

# Standards of Good Practice for Education Abroad

## Sixth Edition

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## Introduction

This document, published by The Forum on Education Abroad, specifies minimum requirements, quality indicators, and a framework for continuous improvement for education abroad for U.S. postsecondary participants. They are applicable to undergraduate, graduate, professional, and continuing education, whether for credit or not for credit.

The Forum on Education Abroad is recognized by the U.S. Department of Justice and the Federal Trade Commission as the [Standards Development Organization \(SDO\)](#) for the field of education abroad. As such, it is The Forum's responsibility to monitor changes in our field of professional practice and to maintain, update, and promulgate the *Standards of Good Practice for Education Abroad* accordingly.

## Revising the *Standards*

During the fall of 2018, The Forum's Standards Manager and the Chair of the Forum Council formed the Standards Update Working Group. The Forum intentionally selected members to represent voices from diverse regions, institution and organization types, and constituents. The Forum released a Notification of Standards Development on October 11, 2018. To ensure even wider and more diverse representation, The Forum hosted a series of online listening sessions over the next six months, scheduled at different

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times of day. A listening session happened at The Forum's European Conference in Prague, Czech Republic, in October 2018, and another at The Forum's Annual Conference in Denver, Colorado, U.S.A., in March 2019. The Forum collected information from any constituents who could not attend the listening sessions via a submission form available on the organization's website.

The Forum aligned the revision process with the core principles of due process for standards development as identified by the American National Standards Institute (ANSI): Openness, Lack of Dominance, Balance, Coordination and Harmonization, Consideration of View and Objections, Consensus and Appeals. This included a public comment period on the first draft of the 6th Edition and the formation of a Consensus Body with a diverse membership. In this way, persons directly or materially affected by the *Standards* had the opportunity to have their voices heard in this important process.

## How to use the *Standards*

The *Standards of Good Practice for Education Abroad* can be used as a tool to:

- guide program development,
- evaluate program quality,
- advocate for resources and support,
- establish and maintain respectful, sustainable relationships between partners.

While these *Standards* represent consensus in the field of education abroad at the post-secondary level for U.S. participants, other constituents may find the *Standards* useful for informing their own practices. These groups may include primary and secondary educators providing education abroad programs to their own students and institutions and organizations offering education abroad programs for participants from countries other than the U.S.

The number and order of the clauses that follow do not imply hierarchy, importance, or a suggested order of operations. Use these *Standards* holistically.

Throughout the *Standards*, use this guide to understand the expectations set by each clause:

**shall** indicates minimum requirements

**should** indicates recommendations

**can** indicates further possibilities for improvement

## Acknowledgments

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As part of the process to update the *Standards of Good Practice for Education Abroad*, the Consensus Body is responsible for voting to approve proposed revisions to the *Standards of Good Practice for Education Abroad* and voting to reaffirm the *Standards of Good Practice for Education Abroad*.

The Forum thanks the following individuals for their service on the Consensus Body for the 2019-2024 term:

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## 1. Scope

This document specifies minimum requirements, quality indicators, and a framework for continuous improvement for education abroad for U.S. postsecondary participants. They are applicable to undergraduate, graduate, professional, and continuing education, whether for credit or not for credit.

## 2. Normative Reference

The following document is referred to in the text in such a way that some or all of its content constitutes requirements of this document. For an undated reference, the latest edition of the referenced document (including any amendments) applies.

*Code of Ethics for Education Abroad* (The Forum on Education Abroad)  
<https://forumea.org/resources/standards-of-good-practice/code-of-ethics/>

## 3. Terms and Definitions

- 3.1. Key individuals and entities
  - 3.1.1. **responsible organization**

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entity responsible for the execution of a *program* (3.1.4) or *portfolio of programs* (3.2.38), including

- university
- college
- partner
- education abroad office
- business school

Note 1 to entry: The responsible organization may be different for each program or institution.

Note 2 to entry: See also *organization* (3.2.30) and *institution* (3.2.25)

3.1.2. **responsible party**

individual responsible for specific task or *program* (3.1.4), including

- advisor
- faculty leader
- education abroad director
- risk manager

Note 1 to entry: The responsible party may be different for each task or program.

3.1.3. **partner**

party involved in the processes of sending *students* (3.2.47) abroad or receiving students abroad (when at least two parties are involved), including

- home institution
- host institution
- independent provider
- consortium
- travel or logistics provider

3.1.4. **program**

specific *education abroad* (3.2.13) experience, including

- regular offering of a faculty-led experience
- ongoing direct exchange opportunity
- internship opportunity
- service learning experience

3.1.5. **communicate**

to convey knowledge or information

Note 1 to entry: Appropriate methods of communicating information about education abroad programs may include:

- presenting the information during training, pre-departure, or on-site orientation
- including information on a program or organization's website
- including information in a handbook or manual
- discussing information during a meeting or education abroad advising session

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3.1.6. **support**  
to assist, to help

Note 1 to entry: Examples of support provided by a responsible party involved in education abroad include

- providing information or helping students find relevant information
- offering guidance during orientations or advising meetings
- designing course or program activities with specific goals in mind

3.2. Terms and definitions (in alphabetical order)

3.2.1. **abilities**  
intellectual, emotional, mental, or physical power to do or accomplish something

3.2.2. **assess**  
measure effectiveness through the articulation of *goals* (3.2.20), development of associated measures, and identification of observable *outcomes* (3.2.26, 3.2.43)

3.2.3. **assessment**  
process of measuring effectiveness, usually through the articulation of *goals* (3.2.20), the development of associated measures, and the identification of observable *outcomes* (3.2.26, 3.2.43)

Note 1 to entry: Assessment is usually used to inform whether the initial goals were achieved.

3.2.4. **co-curricular**  
relating to activities or events that complement or enhance *curricular* (3.2.11) *goals* (3.2.20)

Note 1 to entry: Co-curricular activities are typically non-academic in nature but relate other activities and experiences to the established curriculum or pedagogy.

3.2.5. **communicate**  
See 3.1.5.

3.2.6. **continuing education**  
education available to adult, part-time *students* (3.2.47)

3.2.7. **credit**  
unit that colleges and universities use to reflect the successful completion of *courses* (3.2.10)

3.2.8. **credit transfer**  
process by which *credit* (3.2.7) earned during *education abroad* (3.2.13) is transferred, approved, accepted, or otherwise validated by the *institution* (3.2.25) from which a student is seeking a degree

Shall = minimum requirement — Should = recommendation — Can = possibility

3.2.9. **critical incident**  
event that prevents a *participant* (3.2.33) from participation in the *program* (3.1.4), or any crime or other event that requires a response by program *personnel* (3.2.36) or first responders

3.2.10. **course**  
unit of instruction

Note 1 to entry: In this document, course does not refer to a full degree program.

3.2.11. **curricular**  
relating to expectations and requirements for a program of study

3.2.12. **diversity**  
individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Note 1 to entry: This definition by Association of American Colleges and Universities (AAC&U). [1]

3.2.13. **education abroad**  
education that occurs outside the participant's home country or the country in which they are enrolled as full-time students

Note 1 to entry: Education abroad does not, in itself, result in a degree.

3.2.14. **equitable**  
having or exhibiting *equity* (3.2.15)

3.2.15. **equity**  
creation of opportunities for historically underrepresented populations to have equal access to and support to participate and succeed in educational programs

Note 1 to entry: Adapted from the Association of American Colleges & Universities (AAC&U) [1]

3.2.16. **equity-minded**  
aware of and willing to address *equity* (3.2.15) issues

Note 1 to entry: Adapted from the Center for Urban Education, University of Southern California. [2]

3.2.17. **ethics**  
moral principles that govern a person's behavior or how an activity is conducted

Note 1 to entry: As defined by the Oxford Dictionaries.[3]

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3.2.18. **evaluation**  
critical examination involving interpretation and judgment related to effectiveness and quality

3.2.19. **faculty**  
person or people who teach *post-secondary* (3.2.39) courses

Note 1 to entry: Faculty members may include:

- professors
- associate professors
- assistant professors
- adjunct professors
- instructors
- professors of practice
- teaching professors

3.2.20. **goal**  
the end toward which effort is directed; aim

Note 1 to entry: As defined by Merriam-Webster. [4]

3.2.21. **guideline**  
general rule, principle, or piece of advice

Note 1 to entry: As defined by Oxford Dictionaries [3].

3.2.22. **including**  
including, but not limited to

Note 1 to entry: Whenever the term precedes a list, assume that the list is not exhaustive, but rather provided to offer examples.

3.2.23. **inclusion**  
active, intentional, and ongoing engagement with *diversity* (3.2.12) —in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions

Note 1 to entry: As defined by the Association of American Colleges and Universities (AAC&U). [1]

3.2.24. **inclusive**  
intentionally engaging with *diversity* (3.2.12)

Note 1 to entry: See also: *inclusion* (3.2.23).

Shall = minimum requirement — Should = recommendation — Can = possibility

- 3.2.25. **institution**  
entity that provides education as its main purpose, including a school, college, university, or training center
- Note 1 to entry: Such institutions are often accredited or sanctioned by the relevant national, regional, or discipline-specific education authorities or equivalent authorities. Educational institutions may also be operated by private organizations, including religious bodies, special interest groups, or private educational and training enterprises, both for profit and non-profit.
- Note 2 to entry: Adapted from UNESCO Institute for Statistics. [5]
- Note 3 to entry: An institution may be referred to as an *organization* (3.2.30), but not all organizations are institutions.
- 3.2.26. **learning and development outcome**  
statement that describes significant and measurable change occurring in students as a direct result of their interaction with an *organization* (3.2.30) and its *programs* (3.1.4) and services
- Note 1 to entry: Learning and development outcomes identify what the learners will know, appreciate, and/or be able to do as a result of engaging with the program or service. [6]
- Note 2 to entry: Adapted from the Council for the Advancement of Standards, Glossary of Terms. [7]
- 3.2.27. **local community**  
community in which an *education abroad* (3.2.13) *participant* (3.2.33) lives and/or studies
- 3.2.28. **not for credit**  
coursework or *co-curricular* (3.2.4) activities for which students do not earn academic *credit* (3.2.7)
- 3.2.29. **objective**  
statement that describes how *outcomes* (3.2.26, 3.2.43) will be achieved
- 3.2.30. **organization**  
entity involved in providing *education abroad* (3.2.13) *programs* (3.1.4)
- Note 1 to entry: An institution may be referred to as an *organization* (3.2.30), but not all organizations are institutions.
- Note 2 to entry: A smaller part of an institution or organization, including an education abroad office or a global programs division, may be referred to as an organization.
- 3.2.31. **outcome, student learning**  
See learning and development outcome, 3.2.26.

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- 3.2.32. **outcome, program/programmatic**  
See program outcome, 3.2.43.
- 3.2.33. **participant**  
individual who attends, provides, or teaches an education abroad *program* (3.1.4), including
- faculty leader
  - on-site administrator
  - student
- 3.2.34. **partner**  
See 3.1.3.
- 3.2.35. **partnership**  
a formal agreement between two or more *responsible organizations* (3.1.1) to manage and operate *education abroad* (3.2.13) *programs* (3.1.4)
- 3.2.36. **personnel**  
individual(s) with responsibility for any aspect of the *portfolio* (3.2.38) or *program* (3.1.4), including
- full-time and/or part-time *faculty* (3.2.19)
  - hourly employees
  - administrators
  - staff
  - paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers)
- 3.2.37. **policy**  
plan to address anticipated conditions that guides and determines present and future decisions and acceptable *procedures* (3.2.40), including
- reimbursement for early withdrawal
  - student conduct
  - admissions
- 3.2.38. **portfolio of programs**  
set of experiences that include all specific *programs* (3.1.4) offered or approved by a *responsible organization* (3.1.1)
- 3.2.39. **post-secondary**  
educational level following the completion of a school providing a secondary education, including a high school, secondary school, university-preparatory school, or gymnasium

Note 1 to entry: Also known as higher education, in the U.S., post-secondary education is taken to include undergraduate and postgraduate education. Colleges, universities,

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institutes of technology, and polytechnics are the main institutions that provide post-secondary education.

Note 2 to entry: Adapted from USLegal. [8]

3.2.40. **procedures**  
a series of steps followed in a regular definite order, including

- emergency evacuation
- response to sexual misconduct

3.2.41. **process**  
a series of actions or operations leading to an end, including

- enrollment
- withdrawal

3.2.42. **program**  
See 3.1.4.

3.2.43. **program outcome**  
a measure of the results of a *program* (3.1.4) or service-level *goal* (3.2.20, e.g., increased satisfaction, increased retention)

Note 1 to entry: Program outcomes are often used to include operational outcomes, which represent elements of the program's functioning (e.g., cost per student).

Note 2 to entry: Adapted from the Council for the Advancement of Standards, Glossary of Terms. [7]

3.2.44. **reasonable accommodations**  
modification or adjustment to a course, program, service, job, activity, assessment, test, or facility that enables a qualified individual with a disability to have equal opportunity to attain the same level of performance or to enjoy the same benefits and privileges that are available to an individual without a disability

Note 1 to entry: As defined by Higher Education Law. [9]

3.2.45. **responsible organization**  
See 3.1.1.

3.2.46. **responsible party**  
See 3.1.2.

3.2.47. **student**  
individual learner in an education abroad *program* (3.1.4)

3.2.48. **student learning and development**  
growth that is an intended outcome

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Note 1 to entry: Student learning and development refers to the changes that result when students are exposed to new experiences, concepts, information, and ideas. The knowledge, understanding, and personal growth are generated, in this context, from interactions with higher education learning environments.

Note 2 to entry: Adapted from the Council for the Advancement of Standards, Glossary of Terms. [7]

3.2.49. **support**  
See 3.1.6.

3.2.50. **sustainability**  
minimizing the negative effects of education abroad on natural resources and the environment

3.3. These and additional definitions related to the field of education abroad are available in the Glossary published by The Forum on Education Abroad. [10]

## 4. Guiding Principles

### 4.1. **Mission and Goals**

Each organization shall articulate and distribute its mission, goals, objectives, and outcomes.

- 4.1.1. Each organization shall create and distribute a mission statement that defines the scope of its work, values, and aspirations.
- 4.1.2. Responsible parties shall articulate and distribute goals, objectives, and outcomes for education abroad programming to constituents.
- 4.1.3. Responsible parties shall ensure that educational objectives are central to program design and implementation and support the mission and goals.
- 4.1.4. Responsible parties shall evaluate whether education abroad programming is achieving its mission and program goals.
- 4.1.5. Responsible parties shall assess the outcomes and use these findings for continuous improvement.

### 4.2. **Collaboration and Transparency**

Partnerships shall be equitable, transparent, and articulate the objectives of the partnership and the distribution of responsibilities to each partner and responsible party.

- 4.2.1. Partnerships shall be based on mutual respect.
- 4.2.2. Partnerships should be mutually beneficial.
- 4.2.3. Partners shall collaborate to:
  - Align partners' missions and goals
  - Determine the objectives of the partnership
  - Establish respective financial responsibilities
  - Assign functional roles or tasks to responsible parties
  - Establish policies and procedures
  - Manage health, safety, and security risks

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4.2.3.1. Partners should formalize all of the above in writing.

#### 4.3. **Ethics**

Each organization shall operate its programs in accordance with ethical principles.

- 4.3.1. Each organization shall adopt The Forum on Education Abroad's *Code of Ethics for Education Abroad* or use its own code of ethics for its education abroad programming.
- 4.3.2. Each organization shall train its personnel and students in ethical decision-making and practices.
- 4.3.3. Responsible parties shall conduct education abroad activities and advise students in an ethically responsible manner.
- 4.3.4. All responsible parties shall adhere to ethical practices in teaching, work, and research abroad.
- 4.3.5. Responsible parties shall make participants aware of the ethical implications of their academic work, activities, and interactions abroad.
- 4.3.6. Each organization shall promote respect for the cultures and values of all involved, including the communities from which the participants come and the communities in which they operate.
- 4.3.7. Each organization should consider the environmental impacts of its education abroad programming.

#### 4.4. **Diversity, Inclusion, and Equity**

Each organization shall prioritize diversity, inclusion, and equity.

- 4.4.1. Each organization shall establish equity-minded policies and procedures.
- 4.4.2. Diversity, inclusion, and equity shall be central to program design, implementation, and learning outcomes.
- 4.4.3. Each organization should develop structures to examine, identify, and address systemic biases and deficiencies in its policies, processes, procedures, practices, pedagogy, and programs. These create inequities in students' education abroad experiences and learning outcomes.
- 4.4.4. Each organization should ensure equitable access to education abroad, by engaging diverse constituents and by fostering inclusive communities.
- 4.4.5. Each organization should design its programs to provide opportunities for students to interact with broadly diverse peers, personnel, and members of local communities.
- 4.4.6. Responsible parties should assess student learning related to portfolio and/or program learning goals and disaggregate data to check for equitable outcomes for all students.

## 5. Administrative Framework

### 5.1. **Policies, Procedures, and Guidelines**

Each organization shall define policies, procedures, and guidelines to govern its programs and practices.

- 5.1.1. Policies shall be inclusive, equitable, transparent, and consistently implemented.

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- 5.1.2. Each organization shall periodically conduct reviews to evaluate the effectiveness of policies, procedures, and guidelines.
- 5.1.3. Each organization shall have guidelines for program design, including:
- Support for educational objectives
  - Relationship of curriculum to stated program goals
  - Site-specific learning opportunities
- 5.1.4. Each organization shall have procedures facilitating program delivery, including:
- Program proposal and approval process
  - Recruitment and student selection
  - Collection, processing, and distribution of program evaluations
- 5.1.5. Each organization shall have policies and procedures in place that govern personnel matters, conduct, and training, including:
- Participant conduct management
  - Communication protocols
  - Participant health, well-being, safety, and security
  - Emergency management and response
  - Partner relationships, roles, and responsibilities
- 5.1.6. Each organization shall have policies that govern student matters, including:
- Academic affairs: assessment, credit transfer, grade appeals, research ethics, and academic integrity
  - Student affairs: student conduct matters including drug and alcohol use, culturally-sensitive behavior, sexual misconduct, travel, housing, disciplinary process, and appeal process
  - Student finances: financial aid, scholarships, program cost disclosure, payment, cancellation, and reimbursement
- 5.1.7. Each organization shall have policies and procedures in place regarding security and risk management that prioritize the health, well-being, and safety of students and personnel, including:
- Risk assessment and monitoring for program locations and activities
  - Tracking, responding to, and reporting critical incidents
  - Written emergency plans and protocols
  - Insurance coverage
- 5.1.8. Each organization should have guidelines governing its partnerships, including:
- Establishing partnerships and formalizing collaboration
  - Responsibility for security and risk management
  - Managing privacy, confidentiality, and disclosure practices
  - Marketing practices
- 5.1.9. Each organization should establish guidelines regarding sustainable environmental practices.

5.2. **Financial and Human Resources**

Each organization shall be fiscally responsible and ensure that each program in its portfolio is funded and staffed to meet its goals.

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- 5.2.1. Each organization should commit to planning, delivery, evaluation, and assessment for continuous improvement.
- 5.2.2. Personnel involved in all stages of program delivery shall be equitably remunerated, qualified, and trained for their roles to meet the program objectives for all students.
  - 5.2.2.1. Each responsible party shall consider local standards and cost of living when determining a fair and ethical level of remuneration.
  - 5.2.2.2. Each responsible party shall invest in training specific to program needs that can occur at any stage of program delivery.
  - 5.2.2.3. Each responsible party should define “qualified” relative to the program needs. Include consideration of:
    - academic qualifications
    - professional certifications
    - in-depth experience
- 5.2.3. Each organization shall provide risk management and emergency response measures for all programs and ensure insurance coverage is in place.
- 5.2.4. Each organization shall facilitate reasonable accommodations to enable students of varying needs and abilities to participate in education abroad.
- 5.2.5. Responsible parties should ensure that facilities and infrastructure, including housing, are suited to the goals of the program, providing a safe environment that supports learning for all students.

## 6. Supporting Student Learning and Development

- 6.1. **Before Program**

Responsible parties shall prepare all students to be successful abroad throughout the outreach, advising, application, and pre-departure processes.

  - 6.1.1. Responsible parties shall communicate the value of education abroad and guide potential participants to see it as an option.
  - 6.1.2. Responsible parties shall recruit and advise students who are historically underserved by their organization’s programs.
    - 6.1.2.1. Responsible parties should develop strategies to increase participation by historically underserved groups.
  - 6.1.3. Responsible parties shall communicate the importance of understanding the context(s) for each program, including: linguistic, historical, political, cultural, and economic.
  - 6.1.4. Responsible parties shall prepare students to engage with the curricular and co-curricular aspects of each program.

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- 6.1.4.1. Responsible parties can develop additional institutional structures and activities to promote engagement.
- 6.1.5. For credit-bearing programs, responsible parties shall engage students in academic planning related to
- course equivalencies
  - credit and credit transfer
  - academic differences
  - assessment and grading
- 6.1.6. Responsible parties shall evaluate student competencies and place students in language and other courses at their level.
- 6.1.7. Responsible parties shall communicate expectations for conduct and implications of behaviors to participants.
- 6.1.8. Responsible parties shall prepare participants to navigate the cultural transition and to engage in culturally-relevant, ethical, and reciprocally-beneficial activities in relation to the local context.
- 6.1.8.1. Responsible parties should encourage students to consider the environmental impact of each program and opportunities to mitigate that impact.
- 6.1.8.2. Responsible parties shall communicate to participants the significance of identities including racial, ethnic, sexual, gender, religious, and ability in relation to the program context.
- 6.1.8.3. Responsible parties should prepare participants to negotiate their intersecting identities.
- 6.1.9. Responsible parties shall provide students with information related to accessing physical, mental, and emotional health and well-being services.
- 6.1.10. Responsible parties shall prepare students to manage their safety by providing resources related to concerns including:
- physical risks
  - behavior
  - property crime
  - liability and legal issues
  - sexual misconduct
  - identity-based discrimination
- 6.1.11. Responsible parties shall communicate the value of disclosing mental and physical abilities and accommodation needs and work with other responsible parties and students to determine how their needs may be met on the program.
- 6.1.12. Responsible parties shall prepare students to manage program finances including:
- all costs of participation
  - financing options
  - financial aid
  - scholarships

Shall = minimum requirement — Should = recommendation — Can = possibility

- loans
  - budgeting
  - saving
- 6.1.12.1. Responsible parties can support students in identifying and accessing sources of funding, including competitive scholarships and grants.

6.1.13. Responsible parties shall prepare students to manage program logistics including travel, housing, and group dynamics.

6.1.14. Responsible parties shall communicate the need to obtain passports or alternative travel documents for students of all citizenship statuses.

6.1.14.1. Responsible parties can support the passport and travel document process.

6.1.15. Responsible parties shall communicate the need to comply with immigration and/or visa processes for students of all citizenship statuses.

6.1.15.1. Responsible parties can support the immigration and/or visa processes.

## 6.2. **During Program**

Responsible parties shall support student development to achieve portfolio and/or program learning goals.

6.2.1. Responsible parties shall communicate to students their responsibilities for managing program logistics including travel, housing, and group dynamics.

6.2.2. Responsible parties shall communicate expectations for conduct and consequences of behaviors.

6.2.2.1. Responsible parties can develop strategies to support conduct and behavior improvement, including reflective activities or restorative justice programming.

6.2.3. Responsible parties shall support students' understanding of the linguistic, historical, political, cultural, and economic context(s) of the program.

6.2.4. Responsible parties shall support students' engagement with the curricular and co-curricular aspects of the program.

6.2.5. Responsible parties shall support students as they navigate the cultural transition and engage in culturally-relevant, ethical, and reciprocally-beneficial activities.

6.2.5.1. Responsible parties can provide students with opportunities to reflect on the cultural, ethical, and environmental impact of their activities.

6.2.6. Responsible parties shall support students as they navigate identities including race, ethnicity, sexuality, gender, religion, and ability in the local context.

6.2.7. Responsible parties shall support students in accessing physical, mental, and emotional health and well-being services.

6.2.8. Responsible parties shall support students in managing their safety by providing resources related to concerns including:

Shall = minimum requirement — Should = recommendation — Can = possibility

- physical risks
- property crime
- liability and legal issues
- sexual misconduct
- identity-based discrimination

6.2.9. Responsible parties shall support students with accommodation needs related to abilities and determine how their needs may be met on the program.

6.2.10. Responsible parties shall support students in obtaining and maintaining legal immigration status.

### 6.3. **After Program**

Responsible parties shall support post-program integration and application of academic, professional, and personal learning.

6.3.1. Responsible parties shall create opportunities for reflection.

6.3.1.1. Responsible parties can provide opportunities for students to share their experiences through opportunities including panels, photos, videos, essays, and research.

6.3.2. For credit-bearing programs, responsible parties shall support students in the credit transfer process.

6.3.3. Responsible parties should create opportunities for integration of learning abroad with future learning.

6.3.4. Responsible parties shall provide resources related to student mental and physical well-being.

6.3.4.1. Responsible parties should support intrapersonal and psychosocial adjustment.

6.3.5. Responsible parties should prepare students to identify transferable skills developed through education abroad.

6.3.5.1. Responsible parties should prepare students to communicate the value of education abroad to employers and other audiences.

6.3.5.2. Responsible parties can offer leadership opportunities or ambassador programs for students.

6.3.6. Responsible parties should encourage continuing local and global engagement in culturally-relevant, ethical, and reciprocally-beneficial activities.

6.3.6.1. Responsible parties can work with students to mitigate the environmental impacts of their travel experiences.

6.3.7. Responsible parties should inform students about global experiences including academic, governmental, and non-governmental programs, fellowships, and grants.

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