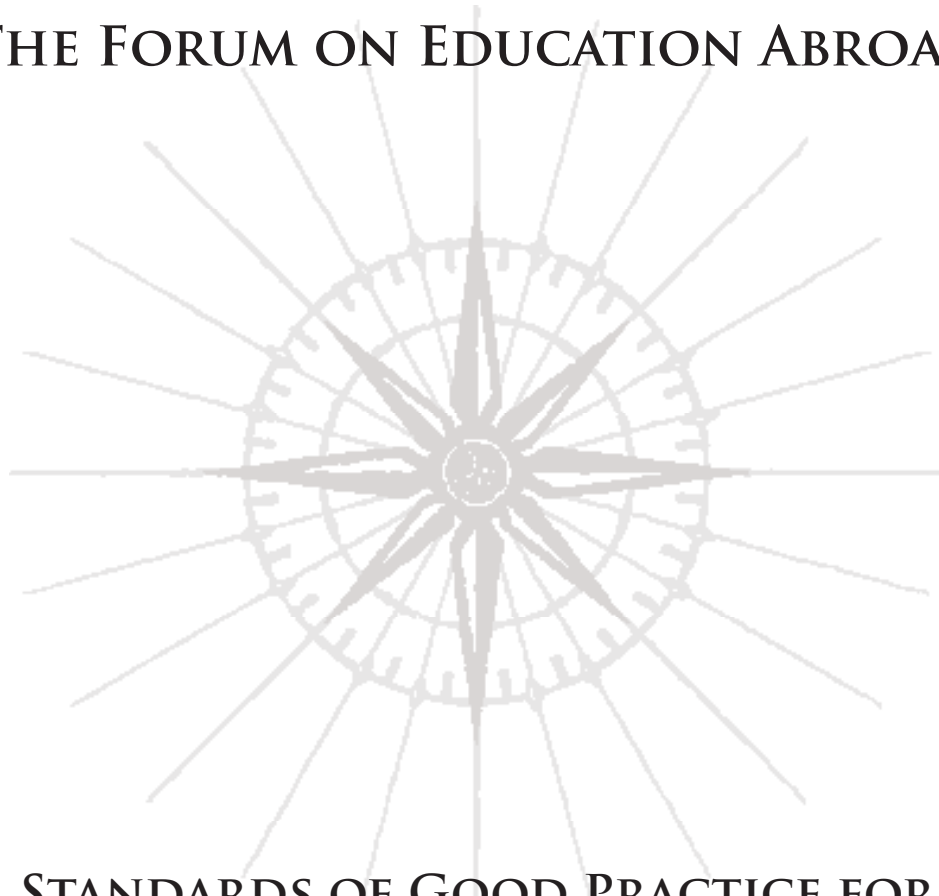# THE FORUM ON EDUCATION ABROAD

STANDARDS
of GOOD PRACTICE FOR
EDUCATION ABROAD

FOURTH EDITION

The Forum on Education Abroad

Standards of Good Practice for Education Abroad
Fourth Edition

Contents

Preface to the Fourth Edition

This fourth edition of the Forum on Education Abroad's *Standards of Good Practice for Education Abroad* augments previous editions of the *Standards*. Since the last edition was published in 2008, Forum member institutions and organizations have implemented the *Standards* in program development and assessment, using the Standards in the Forum's Quality Improvement Program (QUIP) and internally. The current edition of the *Standards* responds to suggestions from members that have come through their practices of putting the *Standards* to use in their programs.

A signature of the Forum's *Standards* is the Queries section, which provides a means for institutions and organizations to assess how their programs meet the *Standards.* The Forum's online Standards Toolbox delineates accepted best practices in the field to support this effort. Although originally designed to avoid prescriptive 'yes or no' answers, in practice, it was found that many of the Queries lent themselves to narrow responses. In the new edition of the *Standards*, the Queries of each Standard have been reworded to evoke fully explanatory answers. Users of the *Standards* will find this change beneficial in the way it facilitates more in-depth analysis of programs.

In 2009, one outcome of a Forum Fireside Dialogue on "Beyond Safety and Security in Education Abroad" was a call for more clarity and definition of Standard 8. A Forum Standards Committee Working Group drafted revisions to Standard 8, based on extensive research into standards of good practice in fields with similar concerns.

The fourth edition of the *Standards* also contains new language on non-discrimination, assessment, and environmental and social responsibility. In new Appendices, Standards Committee Working Groups have provided guidance for basic education abroad practices such as advising students, and institutional relations and marketing.

These revisions have been developed through a process that was transparent, built on consensus and due process, and allowed all stakeholders in education abroad, as well as the general public, to voice their opinions.

INTRODUCTION
USING THE STANDARDS OF GOOD PRACTICE TO ASSESS AND IMPROVE EDUCATION ABROAD PROGRAMS

Brian J. Whalen, Ph.D.
President and CEO, The Forum on Education Abroad

The creation of standards presumes that they will be implemented, and that they will be used as a means to assess and improve programs. Deciding on a set of standards means also promoting their use as a means to compare how well programs meet these standards. The overall purpose, of course, is to assure quality. The Forum has followed this approach in the belief that the best way to benefit students who participate in education abroad programs is to create standards that represent the ideals to which the entire field should aspire.

While higher education globally responds to calls for greater accountability and assessment of program outcomes, the Forum's *Standards of Good Practice for Education Abroad* provide the authoritative means for the education abroad field to respond to this call.

The Forum *Standards* are intended to be used on an ongoing basis to respond to the practical realities of developing, managing and assessing education abroad programs. These uses may be effectively integrated with existing accreditation requirements and many institutions are doing so. The *Standards* are composed of three interrelated elements intended to be used together in a comprehensive and rigorous process of assessment and improvement:

- The *statements* of the standards;
- *Queries* designed to be used for assessing how well the standards are being met;
- A *toolbox* of model approaches and best practices in meeting the standards.

The Forum has chosen a multi-tiered approach to the implementation of these standards that attempts to reach the broadest possible audience and include the diversity of programs that represent the field. At the same time, the Forum's membership model encourages a progression towards greater adoption and implementation of the *Standards*, culminating in the validation that is offered through successful completion of a Quality Improvement Program (QUIP) review. This validation recognizes an institution or program for conforming to the *Standards of Good Practice for Education Abroad* and for practicing ongoing quality improvement.

The vast majority of Forum member institutions (97% according to the latest survey) have used the *Standards of Good Practice* to shape organizational/institutional policy on education abroad. The Forum strongly recommends the use of the *Standards* for this purpose, and promotes this in several different ways that are sensitive both to the diversity of Forum member institutions and organizations, and to the stage of readiness at which an institution finds itself. For example, while some institutions and organizations are prepared to undertake the rigorous assessment of the Quality Improvement Program, others may be at a stage where a workshop training them in the *Standards* is more appropriate.

The Forum's *Standards*-related programs and services build on one another and encourage a progression toward a deeper and more thorough implementation of the *Standards*. Graphically, this can be represented this way:

Quality Improvement (QUIP) Recognition

(Validation)

⇑

Guided Standards of Good Practice Assessments

(Assessment)

⇑

Standards Institutes and Workshops

(Training)

⇑

Forum Membership

(Commitment)

⇑

Prospective Forum Member

Participation in the Forum's Standards of Good Practice Institutes or Standards of Good Practice Workshops are excellent ways to learn how to utilize the *Standards* as an assessment and improvement tool. Workshops and Institutes have been and will continue to be offered across the U.S. and around the world. They provide a focused and intimate setting for being trained in the *Standards* and the best practices that conform to the *Standards*. Workshops can also be customized to meet the specific needs of an institution or organization and Forum members are encouraged to contact the Forum if they are interested in hosting a workshop on their campus or in their offices.

A more rigorous and formal level of application of the *Standards* comes from participation in the Forum's Guided Standards Assessments. These Assessments are offered on a range of education abroad topics that relate to specific areas of the *Standards*. Participants proceed through a guided self-assessment following a protocol developed by the Forum and involving several other institutions and organizations as part of the cohort. Webinars bring the cohort together to address challenges, share best practices, and discuss strategies for meeting the *Standards*. The outcome is feedback and recommendations from the Forum regarding how well an institution or organization is meeting the *Standards*, which practices of theirs are best practices, and recommendations for improvement.

The highest level of education abroad assessment and quality assurance is offered by the Forum's Quality Improvement Program (QUIP). Like the Guided Standards Assessments, QUIP is based on an objective and authoritative set of standards, with these additional enhancements and benefits:

- The process is managed objectively by the Forum and according to a well-established, tested protocol;
- It involves trained, objective peer reviewers who analyze all materials and conduct site visits;
- QUIP has a series of built-in checks and balances that allows for the institution under review to respond officially to the Peer Reviewers' Report;
- The final decision about whether or not an institution under review is in substantial conformity with the *Standards* rests with the Forum Review Panel, an independent body of senior colleagues who review all materials generated by the review in order to make a decision;
- A recognition by the Forum for meeting the *Standards of Good Practice* that may be communicated to an institution's constituents.

No matter how an institution or organization utilizes the *Standards* to assess and improve its programs, the goal should be to benefit students. Only by informing ourselves of the accepted standards of the field, and by dedicating ourselves to ongoing assessment and improvement, can we be assured that our programs are the very best that they can be.

the Development of the Standards of Good Practice by the Forum on Education Abroad

Kathleen Sideli, Ph.D., Indiana University
Former President, Forum on Education Abroad; Past Chair, Board of Directors of the Forum; Chair, Forum Standards Task Force

Standards of good practice emerged as a priority in January, 2001 at the first meeting of the education abroad professionals who became the Founding Board members of The Forum on Education Abroad. They quickly placed standards as the number one goal of the Forum. Compiling standards of good practice was the first project that the Board tackled, under the direction of Jon Booth, after soliciting input from Forum members in 2002 regarding the top issues in the field that needed standards of good practice. In fact, that survey found that the top ten issues in rank order were: development of standards for academics and program design, research in outcomes assessment/language acquisition, health and safety, finances and financial aid, ethical issues, advocacy, services/staff/faculty development/use of technology, access to/participation in education abroad, curriculum integration and pre-departure/re-entry issues.

Adherence to good standards was considered a necessary attribute of any member institution, organization or individual who joined the Forum. Although finalized standards did not exist at the time the Forum recruited its initial members, the Board added a statement to the membership form that indicated, "By completing this application, I affirm that the organization named below is committed to the highest standards of education-abroad good practices." The Board had agreed that bringing as many organizations into the Forum as possible was the best way to ensure that they would share the Forum's priorities and profit from its advancements in its five goal areas.

To provide continuity in terms of content projects, the Board soon added to its governance structure an Advisory Council (today known as The Forum Council). The first elections were held in July of 2002 and the Council's first task that fall was to charge five committees with carrying on the five goals of the Forum. The Standards Committee, chaired by Bill Anthony, continued the standards project that the Board had initiated. At the CIEE conference in Atlanta in November of 2002 there were roundtables on the Forum's goals, including standards. At the time, the Standards Committee announced that they planned to benefit from work done by the field in the past thirty years, to identify areas where standards had not existed, to create products to assist professionals with implementing standards, and to seek input from the field along the way. With input from the roundtables in Atlanta and through expert guidance from Dr. Larry Braskamp, the former executive director of the Commission for Higher Education Accreditation (CHEA) and the consultant who produced IES's Model Assessment Practice, the Standards project advanced quickly.

In January, 2004, the Board of Directors voted to have a formal certification process utilizing the finalized Standards in three years. During this period the Board planned to seek counsel and advice from various accreditation and certification agencies regarding the pros and cons of various approaches to the application of standards of good practice. That same year the IFSA Foundation gave one of its inaugural grants to the Forum to further the goals of the Standards project, particularly to advance the planning for a systematic pilot project to test the application of the Standards. The first formal draft of the Standards was released as a publication at the Forum's first conference in Santa Fe in November, 2004, in conjunction with the CIEE conference, and was widely distributed in the field from that point on since it was made available on the Forum's website. Discussion boards on the website also stimulated input from the field regarding the draft document.

A unique opportunity presented itself in 2005 when the U.S. Department of the Justice and the Federal Trade Commission took applications from entities that sought to be the Standards Development Organization

(SDO) in their field. Through SDOs, the U.S. government hoped to encourage self-regulation and compliance with standards in such organizations. Geoffrey Bannister, the first executive director and president of the Forum, successfully achieved SDO status for the Forum. This important status carries responsibilities that have helped shape the direction of the organization's application of the Standards since SDOs must exhibit the following elements: *Openness*, defined as the opportunity for involvement by all parties known to be affected by the particular standards development activity; *Balance*, which requires balancing interests so that standards development activities are not dominated by any single group of interested parties; *Transparency*, which calls for readily available access to essential information regarding proposed and final standards; *Consensus*, defined as the requirement that substantial agreement be reached on all material points after the consideration of all views and objections, and *Due Process*, including the right to express a position, to have it considered, and to appeal an adverse decision.

In 2005, a second edition of The Forum's *Standards of Good Practice*, produced under the guidance of Michael Steinberg, chair of the Standards Committee beginning in 2004, was distributed at the second conference in Miami in November, again in conjunction with the CIEE conference. The new edition resulted from the important input of the field. The second edition was designed to be linked to electronic resources at a future date. Other important changes included: a new section on the topic of marketing, a new standard was added to Ethics and Integrity, 43 queries were modified, 17 queries were dropped, 37 queries were added and several U.S.-centric phrases and suggestions were modified. The most important change was publishing the eight standards separately from the queries so that they would stand out more clearly. The query approach was retained since most individuals involved with the project felt this was the best way to guide the users of the standards.

The Pilot Project was initiated in 2005 and continued through 2006, involving over 20 institutions and organizations, although not all of them completed the project due to competing activities. Program reviewers were selected from volunteers from the membership, with two assigned to each institution or organization. Guidelines for self studies and for the on-site evaluations were created to assist everyone engaged in the process. Visits took place in the summer and fall of 2006, culminating in a Summit at Dickinson College, the current home of The Forum, in late November of 2006 where representatives from the Council's Standards Committee, Forum staff and other Forum leadership benefited from lessons learned through the Pilot Project.

In January of 2006 the Board of Directors created a Task Force on Standards to make a recommendation to the Board regarding the formal utilization of the Standards, in consonance with the Board's vote in January of 2004 to have a process created within three years. After much deliberation and consideration regarding a number of options, the Task Force recommended a process that is called The Forum's Qualify Improvement Program (QUIP). This is very much in keeping with the directions in the field of higher education today which focus more on quality improvement than strict accountability models. QUIP will be useful to the wide range of institutions and organizations in the field of education abroad, which vary immensely in terms of their own self evaluation systems. QUIP offers a standardized approach to program and system reviews. Today, offices and programs often invite peers to evaluate their operations without access to an agreed-upon process or template. QUIP should quickly become the standard in the field for evaluating offices and programs. There are three types of QUIP, depending on the scope of the review. All reviewers undergo training so there is consistency with the evaluation processes. Institutions and organizations also receive guidance regarding the self-study component.

The Forum recognizes that many individuals, institutions and organizations may have different opinions about the best way to apply standards in the field of education abroad. The current process reflects the work of many, many individuals and experts and has been democratic in nature from the start. While the process may not be perfect, it is the most deliberate, most focused and most collaborative process of its kind that the field has known to date in the area of ensuring standards of good practice. We invite the Forum membership to support QUIP and to help make it the success it should be. Our students deserve no less.

Standards of Good Practice for Education Abroad

Preamble

The Standards of Good Practice for Education Abroad are the product of years of collaboration and reflect the input and shared vision of education abroad professionals from around the world.

It is the Forum's hope that the Standards will continue to serve education abroad as a touchstone by which they periodically review their programs. If there is one core precept for Forum on Education Abroad members, it is a commitment to the continuous evaluation and improvement of our work as international educators.

The United States Justice Department recognizes the Forum as the Standards Development Organization (SDO) for education abroad. The criteria for this SDO status are: openness, balance, transparency, consensus, and due process. The Forum Board of Directors and the Forum Council are charged with the responsibility of deciding how to implement the Forum's SDO prerogatives. The Standards Committee of the Forum Council ensures that the standards are open, balanced, transparent, and the product of consensus. These principles have guided the Standards Committee's work, and will continue to do so.

What the reader will not find in these Standards are simplistic solutions to the many complex challenges inherent in international education and intercultural understanding. We affirm that there are certain basic principles that ought to be accepted and implemented by education abroad practitioners and programs and by higher educational institutions that are offering education abroad opportunities for their students. These include: providing students with clear information about program goals; non-discrimination; academic oversight; a commitment to accurate advising; attention to safety in program planning and management; observance of home and host country laws; consideration given to local environmental and social impact of programs; and commitment to professional, ethical behavior as defined by an organization's own code of ethics and/or to the ethical principles of the Forum's *Code of Ethics for Education Abroad.*

We also recognize that there are no "one-size-fits-all" answers for how organizations and programs should address education abroad standards. After all, our students come from all manner of backgrounds and have a variety of academic interests. The academic goals and financial means of institutions also vary substantially.   It would make no more sense to impose monolithic standards on all education abroad programs than it would to assume that all programs ought to aspire to identical goals. The Standards are therefore designed to fit a wide range of academic program types including direct enrollment programs, hybrid programs, island programs, and field research programs. They are applicable to semester and year-long programs, summer programs, and short-term programs; and programs organized by domestic universities, international universities, and education abroad providers. The Standards Committee considered but decided against creating several standards documents designed to fit different kinds of organizations. It is not our vision to impose a long list of requirements of good practice that apply in equal measure or categorically to all educational programs and professionals. We expect, nevertheless, that practitioners, institutions, consortia, and associations will employ these standards for different reasons and at different times in their organizations' history, each with legitimately varying goals, according to their individual education abroad mission and philosophy.

The Standards Committee is actively committed to enhancing the Standards and supplementing them with Best Practices in a wide variety of areas. The present edition includes amendments and appendices that deepen the Standards with respect to advising (at students' colleges and while they are studying abroad), environmental and social responsibility, program marketing, and health and safety.

It is essential that the Standards be applied in a manner that is appropriate to the environment and culture of individual institutions ,and that those who serve as program reviewers take into account the nature and complexity of individual programs. For example, the Standards Committee recognizes that education abroad often takes place at institutions abroad through reciprocal exchange arrangements or through direct enrollment programs. Local conventions regarding quality control in program delivery might take precedence in these scenarios. Exchanges and direct enrollment in institutions abroad involve a significant segment of education abroad students, and the education abroad profession recognizes and affirms their value for student learning.

Our solution to the challenge of how to set high standards, without promoting standardization of a particular model for education abroad, is to anchor the standards in a set of queries rather than to promulgate them through prescriptive statements. These queries provide a structure for voluntary, periodic self-evaluation by individual professionals, their programs, and their institutions. The queries are designed to elicit thought, discussion, and documentation, rather than simple yes or no answers. By asking the right questions and by accessing the supporting model resources and documents of practice in the Standards Toolbox, we hope that the active professional will find the process of self-review both intellectually engaging and professionally enriching. Reviews should be seen primarily as an opportunity to look to the future rather than to serve as a focus on whether an institution meets a series of objective guidelines. Ultimately, our common goal is to establish standards that will improve practices, such that our students' international academic experiences are as rich and meaningful as possible.

Michael Steinberg, Ph.D., IES Abroad; Chair, Forum Standards Committee
William Anthony, Ph.D., Northwestern University

Definitions of Terms

Education Abroad 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
The college, university or other education entity abroad that provides academic and program related support to the education abroad student.

Program Provider
An institution or a stand-alone non-profit or for-profit entity that administers one or more education abroad programs primarily for students who are not enrolled there to pursue the primary degree.

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

Note: Each Standard may not be applicable to each type of education abroad activity engaged in by an organization; however, it is important for all organizations in education abroad to be familiar with all of the *Standards*, whether they apply to the education abroad activity of the organization itself, or if they apply more directly to the activities of its partners in the field.

The Standards of Good Practice for Education Abroad

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.
   b. Assessment of Mission Achievement: The organization regularly analyzes the degree to which it is achieving its overall mission and its mission statements for each program, and utilizes these findings to assure continuous improvement.

2. **Student Learning and Development: The organization has stated educational objectives that foster student learning and development; has an established process for regularly collecting and analyzing data to assess the degree to which it is accomplishing each; and utilizes these findings to monitor, maintain, support, and continuously improve student success.**
   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. Academic Growth: The program provides academic learning opportunities appropriate to the program's mission.
   d. Student Development: The program provides opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity).

3. **Academic Framework: The organization maintains clearly stated and publicly available policies on academic matters related to education abroad; regularly reviews them for relevance and effectiveness; and implements appropriate changes as needed.**
   a. Academic Credit: The organization has clearly stated and publicly available policies on 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 program advises students on academic matters in cooperation with home institution advising and regularly evaluates its success in doing so.
   e. Academic Integration: The organization fosters the integration of student learning abroad with requirements and learning at the home institution and regularly evaluates its success in this area.
   f. Academic Planning: The home institution encourages students to make education abroad decisions with reference to degree progress, in consultation with their academic adviser and has an ongoing process in place to measure its success and continuously improve in this area.
   g. Career Planning: The home institution has a process in place to stay abreast of changes to academic and co-curricular offerings on programs abroad and provides program selection advising that takes into accountstudents' caareer goals and interests.

4. **Student Preparation for the Learning Environment Abroad: The organization has processes in place to assess student needs, provides advising and orientation support to address these needs that is consistent with the program's mission and regularly assesses the quality of this support, and utilizes its findings to continuously monitor, maintain, support, and improve its advising and orientation processes.**
   a. Pre- and Post-Departure Advising and Orientation: The program uses past experiences, student and staff evaluations, current research, and ongoing communication with students to assess students' needs and provide appropriate orientation and advising support to meet these needs as they evolve throughout the term of education abroad and regularly evaluates the effectiveness of its orientation and advising support.
   b. Returning Student Support: The organization and program staff have processes in place to assess their students' re-entry needs, provide support for students returning from abroad that addresses these needs, and regularly evaluate the effectiveness of this support.

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 code of conduct.**
   a. Student Selection: The recruitment and selection processes are transparent and fair.
   b. Code of Conduct: The organization makes explicit its student code of conduct and its disciplinary processes.

6. **Policies and Procedures: The organization has in place policies and procedures that govern its education abroad programs and practices and regularly reviews these policies to assure their effectiveness and appropriateness**.
   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.
   c. Advising: The organization is committed to and implements an advising model appropriate to students' curricular, intellectual, and personal development.
   d. Communications: The organization is committed to and practices open, accurate, and honest communications.
   e. Marketing: The organization follows accepted ethical practices in marketing.
   f. Affordability and Financial Assistance: The organization provides proactive assistance to students and families concerning the provision of internal and/or external financial aid.
   g. Program Assessment: The organization has established, and regularly utilizes formal review and evaluation processes of its policies and procedures and applies the results to continuously improve them.

7. **Organizational and Program Resources: The organization provides adequate financial and personnel resources to support its programs.**
   a. Academic Personnel: Program faculty members have the qualifications, knowledge, and appropriate level of engagement to support the curriculum and the learning environment of students inside and outside the classroom.
   b. Administrative and Support Personnel: Program staff members have the qualifications, knowledge, and appropriate level of engagement to administer the program effectively and to assure the 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 facilities adequate to realize program mission, recognizing that amenities might vary according to the host environment and culture.
   e. Student Housing: Students are provided with or assisted in securing appropriate housing.
   f. Assessment results are linked to the institution's ongoing planning and resource allocation processes.

8. Health, Safety, Security and Risk Management: The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.

    a.   The organization considers health, safety, security and risk management in program development.

    b.   The organization focuses continuous attention on health issues for program students, faculty and staff.

    c.   The organization ensures continuous attention to the safety of students, faculty and staff at all locations, with particular attention to safety issues in more dangerous locations.

    d.   The organization maintains adequate insurance coverage and conducts regular risk-management review involving appropriate training and personnel.

    e.   The organization is knowledgeable about and complies with applicable laws and regulations.

    f.   Risk assessments are conducted as part of the development process for new programs to evaluate and mitigate potential risks prior to the commencement of the activity.

9. Ethics and Integrity: The organization educates its employees in and adheres to its own code of ethics and/or to the ethical principles of the Forum's Code of Ethics for Education Abroad.

    a.   Operations: The organization operates its programs in accordance with ethical principles.

    b.   Student Life: The organization conducts its activities and advises students in an ethically responsible manner.

    c.   Intercultural Relations: The organization is considerate and respectful of the cultures and values of the countries in which it operates or sponsors programs and from which it draws students.

The Standards Queries

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

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.
      i. What is the organization's mission statement in regards to its education abroad programs?
      ii. What are the specific objectives for each program?
      iii. How does the organization define expected outcomes?
   b. Assessment of Mission Achievement: The organization regularly collects and analyzes data to assess the degree to which it is achieving its overall mission and its mission statements for each program and utilizes these findings to assure continuous improvement.
      i. How institutionally-appropriate, useful, truthful, organized, and sustained are the organization's in-place processes to assess the degree to which the organization is achieving these objectives and outcomes?
      ii. How clear is it to faculty, staff, and students how the institutional mission relates to education abroad?
      iii. How are individual programs' objectives shared with and by faculty, staff, and students?
      iv. How do these assessment processes purposefully correspond to the institution's mission statement and program objectives?

2. **Student Learning and Development: The organization has stated educational objectives that foster student learning and development, has an established process for regularly collecting and analyzing data to assess the degree to which it is accomplishing each; and utilizes these findings to monitor, maintain, support, and continuously improve student success.**
   a. Inter-Cultural Understanding: The organization fosters inter-cultural understanding.
      i. How are students encouraged to reflect on their own value system in a structured manner and in the context of living in a different culture?
      ii. How do academic studies, support services, and integrative activities such as ethnographic observation or journaling exercises contribute to students' appreciation and respect for people with differing cultural values?
      iii. How do integrative activities assist students in acquiring general adaptive skills that prepare them to live in a cultural milieu different from their own?
      iv. What opportunities exist for students to interact with people of different backgrounds? For example, what agreements do programs have with universities or other entities for access to sponsored activities and student clubs?
      v. What assessments are made of students' comparative knowledge of multiple cultures before and after the program and compared to those of a control group?
      vi. Using appropriate qualitative and/or quantitative measures, how are students' intercultural competencies assessed before and after the program and compared to those of a control group?
      vii. What assessments are made of students' abilities to adapt to a different culture?
      viii. How 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.   How are students tested and placed in appropriate language courses?

    ii. How is language instruction, when appropriate, integrated into program courses and activities?

    iii. In language development courses, how do students gain a perspective of the host country's values, history, culture, and current status?

    iv. What out-of-classroom opportunities are students provided to develop oral, listening, and writing skills in the language of the host country?

    v. How are students encouraged to use the host language as much as possible in the program, in class, and on excursions?

    vi. How do students engage in periodic self-evaluation of their communication skills in the language of the host culture?

    vii. How adequately are students prepared for language courses or direct enrollment in institutions where language ability is a prerequisite? OR How does the organization ensure that students are adequately prepared for language courses or direct enrollment in institutions where language ability is a prerequisite?

    viii. How do language programs provide adequate articulation between curricula at the home institution and abroad?

    ix. How are students' language and/or inter-cultural communication skills assessed before and after the program and compared to those of a control group in order to continuously evaluate the program's effectiveness in this area?

    x. How are these findings utilized to make recommendations for program improvement?

    xi. What opportunities are language students given for continued study upon return to the home institution?

c. Academic Growth: The program provides academic learning opportunities appropriate to the program's mission.

    i.   How do courses available to students effectively support students' academic progress in their major fields or their general education?

    ii. How does the program integrate its curriculum with curricula of the students' home institutions?

    iii. How early are syllabi available prior to student enrollment?

    iv. How often is the curriculum assessed by faculty from sending institutions?

    v. How are students placed into appropriate levels within the disciplines of study? Vs. How appropriate are the levels within the disciplines of study into which students are placed?

    vi. How does the curriculum take advantage of local resources for discipline-specific learning?

    vii. How do the course content and pedagogy expose students to different perspectives on the discipline?

    viii. What discipline-specific field or research opportunities and/or internships does the program offer, when appropriate?

    ix. How is the academic growth of students who participate in education abroad programs compared to the academic growth of those who do not?

    x. How are these findings utilized to make recommendations for program improvement?

d. Student Development: The program provides opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity).

    i.   What opportunities for local engagement does the program provide?

    ii. How does the program provide opportunities for host country integration in living arrangements?

    iii. What mechanisms does the program provide for fostering students' independence and self-direction?

    iv. How are student development skills assessed before and after the program and compared to those of a control group?

    v. How are these findings used to make recommendations for ongoing improvements to the program?

    vi. What structures are in place for students to set individual learning goals for their time abroad within the context of the program's overarching goals, and to monitor and measure their progress toward these goals during and after the program?

3. **Academic Framework: The organization maintains clearly stated and publicly available policies on academic matters related to education abroad; regularly reviews them for relevance and effectiveness; and implements appropriate changes as needed.**
   a. Academic Credit: The organization has clearly stated and publicly available policies on the awarding of academic credit.
      i. How clearly articulated are the organization's policies and procedures for awarding or recommending course grades and course credit?
      ii. How consistent is the award of academic credit with standards expected by the students' home institutions?
      iii. How does the program inform students in advance about policies with respect to course credit, registration changes, or course withdrawal?
   b. Academic Coursework: The organization provides an academically challenging program of study.
      i. How well do courses meet the academic requirements of students' home institutions?
      ii. If courses are taken at a host institution abroad, how does the program ensure that students will be appropriately evaluated in the courses?
      iii. If courses are taken at a host institution abroad, how do the provider and/or organization ensure that the amount of credit and the grade conversion are based on clear and careful guidelines?
      iv. How clear are course requirements to students?
      v. How clear are the guidelines provided to students for what is expected of them, for how their performance in the course will be evaluated, and on the host country teaching styles and expectations?
      vi. How is the academic program organized to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country, and consistent with the program mission?
      vii. If the program involves direct enrollment in host university courses, how does the program effectively prepare students for course requirements, differences in classroom culture, and teaching styles?
      viii. If the program involves direct enrollment in host university courses, how effectively does the program advise students on enrollment in courses that best suit their interests, needs, and preparation?
      ix. How does the program convey to its faculty the requirements of home institutions for course work abroad?
      x. How effectively does the program make use of modes of instruction, assessment, and learning at the site that may differ from home institution models?
      xi. How effectively does the program enrich the classroom experience through use of location and/or unique resources?
      xii. How effectively does the program enhance instruction through use of field study and engagement of local cultural institutions?
      xiii. What tutorial support does the organization offer for students having academic difficulties?
      xiv. How are academic programs designed to encourage independent learning?
      xv. How are out-of-classroom activities integrated with in-class course work?
      xvi. How are students encouraged to compare and understand differences and similarities between home and host countries?
      xvii. How are students guided toward appropriate learning strategies and methods for successful integration in the host academic culture?
      xviii. What appropriate feedback do students receive 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. How are internships or field research opportunities related to one or more other courses in the program or to the program's location, language, or theme(s)?
      ii. What preparatory or parallel courses (e.g. field research methods or contextual studies in relevant disciplines) are required and/or provided in order to facilitate academic credit for an internship or a field research project?

        iii. How regularly do qualified academics or other professionals monitor internships or field research components, and evaluate and grade student performance in them?

        iv. What research paper or other substantial final assignment is required in order for students to synthesize learning in internships or field research projects so that they may obtain academic credit?

        v. How consistent is the award of credit for internships or field research projects with home institution standards for awarding such credit?

        vi. How does the organization adhere to appropriate ethics in its research and in its guidelines for student research projects, particularly involving human subjects?

d. On-Site Advising: The program advises students on academic matters in cooperation with their home institution adviser and regularly evaluates its success in doing so.

        i. How are students guided toward appropriate learning strategies and methods for successful integration in the host academic culture?

        ii. If the program advertises international university partnerships, how does the program encourage qualified students to enroll in appropriate locally taught (or available) university courses?

        iii. How are the program and home institution advisers' roles and expertise defined and communicated to the student?

        iv. How is the student encouraged to be in contact with the home institution adviser when finalizing on-site course registration?

        v. To what periodic review is the on-site advising process subjected, and how are these findings used to identify areas needing improvement and to implement changes?

e. Academic Integration: The organization fosters the integration of student learning abroad with requirements and learning at the home institution and regularly evaluates its success in this area and identifies areas for improvement.

        i. What roles do the program faculty and the home institution faculty play in ensuring that the education abroad experience is integrated into the student's overall academic program?

        ii. How sufficient is the information that the organization provides to the home institution for evaluation of courses for credit transfer?

        iii. What frame work does the organization provide to ensure that the education abroad experience is integrated into the academic program at the home institution?

        iv. How often and in what capacity do home institution academic leaders meet with program faculty and staff to discuss ongoing and possible new academic opportunities?

        v.   What process does the organization have to address curriculum development, e.g., through a content-qualified curriculum committee or similar structure?

        vi. How does the organization support integration of programs into home institution curricula?

        vii. How does the organization regularly assess its success at integrating student learning abroad and at the home institution, and how are these findings used to identify ways to foster continuous and integrated learning?

f. Academic Planning: The home institution encourages students to make education abroad decisions with reference to degree progress, in consultation with their academic adviser, and has an ongoing process in place to measure its success and continuously improve in this area.

        i. What mechanism has the home institution put in place that encourages or requires students to seek advising during their program selection and course registration process?

        ii. How are students encouraged or required to document an academic plan or adviser approval of course selection?

        iii. What processes are in place to assure and assess the quality and accuracy of information available to advisers?

        iv. How are academic advisers kept abreast of changes in education abroad offerings?

        v. How regularly do academic advisers review student evaluations of education abroad programs?

g. Career Planning: The home institution has a process in place to stay abreast of academic and co-curricular offerings on its programs and provides program selection advising that takes into account a student's career goals and interests.
   i. How do the home institution's materials, website, and advising model encourage students to define academic and career goals while selecting a program?
   ii. How 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. How does the home institution assess the degree to which programs have met student goals and how are these findings used to monitor, maintain, support, and continuously improve the quality of its academic and career advising?

4. **Student Preparation for the Learning Environment Abroad and Returning Student Support: The organization has processes in place to assess student needs, provides advising and orientation support to address these needs that is consistent with the program's mission, regularly assesses the quality of this support, and utilizes its findings to continuously monitor, maintain, support, and improve its advising, orientation, and re-entry processes.**
   a. Pre- and Post-Departure Advising and Orientation: The program uses past experiences, student and staff evaluations, current research, and ongoing communication with students to assess students' needs and provides appropriate orientation and advising support to meet these needs as they evolve throughout the term of education abroad and regularly evaluates the effectiveness of its orientation and advising support.
      i. How does the program collect data from multiple sources to inform faculty and staff's understanding of student needs?
      ii. How does the organization advise on appropriate program selection?
      iii. How does the organization provide appropriate advising and pre-departure support sufficient to meet student needs?
      iv. How accurate and complete is pre-departure information regarding academic credit, program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses?
      v. How does the home institution facilitate students' use of support services on campus (e.g., financial aid, student health) before they participate in education abroad?
      vi. How do the home institution and program regularly assess whether students have sufficient prerequisite knowledge of the language of the host country to satisfactorily meet the program's academic expectations before enrolling, and how are the findings of this assessment process utilized to monitor, maintain, support, and continuously improve pre-departure advising?
      vii. How do the home institution and program ensure that students have sufficient academic preparation and appropriate course prerequisites at the home institution before enrolling in the program?
      viii. How does the organization inform students about the need or requirement for health and repatriation insurance?
      ix. How appropriate to the goals and nature of the program, and needs of the students, is the program's initial orientation? (extensive)
      x. How regularly is this orientation program evaluated for effectiveness, and how are the results shared with appropriate staff and utilized to continuously improve orientation programs?
      xi. How accurately does the orientation advise on health, safety, and security issues, and inform students about the potential risks involved in education abroad and the specific risks at their education abroad venue?

b. Returning Student Support: The organization and program have processes in place to assess their students' re-entry needs, provide support for students returning from abroad that addresses these needs, and regularly evaluate the effectiveness of this support.
   i. How does the organization assess its students' re-entry needs?
   ii. What kind of re-entry program for returning students does the organization offer to address those needs?
   iii. How is the effectiveness of this re-entry program regularly evaluated and how are the findings used to continuously improve the program to address students' needs?
   iv. How does the organization assist returning students to share their experiences with other students at the home institution?
   v. How does the organization assist returning students to apply their education abroad experiences to academic, personal, and professional progress 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 code of conduct.**
   a. Student Selection: The recruitment and selection processes are transparent and fair.
      i. How has the organization defined its participant pool and set appropriate admissions standards?
      ii. How does the organization encourage students from traditionally underrepresented groups to participate in education abroad?
      iii. How do the organization and the home institution encourage students from a wide variety of majors and fields of study to participate in education abroad?
      iv. How does the organization identify and encourage students who have the necessary background for specific programs to apply to them?
      v. How does the admissions process reflect a policy of non-discrimination on the basis of race, color, sex, sexual orientation, gender identity, physical ability, age, marital or familial status, religion, or national and ethnic origin, or on any other basis?
      vi. What measures does the organization take to provide equal opportunity to students with disabilities, and how does it manage instances when, after due diligence, a student with a disability cannot be accommodated?
      vii. When students apply to multiple programs, how 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. What is the organization's drug and alcohol abuse policy?
      ii. What are the organization's student disciplinary codes and processes, and how are these made available to students?
      iii. What measures does the home institution take to assure that students meet the minimum behavior standards as specified by the organization's code of student responsibility?
      iv. What is the organization's appeal process for decisions about admissions and code of conduct violations?
      v. What is the organization's 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. What criteria does the organization have in place for establishing and terminating programs?
      ii. What are the organization's standards for accepting and reporting student credits from a program?
      iii. How appropriate are the organization's waivers and agreements with students participating in programs?
      iv. What are the organization's policies related to signing agreements and contracts?
      v. How closely does the organization adhere to these institutional policies?

  vi. What agreements does the organization have with international educational and/or cultural institutions when appropriate (e.g., bilateral exchange, direct enrolment, etc.)?

  vii. How are institutional agreements negotiated and implemented?

  viii. What agreements does the organization have among participating home and host institutions, providers, and programs when appropriate (e.g., consortia)?

  ix. How does the organization support, mentor and learn from others in the field of international education?

  x. How does the organization provide support for staff members to play an active role in professional organizations at the local, regional, or national level?

  xi. How does the organization integrate education abroad with the internationalization initiatives of its home campus?

b. Personnel: The organization has defined policies with respect to personnel.

  i. What is the organization's policy of non-discrimination in hiring in the home location as well as abroad?

  ii. How do program faculty members establish professional working relationships with counterparts, academic leadership, and staff at organization headquarters and at universities that participate in the program?

  iii. How does the organization provide feedback to provider and program staff and leadership?

  iv. What procedures does the program or provider have for evaluating faculty and staff?

  v. What opportunities does the organization offer for program staff and faculty development?

  vi. How does the organization act responsibly regarding compensation for its employees, taking into account locally-defined living wage and benefits standards?

c. Advising: The organization is committed to and implements an advising model appropriate to students' curricular, intellectual, and personal development.

  i. How does the organization advise for program model and content according to students' curricular advancement and academic attainment?

  ii. How does the organization advise for program model according to students' stated or demonstrated tolerance for uncertainty or logistical challenge?

  iii. How does the organization advise for program model according to students' experience with or aptitude for independent academic work and/or independent living?

d. 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. What are the communication plans and articulation agreements that the organization has with other organizations with which it works?

  iv. How is collegiality maintained among faculty and staff of the various entities involved with the programs?

  v. How does the education abroad office at the home institution cultivate and maintain regular and working relationships with key administrative units at the institution (e.g., Financial Aid, Health Services, Risk Management, Student Services, etc.)?

  vi. How does the organization accurately inform participating institutions of program requirements, costs, and opportunities?

  vii. How are program and provider staff and faculty networked with relevant counterparts at other organizations, and what protocols exist that assure timely and open communication between program staff and faculty and relevant counterparts at students' home and host institutions?

e. Marketing: The organization follows ethical practices in marketing.
   i. How clear, honest, and consistent is the information that the organization conveys about their programs through their print and electronic materials?
   ii. What systems are in place to ensure that the organization reflects the content of its programs completely and accurately in print and electronic materials?
   iii. How fully and accurately does the organization convey financial information, such as covered costs, anticipated out-of-pocket expenses, and refund information, through its print and electronic materials?
   iv. What are the organization's policies regarding price changes and the timing of increases, and how does the organization attempt to avoid last-minute price changes?
   v. How does the organization inform students and other stakeholders that there may be price increases or material changes in a program as the result of circumstances beyond the organization's control, such as radical changes in currency exchange rates?
   vi. How does the organization provide comprehensive information for parents and guardians?
   vii. How does the organization properly acknowledge other information or data sources in its publications?
   viii. How does the organization take care not to denigrate or to interfere with the operations and programs of competitor organizations?
   ix. How does the organization respect and abide by campus policies regarding visits and promotions?
f. Affordability and Financial Assistance: The organization provides proactive assistance to students and families concerning the provision of internal and/or external financial aid.
   i. What is the organization's established policy to make education abroad financially accessible to as many students as possible?
   ii. How consistent are the organization's financial aid policies with implied and actual recruitment commitments made to students?
   iii. What financial aid counseling does the organization provide for students?
g. Program Assessment: The organization has established, and regularly utilizes, formal review and evaluation processes for its policies and procedures and applies the results to continuously improve them.
   i. What is the organization's plan for evaluating programs?
   ii. How does the organization consider cultural differences when evaluating programs?
   iii. What opportunities are students provided to evaluate each course as well as the overall program, and how do program staff and faculty review these evaluations?
   iv. What faculty (or an equivalent qualified body) approves and monitors the organization's academic standards?
   v. What opportunities does the organization provide for periodic independent peer review?
   vi. What plan does the organization have in place to assess students' academic, linguistic, cultural, and/or personal development in a program?
   vii. How are these external and internal evaluations utilized to identify and implement program improvements?
   viii. Where appropriate, how does the organization share evaluation findings with home and host institution, provider, and program staff and academic leaders?
   ix. What is the organization's protocol for data collection, analysis, and dissemination?
   x. What are the organization's procedures for academic approval of courses, and credit arrangements?
   xi. How does the organization encourage visits by external partners to the program sites?
   xii. How clear are the organization and partners on the purpose, cost, and parameters of site visits?
   xiii. How are assessment results used to evaluate the review and evaluation processes themselves, leading to modifications that improve their relevance and effectiveness?

7. **Organizational and Program Resources: The organization provides adequate financial and personnel resources to support its programs.**
   a. Academic Personnel: Program faculty members have the qualifications, knowledge, and appropriate level of engagement to support the curriculum and the learning environment of students inside and outside the classroom.
      i. How appropriate are the qualifications and in-depth experience of program faculty members to the mission of the program and the courses taught?
      ii. How appropriate are the qualifications and in-depth experience of instructors in university courses at the site?
      iii. How are program instructors made aware of, and trained to manage, cultural differences in order to work with international students in the host culture?
      iv. What levels of academic credibility and appropriate credentials do program instructors have in their host country?
      v. How well do the scholarly achievements of the program faculty meet local standards for university-level instruction?
      vi. How do program instructors ensure that student academic experiences meet the academic expectations of the home institutions?
      vii. How extensively do program instructors accept their role as educators and fulfill their responsibilities to each student?
      viii. How appropriate is the information that program faculty and/or staff have on learning styles and expectations of students from another culture, and how do faculty and/or staff employ appropriate teaching strategies to accommodate culturally mediated differences in learning styles, or to alert visiting students to key course benchmarks and expectations?
      ix. What are the necessary skills and background that program faculty and staff have to prepare students for the educational system they will be entering?
      x. How productive are program faculty as scholars or practitioners in their field?
      xi. How are program instructors involved in developing new courses according to the organization's approved curriculum design?
      xii. How do program instructors assist students to make informed and independent academic choices?
   b. Administrative and Support Personnel: Program staff members have the qualifications, knowledge, and appropriate level of engagement to administer the program effectively and to assure the well-being of students.
      i. How appropriate for the mission of the program is the ratio of staff to students?
      ii. What are the organization's standards of competencies in selecting staff, and protocols for periodic staff evaluation?
      iii. What is the organization's training program for new employees and how does it foster professional development for continuing employees?
      iv. How appropriate are the organization's policies in areas such as harassment, diversity, hiring, and termination?
      v. How are the on-site senior administrators adequately trained and experienced for the duties they must perform?
      vi. How qualified are guides to lead field trips?
      vii. How knowledgeable are on-site staff about cross-cultural learning?
      viii. How are staff trained to manage cultural differences in order to work with international students in the host culture? (Should they be aware, too? See above)
      ix. How knowledgeable are home institution staff about the destinations where they send students?
      x. How knowledgeable are program staff about issues of student development, advising, and support?

c. Financial Resources: The organization devotes adequate financial resources to each program.
   i. What is the organization's financial management plan?
   ii. How appropriate to the size and complexity of the programs are the organization's financial oversight processes?
   iii. How adequate is the logistical and academic support that the organization provides for new programs?
   iv. How sufficient are the organization's financial resources to address crises and/or sudden and unanticipated financial changes?
   v. What access does the organization have to emergency funds?
d. Learning and Academic Support Facilities: Each program has facilities adequate to realize program mission, recognizing that amenities might vary according to the host environment and culture.
   i. What is the program's written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds?
   ii. How is reasonable accommodation made to meet the needs of students with physical disabilities?
   iii. What is the organization's policy regarding accommodation of students' physical and/or learning disabilities?
   iv. How adequate is students' access to library resources?
   v. How adequate is students' study space?
   vi. How appropriate to the program design is students' access to equipment and technologies?
   vii. How appropriate to their academic needs is students' access to Internet services?
   viii. How appropriately are classrooms equipped with instructional technology?
   ix. How are faculty trained in the use of this technology?
   x. How adequate are the program facilities to the size and type of the program?
e. Student Housing: Students are provided with or assisted in securing appropriate housing.
   i. What are the organization's written protocols for managing student life issues?
   ii. How accessible is the location of student housing to appropriate transportation?
   iii. How consistent are housing contracts with host country law?
   iv. How does student housing promote student access to the local culture?
   v. How regularly is the housing evaluated and inspected?
   vi. How adequate are provisions made for changing a student's housing assignment when warranted, and how swiftly and discreetly can housing changes be made in response to harassment of or threat to students?
   vii. How well does the housing meet appropriate security measures?
f. Assessment results are linked to the institution's ongoing planning and resource allocation processes.
   i. How are assessment results disseminated and discussed with appropriate constituents and used in institutional planning and resource allocation?
   ii. How are appropriate education abroad professionals, faculty, and staff involved in planning and resource allocation decisions?

8. **Health, Safety, Security and Risk Management The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.**
   a. The organization considers health, safety, security and risk management in program development.
      i. What are the organization's procedures for considering the safety of a particular program site: the safety of buildings, facilities, and equipment; fire precautions; health and hygiene, transportation and venues for excursions?
      ii. Does program development include evaluations of the experience and competence of staff in relation to programmatic elements involving risk, including any necessary certification and qualification of staff? What specific certification and qualifications does the organization require in this regard?

iii. How does the organization consider legal and ethical issues directly related to the program's activities, including host country laws and the principles of the Forum's Code of Ethics for Education Abroad, as part of the program development process?

iv. How does the program determine participant/staff ratio appropriate to supervision of the program's activities? What protocols are in place to ensure sufficient staff coverage in case of emergencies?

v. How does the program vet home-stay families?

    1) How often and in what capacity are home stays visited and inspected to judge whether they meet appropriate safety standards? What are the specific standards applied?

    2) Are home-stay hosts interviewed and selected based on established and consistent criteria determined by the program? What are these criteria?

    3) How are home-stay hosts provided with appropriate training to understand program policies and procedures, health and safety protocols, U.S. student characteristics, intended student outcomes and emergency response?

vi. In the development of program components such as excursions and field trips, by what means does the program evaluate the safety of transportation, orientation activities, itineraries, and venues?

    1) How is transportation used by staff and students selected? What are the protocols utilized to vet the safety of all types of transportation?

    2) What policies exist regarding staff, faculty, and students driving vehicles?

    3) How does the organization ensure that all necessary information is consistently communicated for each excursion, etc?

    4) How are any inherent risks in the itineraries and activities communicated to students and staff?

    5) What mechanisms are used to ensure that all participants are briefed on emergency procedures for excursions?

    6) How does the organization ensure that each excursion itinerary is collected, stored and is readily accessible?

b. The organization focuses continuous attention on health issues for program students, faculty and staff.

i. What are the responsibilities of faculty, staff and students with respect to health and safety? How are these responsibilities determined and communicated?

ii. Which media does the program use for the dissemination of local health and safety concerns that may impact the program?

iii. What are the mechanisms for providing training to all staff and faculty regarding awareness of and response to suspected mental health problems and substance abuse?

iv. What are the mechanisms for collecting, storing and accessing all pertinent health information for all parties on site (students, faculty and staff), as permitted by local, state, and federal regulations, and by institutional/organizational policy?

v. What contacts have been established with appropriate health and mental health care providers on site and how are students made aware of how to contact health resources on their own?

    1) How is contact information for these providers disseminated to students, faculty and staff and updated as necessary? How often is such information disseminated?

    2) How are health care providers at the education abroad site assessed by the program? How often are such providers assessed?

    3) How does the program inform students about accessing local health and mental health resources on their own?

vi. What are the established protocols for the regular reporting of health incidents to the home campus?

    1) How are faculty and staff trained in how to complete incident reports?

    2) How are incident reports shared with program partners, as appropriate?

c. The organization ensures continuous attention to the safety of students, faculty and staff at all locations, with particular attention to safety issues in more dangerous locations.

    i. What are the organization's written emergency and crisis management plans? How fully do they consider preparedness, prevention, and response to a range of situations and emergency actions, and do they include each of the following elements:

        1) Where are the program facilities' clearly marked entry and exit points?

        2) Where are the established group assembly points?

        3) Does the program have a well-developed and tested evacuation plan in which faculty, staff and students are trained?

        4) Do emergency response contact details include each of the following: ambulance Services/ hospital/doctor; police; program staff and program administration; relevant government agencies (embassy, consulate, local immigration, national police).

        5) What are the alternate methods of communications when reliable telecommunications fail?

        6) What is the plan in case of non-communication or the inability to communicate between designated emergency leaders?

        7) What are the emergency plans for situations involving the loss of a program leader?

        8) What system does the organization use to access emergency information for program participants, such as health and consent forms?

    ii. How and how often are crisis and emergency plans regularly reviewed, tested and updated? What current communications information is included?

    iii. What are the established protocols for the regular reporting of safety incidents to the home campus?

        1) How are faculty and staff trained in how to complete incident reports?

        2) How are incident reports shared with program partners, as appropriate?

    iv. How does the emergency plan outline individual responsibility, the steps required to carry out the plan and how to maintain safety for the remainder of the students (if the emergency relates to a single individual or fewer than all students)? What are the specific roles and responsibilities of each staff member (teachers, instructors, housing coordinators, student services staff, internship coordinators, volunteers, etc) and how is this communicated to staff and students?

    v. How are staff and faculty trained and practiced in their roles and responsibilities in emergency and safety plans and procedures?

    vi. How are students oriented to the procedures of the emergency plan?

    vii. Which local response entities are made aware of the program's operations?

    viii. Where is the emergency management plan kept and how is it accessible by program staff via an available telecommunication method in the event of an emergency?

    ix. What are the organization's procedures as required by home and local laws, and consistent with the home institution's on-campus procedures for disseminating and responding to pre-incident, incident and post-incident requests for information both to internal and external audiences?

    x. What is the schedule for regular on-site assessment of buildings, facilities, and equipment; fire precautions and transportation for excursions? What standards are used to assess fire safety, security, and the structural integrity of buildings?

d. The organization maintains adequate insurance coverage and conducts regular risk-management review involving appropriate training and personnel.

    i. What benchmarks does the program use to determine the appropriate insurance coverage to cover liability risks and occupational safety?

    ii. What standards does the organization use in setting maximum coverage levels? How consistent are that standards with others in the field?

e. The organization is knowledgeable about and complies with applicable laws and regulations.

    i. Which internal offices and external agencies are responsible for this knowledge? Which of these are included: legal counsel, risk management, procurement, health services, the organization's insurance carrier, others?

f.   Risk assessments are conducted as part of the development process for new programs to evaluate and mitigate potential risks prior to the commencement of the program.

   i.   Which internal offices and external agencies are included in the risk management process, and what are their roles? Which of these are included: legal counsel, risk management, procurement, health services, the organization's insurance carrier, others?

   ii.   What is the organization's risk management plan which identifies possible risks that could impact the program(s), surrounding area, or critical infrastructure supporting the program or organization?

   iii.   How does the organization identify and plan for potential risks that could impact program operations, property, people, and the local environment? Risk factors for consideration include natural hazards (geological, meteorological, biological); human-initiated events (accidental or intentional); and technological failures, such as power outages.

   iv.   What plan is used to evaluate the relative frequency and severity of each risk, and the vulnerability of the program operations, property, people, and local environment to each?

   v.   What measures are taken to mitigate each risk such as ongoing monitoring of risk factors, appropriate training of personnel, modifying operations to reduce risk, acquring of additional insurance, and developing emergency and response plans?

   vi.   At what intervals is the risk assessment process updated? What standards are used as triggers for assessments between scheduled updates

9.   **Ethics and Integrity: The Organization educates its employees in and adheres to its own code of ethics and/or to the ethical principles of the Forum's Code of Ethics for Education Abroad.**

   a.   Operations: The organization operates its programs in accordance with ethical principles.

      i.   How does the organization inform its faculty and staff about its own ethical standards and those of the education abroad field?

      ii.   What is the organization's policy for reconciling its ethical principles with host institution ethical principles, and for reconciling home and host country laws?

      iii.   What ethical and legal standards does the organization apply in the marketing and operations of its programs?

      iv.   How consistently do faculty and staff abide by home and host country laws, regulations, and guidelines that may affect programs?

      v.   How does the organization keep faculty and staff apprised of these laws, regulations, and guidelines?

      vi.   How are the organization and its personnel trained to recognize and enjoined to avoid conflicts of interest, and what is the protocol for addressing such conflicts?

      vii.   What is the organization's conflict-of-interest policy, and how is it documented and distributed to personnel?

      viii.   How does the organization treat colleagues in the field in an ethical and civil manner?

      ix.   What is the organization's policy on the acceptance of gifts, gratuities and other compensation?

      x.   How does the organization promote integrity?

   b.   Student Life: The organization conducts its activities and advises 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.   How does the organization assure long-term protection of students' records?

      iv.   How 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. Intercultural Relations: The organization respects the cultures and values of the countries in which it operates or sponsors programs and from which it draws students.

   i. How sophisticated is the organization's knowledge of the ethics, culture, society, values, and politics of the countries in which it operates?

   ii. How often and in what ways does the organization consult specialists who are knowledgeable about the countries in which it operates?

   iii. How does the organization orient students, faculty and staff to home and host country ethics, culture, society, values and politics?

d. Environmental and Social Responsibility: The organization seeks to minimize a program's negative impact on the environment and host culture, and seeks to contribute positively to the welfare of the local society and economy?

   i. Program Design and Management: Does, and by what means, the organization consider the safety and welfare of the staff, community, and local environment in the design, management and termination of its programs?

   ii. How does the organization create and maintain policies and relationships that support environmentally responsible office and on-site program management?

   iii. Student Learning: How does the organization foster faculty, staff and student awareness of the impact of the program and its students on the local natural and social environment, and actively encourage the program staff and students to minimize behaviors that will negatively impact this environment?

   iv. Staff Training and Office Management: How does the organization create and maintain policies and relationships that support environmentally responsible office and on-site program management?

   v. Promotion: How does the organization minimize resource use and waste?

The Standards Toolbox

The Standards Toolbox is an online resource for Forum members. The Toolbox is designed to help members implement the *Standards of Good Practice* at their organizations by offering examples of best practices in meeting the *Standards*. Colleges, universities, program provider organizations, associations, and other members have contributed these documents to serve as models for institutions engaged in assessment, improvement, and planning.

Links to documents and webpages that demonstrate best practices in the field are found for each section of the *Standards*. Where possible, several examples are provided, because no single approach would serve the vast diversity of education abroad programs and organizations. The Forum Standards Committee encourages member institutions to submit examples of their own best practices. The Standards Committee judges submissions and approves all entries included in the Toolbox.

The Standards Toolbox is found at www.forumea.org/-toolbox.cfm.

APPENDIX I
Best Practices for Home Institution Academic Advising for Education Abroad

Academic advising is essential in helping students prepare for, navigate, and process education abroad experiences. Advising for education abroad should be intrinsically linked to the institution's mission, values and learning goals, and to the individual student's academic and personal goals.

The home institution plays a critical role in helping students to make this experience as purposeful and meaningful as possible. Effective advising helps students integrate education abroad into their individual degree planning and coordinate courses abroad with coursework at their home institution. It can encourage students to take advantage of the full range of opportunities available to them.

The guidelines below have been developed specifically for home-campus based advisors, that is, academic advisors, faculty, education abroad staff, and all others who play a role in helping students select the education abroad opportunity that best integrates with their academic and personal goals.

I. Objectives of Academic Advising for Education Abroad
Academic advising helps students develop purposeful plans for education abroad. Advising for education abroad should uphold the institution's mission and values, as well as support student development and learning goals.

II. Responsibilities for Academic Advising for Education Abroad
Although both students and advisors have shared responsibility, decisions about a student's academic plan remain the purview of the student. Advising should encourage students to develop decision-making skills and to be self-directed. Advisors should practice continuous advisement before, during and after the education abroad experience, and advising should be proactive, accurate, and coherent.

III. Helping Students Make Informed Education Abroad Choices

Information about Education Abroad Academic and Co-Curricular Opportunities
- Advisors should direct students to various sources of information (websites, online databases, peer advisors, advising staff, faculty, meetings and handbooks, etc.) that will help the student to plan for the experience abroad.
- Advisors should provide accurate and timely information regarding institution and program requirements, and institutional policies and procedures for education abroad.
- Advisors should be as familiar as possible with the academic offerings of education abroad programs and institutions that most frequently enroll their students.

Academic Goals, Coursework at Home and Abroad, and Degree Plans
- Advisors should be knowledgeable about their institution's academic requirements and the requirements of students' major and concentration programs, and make advisees aware of how education abroad affects the student's expected time to graduation. This includes but is not limited to course requirements, registration and credit transfer policies, and financial aid policies.
- Advisors should review student course choices to ensure that students have chosen the appropriate learning opportunities to work towards their educational and personal goals.
- Advisors should help students to make the best academic choices for education abroad by assisting them in assessing their goals, skills, learning styles and abilities. The plan for education abroad should be comprehensive, and consider a student's academic, social, and professional goals.
- Advisors should seek to collaborate across the campus, with faculty and other colleagues, in such areas as athletics, the fine arts, internship, service-learning, and other co-curricular activities as appropriate to the academic needs of the advisees.

Other Considerations in Assisting Students in Choosing a Program
- Advisors should help students manage their expectations about the education abroad experience.
- Advisors should be knowledgeable about different countries and cultures, and/or be able to direct students to find such information.
- Advisors should have a general knowledge of international higher education and about the differences that students may face while participating in education abroad. Advisors should encourage students to prepare for their academic experience abroad and advise students through a preliminary orientation about adjusting to a different educational environment and set of expectations.
- Advisors should be knowledgeable about resources in the education abroad field with respect to opportunities, research and standards and be able to communicate this to students.
- Advising offices, in coordination with faculty and administration, should periodically assess the effectiveness of advising as it pertains to student learning and development goals.

IV. Ethical and Legal Responsibilities
- Academic advisors should be knowledgeable about and adhere to the ethical standards of the fields of academic advising, of education abroad, and of their institution.
- Academic advisors should be knowledgeable about the regulations of their institution as well as federal, state and local laws and regulations with respect to confidentiality and ethics.
- Advisors should accommodate all students, no matter what their ability; age; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state, or federal laws.

V. Organization and Management
- Advising staff should be qualified sufficiently to support the mission and goals of the institution in regard to advising for education abroad.
- Advising should be conducted by trained faculty, administrators, staff or peer advisors.
- Advisors should possess appropriate credentials and have relevant experience.
- There should be clear procedures and guidelines for the selection, training, evaluation and supervision of advising staff.
- Advising appointments should be made available regularly throughout the education abroad process.
- Advisors should make conscious efforts to develop good working relationships with key support offices on campus, including the Financial Aid office, the Registrar's office, and the Health Services office to disseminate appropriate and current information in support of the students' preparation for and participation in education abroad.

APPENDIX II
Best Practices for On-Site Academic Advising for Education Abroad

Academic advising is essential in helping students prepare for, navigate, and process the education abroad learning experience. On-site academic advising in education abroad plays a critical role in helping students to make this experience as purposeful and meaningful as possible. Effective advising helps students integrate education abroad into their individual degree planning, coordinate courses abroad with coursework at their home institution, and prepare for differences in academic cultures. It can encourage students to take advantage of the full range of opportunities available to them.

The guidelines below have been developed specifically for those advising U.S. students at program sites, that is, academic advisors, education abroad program staff, resident directors and other on-site staff, faculty and all others, who play a role in assisting students to match the education abroad opportunities on site with their academic and personal goals.

I. Objectives of On–Site Academic Advising for Education Abroad
On-site academic advising in education abroad should help students develop a purposeful education plan for the period in which they will be abroad. Academic advising helps orient the U.S. student to a new academic culture in terms of courses, credits, policies and procedures. In some cases, these aspects of academic culture may differ significantly from those on the student's home campus.

II. Responsibilities of On-Site Academic Advising for Education Abroad
Although both students and advisors have shared responsibility, where possible and appropriate, choices about a student's academic plan should remain the purview of the student. Academic advising should make students aware of the available curricular and co-curricular resources to advance learning and personal development during the experience abroad, and encourage students to utilize these resources. Advising should be proactive, accurate, and coherent.

III. Helping Students Make Informed Choices about Education Abroad Courses

Information about On-Site Education Abroad Academic and Co-Curricular Opportunities
- Advisors should direct students to the sources of information (websites, online databases, peer advisors, advising staff, faculty, meetings and handbooks, etc.) that will help the student to plan for the experience abroad.
- Advisors should provide accurate and timely information regarding institutional and program requirements, and institutional policies and procedures that impact students. Informative materials – electronic, print or other – about education abroad policies, procedures and other information should be accurate, current and properly referenced.

Academic Goals, Coursework at Home and Abroad, and Degree Plans
- Advisors should assist students to make the best academic choices for the education abroad experience by helping the student identify coursework and co-curricular opportunities such as internships and service-learning. Advising should be comprehensive and practical, considering academic and pre-professional factors in selecting courses. Advisors should review student course choices to help students choose the appropriate learning opportunities in light of their long-term educational goals and short-term learning goals in the host country.
- Advisors should encourage the best fit between students' abilities and academic backgrounds and the academic program and culture in the host country.

- Advisors should make advisees aware that courses completed during education abroad may or may not affect the student's expected time to graduation. They should encourage the student to work with their home-institution advisor to clarify the place of the on-site coursework within their own degree plan, and in relation to requirements for enrollment at their home institutions, such as course structure, course hours, and transfer of credit.
- Advisors should assist students in navigating and understanding the academic approaches, expectations, and standards at the host universities and programs, and, when called-upon, assist the students in resolving differences between the on-site academic culture and that of the home campus.
- Advisors should be knowledgeable about their own institutions/organization's requirements, policies and procedures in respect to education abroad/visiting students, and be able to communicate this to students. They should be familiar with the policies of the home institutions of the students they serve, and should encourage students to communicate with their home institutions to resolve any ambiguity about the home institution's education abroad requirements and policies.

IV. Ethical and Legal Responsibilities
- Academic advisors should be knowledgeable about and adhere to the ethical standards of academic advising, of education abroad, and of their institution/organization.
- Advisors should be knowledgeable about the regulations and ethics of their organizations as well as of the student's home country, and about relevant international law with respect to confidentiality and ethics.
- Advisors should seek to assist all students in meeting their individual needs and goals, no matter what their ability; age; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state, or federal laws.

V. Organization and Management
- Advising staff should be qualified sufficiently to support the mission and goals of the institution concerning advising for education abroad.
- Advising should be conducted by trained faculty, administrators, staff or peer advisors.
- Advisors should possess appropriate credentials and have relevant experience.
- There should be clear procedures and guidelines for the selection, training, evaluation and supervision of advising staff.
- Advising appointments should be made available regularly throughout the education abroad process.
- Advising should be under appropriate administrative control and oversight.

Resources
Peer Review, Winter 2008, Vol. 10, No. 1: http://www.aacu.org/peerreview/pr-wi08/pr-wi08_index.cfm

Advising Standards and Values from the National Academic Advising Association (NACADA) and the Council for the Advancement in Standards of Higher Education (CAS): http://www.nacada.ksu.edu/resources/Standards.htm

APPENDIX III
Best Practices for Institutional Relations and Marketing Education Abroad on Campuses

These guidelines are intended for organizations, institutions and program organizers (including faculty leaders) who promote education abroad programs to: institutions, students at other institutions, students on the institutions' own campuses. The queries under each section provide a means to assess institutional and organizational practices.

These guidelines are equally intended for the institutions at which these programs are promoted. For the sake of clarity, the organization, institution, faculty member, or other program organizer promoting the program will be referred to as the 'program organizer' and the institution at which the programs are promoted will be referred to as 'the institution' or 'the campus.'

I. Campus Relations and Student Recruitment
- The program organizer engages in student recruitment practices that respect institutional structures and policies, and benefit students.
- Institutions have clear policies and procedures that address the marketing of education abroad programs on campus, and these policies are disseminated to relevant offices and departments, advisers, faculty and students.
- All parties should understand that there are various stakeholders involved in the marketing of programs, and strive to establish clear channels to communicate effectively among and between these stakeholders.
  a. How does the institution develop and maintain clear guidelines and processes for education abroad program recruitment by external entities?
  b. How are appropriate education abroad contacts identified?
  c. How are approval processes and criteria made transparent?
  d. How are departmental or faculty contact guidelines made available?
  e. How does the program organizer ensure that it follows campus guidelines?
  f. How does the program organizer respect timelines and restrictions that are established by the campus?
  g. How does the program organizer ensure transparency about any compensation that former program-participants, faculty, or campus staff/administration or the institution receives for program recruitment?

II. Campus – Program Organizer Collaborations
- The institution and the program organizer work together to create an ethical and effective partnership benefitting students.
- The program organizer collaborates with the education abroad or other designated institutional office, and follows a mutually agreed upon protocol regarding communication with various campus constituents (students, staff, faculty).
- Education abroad (or other designated) offices have published processes and policies for working with program organizers, and clearly communicate these criteria to program organizers, staff, and students.

1. *Working with the College or University Campus*
   a. How does the program organizer clearly designate in print and electronically how to communicate with the appropriate campus contact?
   b. How are administrative and faculty offices and departments informed about managing contact with program organizers?
   c. How do the institution and program organizers share their ethical guidelines, including guidelines for communication practices?

2. *Campus Visits and Education Abroad Fairs*
   a. What are the institution's policies regarding the selection and approval of program organizers and programs for promoting programs at on-campus meetings and education abroad fairs? Where education abroad fairs are regional, what are the agreed-upon guidelines for all participating institutions?
   b. How are these policies communicated to program organizers?
   c. What is the institution's policy and practice for how a program organizer should approach an education abroad adviser for permission for a campus visit; how does the institution indentify institutional liaisons or primary points of contact?
   d. By what process does the institution communicate in a fair, clear and timely way to program organizers when a visit or participation in an education abroad fair is not permitted?

3. *Ethical Concerns*
   a. What processes and policies does the institution have for working with program organizers?
   b. Does the institution have a published protocol with clear contact points and policies for those seeking to visit the institution or establish a relationship on how to partner with the campus?
   c. What ethical guidelines are followed regarding the discussion of topics such as student enrollments, expected incentives, familiarization visits, program review visits, or service on advisory boards?
   d. To what ethical guidelines outlining conflicts of interest (including non-financial interests) do the institution and program organizers adhere?
   e. How do the institution and program organizers train staff on issues related to the sharing of proprietary business and/or financial information?

4. *The Role of Past Program Student Participants ("Program Alumni") in Program Promotion*
   a. What are the guidelines and processes of the institution for past participants of a provider program in promoting that program on campus?
   b. How does the provider organization involve former program participants in promoting their programs in ways appropriate to the institution/campus?
   c. How does the provider organization encourage former participants to collaborate with the campus education abroad office on promotional initiatives?
   d. How are former participants informed of campus policies and procedures for education abroad and promotion on that campus and/or to their peers?
   e. How does the provider organization ensure that former program participants do not receive payment specifically linked to the number of students recruited or enrolled for that program?
   f. How does the provider organization follow appropriate practices for interacting with students and program alumni?

III: Marketing Materials and Communications
- The program organizer's marketing materials are accurate and contain the most up-to-date content, and provide content that is appropriate to the information needs of different audiences, such as institutions, advisers, students and parents.
- The program organizer commits to the program offerings as represented in its marketing materials. If changes are made to program offerings after materials have been developed and distributed, institutions and individual students are informed of these changes prior to their enrollment in a program.

- Institutions communicate clearly about the limitations of promoting specific program offerings, the expectations of providers at an on-campus education abroad fair, and policies for on-campus promotional and recruitment visits, and for posting visual materials on campus.
- The program organizer will follow campus guidelines for posting visual materials on campuses and linking electronically to campus websites.
- The program organizer's representatives at fairs and office/campus visits are trained to and knowledgeable about individual campus guidelines, and are respectful when working with on-campus stakeholders, when talking with and about other provider organizations, and when cooperating with requests by institutions/affiliates.
- Institutions will communicate clearly regarding limitations of program offerings/portfolio, expectations of program organizers at their fair and regarding on-campus visits and postering policies.

Written and Electronic Material
1. Content and distribution of web and print program material
   a. How does the program organizer ensure that marketing materials fully informs all students?
   b. How do the materials address informational needs of different audiences beyond the student, such as advisers, faculty, or parents?
   c. How does the promotional material provide academic, curricular and co-curricular information so that the students, advisers, and faculty may make informed program choices?

2. Which of the following information is available and easily accessible in print and/or web-based material?   Why are any of the pieces of information listed below not available?
   a. Program sponsorship and program contact information, including names of responsible parties, street addresses, and phone numbers
   b. Student body composition
   c. Photo and/or other visual representations that fairly represent program sites, facilities, academics, co-curricular and free-time options.
   d. Academic
    i. Academic requirements
    ii. Course information
    iii. Faculty credentials
    iv. The basis for credit recommendations and credit transfer policies
   e. Financial
    i. Up-to-date price and cost information, including notice of potential fee increases
    ii. Applicable financial aid and scholarship information and policies
    iii. Refund policies
    iv. Fee inclusions and exclusions
   f. Housing and facilities
   g. Student services and social/cultural programming
   h. Health and safety information

3. Termination of Communication
   a. By what process does the program organizer offer a direct way for institutions and students to immediately terminate communication, and for the institutions or students to stop receiving electronic and all other forms of communication about the organizer's programs?
   b. What process does the program organizer have in place to eliminate specific institutions/campuses from promotional campaigns, when requested by the institution?

4. Web and Print References to U.S. Institutions
When the program organizer's print and/or web site materials include the name and or link to the website of an institution:
    a. How does the program organizer obtain approval of any institution for the institution to be listed, particularly if the context suggests an affiliation or endorsement of a program or set of programs?
    b. How often does the program organizer seek permission from an institution before listing it?
    c. How promptly does the program organizer remove the institution from a listing if an institution does not want to be listed and requests to be removed?

Tables, Display, and Promotion
1.   Program organizer representatives should comply with an institution's event instructions.
    a. How does the institution provide clear and timely instructions about the requirements in advance of the event?
    b. How do visiting representatives comply with the instructions for set-up, teardown and display?
2.   Representatives (including past program participants) should be knowledgeable, experienced and competent to answer questions from prospective students.
    a. How does the program organizer provide training for representatives?
    b. How are representatives informed about the expectations for their behavior while on campus?

"Postering" on Campuses
1. Postering on campuses should respect the institutional guidelines for this activity.
    a. How does the program organizer "poster" in a manner that respects the institution's policies on approved programs?
    b. How does the program organizer communicate policies to their staff and/or staff in companies if they have outsourced the task?
    c. What is the institution's policy regarding the promotion of education abroad programs not approved by the institution?
    e. What is the program organizer's policy regarding postering at campuses with which they have no formal affiliation?

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Acknowledgements

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† Global Charter Member at time of founding of the Forum
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About The
Forum on Education Abroad

The Forum on Education Abroad is the only organization whose exclusive purpose is to serve the field of education abroad. Incorporated in 2001, the Forum holds 501 (c-3) nonprofit organization status and is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad.

Forum members include U.S. colleges and universities, overseas institutions, consortia, agencies, and education abroad provider organizations. The Forum membership includes more than 500 institutions and organizations that together account for approximately 90 percent of U.S. students studying abroad.

The Forum develops and implements standards of good practice, promotes and supports research initiatives, and offers educational programs and resources to its members. The Forum's members, represented by the Forum Council and its goals committees, determine the scope and direction of these initiatives. The Forum's annual conference is known for its distinctive format that fosters thought-provoking dialogue, and promotes collegiality and the vibrant exchange of ideas.

The Forum on Education Abroad
Mission Statement

The mission of the Forum on Education Abroad is to promote high quality and effective education abroad programs on behalf of students at U.S. colleges and universities through providing opportunities for global discourse and information sharing among the educational institutions, faculty and staff, consortia, agencies and organizations that are its members.

By providing opportunities for discourse and information sharing, the Forum promotes high quality and effective programming through:
· Advocating standards of good practice,
· Promoting excellence in curricular development and academic design,
· Encouraging outcomes assessment and other research,
· Facilitating data collection, and
· Advocating education abroad at all levels.

THE
FORUM
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ABROAD

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