

Public Comment Period Open: February 7-18, 2019
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Comments received:

Page 1, Line 19. include "mental health professionals"

Page 2, Lines 31-36. include "veterans affairs" or similar

Page 3, Line 8. move "essential eligibility criteria" higher in the list; it makes more sense to review this earlier in the chronology

Page 3, Line 29. Capitalize "Financial" for consistency

Page 3, Line 30. Capitalize "Available" for consistency

Pages 5-6, Section 4 (Student Selection and Preparation in Education ABroad Advising) - I would like to see more practical advising guidelines here. This is something I believe is sorely lacking in our field, how to navigate an advising appointment. These guidelines are fantastic as a starting place, but I would love to see more practical methods on advising, such as prescriptive vs coaching vs ethnographic interviewing, etc. Maybe this is not the best venue for this, but it would be a great benefit to the field to have some guidelines on the actual advising appointment itself.

In "Best Practices for Home Institution Academic Advising for Education Abroad", there is no mention of diversity abroad, and how we should engage students in conversation around social identity. Social identity is an important topic for students to understand and digest before and during an education abroad experience. How will students' social identities be challenged in an international context? How will identity traits including regarding race, gender, religion, sexuality play out in a study abroad setting?