member of the family, not as a guest.
- Treat them as you would wish your own children to be treated in another country.
- Include the student in family activities where appropriate.

### STUDENT

#### Household Rules

- Each family may have different house rules. Your family should explain these to you.
- You should talk about the house rules with your host family.
- Be sure to understand and respect their expectations.
- If you are not sure what to do, ask questions.

#### Food/ Meals

- Be on time for weekly meal.
- If you have allergies or serious dislikes, tell your family.
- Always ask if you do not know how to use something.
- Always clean the kitchen right after you use it.

#### Respect

- Respect the household rules.
- Respect cultural or religious differences.
- Pay rent on time.
- Be truthful. Express concerns or needs in a respectful way.
- You must pay the rent on your first day.

#### Family Life

- You are expected to behave as a member of the family, not as guest.
- Try to participate in family activities; both work and play.
- Talk to your family about problems or needs.

### Top 5 Lists

Top 5 things Students Appreciate about Homestays

1. Feeling like a part of a family.
2. Joining families in regular activities.
3. Learning everyday English.
4. Lifelong memories.
5. Seeing how Americans live.

Top 5 Things Students Find Difficult About Homestay

1. Food differences and preferences.
2. Families that are too busy to spend time with them.
3. Not having opportunities to participate in traditional/ cultural occasions.
4. Feeling unable to express concerns or desires.
5. Feeling as though the family's motivation to host is monetary.

## Appendix 4

### Print and Web Resources

The following resources can assist in providing further depth into the field of intercultural interactions.

Bennett, M. J., ed. (1998). *Basic Concepts of intercultural communication*. Yarmouth, ME: Intercultural Press.

Dreser, N. (1996). *Multicultural manner: New rules of etiquette for a changing society*. New York: John Wiley & Sons.

Gudykunst, W. B., ed. (2003). *Cross-cultural and intercultural communication*. Thousand Oaks, CA: Sage.

Morison, T., and Conaway. (1994). *Kiss, bow, or shake hands?* Holbrook, MA: B. Adams.

Peterson, B. (2004). *Cultural intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press.

Storti, C. (1999). *Figuring foreigners out: A practical guide*. Yarmouth, ME: Intercultural Press.

Communication Tools for Understanding Cultural Differences

[www.beyondintractability.org/essay/communication\\_tools](http://www.beyondintractability.org/essay/communication_tools)

Essays on cultural diversity, communication, high/low context, individualism/collectivism

Greet Hofstede Cultural Dimensions

[www.geert-hofstede.com](http://www.geert-hofstede.com)

Comprehensive site covers Hofstede's theories and their practical applications.

Comparisons of host and home culture and etiquette summaries for many countries.

Intercultural Press

[www.interculturalpress.com](http://www.interculturalpress.com)

This publisher's website offers the latest reviews and books of intercultural interest. Online purchases are available.

Cultural Orientation Resource (COR) Center

[www.culturalorientation.net/fact.html](http://www.culturalorientation.net/fact.html)

Limited country selection, but once you choose a country there is a "cultural differences" selection with some good hints on how to deal with nationals.

Window on the World Inc.

[www.windowontheworldinc.com/countryprofile](http://www.windowontheworldinc.com/countryprofile)

Fairly good country selection with attention to behavioral characteristics and customs.

## Appendix 5

# Homestay Family Evaluation

(To be completed by Host Family)

PRIVATE & CONFIDENTIAL

Please return the completed questionnaire to the address below.

Host name \_\_\_\_\_ Student name \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Length of stay: From: \_\_\_\_\_ To: \_\_\_\_\_ Today's date: \_\_\_\_\_

Please answer the questions by circling the number and/or commenting in the spaces provided:

1. Strongly disagree/ very bad/ never
2. Disagree/ bad/ sometimes
3. It is Ok/ average/ neutral
4. Agree/ quite good/ often
5. Strongly agree/ excellent/ all the time

1. We received some information about our student before he/she moved in with us. That information was helpful.

1          2          3          4          5

What other information would you have liked to receive? \_\_\_\_\_

2. Our hosting experience was generally pleasant.          1          2          3          4          5

3. We communicated well with our student.          1          2          3          4          5

4. Our student often asked us questions about English language and American culture.

1          2          3          4          5

5. Our student seemed to be comfortable and happy in our home.

1          2          3          4          5

6. Our student interacted well with our family members.          1          2          3          4          5

7. Our student paid rent on time.          1          2          3          4          5

8. We often did things together with our student. For example:

Eating meals	1	2	3	4	5
Shopping	1	2	3	4	5
Sightseeing	1	2	3	4	5
Watching TV	1	2	3	4	5
Hiking	1	2	3	4	5
Helping around the house	1	2	3	4	5

9. Our student enjoyed the meals we provided 1 2 3 4 5

A typical breakfast included \_\_\_\_\_

A typical lunch included \_\_\_\_\_

A typical dinner included \_\_\_\_\_

10. Do you have any house rules? Yes No If yes, please attach a copy of the rules.

11. Would you recommend the homestay program to your friends and neighbors?

Yes \_\_\_\_\_ No \_\_\_\_\_ Please tell us why \_\_\_\_\_

\_\_\_\_\_

13. What do you like the most about hosting international students?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. What did you find difficult about hosting?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. What can Chemeketa Community College do to improve the homestay program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. Would you like to host another student? Yes: \_\_\_\_\_ No: \_\_\_\_\_

18. Other comments: (Please feel free to attach another sheet of paper if necessary)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Appendix 6

# Statement of Deposit

### Student Section

I, \_\_\_\_\_, am hereby giving \$200 as a deposit to my  
Student Name  
host family \_\_\_\_\_ who live  
Host Family Name  
at \_\_\_\_\_.  
Address

I understand that the deposit will be returned to me on the day that I move out if I:

- stay the entire first term
- sign a termination agreement at least 30 days prior to moving out
- owe no money to the family
- and have not intentionally damaged anything

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Host Family Section

I (We), \_\_\_\_\_, accept this deposit of \$200  
Host Family Name  
for \_\_\_\_\_ to live in my home.  
Student Name

I understand that I must return the deposit on the day that the student moves out as long as they:

- stay the entire first term
- sign a termination agreement at least 30 days prior to moving out
- owe no money to me/us
- and have not intentionally damaged anything

Further, I understand that in the event that I am not going to return the entire deposit, I must submit the reason, in writing, to the International Programs office one week, or seven days, prior to the student moving out.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness by

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date



# Termination Notice: Homestay

The student must complete the first part of this form.

To be eligible for a refund of the security deposit, the student must:

1. Complete this form and submit it to the host family at least 30 days before he/she moves out;
2. Pay all outstanding accounts;
3. Ask host family to acknowledge this notice by signing below determining deposit expected to be returned;
- 4. Return the completed form to the International Programs immediately.**

I, \_\_\_\_\_, Student K \_\_\_\_\_,  
(Student name)

I am giving you notice that I will move out of your home on: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

My forwarding address for mail will be: \_\_\_\_\_

Thank you for your hospitality!

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Today's Date

## To be eligible to process deposit refund the host family must:

1. Complete this part of the form.
2. Please give the homestay coordinator a call if you are not sure about the form or the process.
3. One week before move out date, send a note either by fax or e-mail to International Programs confirming the amount of the deposit to be returned (normally all of it.)
- 4. Return the eligible deposit on the day the student moves out.**

I, \_\_\_\_\_ I acknowledge this notice on \_\_\_\_\_.  
(Host name) (Month/day/year)

\_\_\_\_\_ I estimate that this student will not owe us anything and will be getting the full deposit.

\_\_\_\_\_ I estimate that this student will need to reimburse me for the following outstanding expenses which will be taken out of the \_\_\_\_\_ deposit\*; (\*Please attach copies of receipts for outstanding expenses. If you have to wait to find out the exact amount, e.g. telephone bill, estimate the amount for now & contact the IP office with actual amount when known. We advise that you ask your student to use a telephone card once he/she has given you notice.)

\$\_\_\_\_\_ for \_\_\_\_\_

\$\_\_\_\_\_ for \_\_\_\_\_

Other notes: \_\_\_\_\_

\_\_\_\_ Yes, I am available to host another student starting on \_\_\_\_\_ (month/day/year)

\_\_\_\_ No, we will not be available to host another student at this time.

\_\_\_\_\_  
Host family Name (Please print)

\_\_\_\_\_  
Host family Signature

\_\_\_\_\_  
Date

## For office use only:

Date form received in IP office \_\_\_\_\_ Program Coordinator Signature \_\_\_\_\_

Notes: \_\_\_\_\_

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

