

THE STANDARDS OF GOOD PRACTICE FOR EDUCATION ABROAD  
THE FORUM ON EDUCATION ABROAD  
MAY 2007

**DEFINITION OF TERMS**

**Education Abroad Program (or Program)**

*In-classroom and out-of-classroom related activities that comprise a credit-bearing education abroad experience.*

**Home Institution**

*The college or university at which the education abroad student is earning the primary degree.*

**Host Institution**

*An overseas college, university or other entity that provides academic and program related support to the education abroad student.*

**Provider**

*An institutional unit or a stand-alone profit or non-profit entity that administers one or more education abroad programs.*

**Organization**

*A college or university that sponsors study abroad programs or a provider.*

*Note: Each standard does not apply to all of the types of organizations listed above engaged in education abroad; however, the Standards Committee regards it as important that all institutions in study abroad are familiar with all of the standards whether they apply to the institution itself or apply to its partners in the field as well.*

1. MISSION: THE ORGANIZATION, WITH RESPECT TO EDUCATION ABROAD, HAS A FORMALLY ADOPTED MISSION STATEMENT FOR ITS OVERALL OPERATIONS AND FOR ITS INDIVIDUAL PROGRAMS THAT IS KNOWN TO AND ACCEPTED BY ITS FACULTY AND STAFF.
  - a. Mission and Commitment: The organization has mission statements appropriate for each Program.
2. STUDENT LEARNING AND DEVELOPMENT: THE ORGANIZATION HAS ESTABLISHED AND REGULARLY UTILIZES INTERNAL AND EXTERNAL REVIEW PROCESSES FOR ASSURING THAT ITS PROGRAMS ACCOMPLISH THEIR STATED EDUCATIONAL PURPOSES FOR FOSTERING STUDENT LEARNING AND DEVELOPMENT.
  - a. Inter-Cultural Understanding: The organization fosters inter-cultural understanding.
  - b. Language and Communication: The organization encourages the development of language and/or inter-cultural communication skills.
  - c. Learning outcomes: The Program fosters discipline-specific learning outcomes appropriate to the curriculum.
  - d. Student development: The Program provides opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity.)
  - e. Language Development: The Program provides language development opportunities appropriate to the mission of the program.

3. **ACADEMIC FRAMEWORK: THE ORGANIZATION MAINTAINS CLEARLY STATED AND PUBLICLY AVAILABLE POLICIES ON ACADEMIC MATTERS RELATED TO EDUCATION ABROAD.**
  - a. **Academic Credit:** The organization is committed to and has clearly stated and made publicly available, policies on registration changes, withdrawal, and the awarding of academic credit.
  - b. **Academic Coursework:** The organization provides an academically challenging program of study.
  - c. **Internships and Field Research:** When offered for credit, internships and field opportunities have appropriate academic and field supervision.
  - d. **On-Site Advising:** The Provider or Program advises students in their academic endeavors in collaboration with the student's home campus adviser.
  - e. **Academic Integration:** The organization fosters the integration of student overseas learning with requirements and learning at the Home Institution.
  - f. **Academic Planning:** The home institution encourages students to plan academically for degree progress in consultation with their academic adviser.
  - g. **Career Planning:** The home institution provides program selection advising that takes into account a student's career goals and interests.
  
4. **PREPARATION FOR THE LEARNING ENVIRONMENT ABROAD: THE ORGANIZATION PROVIDES ADVISING AND ORIENTATION SUPPORT THAT IS CONSISTENT WITH THE PROGRAM MISSION AND THE NEEDS OF ITS STUDENTS.**
  - a. **Advising and Orientation:** The Program provides appropriate advising support to meet changing student needs throughout the term abroad.
  - b. **Returning Student Support:** The organization and Program staff provide support for students returning from abroad.
  - c. **Language Development:** The Program provides language development opportunities appropriate to the mission of the program.
  
5. **STUDENT SELECTION AND CODE OF CONDUCT: THE ORGANIZATION MAINTAINS, AND MAKES PUBLICLY ACCESSIBLE, ITS COMMITMENT TO FAIR AND APPROPRIATE POLICIES REGARDING STUDENT SELECTION AND CONDUCT.**
  - a. **Student Selection:** The recruitment and selection processes are open and fair.
  - b. **Code of Conduct:** The organization makes explicit its student code of conduct and disciplinary processes.
  
6. **POLICIES AND PROCEDURES: THE ORGANIZATION HAS IN PLACE POLICIES AND PROCEDURES THAT GOVERN ITS EDUCATION ABROAD PROGRAMS AND PRACTICES.**
  - a. **Policies:** The organization has adequate and published policies that govern its education abroad programs.
  - b. **Personnel:** The organization has defined policies with respect to personnel issues.
  - c. **Advising:** The organization is committed to and implements a developmentally-appropriate academic advising model.
  - d. **Communications:** The organization is committed to and practices open, accurate and honest communications.
  - e. **Marketing:** The organization follows ethical practices in marketing.
  - f. **Affordability and Financial Assistance:** The organization provides pro-active assistance to students and families concerning the provision of internal and/or external financial aid.
  - g. **On-Site Administration:** The organization provides adequate administrative support for the Programs and students.
  - h. **Program Assessment:** The organization has formal review and evaluation processes.

7. ORGANIZATIONAL AND PROGRAM RESOURCES: THE ORGANIZATION PROVIDES ADEQUATE FINANCIAL AND PERSONNEL RESOURCES TO SUPPORT ITS PROGRAMS.
  - a. Personnel-Academic: Program faculty members have the qualifications, knowledge and an appropriate level of engagement to support the curriculum and the learning environment of students inside and outside the classroom.
  - b. Personnel-Administration, Advising, and Support: Program staff members have the qualifications, knowledge and an appropriate level of engagement to administer the program effectively and provide academic advising and support services to promote the development, learning, health, and well-being of students.
  - c. Financial Resources: The organization devotes adequate financial resources to each Program.
  - d. Learning and Academic Support Facilities: Each Program has adequate facilities as appropriate to the host environment and culture.
  - e. Student Housing: Students are provided with or helped to gain access to appropriate housing.
  
8. HEALTH, SAFETY, AND SECURITY: THE ORGANIZATION HAS ESTABLISHED AND CONTINUOUSLY MAINTAINS EFFECTIVE HEALTH, SAFETY, SECURITY AND RISK MANAGEMENT POLICIES, PROCEDURES AND FACULTY/STAFF TRAINING.
  - a. Safety and Security: The organization ensures continuous attention to safety and security issues.
  - b. Health: The organization ensures continuous institutional attention to health issues for Program students, faculty and staff.
  - c. Liability: The organization maintains adequate insurance policies and conducts regular risk-management programs involving appropriate talents and personnel.
  - d. Emergency Communications: The organization and Program have adequate and clearly defined emergency communications plans.
  
9. ETHICS AND INTEGRITY: THE ORGANIZATION REMAINS INFORMED ABOUT, EDUCATES ITS EMPLOYEES IN AND ADHERES TO THE ETHICAL PRINCIPLES AND PRACTICES OF EDUCATION ABROAD.
  - a. Operations: The organization operates its programs in accordance with ethical principles.
  - b. The organization conducts its affairs and advises students in an ethically responsible way.
  - c. Cultural Sensitivity: The organization acts with consideration and respect toward the ethics and culture of countries other than its own.

## QUERIES

Queries are the means through which organizations, providers, and programs can test themselves against the standards. The query approach is designed to avoid prescriptive statements and to elicit a variety of responses. Queries are linked to resources from a number of organizations and institutions that can be useful in self-evaluations. These resources are contained in the online Standards Toolbox, which is accessible only to Forum members.

1. MISSION: THE ORGANIZATION HAS A FORMALLY-ADOPTED MISSION STATEMENT FOR ITS OVERALL OPERATIONS AND FOR ITS INDIVIDUAL PROGRAMS THAT IS KNOWN TO AND ACCEPTED BY ITS FACULTY AND STAFF.
  - a. Mission and Commitment: The organization has mission statements appropriate for each Program.
    - i. Does the organization have a mission statement for its Programs? If so, what is it?
    - ii. Does each Program have clear objectives?
    - iii. Does the organization clearly define expected outcomes?

2. STUDENT LEARNING AND DEVELOPMENT: THE ORGANIZATION HAS ESTABLISHED AND REGULARLY UTILIZES INTERNAL AND EXTERNAL REVIEW PROCESSES FOR ASSURING THAT ITS PROGRAMS ACCOMPLISH THEIR STATED EDUCATIONAL PURPOSES FOR FOSTERING STUDENT LEARNING AND DEVELOPMENT.
  - a. Inter-Cultural Understanding: The organization fosters inter-cultural understanding.
    - i. Are students encouraged to reflect on their own value system in a structured manner in the context of living in a different culture?
    - ii. Do academic studies, support services and integrative activities such as ethnographically oriented observational activities or journaling exercises contribute to students' appreciation and respect for persons with differing cultural values?
    - iii. Are integrative activities designed to assist students in acquiring general adaptive skills that prepare them to live in a foreign culture or cultures?
    - iv. Do opportunities exist for students to interact with persons of different backgrounds? For example, do Programs have agreements with universities or other similar entities for access to sponsored activities and student clubs?
    - v. Are students assessed for their comparative knowledge of multiple cultures?
    - vi. Are assessments made of the students' ability to adapt to a different culture?
    - vii. Is assessment of students' cultural learning used to enhance the Program's orientation and training programs, curriculum, student services and integrative activities?
  - b. Language and Communication: The organization encourages the development of language and/or inter-cultural communication skills.
    - i. Are students tested and placed in appropriate language courses?
    - ii. Is language instruction, when appropriate, integrated into Program courses and activities?
    - iii. In language development courses, do students gain a perspective of the host country's values, history, culture and current status?
    - iv. Are students provided out-of-classroom opportunities to develop oral, listening and writing skills in the language of the host country?
    - v. Are students encouraged to use the host language as much as possible in the Program, in class and on excursions?
    - vi. Do students engage in periodic self-evaluation of their communication skills in the language of the host culture during their course of study?
    - vii. Are students adequately prepared for language courses or direct enrollment in institutions where language ability is a prerequisite?
    - viii. Do language programs provide adequate articulation between curricula at home and abroad?
    - ix. On their return home are language students given adequate opportunity for continued study?
  - c. Academic growth: The Program provides academic learning opportunities appropriate to the program's mission.
    - i. Do courses available to students effectively support students' academic progress in their major fields or their general education?
    - ii. Does the Program make an effort to integrate its curriculum with curricula of the students' home institutions.
    - iii. Are syllabi available prior to student enrollment?
    - iv. Is the curriculum periodically assessed by faculty from sending institutions?
    - v. Are students placed into appropriate levels within the discipline of study?
    - vi. Does the curriculum take advantage of local resources for discipline-specific learning?
    - vii. Does the course content and pedagogy expose students to different perspectives on the discipline?

- viii. Does the Program offer discipline specific field or research opportunities and/or internships when appropriate?
  - d. Program Assessment: The organization has formal review and evaluation processes.
    - i. Does the organization have a plan for evaluating Programs?
    - ii. Does the organization consider cultural differences when evaluating Programs?
    - iii. Are students provided an opportunity to evaluate each course as well as the overall program and do Program staff and faculty review these evaluations?
    - iv. Does the organization have academic standards approved and monitored by faculty or an equivalent qualified body?
    - v. Does the organization provide an opportunity for periodic independent peer review?
    - vi. Does the organization have a plan in place to assess student's academic, linguistic, cultural, and/or personal development in a program?
    - vii. How are these external and internal evaluations utilized for Program improvement?
    - viii. Where appropriate, does the organization share evaluation findings with home and host institutional, provider and Program staff and academic leaders?
    - ix. Does the organization have a program for data collection, analysis and dissemination?
    - x. Does the organization have procedures for academic approval of courses and credit arrangements?
    - xi. Does the organization encourage visits by external partners to the Program sites?
    - xii. Are these visits undertaken such that both parties are clear on the purpose, cost, and parameters of the site visit?
  - e. Student Development
    - i. Does the Program provide opportunities for local engagement?
    - ii. Does the Program provide opportunities for host country integration in living arrangements?
    - iii. Does the Program provide mechanisms for fostering students' independence and self-direction?
3. ACADEMIC FRAMEWORK: THE ORGANIZATION MAINTAINS CLEARLY STATED AND PUBLICLY AVAILABLE POLICIES ON ACADEMIC MATTERS RELATED TO EDUCATION ABROAD.
- a. Academic Credit: The organization has clearly stated and publicly available policies on the awarding of academic credit.
    - i. Does the organization have clearly articulated policies and procedures for awarding or recommending course grades and course credit?
    - ii. Is the award of academic credit consistent with standards expected by the students' home institutions?
    - iii. How does the Program inform students in advance about policies with respect to course credit?
  - b. Academic Coursework: The organization provides an academically challenging program of study.
    - i. Do courses meet the academic requirements of students' home institutions?
    - ii. If courses are taken at a foreign host institution, does the Program insure that students will be appropriately evaluated in the courses, and that the amount of credit and the grade translation is based on clear and careful guidelines?
    - iii. Are course requirements clear to students?
    - iv. Are students provided clear guidelines for what is expected of them; how their performance in the course will be evaluated; and the host country teaching styles and expectations?
    - v. Is the overall academic program organized to enhance student engagement in the intellectual, political, cultural and social institutions of the host country consistent with the program mission?

- vi. If the Program involves direct enrollment in host university courses, does the Program effectively prepare students for the course requirements, and cultural differences, and teaching styles?
- vii. If the Program involves direct enrollment in host university courses, does the program advise students effectively on course enrollments that best suit their interests, needs, and background preparation?
- viii. In courses offered by the Program, does the Program convey to faculty the requirements of U.S. institutions for course work abroad?
- ix. Does the Program effectively make use of modes of instruction, assessment and learning at the site that may differ from U.S. models?
- x. In courses offered by the Program, do class experiences make effective use of location and/or resources?
- xi. In courses offered by the Program, does class instruction make effective use of field study and local cultural institutions?
- xii. Does the organization offer tutorial support for students having academic difficulties?
- xiii. Are academic programs designed to encourage independent learning?
- xiv. Are out-of -classroom activities integrated with in-class course work?
- xv. Are students encouraged to compare and understand differences and similarities between home and host countries?
- xvi. Are students guided in developing different learning strategies and methods necessary to integrate into the host academic culture?
- xvii. Do students receive appropriate feedback about their class work and exams?
- c. Internships and Field Research: When offered for credit, internships and field opportunities have appropriate academic and field supervision.
  - i. Are such internships or field research opportunities closely related to one or more other courses in the Program or to the Program's location, language, or theme(s)?
  - ii. Are any preparatory or parallel courses required/provided (e.g. field research methods; contextual studies in relevant disciplines) in order for students to do a credit-bearing internship or field research project?
  - iii. Are internships or field research components monitored regularly and student performance evaluated regularly (and graded) by qualified academics or other appropriate professionals?
  - iv. Is a research paper or other substantial final assignment required in order for students to synthesize learning in internships or field research projects to obtain academic credit?
  - v. Is the awarding of credit for internships or field research projects consistent with home institution standards for awarding such credit?
  - vi. Does the organization adhere to appropriate ethics in its research and in its guidelines for student research projects?
- d. On-Site Advising: The Program advises students in their academic endeavors.
  - i. Are students guided in developing learning strategies and special skills necessary to integrate into the host academic culture?
  - ii. If the Program advertises international university partnerships, does the Program encourage qualified students to enroll in appropriate locally taught (or available) university courses?
  - iii. Are the Program and home institution advisers' roles and expertise defined and communicated to the student?
  - iv. Is the student encouraged to be in contact with the home institution adviser when finalizing on-site course registration?
- e. Academic Integration: The organization fosters the integration of student overseas learning with requirements and learning at the home institution.
  - i. Does the Program faculty and the home institution faculty play a role in ensuring that the education abroad experience is integrated into the student's overall academic program?

- ii. Does the organization provide information for the home institution to evaluate courses for credit transfer?
  - iii. Does the organization provide a framework to ensure that the education abroad experience is integrated into the academic program at the home institution?
  - iv. Do academic leaders meet with Program faculty and staff to discuss ongoing and possible new academic opportunities?
  - v. Does the organization have a content-qualified curriculum committee or process to address issues of curriculum development?
  - vi. How does the organization support curriculum integration between programs and universities at home?
- f. Academic Planning
- i. Has the home institution put a mechanism in place that encourages students to seek advising during their program selection and course registration process?
  - ii. Are students encouraged or required to document an academic plan or adviser approval of course selection?
- g. Career Planning
- i. Do the home institution's materials, website, and advising model encourage students to define academic and career goals when selecting a program?
  - ii. Are home institution academic and education abroad advisers trained to assist students to clarify goals and to find a program that meets those goals?
  - iii. Does the home institution assess the degree to which programs have met student goals?
4. STUDENT PREPARATION AND THE LEARNING ENVIRONMENT: THE ORGANIZATION PROVIDES ADVISING AND ORIENTATION SUPPORT THAT IS CONSISTENT WITH THE MISSION OF EACH AND EVERY PROGRAM AND THE NEEDS OF ITS STUDENTS.
- a. Pre and Post-Departure Advising and Orientation: The Program provides appropriate advising support to meet student needs.
- i. Does the organization advise on appropriate program selection?
  - ii. Does the organization provide appropriate advising and pre-departure support to meet student needs?
  - iii. Does pre-departure information include accurate information about academic credit, program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses?
  - iv. Does the home institution facilitate students' use of support services on campus (e.g., financial aid, student health) before they study abroad?
  - v. Does the home institution and Program ensure that students have sufficient prerequisite knowledge of the language of the host country to satisfactorily meet the program's academic expectations before enrolling?
  - vi. Do students have sufficient academic preparation and appropriate course prerequisites at the home institution before enrolling in the Program?
  - vii. Does the organization require or inform students about the need for health and repatriation insurance?
  - viii. Does the Program conduct an extensive initial orientation appropriate to the goals and nature of the Program and needs of the students?
  - ix. Does the orientation contain accurate advice on health, safety and security issues and inform students about the potential risks involved in study abroad and the specific risks at the study abroad location?
- b. Returning Student Support: The organization and Program provide support for students returning from abroad.
- i. Does the organization offer a re-entry program for returning students?

- ii. Does the organization assist returning students to share their experiences with other students at the home institution?
  - iii. Does the organization assist returning students to take advantage of their experiences upon return to campus, as well as after graduation?
5. STUDENT SELECTION AND CODE OF CONDUCT: THE ORGANIZATION MAINTAINS, AND MAKES PUBLICLY ACCESSIBLE, ITS COMMITMENT TO FAIR AND APPROPRIATE POLICIES REGARDING STUDENT SELECTION AND CONDUCT.
- a. Student Selection: The recruitment and selection processes are open and fair.
    - i. Has the organization defined its participant pool and set appropriate admissions standards?
    - ii. Does the organization encourage students from traditionally underrepresented groups to study abroad?
    - iii. Does the organization and the home school encourage students from a wide variety of majors and fields of study to study abroad?
    - iv. Does the organization encourage students to apply who have the necessary background for the specific programs/disciplines offered?
    - v. Does the admissions process reflect a policy of non-discrimination on the basis of race, sex, sexual orientation, physical ability, religion, or national and ethnic origin?
    - vi. How does the organization handle instances where students with physical disabilities cannot be accommodated?
    - vii. When students apply to multiple programs, does the organization recommend the program match that offers the most academic benefit to the student?
  - b. Code of Conduct: The organization makes explicit its student code of conduct and disciplinary processes.
    - i. Does the organization have a drug and alcohol abuse policy?
    - ii. Does the organization have student disciplinary codes and processes, and are these made available to students?
    - iii. Do students meet the minimum behavior standards as specified by the organization's code of student responsibility?
    - iv. Does the organization have an appeal process for decisions about admissions and code of conduct violations?
    - v. Does the organization have a policy with respect to sexual harassment and assault?
6. POLICIES AND PROCEDURES: THE ORGANIZATION HAS IN PLACE POLICIES AND PROCEDURES THAT GOVERN ITS EDUCATION ABROAD PROGRAMS AND PRACTICES.
- a. Policies: The organization has adequate and published policies that govern its education abroad programs.
    - i. Does the organization have criteria in place for establishing and terminating Programs?
    - ii. Does the organization have standards for accepting and reporting student credits from a Program?
    - iii. Does the organization have appropriate waivers and agreements with students participating in Programs?
    - iv. What are the organization's policies related to signing agreements and contracts?
    - v. Does the organization adhere to these institutional policies?
    - vi. Does the organization have agreements with international educational and/or cultural institutions when appropriate? How are these negotiated and implemented?
    - vii. Does the organization have agreements among participating home and host institutions, providers, and Programs when appropriate?
    - viii. Does the organization support, mentor and learn from others in the general field of international education?

- ix. Does the organization provide support for staff members to play an active role in professional organizations at the local, regional or national level?
- x. Does the organization integrate study abroad with the internationalization initiatives of its home campus?
- b. Personnel: The organization has defined policies with respect to personnel issues.
  - i. Does the organization have a policy of non-discrimination in hiring in the U.S. and/or abroad?
  - ii. Do Program faculty members make an effort to establish professional working relationships with counterparts, academic leadership, and staff at organization headquarters and at universities that participate in the Program?
  - iii. Does the organization provide feedback to provider and Program staff and leadership?
  - iv. Does the Program or provider have procedures for evaluating faculty and staff?
  - v. Does the organization offer opportunities for Program staff and faculty development? Do faculty and staff participate?
  - vi. Do staff and faculty participate in professional development opportunities?
- c. Communications: The organization is committed to and practices open, accurate and honest communications.
  - i. How does the organization inform faculty and staff about the goals of the Programs?
  - ii. How does the organization inform faculty and staff about the activities of the Programs?
  - iii. Does the organization have a communication plan and articulation agreement with other organizations with which it works?
  - iv. Do the faculty and staff in the various entities involved in the Programs treat and interact with each other with professional respect?
  - v. Does the study abroad office at the home institution cultivate maintain working relationships with key administrative units at an institution (e.g., Financial Aid, Health Services, Risk Management, Student Services) and does it regularly confer with these other offices?
  - vi. Does the organization accurately inform participating institutions of Program requirements, costs and opportunities?
  - vii. Are Program staff and faculty in contact with their counterparts at other organizations such as the home and host institutions and providers?
- d. Marketing: The organization follows ethical practices in marketing.
  - i. Do the organization's materials truly, clearly, honestly, and consistently reflect the content of their programs?
  - ii. What systems are in place to ensure that the organization's materials honestly, clearly and consistently reflect the content of its programs?
  - iii. Do the organization's materials accurately portray what expenses the organization covers, the anticipated out-of-pocket expenses, and refund information?
  - iv. What are the organization's policies regarding price changes and the timing of increases? Does the organization avoid last-minute price changes?
  - v. Does the organization inform the students that there may be material changes in a Program or price increases as the result of circumstances beyond the organization's control such as radical changes in currency exchange rates?
  - vi. Does the organization provide comprehensive information for parents and guardians?
  - vii. Does the organization provide proper credit to other sources in its publications?
  - viii. Does the organization take care not to denigrate or to interfere with the operations and programs of competitor organizations?
  - ix. Does the organization respect and abide by campus policies regarding visits and promotions?
- e. Affordability and Financial Assistance: The organization, institution, or office provides pro-active assistance to students and families concerning the provision of internal and/or external financial aid.

- i. Does the organization have an established policy to make education abroad financially accessible to as many students as possible?
  - ii. Are the organization's financial aid policies consistent with implied and actual recruitment commitments made to students?
  - iii. Does the organization provide financial aid counseling for students?
7. ORGANIZATIONAL AND PROGRAM RESOURCES: THE ORGANIZATION PROVIDES ADEQUATE FINANCIAL AND PERSONNEL RESOURCES TO SUPPORT ITS PROGRAMS.
- a. Personnel-Academic: Program faculty members have the qualifications, knowledge and an appropriate level of engagement to support the curriculum and the learning environment of students inside and outside the classroom.
    - i. Do Program faculty members have qualifications and in-depth experience appropriate to the mission of the Program and the courses taught?
    - ii. Do instructors in university courses at the site have appropriate qualifications and in-depth experience?
    - iii. Are Program instructors aware of and trained to manage cultural differences in order to work with international students in the host culture?
    - iv. Do Program instructors have academic credibility and appropriate credentials in their host country?
    - v. Do the scholarly achievements of the Program faculty meet local university equivalent standards?
    - vi. Do Program instructors ensure that student academic experiences meet the academic expectations of the sending institutions?
    - vii. Do Program instructors accept their role as educators and fulfill their responsibilities to each student?
    - viii. Do Program faculty and/or staff have appropriate information on learning styles and expectations of students from another culture and do they employ appropriate teaching strategies?
    - ix. Do Program faculty and staff have the necessary skills and background to prepare students for the educational system they will be entering?
    - x. Are Program faculty engaged in scholarship, or other appropriate activities in the arts or their chosen profession?
    - xi. Are Program instructors involved in developing new courses according to the organization's approved curriculum design?
    - xii. Do Program instructors assist students to make informed and independent academic choices?
  - b. Personnel-Administration and Support: Program staff members have the qualifications, knowledge and an appropriate level of engagement to administer the Program effectively and to promote the learning, health and well being of students.
    - i. Is the ratio of staff-to-students appropriate for the mission of the Program?
    - ii. Does the organization have standards of competencies in selecting staff and a protocol for periodic staff evaluation?
    - iii. Does the organization have a training program for staff that includes new employee training and continuing education?
    - iv. Does the organization have appropriate policies in areas such as harassment, diversity issues, and hiring and termination policies?
    - v. Are the on-site senior administrators adequately trained and experienced for the duties they must perform?
    - vi. Are guides qualified to lead field trips?
    - vii. Is on-site staff knowledgeable about cross-cultural learning?

- viii. Is staff aware of and trained to manage cultural differences in order to work with international students in the host culture?
  - ix. Are sending institution staff knowledgeable about the destinations where they send students?
  - x. Is the Program staff knowledgeable about issues of student development, advising, and support?
  - c. Financial Resources: The organization devotes adequate financial resources to each Program.
    - i. Does the organization have a financial management plan?
    - ii. Does the organization have financial oversight processes appropriate to the size and complexity of the Programs?
    - iii. Does the organization provide adequate logistical and academic support for new Programs?
    - iv. Does the organization have sufficient financial resources to deal with crises and/or to weather sudden and unanticipated financial changes?
    - v. Does the organization have access to emergency funds?
  - d. Learning and Academic Support Facilities: Each Program has adequate facilities as appropriate to the host environment and culture.
    - i. Do Programs follow a written plan for routine, preventative and deferred maintenance of facilities, equipment and grounds?
    - ii. Is reasonable accommodation made to meet the needs of students with physical disabilities?
    - iii. Does the organization have a policy with respect to working with students with physical and learning disabilities?
    - iv. Do students have access to adequate library resources?
    - v. Do students have adequate study space?
    - vi. Do students have access to equipment and technologies appropriate to the Program design?
    - vii. Do students have access to Internet services appropriate to their academic needs?
    - viii. Are classrooms equipped with instructional technology as appropriate?
    - ix. Are faculty trained in the use of this technology?
    - x. Are the program facilities adequate to the size and type of the program?
  - e. Student Housing: Students are provided with or helped to gain access to appropriate housing.
    - i. Does the organization have standards for managing student life issues?
    - ii. Is the location of student housing accessible to appropriate transportation?
    - iii. Do housing contracts adhere to the laws of the host country?
    - iv. Does student housing promote student access to the local culture?
    - v. Is the housing evaluated and inspected regularly?
    - vi. Are adequate provisions made for changing a student's housing assignment when warranted?
    - vii. Does the housing meet appropriate security measures?
8. HEALTH, SAFETY, AND SECURITY: THE ORGANIZATION HAS ESTABLISHED AND CONTINUOUSLY MAINTAINS EFFECTIVE HEALTH, SAFETY, SECURITY AND RISK MANAGEMENT POLICIES, PROCEDURES AND FACULTY/STAFF TRAINING.
- a. Safety and Security: The organization ensures continuous attention to safety and security issues.
    - i. Does the organization have procedures for handling student emergencies?
    - ii. Is staff trained to handle emergencies?
    - iii. Does the organization have a written crisis management plan?
    - iv. Does the organization have a safety and security plan?

- v. Are crisis management, emergency and safety plans reviewed and evaluated regularly by appropriate administrative staff and local legal counsel?
  - vi. Are Program staff and faculty informed of all crisis and emergency procedures?
  - vii. Do Program facilities, classrooms, offices, home stays, excursions, and field trips meet local safety standards?
  - viii. Are efforts made to insure that Program facilities, classrooms, offices, home stays, excursions, and field trips meet local and accepted international safety standards as closely as possible?
  - ix. Does the organization undertake regular safety assessment of its facilities and services?
  - b. Health: The organization ensures continuous institutional attention to health issues for Program students, faculty and staff.
    - i. Do Program staff members inform students about local health and safety concerns?
    - ii. Is staff sufficiently trained to determine when students require professional assistance for mental health issues, alcohol and other drug abuse?
    - iii. Are students with individual health concerns provided pre-departure and on-site guidance and assistance?
    - iv. Does the organization have contacts with appropriate health-related agencies on site?
  - c. Liability: The organization maintains adequate insurance policies and conducts regular risk management programs involving appropriate training and personnel.
    - i. Does the organization have appropriate insurance coverage to cover liability risks and require insurance coverage for students and traveling faculty/administration?
    - ii. Are the appropriate offices and external agencies involved in a regular risk management assessment program?
  - d. Emergency Communications: The organization and Program have adequate and clearly defined emergency communications plans.
    - i. Does the organization have policies and procedures for when it will contact home institutions and/or parents/guardians/emergency contacts in emergency situations and with respect to student health and safety issues?
    - ii. Are students informed about these policies and procedures and is this information available on the Internet?
9. ETHICS AND INTEGRITY: THE ORGANIZATION REMAINS INFORMED ABOUT, EDUCATES ITS EMPLOYEES IN AND ADHERES TO THE ETHICAL PRINCIPLES AND PRACTICES OF EDUCATION ABROAD.
- a. Operations: The organization operates its programs in accordance with ethical principles.
    - i. Do faculty and staff act ethically, guided by professional ethical standards of the education abroad field?
    - ii. What is the organization's policy for reconciling their standards with host institution standards and discrepancies between home and host country laws?
    - iii. What ethical and legal standards does the organization apply in the marketing and operations of its Programs?
    - iv. Do staff and faculty consistently abide by U.S. and host country laws, regulations, and guidelines that may affect Programs?
    - v. Does the organization keep staff and faculty apprised of these laws, regulations, and guidelines?
    - vi. Does the organization and its personnel avoid situations where there might be conflicts of interest, or have appropriate ways of addressing such conflicts? Is this policy documented and distributed to personnel?
    - vii. Does the organization treat other colleagues in the field in an ethical and civil manner?
  - b. Student Life: The organization conducts its affairs with study abroad students in an ethically responsible manner.

- i. What ethical guidelines are in place for advising and interacting with students?
  - ii. How does the organization protect student rights to privacy and confidentiality?
  - iii. Does the organization assure long-term protection of students' records?
  - iv. Does the organization value, welcome, and provide a supportive environment for all students regardless of gender, age, religion, disability, sexual orientation, and national or ethnic origin?
- c. Cultural Sensitivity: The organization is considerate and respectful toward other countries and their cultures and values.
- i. Does the organization have sophisticated knowledge about the ethics, culture, society, values, and politics of the countries where it operates?
  - ii. Does the organization rely on specialists who are knowledgeable about the countries where it operates?