

What Are the Criteria?

Approaches to Evaluating, Approving,
and Affiliating with Third-Party
Providers

Goals of the Session

- Learn about models and perspectives from a private and a public institution and a provider organization
- Review preliminary survey results
- Start creation of your own set of criteria

Who We Are

Michael Green

Associate Vice President of
Recruiting and College Relations
IES Abroad

Sandy Schoeps Tennies

Director
Great Circle Global Education
Consulting

Stephanie Davenport Tignor

Director of Education Abroad
Virginia Commonwealth
University

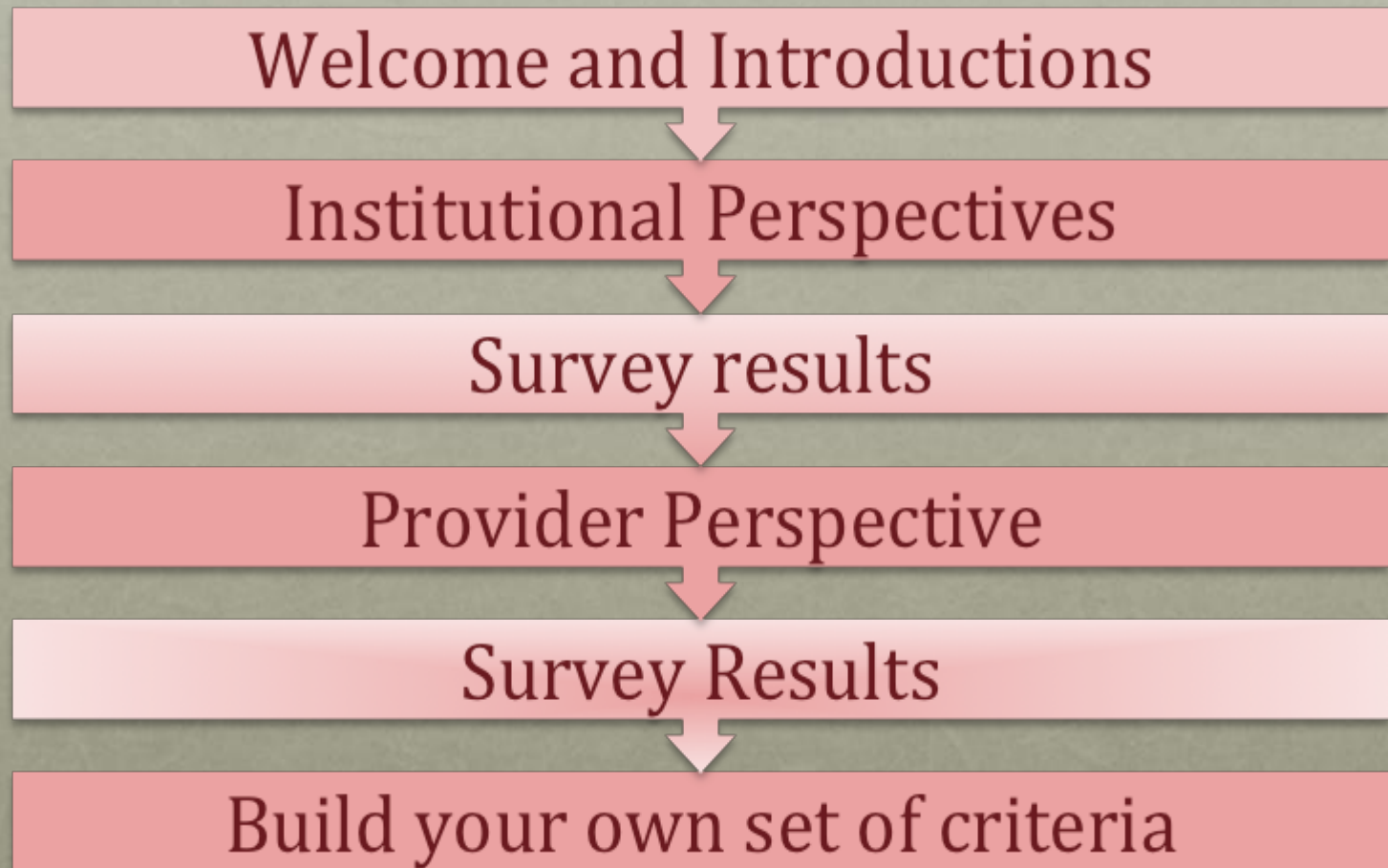
Ella A. Sweigert

Director of Education Abroad
The Catholic University of
America

Who Are You?

- University or College?
- US or non-US?
- Public or Private?
- 4-year or 2-year?
- Provider Organization?
- US or non-US?
- How many students are you sending abroad each year?

Flow of Session



Public Institution

Journey to a Set of Criteria

Virginia Commonwealth University - Richmond, Virginia



- Established in 1838 as the medical school of Hampden-Sydney College, became MCV in 1854
- 1968 merged MCV with Richmond Professional Institute (Richmond Division of William & Mary)



VCU- Enrollment and Programs

- Public institution enrolling 31,752 students
- 13 schools and one college:



- College of Humanities and Sciences
- School of Allied Health Professions
- School of the Arts
- School of Business
- School of Dentistry
- School of Education
- School of Engineering
- L. Douglas Wilder School of Government and Public Affairs
- School of Mass Communications
- School of Medicine
- School of Nursing
- School of Pharmacy
- School of Social Work



VCU Strategic Plan



Quest for Distinction

Themes:

1. Learning/living experiences focused on inquiry, discovery, innovation in a global environment
2. To enhance quality of life
3. Commitment to human health
4. Community engagement and regional impact

VCU- Global Education Office (GEO)

- 3 internationalization goals of VCU as expressed in Quest for Distinction (strategic plan):
 - *Improve the recruitment and retention of international students and scholars*
 - *Increase the global engagement of VCU students and faculty*
 - *Expand VCU's global footprint through our research, teaching and learning, and community engagement*
- **4 units:** ELP, ISSP, Globe and Education Abroad



VCU Education Abroad



- 1 Director
- 1 Program Manager
- 2 Advisors
- ½ Returnee Advisor
- 2 *PT office assistant*
- 4- 20 *hrs/semester Student Ambassadors*



VCU Education Abroad



>500 students abroad per year

- ~350-400 students on faculty-led programs
- ~50 ISEP participants
- ~20 students on exchanges
- *~80-100 on non-VCU programs*



VCU - “Affiliate” and “Alternative” programs

- Non-VCU programs = affiliate or alternative
- No “approved” list at VCU
- Prior to 2007, VCU was affiliated with 3 or 4 international education organizations (“third party providers”)
- Benefits

HOME PAGE TODAY'S PAPER VIDEO MOST POPULAR TIMES TOPICS

The New York Times **Education**

WORLD U.S. N.Y. / REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINION

POLITICS WASHINGTON EDUCATION

In Study Abroad, Gifts and Money for Universities

By DIANA JEAN SCHEMO
Published: August 13, 2007

As overseas study has become a prized credential of the undergraduate experience, a competitive, even cutthroat, industry has emerged, with an army of vendors vying for student money and universities moving to profit from the boom.

At many campuses, study abroad programs are run by multiple companies and nonprofit institutes that offer colleges generous perks to sign up students: free and subsidized travel overseas for officials, back-office services to defray operating expenses, stipends to market the programs to students, unpaid membership on advisory councils and boards, and even cash bonuses and commissions on student-paid fees. This money generally goes directly to colleges, not always to the students who take the trips.

Critics say that these and similar arrangements, which are seldom disclosed, typically limit student options and drive up prices for gaining international credentials compared with the most economical alternative — enrolling directly in a foreign university, paying generally lower tuition to that institution and having the credits transferred. Some campuses require students to use one of several affiliated providers, but some even have exclusive arrangements with study-abroad agents, further limiting options.

Many of these perks are similar, if not identical, to ones uncovered in multiple investigations into the [student loan](#) industry, where lenders gave colleges bonuses tied to loan volume, seats on advisory boards and free travel to conferences in the race to get on so-called preferred lender lists.

Shea Roggio for The New York Times

Brendan Jones, a former Columbia student now in architectural salvage, spent his junior year at Oxford through an outside firm, not a program approved by Columbia. After Columbia refused to transfer those credits, he stayed at Oxford and graduated.

Multimedia

Graphic: Enrolled Overseas

RACE/ETHNICITY (2006)

Race/Ethnicity	Percentage
White	81.0%
Asian	6.3%
Hispanic	5.6%
Black	3.3%
Other	4.8%

A BRILLIANT,
STRAIGHT-UP CLASSIC



VCU affiliates

- In 2012, Education Abroad office sought approval from Provost's office (including review by legal counsel and GEO leadership) to affiliate
- We signed 6 new agreements with: API, CAPA, CEA, CET, CIEE, ISA



VCU Affiliate Criteria

Criteria:

- Popularity among students
- Cost
- Diversity and variety of destinations
- Scholarship opportunities
- Program features (e.g. internships)
- Safety/security
- Non-exclusive



VCU Affiliations

- Review:
 - Yearly, informal
 - Based on feedback from students and advisors
- Termination:
 - Low student interest
 - Problems reported by students
 - Conflict with other offerings
 - Duplication with other offerings



Private Institution

Journey to a Set of Criteria

Washington, DC



- The national University of the Catholic Church, founded in 1887
- Private, coeducational campus, research institution
- Approximately 3,694 UG and 3,144 GR students from all 50 states and 86 countries
- 12 academic schools (architecture and planning, arts and sciences, business and economics, canon law, engineering, law, music, nursing, philosophy, professional studies, social service, and theology and religious studies).
- Eighty percent of undergraduates and 57 percent of graduate students are Catholic.

CUAbroad



- The EA unit of the Center for Global Education
- Created in 2008 (along with CGE)
- Previously ISSS only
- Two-person office (Director, Advisor)
- 10 peer advisors
- Centralized operation, for the most part
- CUArch, Law School, Campus Ministry

Education Abroad Participation 2011-2012

- Total # 303 (260 undergraduates); 200 by CUAbroad (rest by CUArch, Law & Campus Ministry)
- Represent 6.8% of all undergraduates enrolled
- 35.3% of the graduating class
- 70.63% of undergraduates study for a semester
- Of those, 74% spent the spring semester abroad and 26% in the fall
- Approx. 70% go on our own programs, the rest go with affiliated providers

Types of Programs Offered

- CUA's own programs (CUA in Rome Campus, Parliamentary internships)
- Reciprocal exchanges (A&S, Engineering, Nursing)
- Affiliated providers (agreements)
- Faculty-led (summer, spring break)
- Non-affiliated programs (approved by CUAbroad)



Working with Partners

- In 2008-2009, strategic assessment of existing agreements and affiliations
- Eliminated many existing options
- New exchange agreements
- Strategic new partnerships with a few select providers:
Arcadia, CIEE, CYA, AMIDEAST, IES Abroad, Semester at Sea



Criteria for New Affiliations

#1: Academic excellence

academic governing board,

school of record transcript,

own courses are rigorous

availability of syllabi/contact hours info

#2 Reputation in/ contribution to the field

#3 Health & safety procedures

#4 Good fit / complement academic offerings

#5 Strong on-site support & adequate staff



Additional Criteria

- Destination options (traditional & off-the beaten path)
- Program features (internships, service learning, volunteering, field study, etc.)
- Scholarship opportunities
- Cost



Who Approves?

- Provost (ultimate decision-maker and signer of all agreements)
- Associate Provost for International Affairs
- Education Abroad Director
- Academic Dean and faculty from Academic School (as appropriate)
- EA Advisory Council (in the future)
- Legal Counsel (reviews all agreements)
- Procurement Office (for contracts)

Renewal Procedures

- Ongoing reviews (student evaluations each term and periodic site visits)
- Terms of affiliation: automatic review every 3 years
- Reasons for termination or removal of existing program option under current agreement:
 - Lack of student participation
 - Negative feedback
 - Problems with credit transfer
 - Changing priorities of faculty/ school
- Notice of termination: 6 months

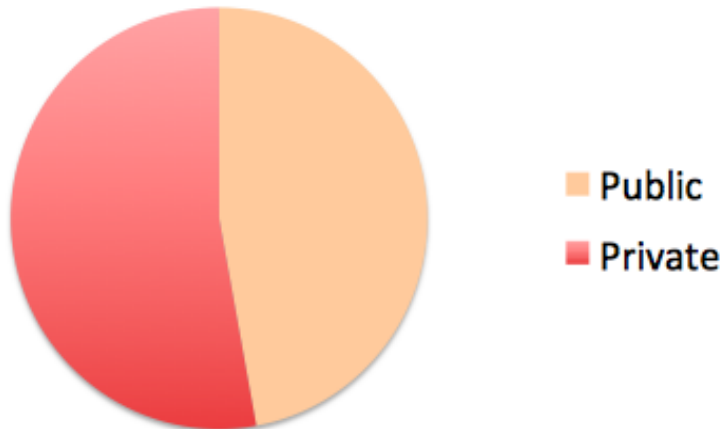
Survey Says ...

Preliminary Results from Survey of Institutions

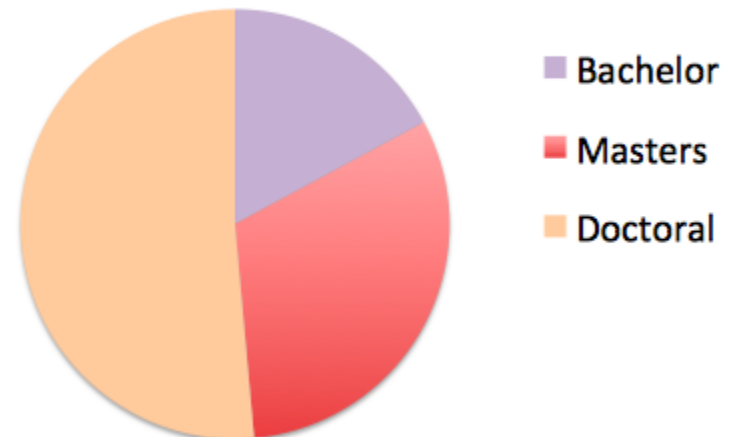
Who Responded?

- 71 responses, about half private, half public
- 51% offer doctorates, 31% master's, 16% baccalaureate

Institutional Type

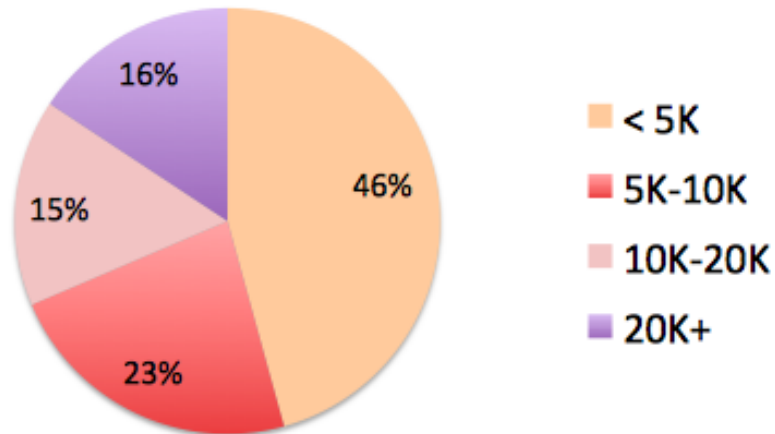


Highest Degree Conferred

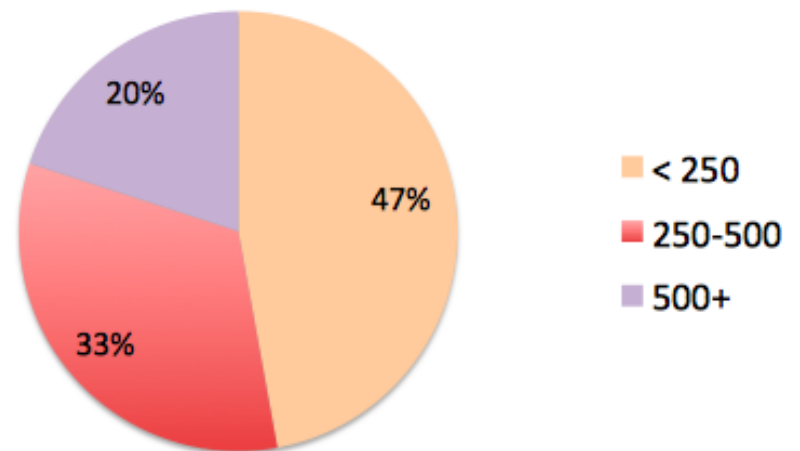


Who Responded?

How many undergraduates?



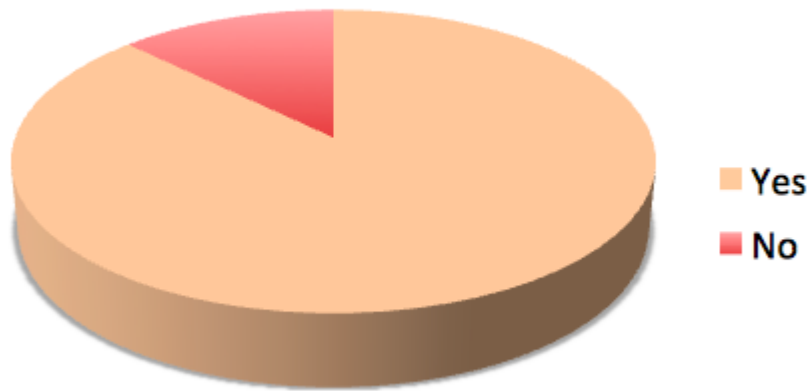
How many go abroad annually?



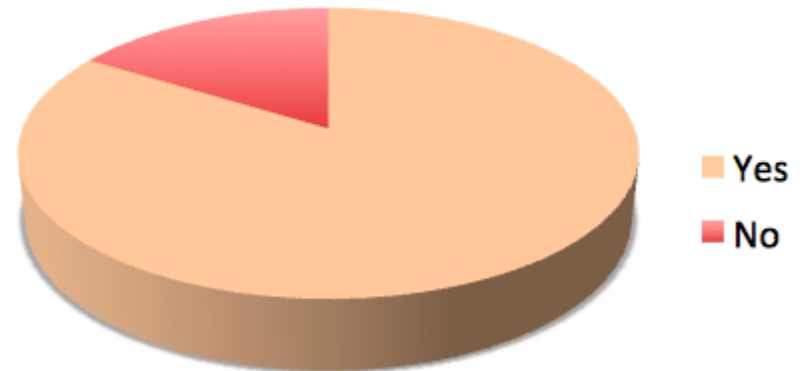
Who Responded?

- 87% have signed affiliation agreements, 80% send students abroad on non-affiliated programs

Affiliated with Third-Party Providers?



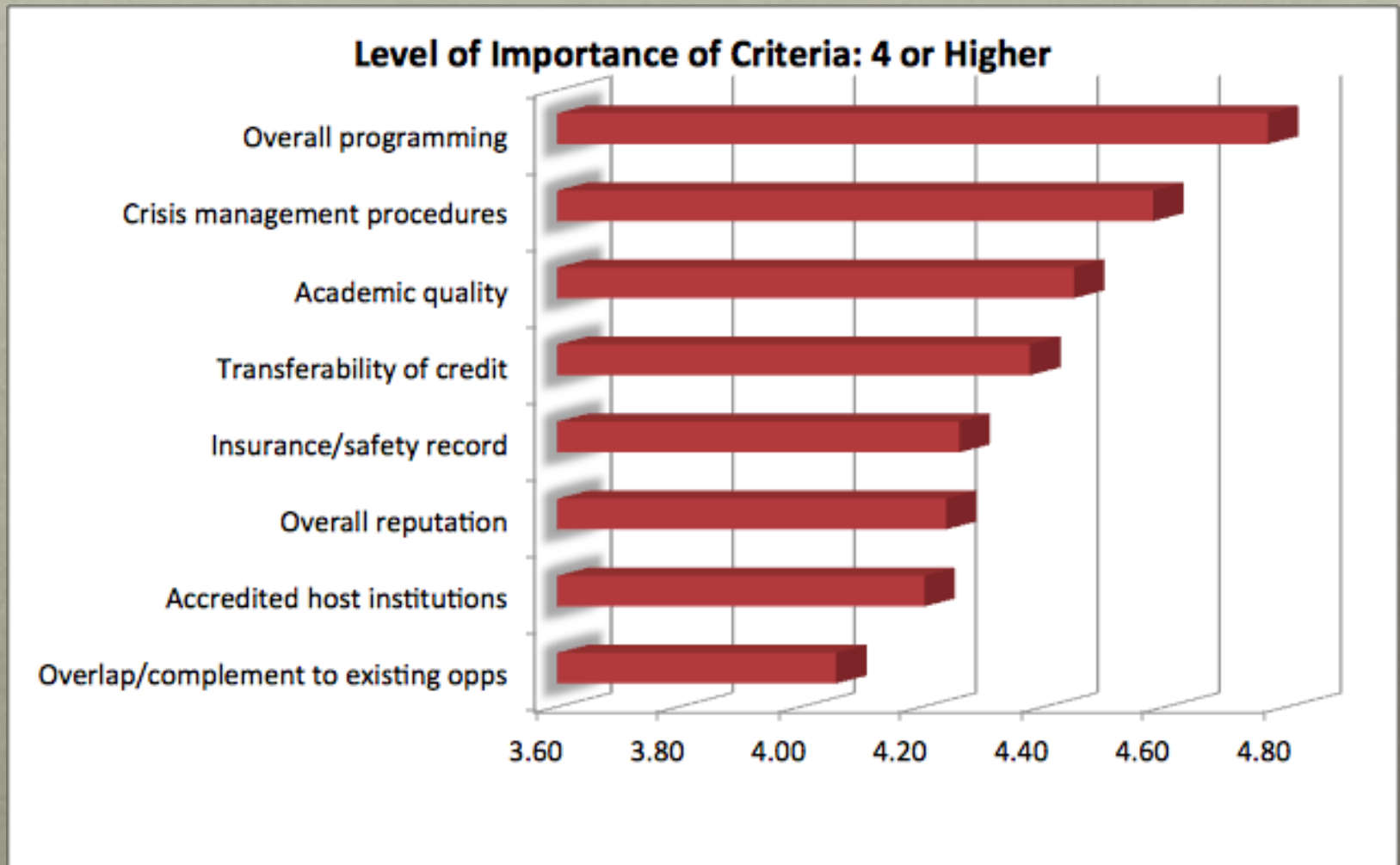
Allow Non-Affiliated Program Participation?



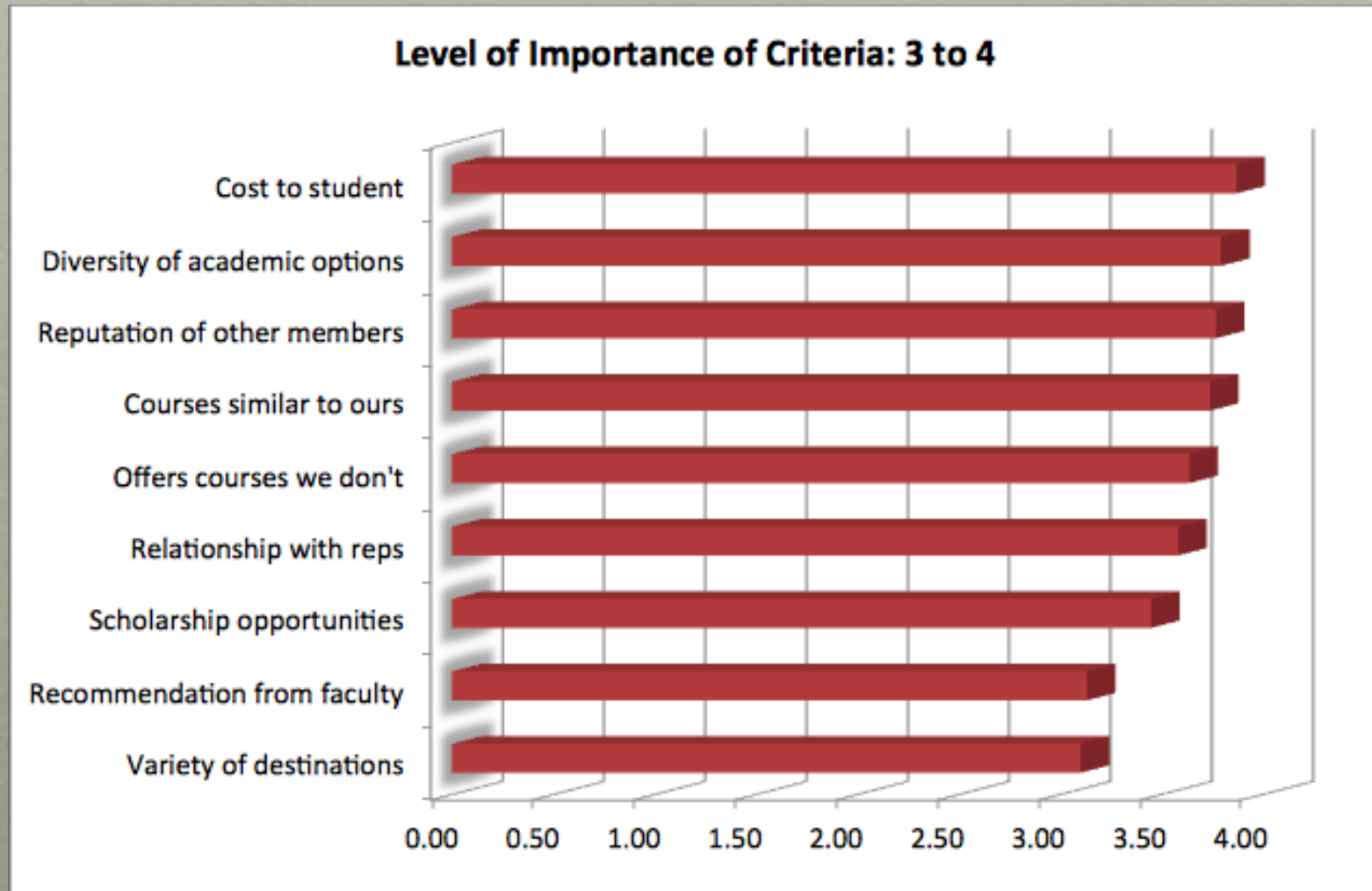
Highest-Rated Criteria

- Overall Programming
- Crisis Management Procedures
- Academic Quality
- Transferability of Credit | Cost to Student
- Insurance/Safety Record

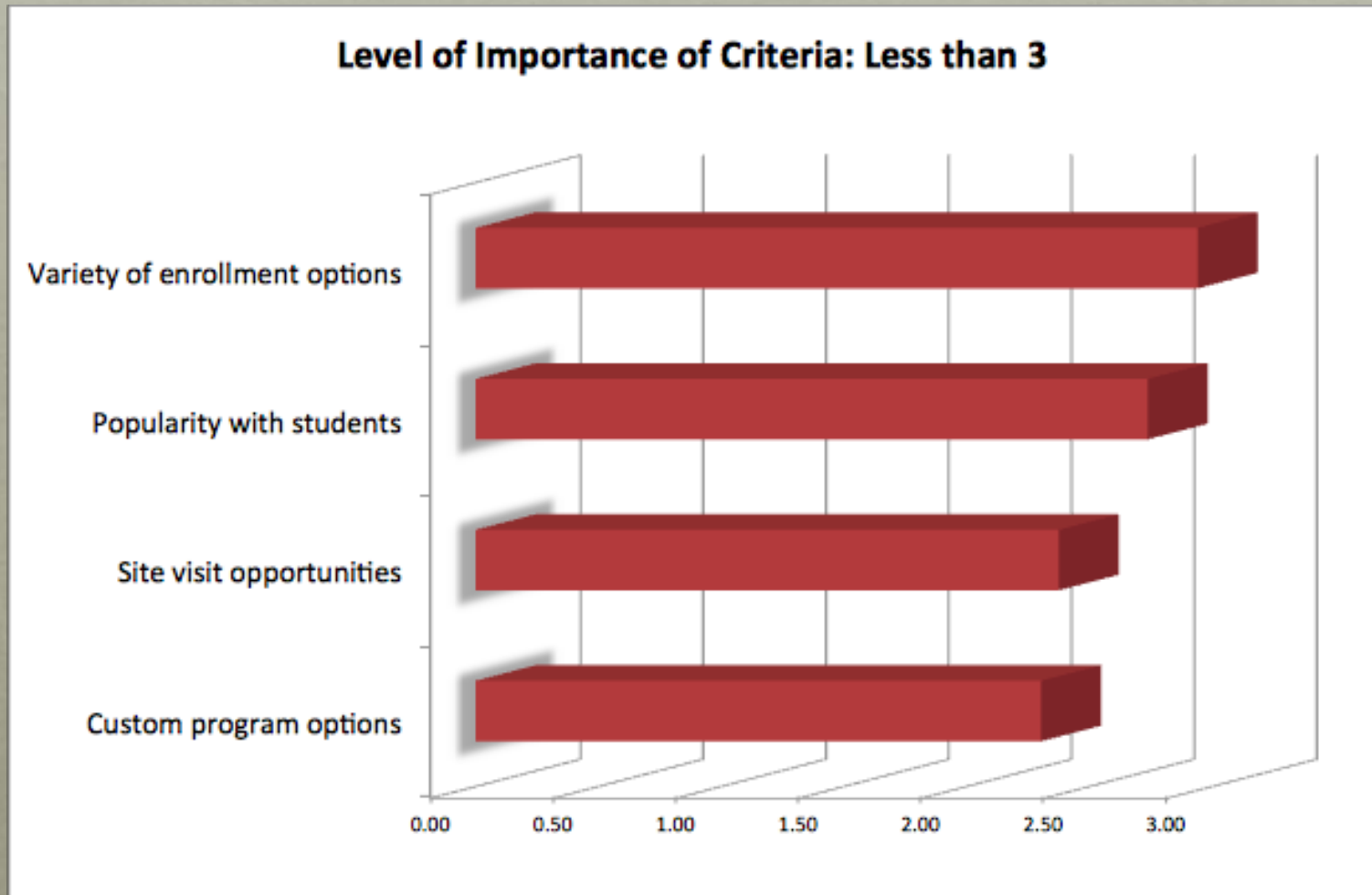
Ranking of Criteria



Ranking of Criteria



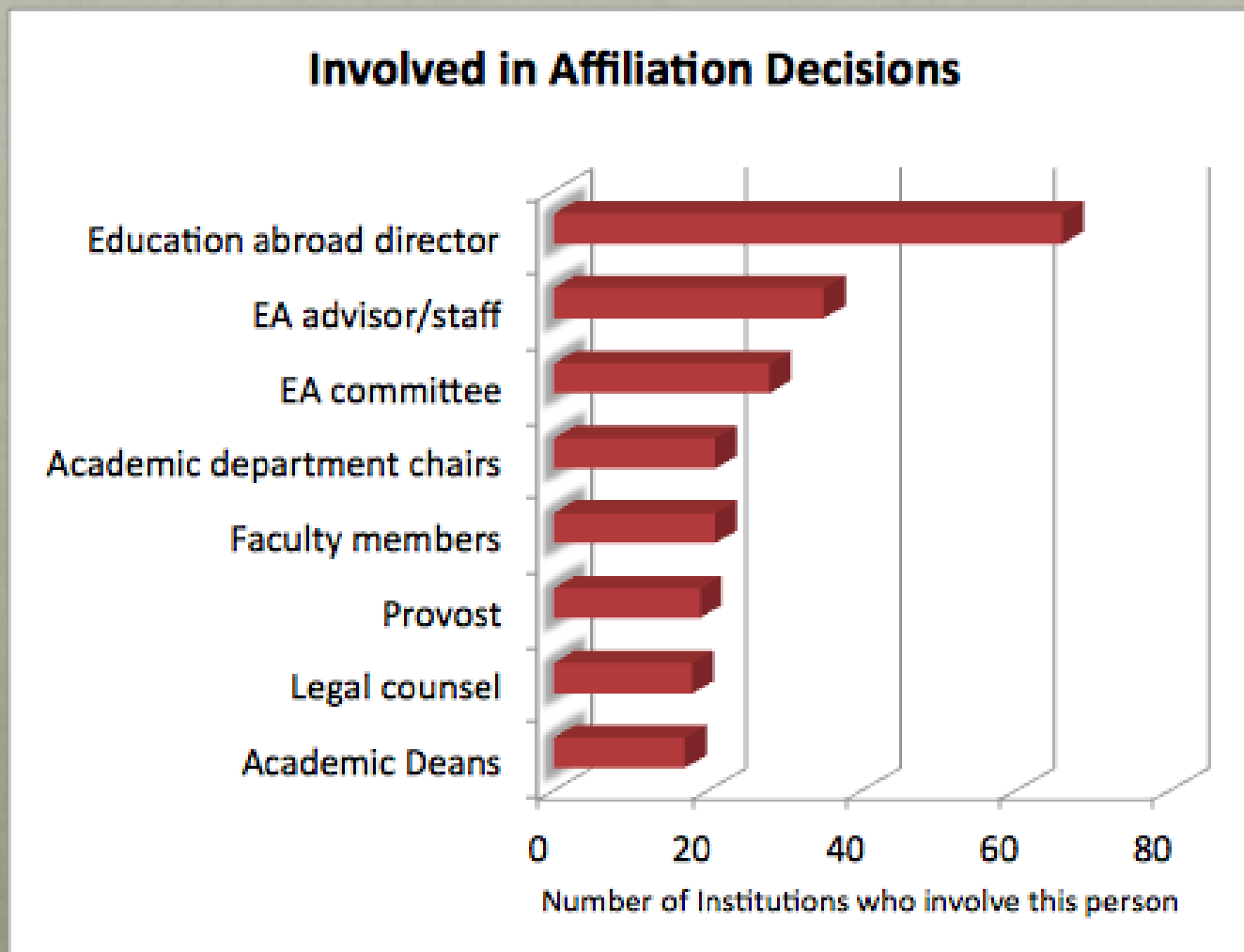
Ranking of Criteria



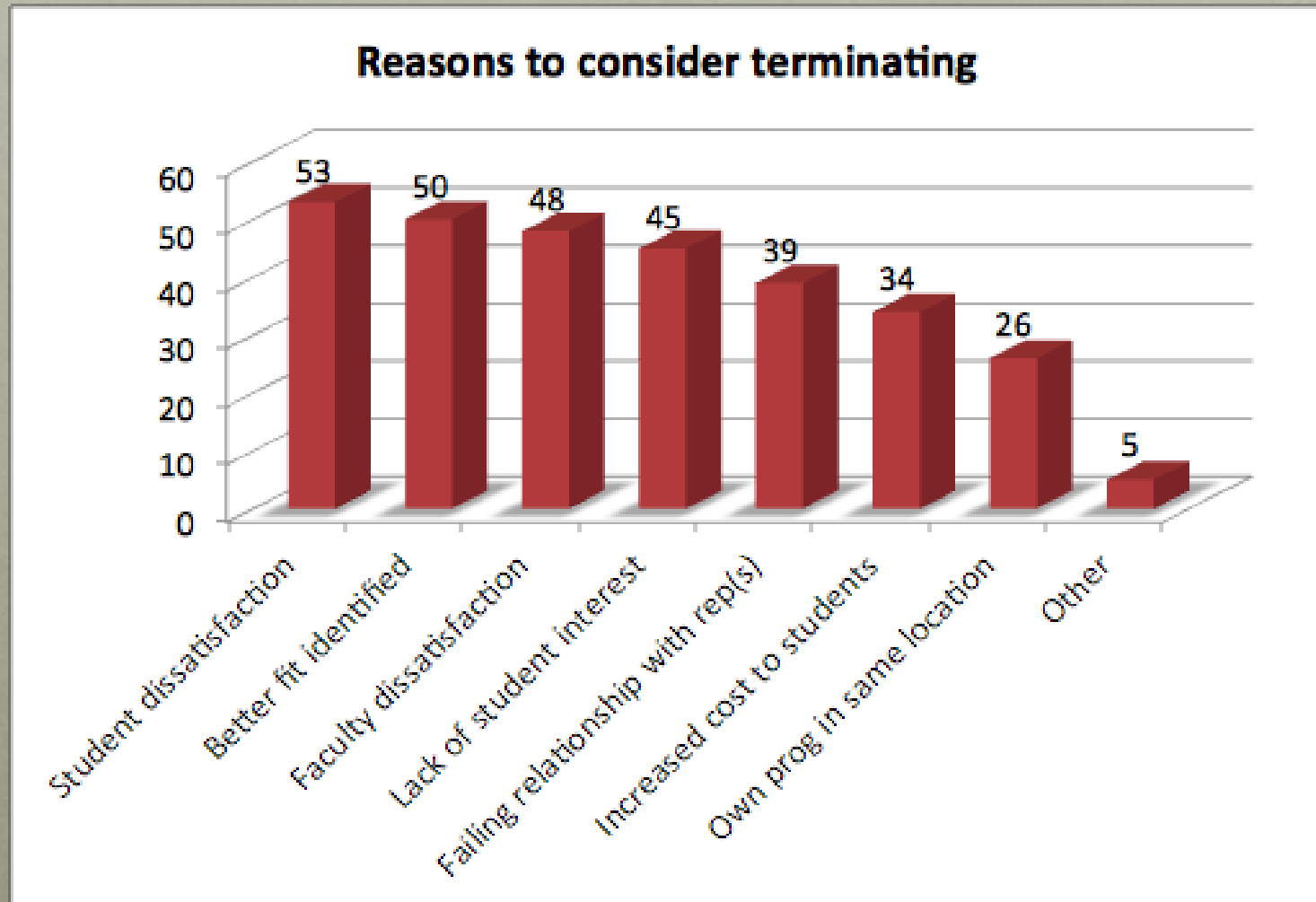
Additional Criteria

- Provider's mission compatible with institution's mission
- Service learning/internship/community engagement opportunities
- Financial cost to affiliate is a deterrent
- Diversity of program participants
- Intercultural learning opportunities

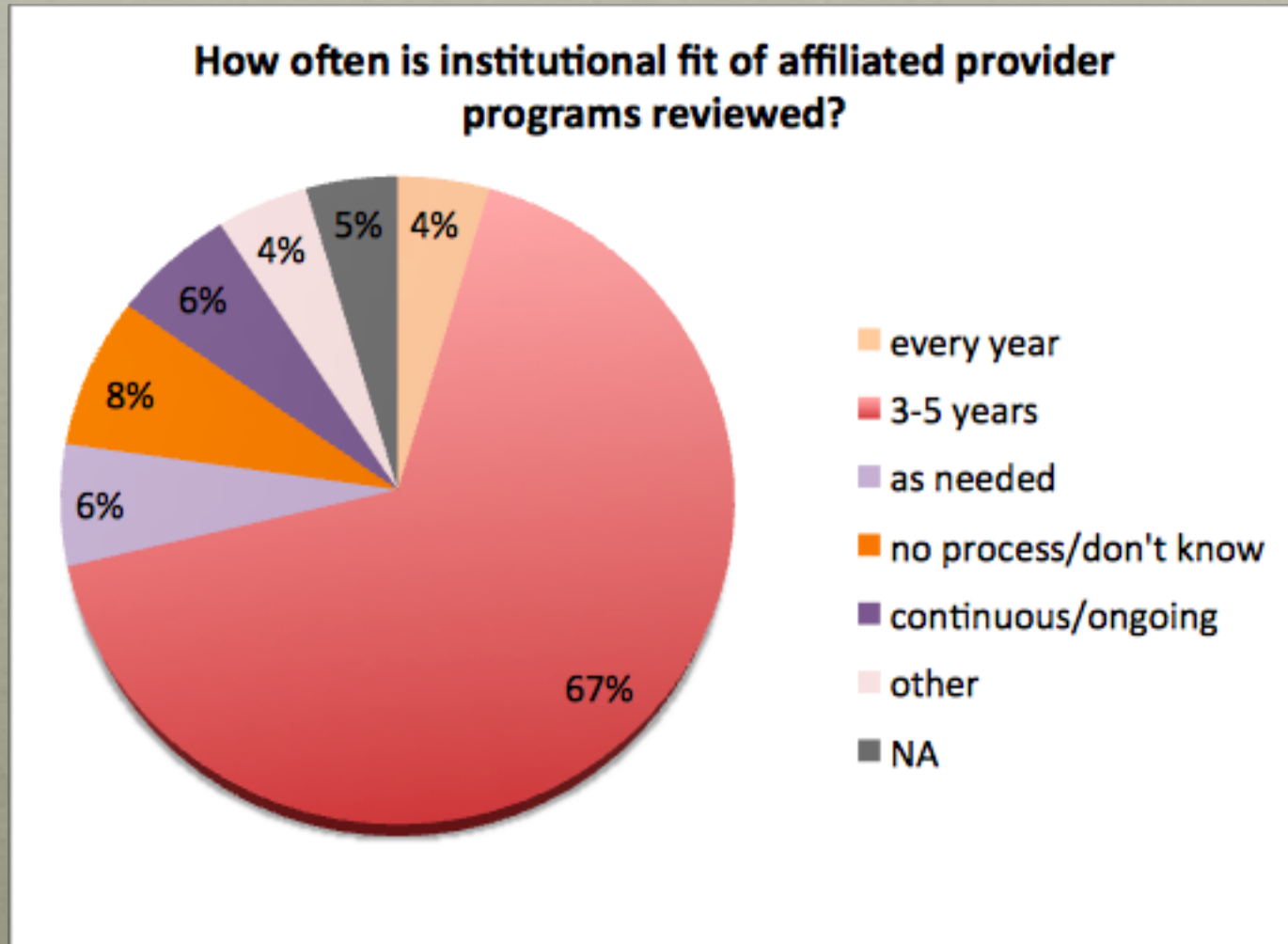
Who is involved?



Reasons to End



Review Interval



Provider Organization

What are the criteria?

IES Abroad

Founded in 1950

Non-Profit Academic Consortium

Started agreements with affiliates in 1965

First affiliated schools was Santa Clara University

221 Consortium Members



IES Abroad Programming



IES Abroad

Innovations with our consortium members

- In the 60s - hosted our first Annual Conference for consortium members
- In the 70s - started conducting program reviews with outside evaluators
- In the 80s - started conducting faculty seminars with US and international faculty
- In the 90s - established a Dean of Students office with function and protocols for health and safety
- Also in the 90s - Published a set of standards now used by many in the field - the IES Abroad MAP



IES Abroad Consortium

Why a consortium?

Heavy involvement of members on leadership committees improves our programming

View the relationship with schools as a partnership in helping students achieve

Provides opportunity for faculty and staff development through IES initiatives

Opportunity to promote programming to partners with an interest in programmatic success



IES Abroad Consortium

Why schools join the IES consortium

Focus on student learning and intercultural development

Commitment to quality

Accountability/transparency

Access to financial aid and scholarships

Specific programmatic need

Proven record on health and safety



IES Abroad Consortium

What do we look for in Consortium Members

Policies that support participation on provider programming

Schools with a strong commitment to study abroad

High achieving students

Potential for enrollment growth

Diversity in their study body



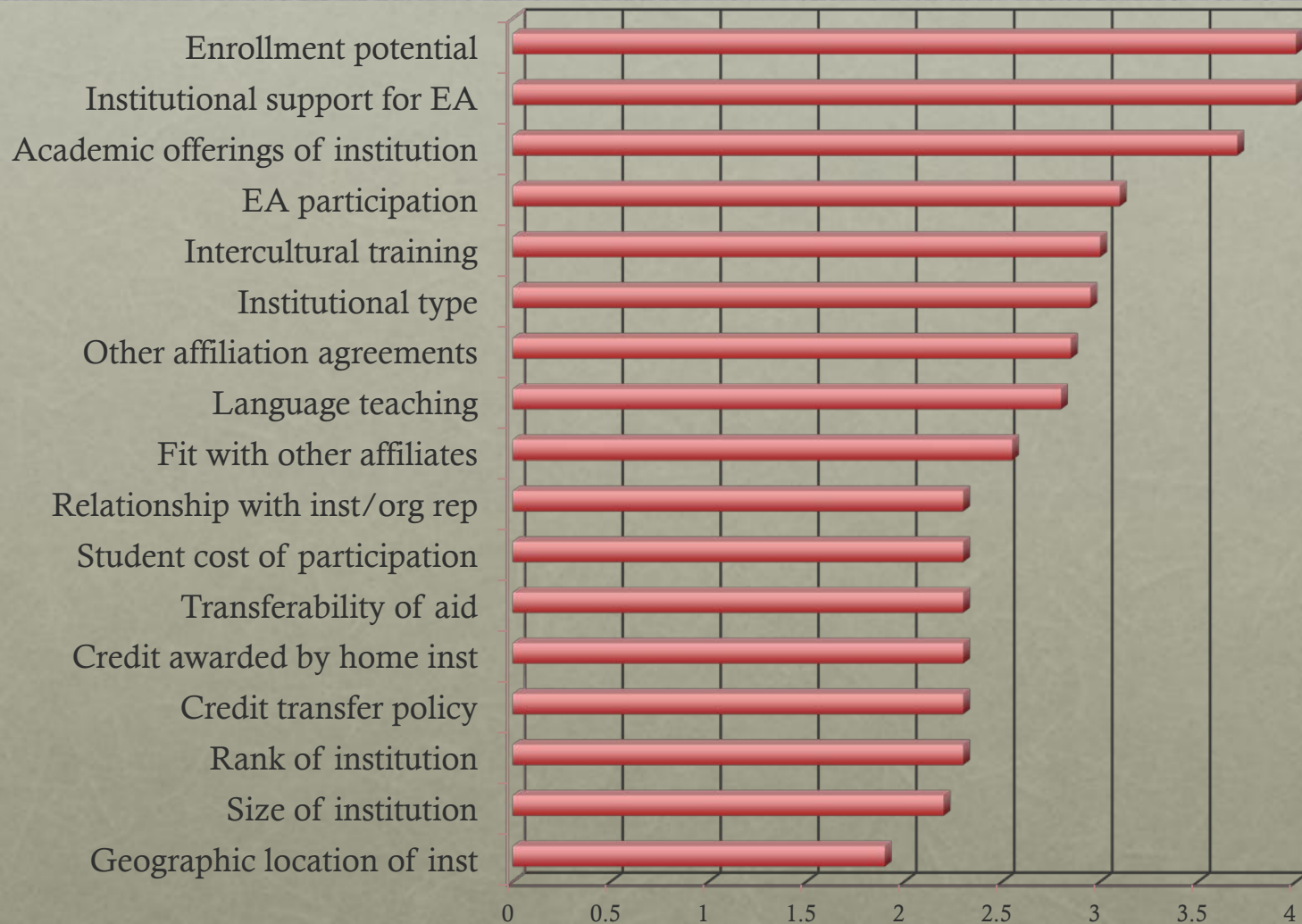
Survey Says ...

Preliminary Results from Survey of Providers

Who Responded?

- 20 Third-party Provider Organizations
- 3 based outside the US,
- 16 based inside the US
- (1 no answer)
- 8 offer internships in addition to other types of programs

Level of Importance of Reasons to Affiliate



Survey Results

Other responses

fit with mission

commitment to study abroad in region offered by provider

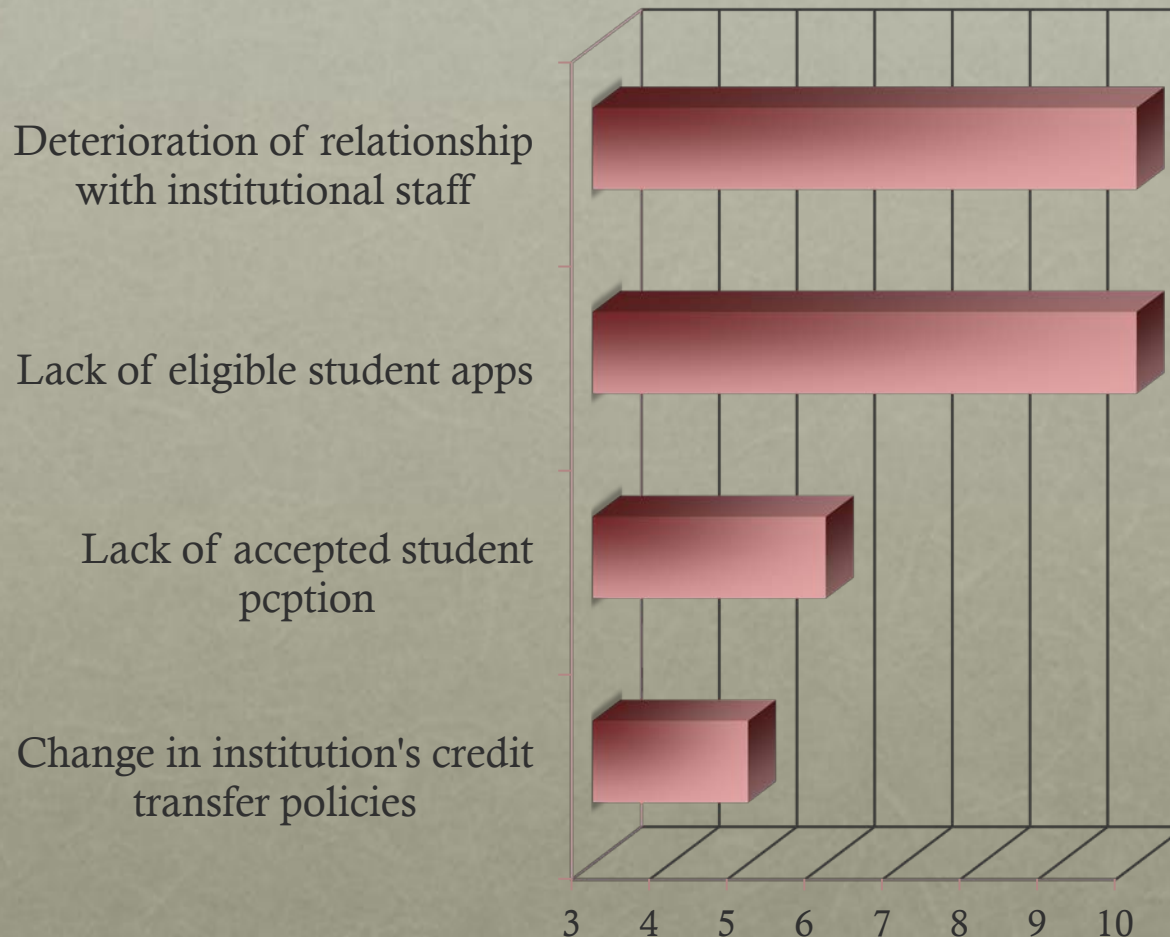
strong and efficient administration of study abroad office

flexibility and understanding of working in non-traditional locations

transparency and clarity of expectations and needs

or % of students coming from outside the region / out-of-state students

Why Cancel?

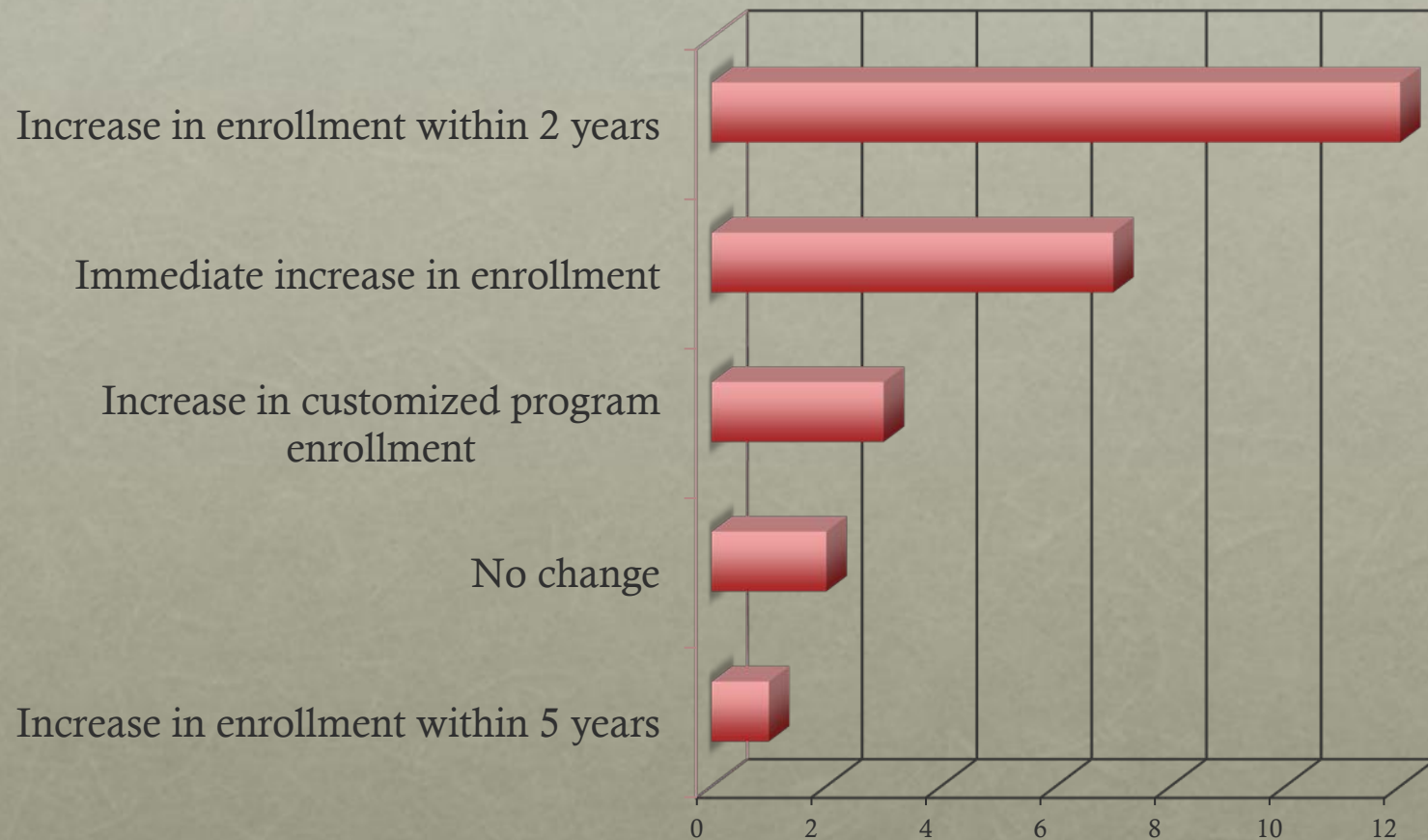


Why terminate an agreement?

More than 50% cited “Lack of qualified students”

Deterioration of relationship with
Institutional staff

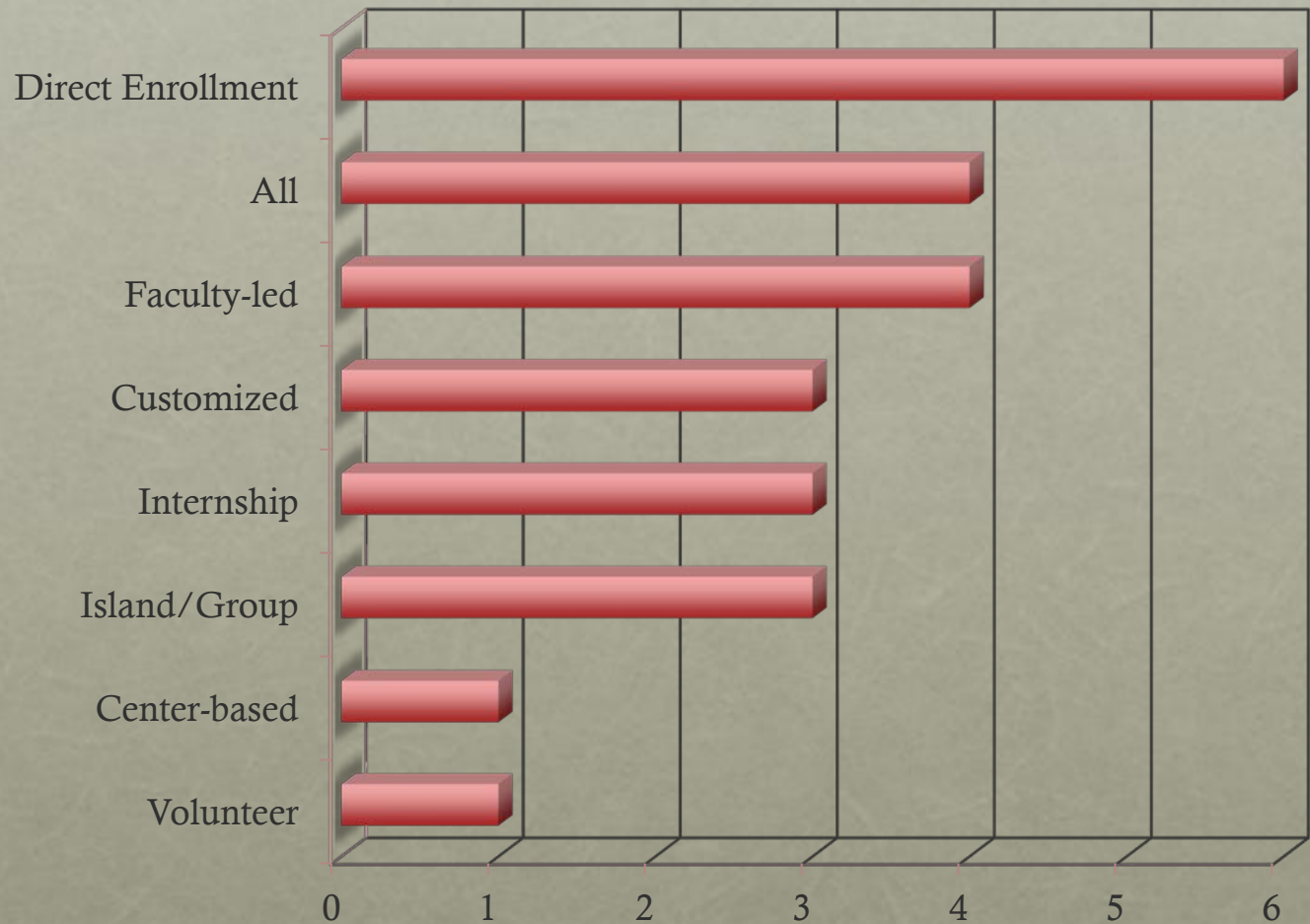
Results of Affiliation



Review Interval



What types of programs does your organization offer?



Q&A

What are the criteria?

What say ye?

Developing a Set of Criteria for Your
Own Institution or Organization

For your consideration

Does your institutional mission include internationalization?

How does partnering with provider organizations fit into internationalization goals?

Who needs to be involved in developing criteria?

Small Groups

Self introductions

(name & institution/organization)

Review the criteria from the presentations and share any additional criteria you use, are considering, or occurred to you during the session

Use the worksheet to start sketching out a set of criteria you can use at your institution or organization

Resources

- NAFSA:
Resources
for Vetting
Partners
and
Developing
WIVA
Programs

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FIND RESOURCES

Resource for Vetting Partners and Developing Work, Internship and Volunteer Abroad (WIVA) Programs

April 29, 2013 Download pdf

This document is the Appendix for the new NAFSA book *Internships, Service Learning, and Volunteering Abroad: Successful Models and Best Practices*. The book is available in two formats, hard copy or interactive PDF. The document was created by a task force of the NAFSA EA-KC WIVA Subcommittee that is comprised of university practitioners and third party representatives' expertise and varying perspectives in the field of international education. The members of the task force anticipate that the resource will serve as a workbook or a guide for further expansion or development of WIVA programs in the field of education abroad.

ADVANCING PUBLIC
POLICY FOR
INTERNATIONAL
EDUCATION

INTERNATIONALIZING
HIGHER EDUCATION

More Resources

- NAFSA:
Resources for
Institutional
Management
of Study
Abroad

The screenshot displays the NAFSA website's 'Find Resources' section. At the top, the NAFSA logo is visible alongside navigation links for 'Blog', 'Contact', and 'For'. A search bar is also present. The main navigation bar includes links for 'EXPLORE INTERNATIONAL EDUCATION', 'GET INVOLVED', 'FIND RESOURCES' (which is highlighted), 'CONNECT & NETWORK', 'ATTEND EVENTS', and 'LE'. Below this, the breadcrumb trail reads 'Home | Find Resources | Internationalizing Higher Education'. The section title is 'FIND RESOURCES', followed by the specific topic 'Resources for Institutional Management of Study Abroad' dated 'August 29, 2013'. The content describes a companion page to NAFSA's report, 'Strengthening Study Abroad: Recommendations for Effective Institutional Management', which outlines 14 criteria in four major areas. It provides examples of how these criteria are applied in various institutions. A note states that the inclusion of items does not imply endorsement by NAFSA or its task force members, and encourages users to email if they want to share their campus' approach. The page is organized into two main sections: 'CATEGORIES' and 'GENERAL SITES'. The 'CATEGORIES' section lists five items: General Sites, Establishing Institutional Commitment, Building Infrastructure for Study Abroad, Providing Adequate Resources, and Clarity and Accountability. The 'GENERAL SITES' section lists four items: NAFSA's Education Abroad Networks (which includes Managing an Education Abroad Office, Developing and Managing Programs Abroad, and Advising & Recruiting in Education Abroad), Forum on Education Abroad: Standards of Good Practice for Education Abroad, and CIEE Principles of Good Practice for International Education. On the right side of the page, there is a vertical sidebar with several links, including 'ADVANCE POLICY', 'INTERNATIONAL EDUCATION', 'INTERNATIONAL HIGHER EDUCATION', 'SUPPORT INTERNATIONAL STUDENT SCHOLARSHIPS', 'SUPPORT ABROAD', and 'RESEARCH'.

NAFSA

Blog | Contact | For

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Home | Find Resources | Internationalizing Higher Education

FIND RESOURCES

Resources for Institutional Management of Study Abroad
August 29, 2013

A COMPANION PAGE TO NAFSA'S REPORT:
STRENGTHENING STUDY ABROAD: RECOMMENDATIONS FOR EFFECTIVE INSTITUTIONAL
MANAGEMENT

NAFSA's recently published report, *Strengthening Study Abroad: Recommendations for Effective Institutional Management*, outlined 14 criteria in four major areas.

The items listed below are examples to illustrate the application of the criteria listed in the report in a variety of institutions, and were provided by various international educators. They serve as an enhancement to the report, and should be reviewed in that context.

Please note that inclusion on this list does not imply endorsement on the part of NAFSA or the task force members. To contribute a sample of your campus' approach to one of the areas listed below, send us an e-mail.

CATEGORIES

- General Sites
- Establishing Institutional Commitment
- Building Infrastructure for Study Abroad
- Providing Adequate Resources
- Clarity and Accountability

GENERAL SITES

- NAFSA's Education Abroad Networks:
 - Managing an Education Abroad Office
 - Developing and Managing Programs Abroad
 - Advising & Recruiting in Education Abroad
- Forum on Education Abroad: Standards of Good Practice for Education Abroad
- CIEE Principles of Good Practice for International Education

ADVANCE POLICY
INTERNATIONAL
EDUCATION
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RESEARCH

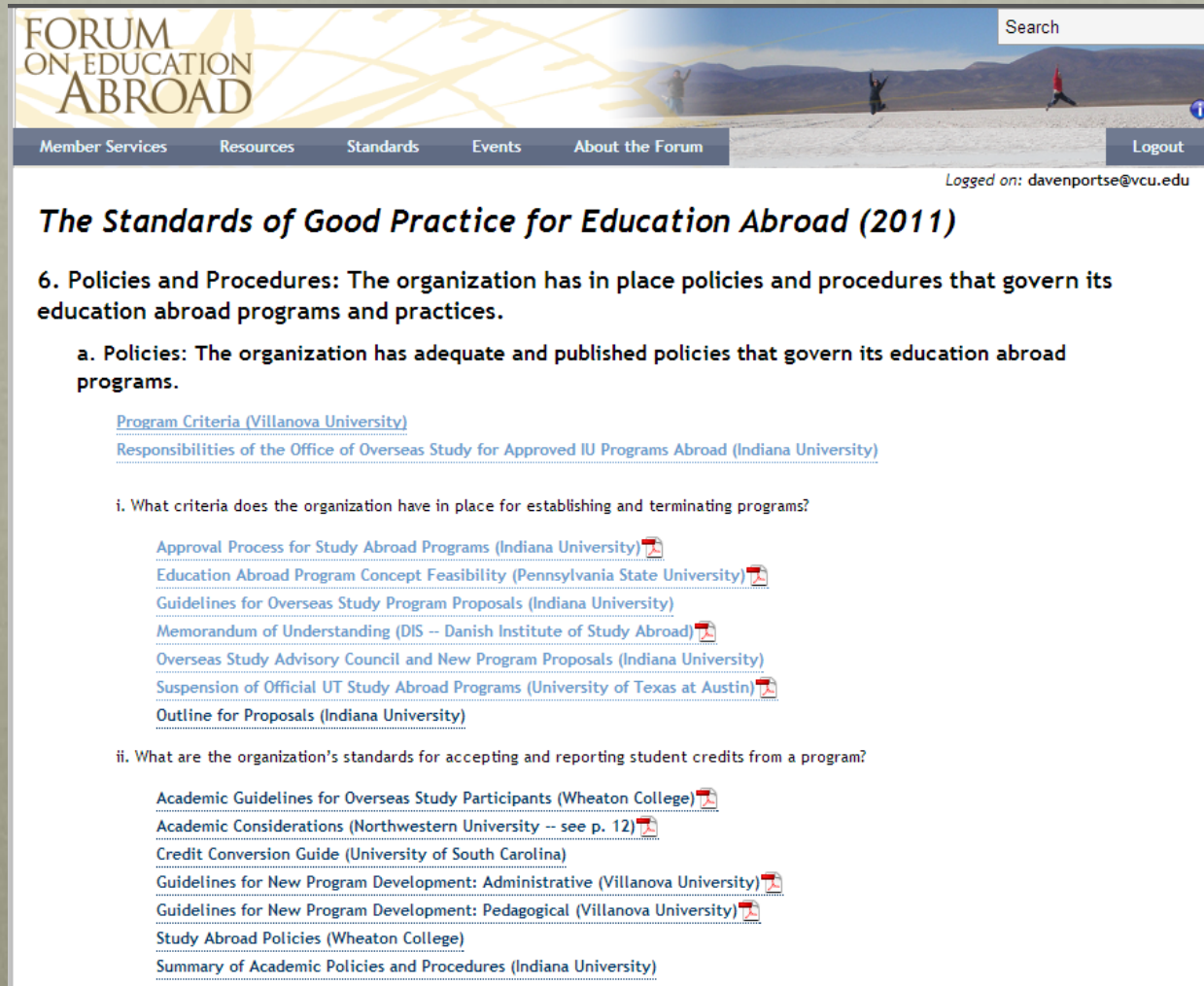
Strengthening
Study Abroad
Recommendations
for Effective
Institutional
Management

PR
RES
A Guide

More Resources

- [The Forum on Education Abroad Standards of Good Practice for Education Abroad \(2011\), 6. Policies and Procedures](#)

(Forum login required)



The screenshot shows the Forum on Education Abroad website. The header includes the logo, a search bar, and navigation links: Member Services, Resources, Standards, Events, About the Forum, and Logout. A user is logged in as davenportse@vcu.edu. The main content area displays the title "The Standards of Good Practice for Education Abroad (2011)" and section 6, "Policies and Procedures: The organization has in place policies and procedures that govern its education abroad programs and practices." Under section 6, there is a sub-section "a. Policies: The organization has adequate and published policies that govern its education abroad programs." This section lists several links to documents: "Program Criteria (Villanova University)", "Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad (Indiana University)", "i. What criteria does the organization have in place for establishing and terminating programs?" (with a list of links including "Approval Process for Study Abroad Programs (Indiana University)", "Education Abroad Program Concept Feasibility (Pennsylvania State University)", "Guidelines for Overseas Study Program Proposals (Indiana University)", "Memorandum of Understanding (DIS -- Danish Institute of Study Abroad)", "Overseas Study Advisory Council and New Program Proposals (Indiana University)", "Suspension of Official UT Study Abroad Programs (University of Texas at Austin)", and "Outline for Proposals (Indiana University)"), and "ii. What are the organization's standards for accepting and reporting student credits from a program?" (with a list of links including "Academic Guidelines for Overseas Study Participants (Wheaton College)", "Academic Considerations (Northwestern University -- see p. 12)", "Credit Conversion Guide (University of South Carolina)", "Guidelines for New Program Development: Administrative (Villanova University)", "Guidelines for New Program Development: Pedagogical (Villanova University)", "Study Abroad Policies (Wheaton College)", and "Summary of Academic Policies and Procedures (Indiana University)").

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Logged on: davenportse@vcu.edu

The Standards of Good Practice for Education Abroad (2011)

6. Policies and Procedures: The organization has in place policies and procedures that govern its education abroad programs and practices.

a. Policies: The organization has adequate and published policies that govern its education abroad programs.

[Program Criteria \(Villanova University\)](#)

[Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad \(Indiana University\)](#)

i. What criteria does the organization have in place for establishing and terminating programs?

[Approval Process for Study Abroad Programs \(Indiana University\)](#)

[Education Abroad Program Concept Feasibility \(Pennsylvania State University\)](#)

[Guidelines for Overseas Study Program Proposals \(Indiana University\)](#)

[Memorandum of Understanding \(DIS -- Danish Institute of Study Abroad\)](#)

[Overseas Study Advisory Council and New Program Proposals \(Indiana University\)](#)

[Suspension of Official UT Study Abroad Programs \(University of Texas at Austin\)](#)

[Outline for Proposals \(Indiana University\)](#)

ii. What are the organization's standards for accepting and reporting student credits from a program?

[Academic Guidelines for Overseas Study Participants \(Wheaton College\)](#)

[Academic Considerations \(Northwestern University -- see p. 12\)](#)

[Credit Conversion Guide \(University of South Carolina\)](#)

[Guidelines for New Program Development: Administrative \(Villanova University\)](#)

[Guidelines for New Program Development: Pedagogical \(Villanova University\)](#)

[Study Abroad Policies \(Wheaton College\)](#)

[Summary of Academic Policies and Procedures \(Indiana University\)](#)

More Resources

- Assessment Plan for
Affiliate (non-WFU) Study
Abroad Programs Approved
by Wake Forest University

**Assessment Plan for Affiliate (non-WFU) Study Abroad Programs Approved by
Wake Forest University**
[Approved by the WFU Study Abroad Committee, October 14, 2009]
Adapted from: The IES MAP for Study Abroad: Charting a Course for Quality (4th ed.)

Wake Forest University periodically reviews and assesses study abroad programs in which Wake Forest students participate. Full program reviews are conducted by members of Wake Forest's Study Abroad Committee and staff in the Center for International Studies. In special cases, faculty members with special expertise for some programs will be asked to participate as well. A report summarizing the results of the program reviews will be posted in WIN, in order to be available to Wake Forest faculty and staff in a password-protected environment.

CIS staff also periodically conduct site familiarization tours, which cover a broad range of issues on academics, student services, and the learning environment, but which, by their nature, are less in-depth than a full program review. CIS staff prepare a site visit report to summarize their visits and identify opportunities as well as potential problem areas.

Issues to consider when conducting full program reviews:

Faculty and Administrative Staff Qualifications (sections I and II)

- I. Faculty Qualifications
 - A. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
 - B. The scholarly achievements of the faculty meet local university or equivalent standards.
 - C. Professionals who teach a practicum or supervise an internship have relevant experience for the practicum or internship.
- II. Administrative Staff Qualifications
 - A. The on-site director and administrative staff have appropriate academic and professional qualifications and training for their positions and duties.
 - B. The on-site director is proficient in the English language and the language of the host country; other administrative staff are proficient in English to the extent it affects their job duties relative to students.

Student Services (sections III through VIII)

- III. On-site Orientation and Orientation Materials
 - A. Information presented to students before and after arrival includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
 - B. An in-depth on-site orientation is conducted that includes information on gender and race relations in the host country, emergency protocols, health services, safety measures, local laws, independent travel, and skills in intercultural development.
 - C. Staff and guest speakers knowledgeable about the local culture conduct the orientation.
 - D. Students receive information about the challenges of crossing cultures and about specific cultural issues important in the local context.

Assessment Plan for Affiliate Study Abroad Programs (October 2009), page 1

More Resources

- Provider Policies

(Indiana

University)

The screenshot shows the Indiana University Overseas Study website. The header includes the IU logo and navigation links for Parents, Faculty + Staff, and Contact Us. A secondary navigation bar lists: First Steps, Programs, How to Apply, Living Abroad, Returning to IU, Policies, and About Us. The main banner features a photo of students in traditional Mexican attire. Below this, the 'Policies' section is active, with a breadcrumb trail: Home » Policies » Provider Policies. The 'Provider Policies' page content includes an introductory paragraph and a bulleted list of policy areas: Program Access, Program Approvals, Financial Arrangements for Students, Program Familiarization and Evaluation Trips, Governance Activities, and Recruiting Policies and Procedures. A quote from Maggie Brinley, an IU Overseas Study Participant from Spain, is featured on the right side of the page.

Provider Policies

Indiana University allows its students to select from a wide variety of programs abroad, available through a range of institutions and organizations. Given the range of choices student have, IU has developed policies to ensure transparency with regard to program access and IU's relationships to various institutions and organizations that provide program opportunities.

- **Program Access**
Students are encouraged by IU to consider a variety of program options.
- **Program Approvals**
IU has an established process to evaluate and approve programs.
- **Financial Arrangements for Students**
Some providers offer discounts on program fees to IU students.
- **Program Familiarization and Evaluation Trips**
In order to assess program quality, IU faculty and staff visit program sites abroad.
- **Governance Activities**
Staff members provide professional service on advisory and fiduciary boards of providers and organizations.
- **Recruiting Policies and Procedures**
Overseas Study can work with provider organizations to arrange for visits to campus.

“Our daily lives are so different from people across the globe. To learn about how other people live their lives, it makes you think about how you want to live your life. It's character building.”
-Maggie Brinley, IU Overseas Study Participant, Spain

More Resources

- Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad

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Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad

1. Conduct regular assessments of health and safety conditions for IU programs, including program-sponsored accommodation, events, excursions and other activities, prior to program. Monitor possible changes in country conditions. Provide information about changes and advise participants and their parents/guardians/families as needed. Develop and maintain emergency preparedness and crisis response plans.
2. Provide guidelines for program directors and staff with respect to managing emergencies abroad.
3. Provide orientation meetings and materials to participants prior to departure for the program and onsite, which include appropriate information on health, legal, environmental, political, cultural, and religious conditions in the host country. In addition to dealing with health and safety issues, the orientation should address potential health and safety risks, and appropriate emergency response measures. Ask students to share this information with their parents/guardians/families so they can make informed decisions concerning preparation, participation, and behavior while on the program.
4. Consider health and safety issues in evaluating the appropriateness of an individual's participation in a study abroad program.
5. In the participant screening process, consider factors such as disciplinary

“Our daily lives are so different from people across the globe. To learn about how other people live their lives, it makes you think about how you want to live your life. It's character building.”
-Maggie Brinley, IU Overseas Study Participant, Spain

More Resources


- Villanova University Office
of International Studies
Program Criteria

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[Meet Our Staff](#)

PROGRAM CRITERIA

The most important step for every student in preparing to study abroad is finding a program that suits their academics goals and personal interests. As academic advisers and mentors, students may ask you for information prior to visiting the OIS. When browsing through program options with your students, try to get them to articulate an answer to the 'skills question' that our staff asks at the beginning of each information session. "What do you want to do with your study abroad? What kinds of skills are you hoping to develop during your time overseas that you can't do here on campus?"



Searching for a study abroad program can be overwhelming.

There are literally thousands of options for students planning to study overseas. While Villanova does not maintain a list of 'approved programs' there are a number of criteria that the study abroad programs should meet. These conditions are set in order to ensure that students choose a program which enables them to become as immersed in their host country's lifestyle as possible.

- All study abroad programs must be a non-profit organizations.
- All study abroad programs must be linked to a non-US university – no studying at US campuses in exotic locations.
- All classes should be taught by non-US professors to ensure that students experience a learning style that is different than what they have here at VU.
- Their housing must be integrated into the host country – this could mean a homestay, dorm, or apartment or anything that allows them to live the way students live in that country.

In addition to our [Find Your Program](#) tool and the [Overseas Courses Database](#), there are other online search engines to help your students find the overseas experience that fits in with their academic goals. Please visit <http://www.IEPassport.org> and <http://www.studyabroad.com> to learn more about study abroad options.

Thank you for joining us!

*Feel free to contact us with your
questions or comments!*

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<http://goo.gl/5ba6U2>

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