



the
IES ABROAD MAP
MODEL ASSESSMENT PRACTICE
for Study Abroad Programs



Charting a course for quality. 

FIFTH EDITION

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About IES Abroad

Founded by three optimistic post-World War II students in 1950, IES Abroad is a not-for-profit academic consortium based in Chicago, Illinois. With more than 95 programs in 34 cities throughout the world, IES Abroad is one of the largest, oldest, and most respected third-party study abroad providers. Each year, nearly 6,000 students from our more than 195 college and university partners take advantage of IES Abroad's unmatched academic, cultural, and social experiences abroad. Learn more at www.IESabroad.org.



Rome, Italy

Introduction to IES Abroad MAP Series

In 1999, IES Abroad assembled outstanding leaders in both international and U.S. higher education to address the growing need for more effective program development and assessment in international education. The result of their research and analysis was the *IES Abroad Model Assessment Practice for Study Abroad Programs* (IES Abroad MAP), the first evaluation tool of its kind.

Today, these guidelines and assessment methods represent best practices in the field of education abroad and now serve as the benchmark for national standards. Based upon our experience sending nearly 6,000 students abroad annually, as well as our work with colleges and universities, we identified additional areas that would benefit from a similar examination and standardization. The resulting guidelines establish standards in language learning, as well as student health and safety.

The complete IES Abroad MAP series is intended to be shared with college and university administrators in international education, faculty, and governing committees that make decisions regarding education abroad for their students.

- **The IES Abroad MAP for Study Abroad Programs (2011, 5th edition)**
Educational tool for designing and evaluating study abroad programs.
- **The IES Abroad MAP for Language & Intercultural Communication (2011, 1st edition)**
Guidelines that offer practical strategies for language learning and assessing language learning programs.
- **IES Abroad MAP for Student Health, Safety & Crisis Management (expected 2012, 1st edition)**
Guidelines for addressing student safety and risk management in study abroad programs.

We encourage the practical application of these guidelines to serve the best interest of all students embarking on the life-changing experience of studying abroad.

Greeting

From the President of IES Abroad & the Chair of IES Abroad MAP Task Force

Dear Colleagues,

These are challenging times for those of us in international education. Perhaps more than ever, we see the need to prepare young people to function effectively in a world increasingly driven by a global economy and a culturally diverse workforce. Conversely, university-level students worldwide are pursuing opportunities for living and learning abroad. An estimated 300,000 U.S. undergraduates study abroad annually, in a variety of programs and for different term-lengths. IES Abroad is part of this international phenomenon, enrolling students at our 34 academic program sites worldwide.

The interest of students, faculty, and administrators in multiple program models creates its own challenges. Those of us who provide study abroad services must respond to the need for different kinds of educational experiences without compromising our on-going commitment to academic excellence. Faculty and administrators who make decisions at their institutions about study abroad need effective tools to help them develop and assess quality in these programs. Likewise, students and parents are entitled to clear guidelines on how best to evaluate international opportunities.

The *IES Abroad MAP (Model Assessment Practice) for Study Abroad Programs* was created in response to the need for more effective program development and assessment in international education. The IES Abroad MAP is an educational tool for designing and evaluating study abroad programs and was the first of its kind in the field. It was developed by a task force of outstanding leaders in both international and U.S. higher education who drew on extensive site visits and solid data analyses of a wide variety of program components. Subsequently, it has been used by the Forum on Education Abroad, the standards-setting organization for the field, to establish standards for all study abroad programs.



The Great Wall, China



Rabat, Morocco

95%

Percentage of IES Abroad alumni who reported that studying abroad had a lasting impact on their world view

• IES Abroad 50-year Longitudinal Alumni Survey •



Salamanca, Spain

The *IES Abroad MAP for Study Abroad Programs* was initially created for use by IES Abroad to assess existing programs and develop new ones. However, it also is of significant benefit to faculty and administrators at U.S. colleges and universities, to study abroad professionals and accrediting organizations, as well as to students and their parents.

Since it was founded in 1950, IES Abroad always has maintained a systematic approach to program evaluation to support its commitment to academic excellence. Each of our academic centers undergoes a rigorous periodic assessment. A panel of leading U.S. academic professionals visits these sites and evaluates every aspect of the specific IES Abroad Center's programs over the course of a week. Additionally, students furnish structured evaluations on individual courses, and at the end of each term they complete assessments of all aspects of IES Abroad programs.

Together, these evaluations provide an anchor for the measurement of quality for all of our programs.

This booklet contains two versions of the *IES Abroad MAP for Study Abroad Programs*, the original version, written for the IES Abroad standard 'hybrid' program model, and a version for IES Abroad Direct Enrollment programs. We believe this innovative planning and evaluation tool offers significant benefits to administrators, faculty, and study abroad professionals who are committed to excellence in international education. And we are also confident that *IES Abroad MAP for Study Abroad Programs* will help ensure that students who choose to study abroad will receive an international education of the highest caliber.

Sincerely,

Mary M. Dwyer, Ph.D.
President, IES Abroad

Stanley N. Katz, Ph.D.
Professor, Woodrow Wilson School, Princeton University
Chair, IES Abroad MAP Task Force
Member, IES Abroad Board of Directors (1976–2002)

Preface

Jon F. Wergin, Ph.D.

Professor, Ph.D. Program in Leadership and Change | Antioch University

All who have an interest in study abroad programs care about educational quality. Students and their families want assurances that they'll get what they paid for; home campuses need to feel confident that they are advising their students appropriately; and IES Abroad faculty and administrative staff want to enhance and protect their programs' academic integrity.

But while there is no question that IES Abroad faculty are committed to providing programs of the highest quality, one only has to mention "program assessment" and eyes glaze over. It's a process many faculty associate with inflexible bureaucracies and useless reports, and it's thus a process that they can well imagine doing without.

The purpose of this booklet is to invite IES Abroad faculty and administrators, as well as the study abroad community at large, to contemplate program planning and assessment in study abroad. It should not be viewed as an irrelevant intrusion, but rather as an indispensable part of good educational practice that helps faculty frame important questions and reflect on their work, thereby informing constructive change.

Consider this: Higher education in the U.S. maintains its public accountability to society in three ways. Governmental regulation ensures that institutions are fiscally and socially responsible; the marketplace helps institutions maintain a competitive advantage; and program assessment focuses on the quality and integrity of the work itself.

Of these three forms of public accountability, program assessment is the only one over which the faculty has any direct control. The collective faculty have traditionally been the ones responsible for maintaining program quality, and no one wants to leave that function to the government or the marketplace.

The *IES Abroad MAP for Study Abroad Programs* builds upon the faculty's front-and-center role in maintaining program quality. A central principle framed its development: that quality characteristics should reflect the local culture and thus should promote diversity among IES Abroad programs, not standardization as dictated from offices in the U.S.

87%

Percentage of IES Abroad alumni who said that studying abroad influenced subsequent educational experiences



London, England

A task force consisting of representatives from the IES Abroad Board of Directors, IES Abroad staff, and faculty members of IES Abroad member institutions developed the *IES Abroad MAP for Study Abroad Programs*. This group recognized early that evaluation of study abroad programs faces three special challenges. First, the program's mission and goals need to reflect cross-cultural learning experiences, such as access to educational, cultural, and political institutions. Second, the evaluation's scope should include such non-academic elements as interactions between U.S. students and people in the host country. And third, the evaluation must respect differences in academic cultures, including pedagogical practice and student assessment and grading.

Faculty, administrators, and study abroad coordinators are invited to use the *IES Abroad MAP for Study Abroad Programs* as means to question and reflect on their educational practice. For those criteria which apply to our programs, how well are we doing, and what changes might be in order? The development of the *IES Abroad MAP for Study Abroad Programs* has provided a means of defining academic quality in study abroad programs in specific, operational terms. We invite your comments.



Paris, France



Cape Town, South Africa

Introduction

The IES Abroad MAP: A Profile

The *IES Abroad MAP for Study Abroad Programs* constitutes a set of guidelines for planning and assessing academic quality in programs of international education; as an evaluation system, it represents the IES Abroad commitment to continuous improvement. These guidelines are based on the premise that education abroad offers unique opportunities for students' global learning. Two complementary principles follow this premise: the first principle takes a student-centered perspective and advances the idea of holistic student development and growth through coursework, the co-curriculum, and integration into the local community; the second principle builds on the first, by setting goals for students' academic achievement and cultural understanding. Although these principles govern every IES Abroad program, their corollary is that no two programs are alike. The guidelines propose standards, not standardization, in international education.

When the *IES Abroad MAP for Study Abroad Programs* was first published in 1999, it represented the most comprehensive effort at the time to create standards for education abroad, and it anticipated the call for greater accountability in the field. The benefits that are generated through accreditation of higher education also apply to systematic evaluation of study abroad programs. Through evaluation, study abroad providers are held accountable to the students they enroll and to the home institutions that transfer credits and apply them to undergraduate degrees. In this context of accountability, the major external audiences for this document are the administrators and faculty of U.S. institutions of higher education.

The *IES Abroad MAP for Study Abroad Programs* focuses on four academic areas: the student learning environment; student learning and the development of intercultural competence; resources for academic and student support; and program administration and development. The guidelines reflect current best practices in U.S. higher education that likewise are common to university settings in many other countries. Several of the details regarding the curriculum,



Auckland, New Zealand



Buenos Aires, Argentina

co-curriculum, and resources for student support are intrinsic to international education. The framework of the guidelines is dynamic, so that it can respond to changing student needs and advances in higher education practice.

The *IES Abroad MAP for Study Abroad Programs* contains guidelines for both Direct Enrollment and standard IES Abroad “hybrid” programs. The standard program model offers students a number of curricular options and provides extensive student services through staff members hired by IES Abroad. The Direct Enrollment model focuses on full-integration programs, in which students register for and complete all their coursework at the IES Abroad partner university abroad. Most of the student services in this second model are provided by the partner university and its staff. Several guidelines overlap in the two sections, as do their uses by IES Abroad and its constituencies. The main value of the Direct Enrollment program guidelines is to articulate the principle that students enrolled in such programs are given the same rights and responsibilities and held to the same standards as resident students, so they gain maximum benefit from their experience abroad.

Standards and Accountability

One of the current challenges in the field of international education is to demonstrate the links between students’ intellectual and personal growth, particularly their cultural learning, and their program of study and engagement with the host culture. The first step in addressing this challenge is to identify desired goals for students that guide the design of a program’s curriculum and co-curriculum. Both models take this first step, specifying goals in a category that focuses on Student Learning and Intercultural Development. Likewise, in both models, two sections address the environment and resources to support learning and development. A brief description of the sections that overlap in both documents follows.

Student Learning Environment

Location is one of the most important factors in study abroad. This category bridges the classroom and the local environment, to assure that students draw the greatest advantage from studying in another culture. Strong associations in the community with businesses, the arts, and political organizations support students' coursework. Students' immersion in the culture is also supported by internships, field study, and field trips. Those programs hosted in countries whose first language is not English place a high priority on language learning.

Student Learning and Intercultural Development

The development of students' intellectual abilities is the foremost concern in an academic program—critical thinking skills, growth as independent learners, knowledge and use of the host language. In a program of study abroad, the development of intercultural understanding is also significant, and desired outcomes in this category direct both the curriculum and co-curriculum. Emphasis is placed on students' acquiring adaptive skills to facilitate their immersion in their host country and support them in further study or work abroad.

Resources for Academic and Student Support

The development of excellence depends on professional, experienced staff members and a cohort of committed students. Guidelines stipulate the credentials of administrative and teaching staff and student qualifications. Other resources essential to student learning are classroom facilities, the scope of library collections, and student access to computer facilities. Students' physical well-being is provided for by guidelines that delineate housing arrangements, student safety and student health concerns.

Program Administration and Development

The flow of administrative processes between the IES Abroad central office in Chicago, IES Abroad academic centers, and member institutions is critical to the effective servicing of students. The recommended role of college and university advisors and faculty is included in student pre-departure preparation, student assessment, and participation in the consortium governance structure.

In addition to these sections, the Direct Enrollment section also includes, *Host Country Standards and Practice for Higher Education*. This set of guidelines addresses partner institution's educational and legal status in the host country, and academic policies and practice.

Guidelines for IES Abroad Standard Programs

I. Student Learning Environment

A. Pre-departure Information

1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
2. IES Abroad information begins to prepare students for the challenge of crossing cultures.
3. IES Abroad information articulates program goals for student learning and development in the local setting.

B. On-site Cultural and Academic Orientation

1. The IES Abroad Center conducts an extensive initial orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct.
2. The IES Abroad Center orientation introduces students to the local culture and local laws.
3. Staff and guest speakers knowledgeable about the locale conduct the orientation.
4. The IES Abroad Center introduces students to a process for reflecting on their experience abroad through CORE™, Comprehensive Orientation and Re-entry.
5. The IES Abroad Center addresses diversity issues including gender, race, and religious practice in the host country.
6. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events).

C. Instructional Quality

1. Faculty are committed to student-centered pedagogy.
2. Faculty use the location as a learning resource through experiential learning such as field study and student engagement with the community.
3. Faculty communicate high expectations of student performance through student learning outcomes that are linked to appropriate and rigorous assignments.
4. Faculty use pedagogically sound educational technology both inside and outside the classroom, when appropriate, to enhance student learning.
5. Faculty integrate the classroom and study outside the classroom by effectively employing the IES Abroad learning management system (Moodle).

D. Curricular Design

1. Academic programs are designed in keeping with the character of local academic practice to promote students' academic cultural integration.
2. Academic programs are designed to encourage independent learning.
3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. Curriculum and co-curriculum are integrated to reflect the Center's mission and goals for student learning and development.
5. Curriculum and course content reflect the political, social, and cultural diversity of the host country.
6. The curriculum identifies research opportunities in the community.
7. Sequence of courses and learning experiences are designed for academic credit principally at the undergraduate level in the U.S., with potential application to institutions of higher education abroad and at the graduate level.
8. Courses use discipline-specific methodology at the appropriate level.

E. Language Development Opportunities

1. Course content, textbooks, materials, and goals for student learning correspond to the IES Abroad language development standards.
2. Language classes articulate goals to advance students' oral, listening, reading, and writing skills at the appropriate level.
3. In language courses, students gain a perspective of the host country's values, history, culture, and contemporary issues.
4. Language instruction, when appropriate, is integrated into all courses and co-curricular activities.
5. Students are provided out-of-classroom opportunities to develop oral, listening, reading, and writing skills.
6. The IES Abroad Center environment strongly encourages use of host country language through a student pledge.
7. Tutoring and/or other forms of academic assistance are available to students.

F. Internships, Field Placements, and Community-Based Learning

1. Placement sites correspond to the Center goal to build sustainable partnerships in the host community and contribute to the needs and interests of those partners.
2. Placement sites share Center goals for student learning and development.
3. Placement sites give IES Abroad students the opportunity to participate in and to critically observe a work environment in the host country.
4. An academic component supports the practicum and follows IES Abroad guidelines.
5. Internship, field placement, and community-based learning sites meet IES Abroad standards of safety and risk management.

G. Field Study and Trips

1. Field studies and field trips reinforce the IES Abroad Center's goals for student learning and intercultural development.
2. Supervised field study and field trips are integrated into the academic program.
3. Qualified guides lead field trips.
4. Field study and field trips meet IES Abroad's standards of safety and risk management.
5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

H. Engagement in IES Abroad-Sponsored Cultural and Social Activities

1. The IES Abroad Center organizes activities that facilitate student engagement in the local culture.
2. The IES Abroad Center conducts CORE™, Comprehensive Orientation and Re-entry, to guide students' progress toward personal goals for cultural immersion and intercultural learning.

I. Involvement in Other Academic, Political, Economic and Cultural Institutions

1. The IES Abroad Center offers guidance to students on local opportunities.
2. Representatives of local institutions are members of the faculty.
3. Requirements for minimal student participation are a part of the course work.

J. Re-entry into Home Culture and Home Institution

1. The IES Abroad Center offers a reentry program to students related to the re-adjustment to their home campus.
2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming.
3. The IES Abroad Center informs students about opportunities to return to the host country, post-graduation.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development

1. Students demonstrate that they have met learning outcomes in IES courses.
2. Students develop their skills in critical thinking through reflection and research.
3. Students develop different learning strategies necessary to integrate into the academic culture at local universities.
4. Students develop their ability to understand and critique a variety of perspectives.

B. Development of Language and Communication Skills

1. Language instruction follows the guidelines of the *IES Abroad MAP for Language and Intercultural Communication*.
2. Students are engaged in setting goals for their language learning.
3. IES Abroad sponsors appropriate tests of students' language skills to document their achievement.
4. IES Abroad language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.

C. Cognitive Growth

1. Structured opportunities for students to analyze and reflect on their experiences contribute to their awareness of cultural difference.
2. Academic studies, support services, and integrative activities contribute to students' communication skills across cultures.
3. Assessment of students' cultural learning is used to enhance the curriculum and co-curriculum.

D. Interpersonal Growth

1. On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interacting with persons of different cultural backgrounds.
2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a different culture.
3. Students are offered opportunities to explore their leadership potential in the IES Abroad community.
4. Students' self-reports on their intercultural development are gathered in end-of-term student evaluations.

E. Intrapersonal Growth

1. Curricular and co-curricular activities support students in taking responsibility for their own decisions.
2. Curricular and co-curricular activities support students in gaining a better understanding of their values and beliefs.
3. Curricular and co-curricular activities support students in developing self-awareness in a cultural context.

III. Resources For Academic and Student Support

A. Faculty Qualifications

1. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
2. The scholarly achievements of academic faculty meet local university or equivalent standards.
3. Academic faculty generally are currently engaged in scholarship.
4. Faculty are selected to teach IES Abroad courses based on their ability to teach, their disciplinary expertise, and their commitment to the IES Abroad goals and standards.
5. Faculty are involved in developing new courses according to the IES Abroad Center's curriculum design for approval by the Curriculum Committee.
6. Faculty are sensitive to gender and cultural differences among students.
7. New faculty participate in an IES Abroad Orientation and existing faculty participate in IES Abroad training on teaching strategies, innovations, and program learning goals.
8. Professionals who teach a practicum have relevant experience in their field of expertise.
9. Faculty are evaluated by student surveys for each course they teach and Center Director or Academic Director reviews evaluations.

B. Administrative Staff Qualifications

1. The IES Abroad Center Director and staff are collaborative and mutually reinforcing in meeting student needs.
2. Center Director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
3. Center Director and staff are committed to study abroad and the development of intercultural knowledge and skills.
4. Center Director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.
5. Center Director and staff members participate in annual performance evaluations.
6. Center Director has appropriate administrative experience and appropriate academic experience.
7. Center Director represents the IES Abroad mission and student interests creditably at local universities.
8. Center Director is proficient in the English language and the language of the host country.
9. Center Director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Center program in that context.
10. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.
11. Center Director and staff participate in training and development sponsored by IES Abroad to assist students in their overall success in IES Abroad programs.

C. Academic Advising

1. The IES Abroad Center advisors have the necessary training to assist students with registration requirements.
2. Advisors are knowledgeable about IES Abroad courses and requirements.
3. Advisors are knowledgeable about local university rules and requirements and the local academic culture to assist students.
4. Advisors follow the IES Abroad Academic Policy Guidelines.
5. Advisors are readily available to students.

D. IES Abroad Academic Center Staff Size

1. The size of the staff is appropriate for the types of programs offered (e.g., internships, mobile learning).

E. IES Abroad Center Facilities

1. A private office is available to the IES Abroad Center Director and staff for consultation and advising students.
2. Faculty have access to a private room for advising students.
3. Students have a place where they can gather and meet informally.

4. Classrooms are adequate for IES Abroad courses.
5. The IES Abroad Center is well located for student access to the local culture.
6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds.
7. Center facilities meet IES Abroad safety standards.
8. Reasonable accommodation is attempted to meet the needs of students with learning and physical disabilities.
9. IES Abroad Center facilities are operated according to environmentally responsible and sustainable practices.

F. Access to Local Educational and Cultural Institutions

1. The IES Abroad Center has agreements, preferably written, with universities for registration, course enrollment, grading, and credit equivalencies.
2. Center has agreements, preferably written, with universities for access to sponsored activities and student clubs.
3. Center has agreements, preferably written, with universities or other agencies for access to sponsored sports activities.
4. Center provides information regarding cultural opportunities.

G. Research and Learning Resources

1. Resource Center contains up-to-date references.
2. Students have access to one or more libraries at local universities and relevant research centers.
3. Students have access to specific collections including on-line and digital resources, and audio and video materials to complete class assignments.
4. Students are adequately informed and encouraged by IES Abroad to take advantage of research resources available to them.
5. Resource Center hours are convenient for students, within bounds of building security.
6. Students have access to a reliable high-speed Internet network and a comfortable and a quiet area in which to work.
8. Learning resources are made available to students according to best practices in sustainability.

H. Housing and Home Stays

1. Students have a place to live that meets the IES Abroad standards of health and safety.
2. Public transportation is readily available near the housing unit.
3. Housing arrangements are based on the opportunity for a high level of interaction with the host culture.
4. Contracts with housing providers adhere to laws of host country.
5. Housing is well located for student access to local culture.
6. Housing provides students with sleep and study space.
7. Housing is evaluated and inspected regularly.
8. Host families and roommates meet IES Abroad criteria.

9. IES Abroad staff are trained to manage conflicts between a student and home stay host or student residence manager that may arise.
10. IES Abroad staff educate students on energy conservations methods in their housing unit.

I. Student Qualifications

1. Students meet admission requirements for language.
2. Students meet minimum GPA and student conduct requirements as specified by IES Abroad.
3. Students meet requirements for academic standing as specified by certain IES Abroad programs.
4. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.

J. Health

1. Students have appropriate health insurance for the country in which they are studying.
2. IES Abroad Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.
3. IES Abroad Center staff is sufficiently trained to determine when students require professional assistance for mental health issues, drug use and alcohol abuse.
4. Students with individual health concerns are provided pre-departure guidance and assistance.
5. Center staff follows IES Abroad and in-country guidelines on providing assistance to student health issues.

K. Safety and Risk Management

1. Center staff enforces IES Abroad Code of Student Responsibility
2. An IES Abroad Harassment Policy exists for students, faculty, and staff and all parties are educated on the policy.
3. IES Abroad provides 24-hour response coverage to crises at all Centers when programs are in session.
4. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.
5. Safety and risk management standards are in place for insurance and indemnification, local educational and cultural institutions with which the IES Abroad Center holds agreements, outside service providers, emergencies, staff training, facilities, events and activities, field trips, housing and accommodation, workplace environment, student and staff behavior, and information technology.
6. IES Abroad Center administrative and teaching staff members are informed of safety and emergency procedures.
7. IES Abroad Center administrative staff members inform students about local safety concerns.
8. Center administrative and teaching staff members follow IES Abroad safety guidelines and emergency procedures.
9. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.

IV. Program Administration and Development

A. Quality of Communications

1. IES Abroad Chicago Office and Center staff share timely information on resource demands and allocation.
2. IES Abroad Chicago Office facilitates interaction and sharing of information among the Centers.
3. IES Abroad Center Director and Chicago Office collaborate on reaching timely decisions regarding staff and faculty employment.
4. Both IES Abroad Chicago and Center staff participate in short- and long-term planning.

B. Involvement and Recommended Responsibilities of Members and Associate Members

1. IES Abroad Academic Council is consulted and votes on issues of governance and policy.
2. IES Abroad Curriculum Committee is consulted and asked to approve initiatives for curriculum development and syllabi for IES Abroad-taught courses.
3. Study abroad advisors and faculty are eligible to serve on the Academic Council, Curriculum Committee, Program Review Teams, and Advisory Committees for new programs.
4. IES Abroad Chicago works with campus study abroad offices to provide information and counseling to help students select programs.
5. IES Abroad Chicago works with campus study abroad offices to organize pre-departure orientation meetings that include appropriate information on the process of cultural adaptation as well as general cultural background.
6. IES Abroad Chicago works with campus study abroad offices to provide information about the academic culture, including pedagogical methods, of the host country.
7. Members and associate members are encouraged to share with IES Abroad any findings on assessment of Study Abroad outcomes.
8. Members and associate members have access to the information gathered by IES Abroad regarding the language assessment studies conducted at certain IES Abroad Centers.
9. Members and associate members are encouraged to provide re-entry programs.

C. Efficiency of Recruitment and Enrollment Procedures

1. IES Abroad Chicago accurately informs the students and member institutions of IES Abroad requirements, costs, and opportunities.

D. Professional Development

1. The IES Abroad Center Director builds and maintains relationships with local academic community.
2. IES Abroad faculty are involved in developing new courses according to the IES Abroad Center's curriculum design for approval by the Curriculum Committee.
3. IES Abroad Chicago Office promotes relationships between Centers and U.S. college and university faculty (e.g. Teaching assistants, faculty seminars).
4. IES Abroad Chicago sponsors workshops for staff and faculty training between Academic Centers.
5. IES Abroad faculty and staff stay abreast of issues facing college students in the U.S.

Guidelines for IES Abroad Direct Enrollment Programs

I. Host Country Standards and Practice for Higher Education

A. Educational Status

1. The University offers degrees recognized by the appropriate accreditation body for institutions of higher education in the host country.
2. A non-degree granting institution in a specialized field such as the arts or language is ranked by experts in the field as offering a high level of education on the basis of students, faculty, curriculum, and resources.

B. Academic and Student Life Policies

1. The University publishes written policies for its application process and notification of admissions decisions, or those policies are specified in a written agreement with IES.
2. The school or University publishes written policies related to matriculation, including course registration, course availability, and credit transfer for international students, or those policies are specified in a written agreement with IES Abroad.
3. The school or University publishes its grading scale, or specifies the grading scale in a written agreement with IES Abroad.
4. The school or university follows a fair and consistently-applied procedure to meet the needs of students with learning disabilities, according to appropriate host country practice.
5. The school has clear student life policies that are congruent with IES Abroad student life policies.

II. Student Learning Environment

A. Pre-departure Information

1. The university cooperates with IES Abroad in application, admissions, registration, housing, and other processes in a timely fashion.
2. The university facilitates students' visa applications with confirmation of enrollment, as applicable for international students. .
3. IES Abroad information begins to prepare students for the challenge of crossing cultures.

B. On-site Cultural and Academic Orientation

1. IES Abroad staff in conjunction with the University conducts an extensive initial orientation program 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 and academic culture.
2. IES Abroad staff in conjunction with the University prepares students for academic success through academic advising, assistance with registration, orientation to library services, and information on university culture.

3. Staff and guest speakers knowledgeable about the local culture and university procedures participate in the IES Abroad orientation.
4. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
6. IES Abroad staff introduces students to a process for reflecting on their experience abroad through CORE™, Comprehensive Orientation and Re-entry.

C. Instructional Quality

1. The University meets the best practices of pedagogical practice at the location.

D. Curricular Design and International Students

1. IES Abroad students are enrolled in courses at the appropriate level that count toward an undergraduate degree at a degree-granting institution or in courses that advance the student's mastery of the subject at a non-degree granting institution in the arts or language, viz. IA2.
2. Undergraduate courses are open to qualified IES Abroad students and there are normally sufficient places in classes in which IES Abroad students are interested.

E. Internships

1. Internships give IES Abroad students the opportunity to participate in and to critically observe a work environment in the host country.
2. Internships make effective use of location and local resources.
3. Internships meet local workplace standards.

F. Field Trips

1. The school or university follows its own guidelines with regard to qualifications for staff guides and safety.

G. Engagement in Cultural and Social Activities

1. Cultural and social activities organized by the University follow University and IES Abroad safety and risk management guidelines.
2. University activities are open to and welcome IES Abroad students.
3. IES Abroad staff conducts CORE, Comprehensive Orientation and Re-entry, to guide students' progress toward personal goals for cultural immersion and intercultural learning.

H. Re-entry into Home Culture and Home Institution

1. IES Abroad staff offers reentry programs to students about possible difficulties and learning opportunities related to the re-adjustment to their home campus.
2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming.
3. IES Abroad staff informs students about opportunities to return to the host country, post-graduation.

II. Student Learning Assessment and Intercultural Development

A. Intellectual Development

1. Students demonstrate that they have acquired substantial knowledge and understanding of course material in courses according to standard evaluation methods of host University.
2. Students develop different learning strategies necessary to integrate into the host academic culture.
3. Students develop their ability to understand and critique a variety of perspectives.

B. Cognitive Growth

1. IES Abroad support services contribute to students' cultural learning.
2. Assessment of students' cultural learning is used to enhance IES Abroad programming.

C. Interpersonal Growth

1. IES Abroad staff assist students in adapting to the culture of the host country.
2. Students' self-reports on their social and intercultural development are gathered in end-of-term student evaluations.

D. Intrapersonal Growth

1. IES Abroad supports students in taking responsibility for their own decisions.
2. IES Abroad supports students in gaining a better understanding of their values and beliefs.
3. IES Abroad supports students in developing self-awareness in a cultural context.

III. Resources for Academic and Student Support

A. Administrative Staff

1. IES Abroad staff is defined as that person or persons who are employed by IES Abroad or are contracted representatives of the University.
2. IES Abroad staff is collaborative and mutually reinforcing in meeting student needs.
3. IES Abroad staff is courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
4. IES Abroad staff is committed to study abroad and the development of intercultural competence skills.
5. IES Abroad staff is interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.
6. IES Abroad staff participates in annual performance evaluations.
7. IES Abroad staff has appropriate administrative experience and appropriate academic experience.
8. IES Abroad staff represents the IES Abroad mission and student interests creditably at local universities.
9. IES Abroad staff is proficient in the English language and the language of the host country.

10. IES Abroad staff has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad program in that context.
11. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.

B. Academic Advising

1. IES Abroad staff advisors on University enrollment inform students about University rules and requirements and the local academic culture.
2. IES Abroad staff advisors are readily available to students.
3. IES Abroad staff advisors direct students to enroll in courses at the appropriate level.
4. IES Abroad staff facilitates the translation of academic credit for courses.

C. IES Abroad and University Facilities

1. Meeting space is available to the IES Abroad staff for consultation and advising students.
2. Reasonable accommodation will be attempted to meet the needs of students with learning and physical disabilities.

D. Access to Local Educational and Cultural Institutions

1. IES Abroad has written agreements with the University for course enrollment and credit.
2. IES Abroad has agreements (preferably written) with the University for access to sponsored activities and student clubs.
3. IES Abroad has agreements (preferably written) with the University or other agencies for access to sponsored sports activities.

E. Research and Library Facilities

1. IES Abroad facilitates student access to the University library or other collections in order to complete coursework.
2. IES Abroad advises students in advance of University policy regarding access to laboratories to conduct research related to coursework.

F. Instructional Technology

1. IES Abroad students have the same access to computers, e-mail, audio-visual material, the Internet, databases, and other digital resources as resident students.

G. Student Housing

1. IES Abroad facilitates the process of locating housing for students.
2. Students have a place to live that meets the University and IES Abroad standards of health and safety.
3. Contracts with housing providers adhere to laws of host country.

H. IES Abroad Student Qualifications

1. Students meet GPA requirement as specified by IES Abroad and the University.
2. Students meet prerequisites as specified by the University.

3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
4. Students' disciplinary records have been reviewed and approved for study abroad by appropriate officers as specified in a written agreement with IES Abroad.

I. Health

1. IES Abroad students have comparable access to health care for accidents, illness, and mental health as resident students.

J. Safety and Risk Management

1. University and IES Abroad staff inform students about local safety concerns.
2. IES Abroad staff follows University and IES Abroad safety guidelines and emergency procedures.
3. University is in a safe location and student safety on the campus is protected.
4. University is prepared for potential natural disasters.
5. University has fire prevention standards that meet IES Abroad guidelines.

K. Student Behavior

1. University cooperates with IES Abroad on disciplinary issues.
2. University disciplinary policy allows due process.
3. University disciplinary policy is designed to enforce a safe environment.

IV. Program Administration and Development.

A. Quality of Communications

1. IES Abroad Chicago office and IES Abroad on-site staff share timely information on changes in academic or student life policy or protocol that could affect the partnership.
2. IES Abroad Chicago office and IES Abroad on-site staff share timely information on resource demands and allocation.
3. IES Abroad Chicago office facilitates interaction and sharing of information among the IES Abroad program sites.
4. Both IES Abroad Chicago and on-site program staff participate in short and long-term planning.

B. Involvement and Recommended Responsibilities of Members and Associate Members

1. IES Abroad Academic Council is consulted and votes on issues of governance and policy.
2. IES Abroad Academic Council approves grade translation formulae.
3. IES Abroad Curriculum Committee is consulted and asked to approve initiatives related to curriculum development.
4. Study abroad advisors and faculty are eligible to serve on the Academic Council, Curriculum Committee, and Program Review Teams.

5. Study abroad advisors provide information and counseling to help students select programs.
6. Study abroad advisors organize pre-departure orientation meetings that include appropriate information on the process of cultural adaptation as well as general cultural background.
7. Study abroad advisors provide information about the academic culture, including pedagogical methods, of the host country.
8. Members and associate members are encouraged to share with IES any findings on assessment of Study Abroad outcomes.
9. Members and associate members are encouraged to provide re-entry programs.

C. Professional Development

1. IES Abroad Chicago office promotes relationships between IES Abroad program sites and U.S. college and university faculty (e.g. Teaching assistants, faculty seminars and workshops).

Task Force

IES Abroad wishes to thank the members of the *IES Abroad MAP for Study Abroad Programs Task Force* for their leadership and vision. By giving of their time and talent, they have made an outstanding contribution to the continued development of international education programs to the growing number of students who choose to study abroad.

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The IES Abroad Consortium

As of September 2011

Member Schools

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Bowdoin College
Brandeis University
Brown University
Bucknell University
Carnegie Mellon University
Claremont McKenna College
The College of Wooster
Connecticut College
Cornell University
Denison University
DePauw University
Dickinson College
Drake University
Emory University
Fordham University
Franklin & Marshall College
The George Washington University
Grinnell College
Gustavus Adolphus College
Haverford College
Hope College
Illinois Wesleyan University
Indiana University-Bloomington
Ithaca College
Kenyon College
Lafayette College
Lawrence University
Loyola University of Chicago
Millikin University
Morehouse College
Northwestern University
Occidental College
Pacific Lutheran University
Penn State University
Pomona College

Purdue University
Rice University
Santa Clara University
Skidmore College
Southwestern University
Spelman College
Texas Christian University
Trinity University
Tulane University of Louisiana
University of California-San Diego
University of Denver
University of Illinois Urbana-Champaign
University of Illinois-Chicago
University of Iowa
University of Minnesota
University of Missouri-Columbia
University of North Carolina
University of Pittsburgh
University of Portland
University of Puget Sound
University of Redlands
University of Richmond
University of Rochester
University of St. Thomas (MN)
University of Texas-Austin
University of The Pacific
University of The South
University of Vermont
University of Virginia-Main Campus
Villanova University
Wake Forest University
Whitman College
Williams College
Wittenberg University
Wofford College
Yale University

Associate Member Schools

Amherst College
Auburn University
Augsburg College
Babson College
Barnard College
Beloit College
Boston College
Boston University
Bryant University
Bryn Mawr College
Carleton College
Catholic University of America
City College of New York
Clark Atlanta University
Clemson University
Colby College
College of Charleston
College of the Holy Cross
College of William And Mary
Colorado College
Colorado State University
Columbia University
Davidson College
Dominican University
Drew University
Duquesne University
Elmhurst College
Georgetown University
Gettysburg College
Hamline University
Hampden-Sydney College
Hampton University
Harvard University

Harvey Mudd College	Southern Methodist University	University of Tulsa
Hobart and William Smith College	St. Catherine University	University of Wisconsin-Madison
Hofstra University	St. Olaf College	Vanderbilt University
Howard University	Stonehill College	Vassar College
International Christian University	Susquehanna University	Virginia Military Institute
Johns Hopkins University	Swarthmore College	Virginia Tech
Knox College	Temple University	Wabash College
Lake Forest College	Texas A&M University -	Wagner College
Lehigh University	Main Campus	Washington & Lee University
Luther College	Transylvania University	Washington State University
M.I.T.	Trinity College (CT)	Washington University
Macalester College	Tufts University	Wellesley College
Manhattan College	University of California-Davis	Wesleyan College
Manhattanville College	University of California-Irvine	Wesleyan University
Marietta College	University of California - Merced	Westminster College (MO)
Marist College	University of Colorado-Boulder	Wheaton College (MA)
Marymount University	University of Connecticut	Whittier College
Meredith College- Honors	University of Florida	Willamette University
Miami University (OH)	University of Georgia	William Jewell College
Michigan State University	University of Kentucky	Winthrop University -
Millsaps College	University of Mary Washington	Honors College
Mount Holyoke College	University of Massachusetts -	Xavier University (LA)
Muhlenberg College	Amherst	Xavier University (OH)
North Carolina State University	University of Miami	
Oberlin College	University of Michigan-	
The Ohio State University	Ann Arbor	
Pitzer College	University of Mississippi	
Princeton University	University of New Hampshire	
Providence College	University of New Hampshire -	
Randolph College	Manchester	
Rhodes College	University of North Florida	
Saint Joseph's University	University of Notre Dame	
Saint Louis University	University of Pennsylvania	
Sarah Lawrence College	University of San Diego	
Scripps College	University of San Francisco	
Seattle University	University of South Carolina	
Simmons College	University of Southern California	
Smith College	University of Tennessee-Knoxville	

Notes

Notes

Notes

ARGENTINA

- BUENOS AIRES

AUSTRALIA

- MELBOURNE
- SYDNEY

AUSTRIA

- VIENNA

CHILE

- SANTIAGO

CHINA

- BEIJING
- KUNMING
- SHANGHAI

COSTA RICA

- SAN JOSÉ

ECUADOR

- GALÁPAGOS ISLANDS
- QUITO

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- ROME
- SIENA

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- NAGOYA
- TOKYO

MOROCCO

- RABAT

THE NETHERLANDS

- AMSTERDAM

NEW ZEALAND

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