

CAS Self-Assessment Guide

EDUCATION ABROAD PROGRAMS AND SERVICES
2015

Council for the Advancement of Standards in Higher Education. (2015). *CAS self-assessment guide for education abroad programs and services*. Washington, DC: Author.

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EDUCATION ABROAD PROGRAMS AND SERVICES

CAS Contextual Statement

Students in the United States have been traveling abroad for higher education for centuries, but study abroad as we know it today officially began in the 1920's with Junior Year Abroad programs (Hoffa, 2007). More recently, there has been a sharp upward trend in U.S. students studying abroad. According to the Institute of International Education's 2013 *Open Doors* publication, during the 2011-2012 academic year a record 283,332 students from colleges and universities in the United States participated in an education abroad program for academic credit. This represents a 3.4 percent increase over the previous year; U.S. study abroad has grown 76 percent over the past ten years.

In addition to the increase in participation, there have been other recent trends. Students have been choosing destinations outside of Western Europe more frequently than before for their study abroad experiences, and they have been choosing short-term (one semester or shorter) study abroad programs much more frequently than yearlong programs. Besides the student numbers listed in *Open Doors*, U.S. students participated in experiential, volunteer, service-learning, and internship programs abroad. The visible trend toward greater interest and participation in education abroad among college students, both in the U.S. and in other countries, has been concurrent with the proliferation of education abroad opportunities. Education abroad participants may now choose from a variety of programs that differ according to program location, type, duration, academic focus, method of instruction, and coordinating entity. Given the array of programs and the increasing interest in global education among students, their parents, educational institutions, as well as in governments in countries throughout the world, the need for Education Abroad Programs and Services (EAPS) to have and meet standards cannot be overstated.

For more than 40 years, guidelines and standards for providing EAPS have been developed by various groups, such as NAFSA: Association of International Educators, the Council on International Educational Exchange, the Institute for International Education, the Institute for the International Education of Students, The Forum on Education Abroad, and accreditation bodies such as the Middle States Association. The Forum is registered as the Standards Development Organization for education abroad with the U.S. Department of Justice and Federal Trade Commission. CAS drew heavily on the publications of these groups in developing the CAS standards for EAPS. See the Resources section below for access to these organizations and some of their standards materials. They provide essential perspectives to any standards assessment of an education abroad office or organization.

On college and university campuses, EAPS responsibilities may be centralized in one office or dispersed among multiple schools and departments across the institution. Education abroad directors and advisers must be familiar with a broad spectrum of campus services, processes, and systems, including but not limited to academic advising services, financial aid, registration, residence life, health services, counseling services, off-campus regulations and guidelines, disability services, risk management, legal affairs and export control, judicial affairs, career services, alumni services, and development.

In times of global and economic uncertainty, education abroad directors and advisers must pay special attention to matters of safety, security, currency and market fluctuations, and access to financial assistance. These matters are of concern to students and their families as well as to those responsible for program development and management.

Assessment is a critical aspect of ensuring the integrity of EAPS. Among other areas, EAPS should systematically assess student learning and development outcomes. Research and practice in assessment and evaluation in study abroad programs have grown considerably, and there are many resources available to EAPS providers.

Some education abroad opportunities are administered by the student's home campus, some by other institutions, and some by international educator organizations. Whenever the programs are not administered by the home campus, the EAPS is responsible for investigating and approving the programs before allowing students to participate in and receive credit through them. The following standards and guidelines are aimed at home-country campus-based offices, although non-campus based EAPS organizations and overseas institutions will find many of the sections helpful. The provision of Education Abroad Programs and Services has become a global enterprise.

References, Readings, and Resources

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- Institute of International Education, <http://www.iienetwork.org/>
- Institute of International Education. *Open Doors (published annually)* available at <http://www.iie.org/Research-and-Publications/Open-Doors>
- NAFSA: Association of International Educators: <http://www.nafsa.org/>
- NAFSA's Statement of Ethical Principles:
http://www.nafsa.org/Learn_About_NAFSA/Governance_Documents/Ethics_And_Principles/Statement_Of_Ethics/NAFSA_s_Statement_of_Ethical_Principles/
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INTRODUCTION AND INSTRUCTIONS

CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

- I. Self-Assessment Guide Organization and Process
- II. Rating Examples
- III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as “General Standards,” which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

- | | |
|-------------------------------------|---|
| Part 1. Mission | Part 7. Diversity, Equity, and Access |
| Part 2. Program | Part 8. Internal and External Relations |
| Part 3. Organization and Leadership | Part 9. Financial Resources |
| Part 4. Human Resources | Part 10. Technology |
| Part 5. Ethics | Part 11. Facilities and Equipment |
| Part 6. Law, Policy, and Governance | Part 12. Assessment |

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

<p style="text-align: center;">1. Plan the Process</p> <p>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;">5. Develop an Action Plan</p> <p>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;">2. Assemble and Educate the Self-Assessment Team</p> <p>Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;">6. Prepare a Report</p> <p>Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary</p>
<p style="text-align: center;">3. Identify, Collect, and Review Evidence</p> <p>Define what constitutes evidence; then gather, collect,</p>	<p style="text-align: center;">7. Close the Loop</p> <p>Put action plans into practice; work to navigate politics and</p>

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
<p>4. Conduct and Interpret Ratings Using Evaluative Evidence</p> <p>Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings</p>	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

- A. Plan the self-study process
- B. Assemble and educate self-study team(s)
- C. Identify, collect, and review documentary evidence
- D. Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process

Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team

The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “must” and “shall” while guidelines use “should” and “may.”

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the

measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence

When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

- 1) Rate Criterion Measures
 - a) Team members individually rate criterion measures based on their understanding of the evidence.
 - b) Team discusses and assigns collective ratings for criterion measures.

- 2) Provide Narrative Rationale
 - a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
 - b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
 - c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

- 3) Answer Overview Questions (In the Instrument)
 - a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
 - b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the “Ethics” standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS					
Suggested Evidence and Documentation:					
1. Program code or statement of ethics					
2. Ethics statements from relevant functional area professional associations					
3. Personnel policies, procedures and/or handbook					
4. Student code of conduct					
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)					
6. Minutes from meetings during which staff reviewed and discussed ethics					
Criterion Measures:					
DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<input type="checkbox"/> 5.1 Ethical Standards <ul style="list-style-type: none"> Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice. Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies. <p><i>Rationale:</i></p>					
<input type="checkbox"/> 5.2 Statement of Ethical Standards <ul style="list-style-type: none"> Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws. 					

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

- 1) Resolve Rating Discrepancies (Work Form A)
 - a) Identify criterion statements for which there is a substantial rating discrepancy.
 - b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.
- 2) Identify Areas of Program Strength (Work Form B)
 - a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).
- 3) Identify Areas for Improvement (Work Form B)
 - a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.
- 4) Recommend Areas for Unit Action (Work Form C)
 - a) Note items that need follow-up action for improvement and indicate what requires action.
 - b) This is the last form to be completed by the review team.
- 5) Prepare the Action Plan (Work Form D)
 - a) This step should be completed by the unit being reviewed.
 - b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.
- 6) Write Program Action Plan (Work Form E)
 - a) List each specific action identified in the self-study that would enhance and strengthen services.
 - b) Determine the actions needed to improve for each practice.
 - c) Identify responsible parties to complete the action steps.
 - d) Set dates by which specific actions are to be completed.
- 7) Prepare Report
 - a) Prepare a comprehensive action plan for implementing program changes.
 - b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
 - c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop

Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

EDUCATION ABROAD PROGRAMS AND SERVICES

CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals

- Education Abroad Programs and Services (EAPS) facilitates and oversees student participation in educational experiences that occur in countries outside the institution's home country.

Rationale:

1.2 Mission Implementation and Review

- EAPS develops, disseminates, implements, and regularly reviews its mission.

Rationale:

1.3 Mission Statement

- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does EAPS mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:

1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 2.1 Program Contribution to Student Learning and Development
- Education Abroad Programs and Services (EAPS) contributes to students’ formal education (the curriculum and co-curriculum), learning, and development.
 - EAPS contributes to students’ progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
 - EAPS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

- 2.2 Assessment of Learning and Development
- EAPS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
 - EAPS uses evidence to create strategies for improvement of programs.

Rationale:

- 2.3 Program Design
- EAPS bases its work on intentional student learning and development outcomes.
 - EAPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
 - The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

- 2.4 Collaboration
- EAPS collaborates with others across the institution in ways that benefit students.

Rationale:

- 2.5 Program Design
- EAPS bases its work on intentional student learning and development outcomes.
 - EAPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.

- The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

2.6 Program Information and Services

- EAPS includes clear and consistent academic policies and guidelines for home and host institutions, information about student financial assistance, and on-going advising and support services for students while they are abroad

Rationale:

2.7 Curricular and Co-Curricular Opportunities

- EAPS includes curricular and co-curricular opportunities that are related to the mission and purpose of the specific education abroad program.
- Field opportunities are appropriately supervised and evaluated and relate to the mission of the EAPS and institution. Awarding credit for internships or field studies is consistent with the policies of the home institution.

Rationale:

2.8 Pre-Departure, Re-Entry, and Orientation Services

- Pre-departure advising and orientation sessions inform students about program requirements, academic credit and transfer policies, visa and passport requirements, and housing and travel arrangements, as well as financial, health, liability, insurance, safety, and security information.
- International students at the home institution are advised to determine their re-entry status.
- Students are asked directly and encouraged strongly to share information about any on-going health concerns before departing for their program locations.
- Home and host institution codes of conduct that apply to students while abroad are clearly articulated; consequences of not following codes of conduct are clearly defined and communicated.
- Students are provided with an introduction to intercultural communication and preparation for the cultural transition, including resources on culture shock and cultural adjustment.
- Orientation programs identify resources for students so that they may educate themselves about the culture, customs, and laws of the host countries.
- EAPS provides students with contact information of their home country's embassy or consulate at their host site.
- Upon return, re-entry programs and services must support re-acculturation to the home country, relationships, and the institution.

Rationale:

Overview Questions:

1. What are the most significant student learning and development outcomes of EAPS?
2. What difference does EAPS make for students who engage with it?
3. What is the demonstrated impact of EAPS on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:

1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 3.1 Organization Documents
- Education Abroad Programs and Services (EAPS) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.
 - Information about education abroad opportunities and related institutional policies are easily available.

Rationale:

- 3.2 Actions of Leaders
- Leaders model ethical behavior and institutional citizenship.
 - Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

- 3.3 Strategic Planning
- EAPS leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
 - EAPS leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
 - EAPS leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
 - EAPS leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
 - EAPS leaders include diverse perspectives to inform decision making.
 - EAPS provides leadership for integrating education abroad into the wider administrative and

academic structure of the institution

Rationale:

3.4 Management

- EAPS leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- EAPS efficiently and effectively administers the programs they coordinate.
- EAPS leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- EAPS leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- EAPS leaders assess and take action to mitigate potential risks.
- EAPS advises students appropriately, based on their interests, needs, financial ability, language proficiency, and academic background, as they choose an education abroad program

Rationale:

3.5 Supervision

- EAPS leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- EAPS leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- EAPS leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- EAPS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

3.6 Program Advancement

- EAPS leaders advocate for and actively promote the mission and goals of the programs and services.
- EAPS leaders inform stakeholders about issues affecting practice.
- EAPS leaders facilitate processes to reach consensus where wide support is needed.
- EAPS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:

1. Explain the extent to which EAPS leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for EAPS leader(s) as they seek to fulfill the program mission.
3. How do EAPS leaders advance the organization?
4. How do EAPS leaders encourage collaboration across the institution?

5. How are EAPS leaders accountable for their performance?
6. How have EAPS leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:

1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 4.1 Adequate Staffing and Support
- Education Abroad Programs and Services (EAPS) is staffed adequately to accomplish mission and goals.
 - EAPS has access to technical and support personnel adequate to accomplish the mission.

Rationale:

- 4.2 Recruitment, Supervision, and Professional Development
- EAPS establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
 - EAPS provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
 - EAPS considers work/life options available to personnel to promote recruitment and retention.

Rationale:

- 4.3 Employment Practices
- Administrators of EAPS maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
 - Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.

- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Rationale:

4.4 Personnel Training

- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

4.5 Professional Personnel

- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.
- EAPS professional staff members are knowledgeable and competent in the following areas:
 - cultural competence, intercultural communication, travel, living abroad, culture shock, reverse culture shock, and cultural adjustment
 - pre-departure and re-entry issues
 - country specific health, safety, and security concerns
 - experiential education, student advising and counseling, and higher education administration
 - legal affairs and risk management, emergency and crisis management, and budgetary and financial management
 - collaboration with academic stakeholders at home and at host institutions
 - organizational policies (e.g., admissions, credit transfer, financial aid, travel regulations, immigration policies, insurance)
 - technology (e.g., application and data management systems, virtual communication)

Rationale:

- 4.6 Interns and Graduate Assistants
- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
 - Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
 - Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
 - Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

- 4.7 Student Employees and Volunteers
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of EAPS mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe EAPS philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 5.1 Ethical Standards

- Education Abroad Programs and Services (EAPS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- EAPS publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

5.2 Statement of Ethical Standards

- Statements of ethical standards specify that EAPS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

Rationale:

5.3 Ethical Obligations

- EAPS personnel employ ethical decision making in the performance of their duties.
- EAPS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- EAPS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- EAPS personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.
- EAPS home and host staff members have ethical and unbiased procedures in place for terminating an individual's participation.

Rationale:

Overview Questions:

1. What is EAPS's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of EAPS?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:

1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct

5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities

- Education Abroad Programs and Services (EAPS) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- EAPS has access to legal advice needed for personnel to carry out their assigned responsibilities.
- EAPS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- EAPS informs personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

Rationale:

6.2 Policies and Procedures

- EAPS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- EAPS staff members make participants aware of home institution consequences of breaking these laws, policies, and procedures.
- EAPS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- EAPS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Rationale:

6.3 Risk Management

- EAPS staff members develop collaborative relationships with relevant home and host institutional departments (e.g., general counsel, student conduct programs) in order to assess and minimize risk and develop appropriate resources for students.
- EAPS works with risk management personnel to ensure that proper insurance coverage is secured by all program participants, faculty, and staff.

Rationale:

6.4 Harassment and Hostile Environments

- EAPS personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

- 6.5 Copyright Compliance
- EAPS purchases or obtains permission to use copyrighted materials and instruments and include appropriate citations on materials and instruments.

Rationale:

- 6.6 Governance
- EAPS informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

- 6.7 Orientation and Training
- EAPS staff members ensure that expectations for participant conduct—including but not limited to drug and alcohol abuse, sexual assault and harassment, academic integrity, and social conduct—are clearly articulated in program materials and in pre-departure and on-site orientations.
 - Faculty, staff and students attend orientations/trainings before departure for an overseas program sponsored by the institution

Rationale:

Overview Questions:

- What are the crucial legal, policy and, governance issues faced by EAPS, and how are they addressed?
- How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
- How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

- Diversity statements
- Goals and objectives related to diversity, equity, and access
- Training plans and agendas for personnel
- Lists of programs and curriculums related to diversity, equity, and access
- Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
- Facilities audit
- Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 7.1 Inclusive Work Environments
- Education Abroad Programs and Services (EAPS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
 - EAPS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family

educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

7.2 Structural Aspects of Equity, Access, and Inclusion

- EAPS ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- EAPS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- EAPS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

7.3 Ensuring Diversity, Equity, and Access

- EAPS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- EAPS establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- EAPS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- EAPS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.
- EAPS intentionally fosters students' understanding of cross-cultural differences and encourages participants to reflect on these differences at home, in the host country and abroad.
- EAPS staff members actively work with all interested participants to select an education abroad program suitable to their needs, skills, and eligibility.

Rationale:

Overview Questions:

1. How does EAPS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does EAPS address imbalance in participation among selected populations of students?
3. How does EAPS address imbalance in staffing patterns among selected populations of program personnel?
4. How does EAPS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does EAPS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

8.1 Internal and External Populations

- Education Abroad Programs and Services (EAPS) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- EAPS reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- EAPS reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

8.2 Marketing

- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

8.3 Procedures and Guidelines

- EAPS has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must EAPS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does EAPS maintain effective relationships with program constituents?
3. How does EAPS assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

9.1 Adequate Funding

- Education Abroad Programs and Services (EAPS) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation

- EAPS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- EAPS uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Rationale:

9.3 Policies, Procedures, and Protocols

- EAPS administers funds in accordance with established institutional accounting procedures.
- EAPS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:

1. What is the funding strategy for EAPS, and why is this the most appropriate approach?
2. How does EAPS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does EAPS go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

10.1 Current and Adequate Technology

- Education Abroad Programs and Services (EAPS) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

10.2 Use of Technology

- EAPS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- EAPS uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.

Rationale:

10.3 Data Protection and Upgrades

- EAPS backs up data on a regular basis.
- EAPS articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- EAPS implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

10.4 Student Technology Access

- EAPS has policies on student use of technology that are clear, easy to understand, and available to all students.
- EAPS provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

Rationale:

Overview Questions:

1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does EAPS ensure that relevant technology is available for all who are served by the program?
4. How does EAPS use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does EAPS utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:

1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities

- Education Abroad Programs and Services (EAPS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.
- Home and host institutions provide office facilities to accommodate EAPS goals. Home and host campus facilities allow for privacy during student advising.
- Host institutions provide student facilities that are safe and secure, and meet student needs.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.

Rationale:

11.2 Work Space

- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

11.3 Equipment Acquisition and Facilities Use

- EAPS incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, EAPS takes into account expenses related to regular maintenance and life-cycle costs.

Rationale:

Overview Questions:

1. How are facilities inventoried and maintained?
2. How does EAPS integrate sustainable practices?
3. How does EAPS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is EAPS intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:

1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

12.1 Assessment Plan and Practice

- Education Abroad Programs and Services (EAPS) develops an ongoing cycle of assessment plans, processes, and activities.
- EAPS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- EAPS documents progress toward achievement of goals and outcomes.
- EAPS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- EAPS employs ethical practices in the assessment process.
- EAPS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results

- EAPS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- EAPS reports aggregated results to respondent groups and stakeholders.
- EAPS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:

1. What is the comprehensive assessment strategy for EAPS?
2. What are priorities of the assessment program, and how are those developed?
3. How does EAPS integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure EAPS achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does EAPS use assessment results to inform program improvement?

7. How does EAPS share assessment results with relevant constituencies?
8. How does EAPS support ongoing development of assessment competencies for personnel?

*General Standards revised in 2014;
EAPS content developed/revised in 2005 and 2014*

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

EDUCATION ABROAD PROGRAMS AND SERVICES

CAS Standards and Guidelines

Part 1. MISSION

Education Abroad Programs and Services (EAPS) facilitate and oversee student participation in educational experiences **that occur in countries outside the institution's home country**.

EAPS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

The EAPS overall mission and goals should address the following components:

- program constituents
- program values
- desired learning outcomes
- support for students prior to, during, and after their education abroad experiences
- collaboration with internal and external stakeholders
- support for the institution's mission and strategic plan

Part 2. PROGRAM

To achieve their mission, Education Abroad Programs and Services (EAPS) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, EAPS must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

EAPS must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

EAPS must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

The EAPS should facilitate student participation in a variety of types of education abroad programs such as

- programs where the student mobility is from the home institution (the school at which the student is seeking the degree) to a host institution (the school outside the institution's home country at which the student receives instruction and services while abroad)
- reciprocal institutional exchanges where students from the home institution trade places with students from the host institution
- faculty-led study abroad programs
- research abroad programs for credit
- international service learning programs for credit
- opportunities to participate in work, internship or volunteer experiences abroad
- short-term, semester-long, and academic-year-long programs
- consortia programs that involve two or more institutions
- programs administered outside the institution by international education organizations

To fulfill its mission and goals effectively, EAPS must include the following elements:

- Clear and consistent academic policies and guidelines for home and host institutions

Admissions policies and procedures should be clearly articulated to students. Academic policies and procedures for awarding credit and understanding course grade equivalencies should also be clearly articulated to students before they depart for an education abroad program. Guidance with course selection should be offered regarding course transferability and equivalency. Coursework should be appropriately challenging; course requirements and methods of evaluating performance should be clearly stated; feedback should be provided to students periodically, in keeping with host country norms. Opportunities should be provided that allow the learning that occurs as a result of the EAPS experience to be integrated into subsequent educational experiences.

- Curricular and co-curricular opportunities that are related to the mission and purpose of the specific education abroad program

The curricular and co-curricular components of each education abroad opportunity should make effective use of the location and resources of the host country; students should be encouraged to engage with the host culture and to reflect on the differences and similarities between the intellectual, political, cultural, spiritual, and social institutions of the home and host countries. Students' curricular and co-curricular experiences should contribute to their appreciation and respect for cultural differences in general. Students should be encouraged to immerse themselves in the host culture, interact with host nationals, practice and improve their language and intercultural communication abilities, and reflect on their value systems in the context of living in another culture.

EAPS should provide opportunities for internships, service-learning, and other field study experiences that are related to the mission and purpose of the specific education abroad program. EAPS should incorporate opportunities to synthesize the learning that occurs as a result of these out-of-classroom experiences into future educational and life experiences.

Where field opportunities exist, they must be appropriately supervised and evaluated and must relate to the mission of the EAPS and institution. Awarding of credit for internships or field studies must be consistent with the policies of the home institution.

- Pre-departure advising and orientation programs

Pre-departure advising and orientation sessions must inform students about program requirements, academic credit and transfer policies, visa and passport requirements, and housing and travel arrangements, as well as financial, health, liability, insurance, safety, and security information. International students at the home institution must be advised to determine their re-entry status. Students must be asked directly and encouraged strongly to share information about any on-going health concerns before departing for their program locations. Home and host institution codes of conduct that apply to students while abroad must be clearly articulated; consequences of not following these codes of conduct must be clearly defined and communicated. Students must be provided with an introduction to intercultural communication and preparation for the cultural transition, including resources on culture shock and cultural adjustment. Orientation programs must identify resources for students so that they may educate themselves about the culture, customs, and laws of the host countries. EAPS must provide students with the **contact the information of their home country's embassy or consulate at their host site.**

Students should be advised to utilize the appropriate campus or community resources (e.g., travel medicine, financial aid, immigration status) before departure.

- Information about student financial assistance
- On-going advising and support services for students while they are abroad

On-going advising and support services throughout the duration of the education abroad program should be provided either through the home or host institution.

- Re-entry support and orientation programs for returning students

Upon return, re-entry programs and services must support re-acculturation to the home country, relationships, and the institution.

- Returning students should be encouraged to integrate their experience abroad into their continued learning, including sharing their stories and experiences with other students, faculty members, and staff members.
- Returning students should be offered re-entry programming including academic and emotional support, debriefs, and opportunities to stay connected with the international community on campus.
- Returning students should be offered workshops or other forms of assistance in capturing their education abroad experiences on their resumes and in articulating transferable skills during interviews with potential employers.

- Returning students should be offered opportunities to remain involved with the Education Abroad office by volunteering to assist new students going abroad, assisting with Education Abroad fairs, and with pre-departure orientations.
- Where possible, participation in work study or internship opportunities should be made available in the Education Abroad office to returning students.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Education Abroad Programs and Services (EAPS) must be purposefully structured for effectiveness. EAPS must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for EAPS must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement

- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

EAPS leaders should establish working relationships with institutional agents, such as provosts, academic deans, department chairs, risk managers, academic advisors, scholarship/fellowship advisors, financial aid officers, registrar, offices that work with underrepresented populations, career services, and student affairs professionals on the home campus to promote programs and engender support.

To fulfill its mission and goals effectively, EAPS must

- provide leadership for integrating education abroad into the wider administrative and academic structure of the institution
- efficiently and effectively administer the programs they coordinate
- advise students appropriately, based on their interests, needs, financial ability, language proficiency, and academic background, as they choose an education abroad program

EAPS should be coordinated across the institution, with common guidelines for policies and procedures

EAPS should be supported philosophically and financially by institutional leadership.

EAPS should ensure that their work is in direct support of the institution's mission and strategic plan.

Information about education abroad opportunities and related institutional policies must be easily available.

Part 4. HUMAN RESOURCES

Education Abroad Programs and Services (EAPS) must be staffed adequately by individuals qualified to accomplish mission and goals.

EAPS must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, EAPS must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of EAPS must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of programs and services must have written performance goals, **objectives, and outcomes for each year's performance cycle to be used to plan, review, and** evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

EAPS personnel, when hired and throughout their employment, must receive appropriate and thorough training.

EAPS personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

EAPS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of EAPS must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address

identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

EAPS personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

Professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

EAPS staff should have experience living or studying abroad. Entry into the profession by educators from a variety of academic backgrounds is encouraged.

EAPS professional staff members must be knowledgeable and competent in the following areas:

- cultural competence
- experiential education
- legal affairs and risk management
- intercultural communication
- culture shock, reverse culture shock, and cultural adjustment
- student advising and counseling
- emergency and crisis management
- budgetary and financial management
- collaboration with academic stakeholders at home and at host institutions
- organizational policies (e.g., admissions, credit transfer, financial aid, travel regulations, immigration policies, insurance)
- pre-departure and re-entry issues
- travel and living abroad
- higher education administration
- technology (e.g., application and data management systems, virtual communication)
- country specific health, safety, and security concerns

EAPS professional staff members should be knowledgeable and competent in such areas as

- foreign language(s)
- countries, cultures, and regions where their students most frequently study (e.g. culture, customs, language, art, geography, political system, economic system, history, traditions, values, laws)
- other countries' educational systems
- human development
- marketing and promoting education abroad programs
- Unites States export control, or equivalent
- program development
- academic advising

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Part 5. ETHICS

Education Abroad Programs and Services (EAPS) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must

- specify that EAPS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights and** responsibilities

- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

EAPS home and host staff members must have ethical guidelines in place for advising and interacting with students and their families.

EAPS personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

EAPS home and host staff members must have ethical and unbiased procedures in place for terminating an **individual's participation**.

Termination procedures should be made public and provided to participants prior to their participation in an education abroad program. Termination procedures should include refund and cancellation policies and procedures.

Part 6. LAW, POLICY, AND GOVERNANCE

Education Abroad Programs and Services (EAPS) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

EAPS staff members must know where to refer program participants for information on host country laws and host institution policies and procedures.

EAPS staff members must make participants aware of home institution consequences of breaking these laws, policies, and procedures.

EAPS must have access to legal advice needed for personnel to carry out their assigned responsibilities.

EAPS must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

EAPS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

EAPS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

EAPS must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

EAPS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

EAPS staff members must develop collaborative relationships with relevant home and host institutional departments (e.g., general counsel, student conduct programs) in order to assess and minimize risk and develop appropriate resources for students.

EAPS must work with risk management personnel to ensure that proper insurance coverage is secured by all program participants, faculty, and staff.

Faculty, staff and students must attend orientations/trainings before departure for an overseas program sponsored by the [SB3] institution

The home institution should obtain the host institution's crisis management plan.

Insurance should include emergency medical, medical evacuation, repatriation of remains, and security evacuation coverage.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

EAPS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

EAPS must inform personnel about internal and external governance organizations that affect programs and services.

EAPS staff members must ensure that expectations for participant conduct—including but not limited to drug and alcohol abuse, sexual assault and harassment, academic integrity, and social conduct—are clearly articulated in program materials and in pre-departure and on-site orientations.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Education Abroad Programs and Services (EAPS) must create and maintain

educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

EAPS must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

EAPS must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

EAPS should encourage underrepresented students (e.g., gender, ethnicity, age, disability, marital status, socioeconomic status, academic major, religious affiliation, sexual orientation) to apply and participate in education abroad programs.

EAPS should collaborate with appropriate offices to attract and serve underrepresented students on education abroad programs.

EAPS must intentionally foster students' understanding of cross-cultural differences and encourage participants to reflect on these differences at home, in the host country and abroad.

EAPS staff members must actively work with all interested participants to select an education abroad program suitable to their needs, skills, and eligibility.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Education Abroad Programs and Services (EAPS) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

EAPS must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

EAPS staff members should collaborate with

- departments on the home campus (i.e., academic departments and programs, registrar, academic affairs, financial aid, financial services, student affairs, international student and scholar services, admissions, career advising, clinical health services, counseling services, institutional advancement, disability services, multicultural centers, residential life)
- consulates of host countries
- home country embassies and consulates abroad
- faculty members at home and abroad who teach or do research in fields related to home institution education abroad opportunities
- administrative staff at the host institution responsible for students from abroad
- external program providers

EAPS staff members should collaborate with third-party program providers as appropriate to sustain existing programs and establish new opportunities to increase the diversity of options for students.

EAPS should encourage interested individuals (faculty members or other campus personnel) to become involved in education abroad by suggesting possible opportunities, proposing specific programs, or presenting and encouraging discussions about education abroad.

Agreements between EAPS and other institutions to promote education abroad, whether exchange agreements or co-sponsorship of programs, should be supportive of the institution's overall mission and collaborative with regard to academic objectives and standards.

EAPS should ensure that faculty members, administrators, staff members, and students are aware of education abroad opportunities.

EAPS should work to ensure that programs are accurately described in advisory and promotional materials and that their purposes, financial implications, and educational objectives are clearly stated.

Part 9. FINANCIAL RESOURCES

Education Abroad Programs and Services (EAPS) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, EAPS must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

EAPS must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

EAPS must administer funds in accordance with established institutional accounting procedures.

EAPS must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

EAPS should offer education abroad programs to students at affordable costs.

EAPS should consider grant writing and fundraising efforts to increase their financial resources, including funding for need-based student scholarships.

EAPS should encourage their institution to create institutional education abroad scholarships and grants, both need and merit-based.

EAPS should work directly with development officers and alumni affairs to target alumni groups, class reunion committees and other groups as appropriate to secure additional funding.

Part 10. TECHNOLOGY

Education Abroad Programs and Services (EAPS) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

EAPS must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

EAPS must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, EAPS must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in-accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

EAPS should prepare students for differences in standards of technology and set expectations for available resources before departure.

EAPS should inform students, faculty, and staff of export control regulations and of research security procedures while abroad.

Part 11. FACILITIES AND EQUIPMENT

Education Abroad Programs and Services' (EAPS) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

EAPS must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety and security.

When acquiring capital equipment, EAPS must take into account expenses related to regular maintenance and life cycle costs.

Home and host institutions must provide office facilities to accommodate EAPS goals. Home and host campus facilities must allow for privacy during student advising.

Host institutions must provide student facilities that are safe and secure, and meet student needs.

Residential and non-residential student facilities should be located conveniently at host institutions.

Host institutions should provide equivalent services at similar costs for visiting education abroad students.

Part 12. ASSESSMENT

Education Abroad Programs and Services (EAPS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

EAPS must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

EAPS must employ ethical practices in the assessment process.

EAPS must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;

EAPS content developed/revised in 2005 and 2014