The IES Dublin Program Assessment took place from February 10-15, 2019. The members of the Committee were:

- Mary Cahillane – Member of IES Abroad’s Board of Directors and Former Vice President of Finance and Investments at the Spencer Foundation;
- Colleen Connolly-Ahern – Penn State University - Associate Professor of Advertising and Public Relations at the Donald P Bellisario College of Communications;
- Paul Funkenbusch – University of Rochester (School of record) – Professor of Mechanical Engineering and Associate Dean of the Hajim School of Engineering and Applied Sciences;
- Kristen Mallory – Director of Global Education and Off-Campus Study, Center for Global Education, Claremont McKenna College (Chair of the Committee and Academic Council representative)
- A Creative Writing Professor from the University of Puget Sound was scheduled to be part of the assessment committee, but icy conditions in the Northwest prohibited his travel to Ireland.

Additionally, two IES Dublin faculty members and two current students assisted the committee with their work. They were:

- Alexandra Ernst (student from Penn State University in the Trinity College Dublin Program)
- Stephen McMahon (Senior Faculty & Writers Program Coordinator)
- Hannah Nickol (student from Indiana University in the Irish Studies Program)
- Maeve Nunan (Faculty member in Business)

The IES Dublin staff, headed by Center Director Megan Markey, served as a resource to the committee and Rob Hallworth, the Vice President and Deputy Director of Academic Programs at IES Abroad served as the group’s secretary.

The Program Assessment Committee would like to thank the IES Dublin Staff, Faculty and Students for their tremendous support in providing the feedback and information vital to the process of developing this report.

**IES DUBLIN PROGRAMS**

**Standard Programs**
IES Abroad Dublin offers three thematic programs each semester:
- Irish Studies
- Writers Program
- Business, Entrepreneurship & Technology

Students who enroll in one of these programs may take courses across the other two programs, and internships and service learning are available to all students.
The GPA requirement for these IES programs is 2.75 on a 4.0 scale.

**Direct Enrollment Programs**
IES Abroad Dublin offers three direct enrollment programs each semester as well. These are:

- Dublin City University (DCU - 3.0 GPA required)
- National Theater School of Ireland – Gaiety School of Acting (GSA - 2.75 GPA required)
- Trinity College Dublin (TCD - 3.3 GPA required)

(Further details on all program options are included in Appendix A of this report.)

**History of the Center, enrollment trends, and general observations**
IES Abroad Dublin opened with a summer program in 1999 and enrolled its first semester students in 2000-01. The original program theme was “Tradition, Change, and Identity in Modern Ireland” with courses in business and economics, history, literature and theatre, and the social fabric of Ireland. Dublin also offered direct enrollment programs at Trinity College Dublin and University College Dublin. The first program assessment took place in March 2007.

Since that time, Dublin’s program offerings have evolved to reflect students’ academic interests, to feature areas of growth in Dublin, and to highlight the political, social and literary movements in Ireland. IES Abroad discontinued some university partnerships due to insufficient enrollments or in an attempt to streamline offerings and added others to attract a broader range of students. Today the program offerings include several thematic programs, a full-time summer and semester internship program, and three direct-enrollment programs. A fourth direct-enrollment option at University College Dublin will open in fall 2019. Dublin students can enroll in either an IES Abroad program or a direct-enrollment program; hybrid programs are not possible.

Individual program enrollments have fluctuated considerably over the past ten years, but in general, the spring enrollments are stronger than in fall, interest in Trinity College Dublin has been growing, and the Center has seen considerable interest in the new Writers Program. Overall semester enrollments hit a low in 2012-13 with 78 students but have been increasing ever since, and IES anticipates a total of 138 semester students in 2018-19. Dublin has a robust summer full-time internship program with over 80 interns, in addition to healthy numbers in its Irish Studies and Summer Intensive Acting programs. The most significant growth in Dublin is in the area of customized programs, with the Center hosting nine programs in 2017-18 compared to just three in 2016-17. Similar numbers are expected in 2018-19.

As the Dublin housing market has become tighter, the Center has moved its accommodations from individual apartments throughout the city to a new student residence within walking distance to Trinity College, the IES Abroad Center, and the Gaiety School of Acting. Overflow housing is available with other private student residences as needed. While students are generally satisfied with the housing itself, they report having a difficult time meeting local students, feel that the residence does not help them learn about the host culture, and some think that it’s too far from the heart of Dublin and the IES Abroad Center. Students enrolled in the Dublin City University program are housed on campus.
Student evaluations consistently rate IES Abroad Dublin as one of the top sites in terms of student satisfaction. Students routinely praise the IES Abroad staff and faculty, although there is some concern that the level of academic rigor is too low in IES Abroad courses. Feedback from direct-enrollment students is less consistent, with some students expressing frustration with Trinity’s registration process, insufficient information during the pre-departure phase, and difficulty adapting to new teaching methodologies. Some Gaiety School of Acting students have found the pace and rigor of the conservatory to be extremely challenging. Direct enrollment students also have very mixed reactions about the level of university-based staff support that they expect or need during the semester.

Executive Summary

As is evident in the observations and relatively few recommendations below, the assessment committee felt that the IES Dublin Center is running smoothly, efficiently and in alignment with the principles of the IES MAP. The Center itself is attractive and allows for students to congregate and study in a pleasant atmosphere. Students arrive with a wealth of pre-arrival information and enter into a recently revamped orientation program that acclimates them to their host culture. They are challenged and satisfied with their coursework and find the faculty engaging. Likewise, the staff is warm and accessible and students feel comfortable reaching out to them for assistance in both mundane issues and personal, sensitive matters. Courses take full advantage of location to underscore the importance and impact of place-based learning. Course-related excursions and field trips enrich the student experience by exposing participants to aspects of the host culture they may not have encountered on their own. There are numerous inroads to experiential learning via internships and service learning placements. For those involved in direct enrollment programs, IES plays a welcome role in navigating peculiarities of institutional bureaucracy. Students are satisfied with their housing and have opportunities to engage with their local community. While recommendations are made concerning some curricular offerings in relation to the Business, Entrepreneurship & Technology Program, IES course offerings are broad, relevant and of high quality.

THE PROGRAM ASSESSMENT COMMITTEE REPORT

Over the course of the program assessment, the committee:

- participated in tours of the IES Dublin Center, Dublin City University, Trinity College Dublin and the Gaiety School of Acting;
- held meetings with all IES Dublin staff members, individually and in a group setting;
- observed a wide range of class offerings from the standard programs;
- observed classes at DCU, the GSA and TCD;
- met with staff from the international student offices at GSA, DCU and TCD;
- met with a range of faculty members as a group to discuss questions related to syllabi, course assessment practices, academic cultural differences, and pedagogical approaches;
- met with students during drop-in sessions throughout the week;
- attended co-curricular events related to several courses; and
- visited numerous housing options
The Program Assessment Committee received charges from the Academic Council (see Appendix B for a comprehensive listing of the charges taken from IES Abroad’s MAP -Model Assessment Practice). For each section, the committee’s observations are listed according to the IES MAP categories. Recommendations for each category appear at the end of the respective section.

**Guidelines for Standard IES Abroad Programs**

I. Student Learning Environment
   A. Pre-departure Information
   B. On-site Cultural and Academic Orientation
   C. Instructional Quality
   D. Curricular Design
   E. Internships, Field Placements, and Community-Based Learning
   F. Field Study and Trips
   G. Engagement in IES Abroad-Sponsored Cultural and Social Activities
   H. Involvement in Other Academic, Political, Economic and Cultural Institutions
   I. Re-entry into Home Culture and Home Institution

**OBSERVATIONS:**

A. Pre-departure Information

All students receive a comprehensive pre-departure guide, which includes information on their program courses, the on-site staff, resources for planning their travel to Ireland, passport and visa requirements, health and safety considerations, a glimpse of what their daily life will look like once in Dublin, and much more.

B. On-site Cultural and Academic Orientation

The Center provides an extensive general orientation program to all students and tailors part of the orientation to the student’s specific program of study. Based on student feedback from previous semesters, the Center introduced a new general orientation format for spring of 2019 and created a comprehensive pocket guide to local resources. The orientation program itself was shortened (2.5 days instead of 5 days), was more active (walking tour and food tour), utilized different locations, and introduced students to a number of local organizations. Thorough information on health, safety and IES student policies are provided.

Orientation is followed by a number of optional events designed to deepen the students’ engagement in their new environment. The staff noted that most students participated enthusiastically in the optional events.

Overall, the students had very positive comments about the orientation. IES staff judged that the orientation was effective in forming a cohesive community among the students. This was borne out by the committee’s observations during the visit; students interacted naturally and productively with each other and cited common experiences during interviews.
C. Instructional Quality

The assessment committee had the opportunity to attend seven course sections during their week at IES Abroad Dublin. The faculty were fundamentally passionate about their areas of instruction. Most actively encouraged students to participate in class activities. Professors routinely broke up lectures with audio/visual examples, readings, field study or student activities. Not surprisingly, students were for the most part engaged with the content, with very few accessing devices for multi-tasking purposes. Student satisfaction with the program is evidenced through positive student end-of-term surveys.

Comments on class rigor varied. Some students noted that the IES courses were less rigorous than classes at their home institution, while others noted the rigor was similar.

Almost all professors observed by the committee were effective teachers with a relaxed open style, inviting student engagement. When necessary, frequent prompts and questions were given to students to promote interaction. Appropriate use was made of classroom materials and technology, including videos, handouts (poems, short stories, maps, etc.), slides, and music. Students reported that the professors themselves seemed to be fascinated by their subjects, and often included poignant personal experiences which made the lectures more interesting.

That being said, the committee witnessed several professors struggling to go beyond a more traditional lecture model in the classroom. This was evident in classes in which the professor would pose questions to which no one would respond, or would respond insufficiently to sustain discussion at an appropriate level. Faced with such a situation, these faculty would typically answer the questions themselves rather than holding the students to task. At times the problem was with the type of questions asked, as they allowed for very brief answers that did not require the students to think critically about the subject. In other instances, the problem appeared to be the professor’s discomfort with “pushing” the students to engage at an appropriate level.

All in all, there were relatively few extended discussions, even when dealing with potentially controversial or disputed issues.

At least one student reported often being tired during his/her third 2 ½ hour class on the same day. With the caveat that the committee visited the Center very early in the semester, students felt that the course assignments were challenging, that they were learning from them, and that overall they were doing well in their courses. Some students would have liked lecturers to provide more frequent reminders of upcoming assignments (beyond the schedule in the syllabus). However, students appreciated faculty willingness to provide additional discussion and description of assignments to help them do well. Students also reported that the extensive feedback they had received on returned assignments (e.g. “pages of notes”) was very useful in improving their performance.

Separate from their teaching duties, the full faculty meet together three times a semester. These meetings provide a forum for discussing and improving teaching quality and sometimes include pedagogy presentations by outside speakers. All classes appear to make full use of Moodle.
D. Curricular Design

The IES Dublin program features a strong, place-based curriculum and small, seminar style classes. The Center cultivates a friendly, welcoming atmosphere, encouraging students to meet and study in the provided student spaces between classes. Most courses offered at the Center carry three credits and meet for one 2 ½ hour session per week. It is common for students to have two or three courses of 2 ½ hours each per day. The Center does not hold classes on Fridays, providing a common day for center wide field trips and facilitating three-day weekends for student travel/exploration. Students noted the main drawback to the once a week meetings – long lectures, especially when there were three on the same day (7 ½ hours in a day). However, they generally felt that the advantage of additional free time was worth it.

A continuous assessment approach is used, which is generally more comfortable for American students than the use of a very heavily weighted final exam that is characteristic of some Irish universities. These programs provide American students with the opportunity to study in and learn about Ireland while incorporating some familiar American teaching-style elements.

Students indicated that they love the subject matter of their coursework, and suggested that the class structure at the standard program was a big selling point in their decision to come to IES Study Abroad Dublin. There was some concern to have class information earlier in the process. They also indicated many more of them would have participated in service learning opportunities if they had been explained more clearly in advance. Despite these issues, both students and professors were able to see substantive intellectual development within the first third of their coursework, and were anticipating even more as the semester progressed.

With the exception of the Business, Entrepreneurship & Technology Program, which requires two specific courses, students have complete flexibility in selecting courses regardless of their specific Dublin program. The flexibility is to be commended and the course offerings effectively bridge both Irish Studies and Writing, so that it is not possible to choose an inappropriate course set for either program. However, there is a risk of losing program identity both pre-program (marketing) and among students taking the classes. (Three students taking exactly the same course could be in three different programs and two students in the same program might not share any common courses.) The Center should consider identifying a minimum set of courses (perhaps two) for each program, following the pattern established for the B,E & T program. Alternatively, a menu approach might be appropriate with students choosing at least two or three courses from a core list and the remainder from among all of the remaining course offerings.

The committee’s observations concluded that IES Abroad Dublin is truly using the city – and, indeed, Ireland – as its classroom. We commend the Center for giving students the opportunity to engage in Irish culture both in and out of the classroom, and encourage the Center to seek new opportunities to foster such engagement.

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

The Dublin Internship staff members are particularly committed to establishing quality service learning and internship opportunities and matching the “right” student to the opportunity. Dealing with internship opportunities, particularly in the summer could be (and probably is at times) a logistical
nightmare. It is quite apparent that both Christine and Shane are very committed and are doing an excellent job.

The task of matching an intern to a job is very challenging. The process includes review of student CVs, followed by a Skype interview. The interview has an initial formal portion during which each student is asked the same set of questions in a formal (“cold”) manner, followed by a more informal (“warmer”) discussion. The IES internship coordinators felt this gave them a good sense of the students and helped facilitate matching each student to an available position. Although most internships turn out well and provide job satisfaction, the small percentage that do not consume most of the coordinators’ time and are highly stressful.

It was noted that the difficulty of the Internship staff position increases rapidly (non-linearly) with the number of internships required. As the program continues to expand, there is a potential issue with burnout. The much larger number of internships in summer greatly increases the workload and difficulty of the process.

Two members of the committee had the opportunity to interview an intern and his supervisor at his job site. The intern was placed in a small startup company at a business incubator. Because of the small size of the company, he has the opportunity to engage in many varied projects. In general, projects meshed with his background in business and international relations. The intern works largely independently but meets with the supervisor on a weekly basis during which he reports on his work and progress on his assignments. This arrangement seemed to work well given the nature of the internship and the relatively high maturity of the student. Both the intern and the supervisor felt the onboarding was effective.

The on-site supervisor reported he was very happy with the intern’s work and praised his common sense and initiative. The intern was also very pleased with the experience so far, noting the variety of tasks, independence, and responsibility given to him.

F. Field Study and Trips

The staff makes significant effort to provide interesting and meaningful field study and culturally significant excursions that expose students to Dublin life in particular and Irish life in general. These excursions align well with classroom subject matter. Extensive curricular and co-curricular use is made of the local history, geography, and resources. Students were particularly appreciative of the field trips, which also served to help keep Direct Enrollment students actively integrated with the IES Center student cohort.

The assessment committee had the opportunity to observe three field study trips. The first was part of LT354, The Finest Music – The Craft of Irish Poetry. After reading a series of poems by Patrick Kavanagh inspired by his convalescence near Dublin’s Grand Canal, the professor took advantage of the center’s proximity to the Canal for field study. The students received five writing prompts to accompany five pre-selected sites along the canal. This was a particularly effective out-of-class experience, allowing students to both appreciate a poet not often studied outside of Ireland and to develop their own skills in writing poetry. Students were engaged throughout exercise, focusing on observing the setting and working hard on the prompts.
The Writers Program has budgeted for students to engage with arts events around Dublin, as students must include a review of a performance in their portfolio to demonstrate their mastery of immersion writing. The team observed students attending Matt McDonaugh’s *The Cripple of Inishmaan* at the Gaiety Theatre. Students arrived on time, were engaged throughout the performance, and actively discussed the play, a complex, dark comedy, both during the intermission and after the performance. Their discussion illustrated their expanding ability to compare Irish culture to their own, especially regarding the play’s treatment of a disabled individual.

The third field study trip was a trip to the National Archaeology Museum of Ireland along with LT/CU 270, Celtic Myth & Legend. The students toured the Mesolithic, Neo-Lithic and Early Celtic sections of the museum. The professor’s knowledge of the subject was evident. She held the student’s attention throughout the field trip, encouraging them repeatedly to imagine the individuals who had interacted with the objects and what their day-to-day lives were like. She also encouraged the students to make associations between their course work and the museum pieces. For example, she used a three-faced statue to review the Celtic myth of the Morrígan. This was an outstanding field study experience, taking pieces in museum cases and making them come to life.

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

IES Abroad Dublin also schedules optional field trips enhancing each student’s opportunity to participate in cultural experience that they might not seek out on their own. The Center offered four optional field trips to all students during the spring 2019 semester. Three of these were half- or single-day cultural immersion trips: one to Causey Farm, which allows students to experience life as an Irish agrarian for a day; one to learn and participate in Gaelic Games and Céili, most of which are unfamiliar to audiences outside of Ireland; and one to the rarely-visited birthplace of Irish patron Saint Brigid, Faughart. The fourth trip was a multi-day excursion to Northern Ireland. Optional field trips take place on weekends, reducing conflicts with classes and internships. Sixty-nine of the 86 students participated in the optional field trips during the semester.

Student feedback on the field trips was overwhelmingly positive. Students noted specifically that the trip to Northern Ireland, which included Belfast and a Black Cab tour of the murals, as well as a visit to the Giant’s Causeway, reinforced their coursework for HS/PO Northern Irish Troubles. One said that she was better able to understand the tensions in Belfast far better having seen the landscape. The observation team commends IES Abroad Dublin for their dedication to bringing students immersive cultural experiences, and encourages them to continue to seek out additional opportunities as they become available.

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

Please refer to our previous comments on course outings, discussions, internships, service learning, and theater as positive examples of the IES Dublin Center’s commitment to student involvement in other academic, political, economic, and cultural institutions.

I. Re-entry into Home Culture and Home Institution

The CORE session focusing on re-entry includes a significant number of topics. IES staff and program interns discuss readjusting to the home culture, returning abroad through Fulbright or graduate school
opportunities in Europe, as well as end-of-program logistics including departure from housing, procuring transcripts, and IES policies on grades and grade appeals.

The staff also sends an email to students two weeks after departure with a reminder of some of the resources, handouts provided, some Irish recipes, a poem and an invitation to stay in touch with the Center.

RECOMMENDATIONS

- The committee recommends that IES should examine the course offerings for the Business, Entrepreneurship & Technology Program and consider adding offerings that would make the program more attractive to business majors. As the program currently stands, the committee noted that it would be difficult to identify sufficient coursework to facilitate meaningful progress toward major requirements while abroad for business majors.
- Consider identifying core courses for programs other than the B, E & T program to underscore the different curricular emphases of the program structures.
- Consider making use of the external space used for orientation to hold a “retreat-like” icebreaker at the start of the semester.
- Utilize faculty members who excel at a more engaged style of teaching to offer workshops and serve as mentors to faculty members who may still be working towards mastery of this approach to instruction.
- Ensure that students realize that they have access to both the EBSCO online reference library and the suite of Rosetta Stone language courses.
- Include local university students in orientation activities to foster engagement with educational peers.
- Consider providing more robust details concerning service-learning opportunities in pre-departure materials; several students indicated they would have planned their schedules more carefully had they been aware of the depth of offerings in service learning.
- Due to the length of classes, the Center should consider scheduling courses so that same day offerings include a wide mix of teaching styles and should schedule more active courses (e.g. motion, dance, controversial topics) later in the day.
- Introduce students to the closest public library as part of their orientation to the local area.
- Provide more information/resources about travel inside Ireland to encourage greater interaction with the host culture in lieu of traveling to different countries each weekend.

II. Student Learning: Assessment and Intercultural Development

A. Intellectual Development
B. Cognitive Growth
C. Interpersonal Growth
D. Intrapersonal Growth

OBSERVATIONS

Because the assessment team visited early in the semester, there was little opportunity to assess cognitive growth in a measurable way. However, observers indicated that students were actively engaged with the subject matter and were able to use it in the field on a number of occasions.

IES Dublin 2019 Program Assessment Committee Report
Interviews with long-time faculty members at IES Abroad Dublin yielded numerous cases of the cognitive growth of former students, and indicated students’ appreciation of the program.

RECOMMENDATIONS – None

III. Resources for Academic and Student Support

A. Faculty Qualifications

IES Abroad Dublin employed 12 faculty members during the spring semester of 2019. Many of them were also engaged in teaching at other institutions of higher learning in and around Dublin, while others were actively engaged in philanthropic and creative activity related to their fields of instruction, which is particularly significant to the center’s Writers Program. All of the faculty hold at least one graduate degree, with three holding doctoral degrees. Most of the faculty have been teaching with IES Abroad Dublin for many years, and are therefore familiar with the goals and standards required by IES Abroad.

Because of the remarkable stability of the IES faculty, faculty searches are uncommon. The newest faculty members have been with the center for more than two years; at least three faculty members have been with the center for more than 15 years. The most recent faculty members have been identified through word-of-mouth. The director finds that current faculty and staff have good insight into the types of professors who would fit best within the IES Abroad framework, and so has relied on word-of-mouth to identify prospects for the past few faculty hires.

Collectively the IES faculty bring a diverse set of backgrounds and experiences to the program. Most of the lecturers have deep roots in Ireland. As a result, the curriculum has a strong local character, which is reinforced by the diverse perspectives provided in courses due to both course content and lecturer experience. Material covered in different courses is naturally interrelated and complementary.

The Center Director believes that staff should be involved in academics and both she and the Assistant Director teach an in-house class. The committee felt that this demonstrates their commitment to student learning and local experience.

In terms of faculty development and training, a faculty member from IES Abroad Amsterdam came to IES Abroad Dublin in 2018 to run a seminar on diversity, so all of the faculty have had very recent training in gender and cultural differences. On that topic, IES is planning a Global Diversity Awareness Training initiative for all of its Centers. The training will be designed to address a number of subjects regarding the current climate on US campuses and the types of issues that today’s students are attuned to.

B. Administrative Staff Qualifications

The experienced staff is congenial, warm, collaborative, welcoming and incredibly committed to the mission of IES. All staff were very enthusiastic about what they do, (Stephen McMahon’s enthusiasm is
infectious!), open to suggestions and eager to improve the program. Faculty and staff appear to be very available to students on academic issues and on all aspects of living in Dublin, traveling Ireland and other travel locations.

There is a mix of Irish and non-Irish staff members. The committee noted that there is an advantage in having non-native staff who have chosen to live in Ireland - they offer a unique perspective on the country.

The committee received a number of very positive student comments about Jackie, the student services coordinator and the help she provided on a host of issues. Students felt comfortable asking for help and said they would reach out to Jackie in case of emergency.

C. Academic Advising

Advising duties are divided among staff members according to program. See further information in the section below on Direct Enrollment.

D. IES Abroad Center Facilities

The IES center is conveniently located in downtown Dublin and provides ready walking access to many cultural, political, and recreational sites. IES housing at Binary Hub is similarly located and within convenient walking distance of the center. Students appeared to embrace walking as a means of transportation and enjoyed the access provided.

The center appears to be very well run. Logistics for in-house classes, direct enrollment programs, field trips and other events are well-managed. There were no student comments about difficulty in getting their needs or requests met.

Wi-fi availability and speed at the Center are excellent, which is appreciated by the students. There is an on-site library focused on Irish studies and students seem to make substantial use of this resource. The library is kept up to date and supplemented as courses change. The Center also has several guitars available for loan for musicians who find themselves without an instrument. IES program students are also able to access local university facilities by using their home institution ID but students did not seem to know this.

E. Access to Local Educational and Cultural Institutions

F. Research and Learning Resources

Students have access to the EBSCO on-line research database as well as to Rosetta Stone language courses or all levels.

Faculty post all relevant course materials, including syllabi, readings and supplementary materials, on Moodle. Students appreciated the fact that readings were largely available, and almost no purchasing of books was necessary. When comparing the functionality of Moodle to course delivery systems at their home institutions, the one thing they missed was a dynamic assignment calendar, which highlighted upcoming assignments.
G. Housing
IES Program - students and students attending TCD live at Binary Hub. The facilities were excellent - four to six room pods with a shared kitchen and sitting area. The facility was modern, well equipped, with multiple amenities (gym, study area, laundry facility, and common meeting area). In addition, there was a major focus on security - fobs were provided to all students that enabled them to enter common areas and their room. There were a few comments about the distance to the IES center 30-35 minute walk but this did not appear to be a big issue. There were also a few comments raised about the neighborhood (taxi driver told one student to be careful) but the area is an improving area and seems to be quite safe. The orientation also provided an introduction to the area and opportunities to get involved in the neighborhood.

IES provides a pamphlet about Binary Hub policies to all students. This covers topics from wi-fi to safety. Given the shared space at this facility, IES also provides a flatmate agreement that students could fill out if they so desired. The committee was impressed with the flatmate agreement the Dublin Center has developed. It seemed a very useful tool in managing expectations among students sharing housing.

The committee noted that Binary Hub is environmentally conscious. Students have four separate recycling categories in their flats, hallways include auto turn on/off lighting, etc.

RECOMMENDATIONS
- Consider creating a dynamic document calendar within Moodle to highlight relevant due dates for assignments.
- Consider using the flatmate agreement as a template for other IES Centers to emulate.
- Consider organizing events to strengthen connections to the local community, such as a volunteer day.
- Improve communication on the benefits of bringing/showing home university ID; this not only allows access to local and university libraries, but can also be used for discounts in certain establishments.

Guidelines for IES Abroad Direct Enrollment Programs

I. Host Country Standards and Practice for Higher Education
   A. Host Country Standards

OBSERVATIONS
Trinity University, founded in 1592, is one of the world’s most recognizable universities. Students who choose to directly enroll at Trinity are generally attracted by its history and prestige; that doesn’t mean that they are immune to the difficulties of dealing with a centuries-old institution and its antiquated systems, however. Students accessing Trinity through IES Abroad Dublin felt that the staff had done their best to warn them about the issues surrounding application and registration at Trinity in advance, and they said the center staff had actively tried to advocate on their behalf. Assessment approach depends strongly on the course and instructor, but typically the final exam is at TCD is very important. 70% weighting to the final exams was suggested as “typical”.

IES Dublin 2019 Program Assessment Committee Report
Students at DCU did not report difficulties with registration or application processes. The DCU campus is located north of the river and at a greater distance to the IES Dublin Center, but students remain connected via events and field trips with students from other programs. Additionally, they have access to activities planned for fully-matriculated DCU students.

B. Academic and Student Life Policies
The committee met with two students directly enrolled at Trinity through IES, one of whom was a member of the review committee. Both indicated some frustration with Trinity’s registration process, because they were unable to confirm their classes before they arrived in Ireland. One student was particularly concerned that to reach her 30 ECTS she was required to take 6 five-ECT classes, which meant she was taking courses every day of the week. She was also confused because she could see little difference between the workload in 5-ECT and 10-ECT classes. The student was also unsure of how her ECTS would translate into US-credit hours.

RECOMMENDATIONS

• The committee recommends that IES Dublin offer more explanation of how ECTS credits translate into US credits. Discuss the pros and cons of 5 and 10 ECT classes.
• Continue to advise students to check on credit hour conversion and complete paperwork at their home institution before leaving to avoid confusion.

II. Student Learning Environment

A. Pre-departure Information
B. On-site Cultural and Academic Orientation

There is a one-week orientation program for Trinity students. IES staff provides significant information to the Trinity students about the laborious and time-consuming process of class confirmation. Because of the Trinity process, it does not appear that IES can do much more than they are already doing and in fact they provide a real service to the students by advocating for them with Trinity administration. The orientation also emphasizes the difference in assessment process compared to a US institution. There is heavy emphasis on independent study and the class grade could depend completely on the final exam. One student did note that there was a major discrepancy in course requirements among disciplines even though the total course credit was the same. The example provided was a Political Science student whose workload was significantly more than an English student’s. During the semester (in addition to email contact), staff checks in with students at least three times.

DCU also has a one-week orientation program. Since these students do not live at Binary Hub and spend limited if any time at the Center, this orientation is quite important. The student the committee spoke with was very positive about the orientation and seemed well informed about IES policies.

C. Curricular Design and International Students
D. Internships
E. Field Trips

Direct enroll students have access to the same optional field trips as IES Abroad Program students. See IES Dublin 2019 Program Assessment Committee Report
TCD hosts a “Freshers Fair” (fall) and “Refreshers Fair” (spring) – these are similar to US student activities fairs. Organization have tables/booths to introduce themselves to students.

TCD representatives noted that almost all IES students participated in at least one club on campus.

G. Re-entry into Home Culture and Home Institution

RECOMMENDATIONS - None

III. Student Learning; Assessment and Intercultural Development

A. Intellectual Development
B. Cognitive Growth
C. Interpersonal Growth
D. Intrapersonal Growth

RECOMMENDATIONS - None

IV. Resources for Academic and Student Support

A. Administrative Staff
IES Staff appear to have excellent relations with their counterparts at TCD, GSA and DCU and represent IES and the needs of the students very well. In addition, the staff at partner institutions seem very pleased with the quality of IES students and, to the extent possible, want to work with IES to meet student needs.

B. Academic Advising
Students interviewed described the application and registration process for TCD as time consuming and confusing. They gave high marks to IES staff for helping them through it and took pride in having completed it. Staff at TCD indicated that the institution is developing a streamlined process and on-line system to improve course registration and approval, but no firm timeline was given for the completion of that project. The advisor for TCD is herself a former student of TCD and thus was able to give pertinent and informed advice on policies and procedures.

C. IES Abroad and University Facilities
D. Access to Local Educational and Cultural Institutions
E. Research and Library Facilities
Students in direct enrollment programs have full access to libraries and campus facilities at their respective institutions.

F. Instructional Technology
G. Student Housing
DCU students live on campus, which is north of the River Liffey and a greater distance from the Center. The description of the facility was similar to Binary Hub. The committee spoke with a DCU student who was quite happy with the facilities there.

Trinity College students share housing with IES-taught program students in Binary Hub. Please see comments above regarding that housing option.

**RECOMMENDATIONS** - None

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**APPENDIX A**

**Irish Studies Program**

This program was first introduced when the Dublin Center opened in 2000 and was built around the theme of “Tradition, Change, and Identity in Modern Ireland.” One of the most popular courses at the time was PO/HS360 *Northern Irish Troubles, 1969-1999*, which led to the development of a concentration in Peace and Conflict Studies. The Peace and Conflict Studies concentration never fully took off and in 2015 the newly appointed director took the decision to keep the most popular courses, but to discontinue the concentration. Since 2015, the primary courses in the Irish Studies program have included:

- AN320  Irish Communal Identity
- CU250  Introduction to Irish Language and Culture
- CU270  Celtic Myth and Legend in Early Ireland
- HS/PO360 Northern Irish Troubles: 1969-1999
- LT342  Exploring Gothic Ireland: Fact, Fiction and Film
- LT354  The Finest Music – The Craft of Irish Poetry
- IN395  Internship Seminar
- SL395  Service Learning: Youth Engagement and Education in Ireland

**Writers Program**

Dublin – City of Literature and home to Yeats, Beckett, Joyce, and many other literary greats – has always been an appealing destination for English majors. In an effort to take advantage of the rich literary offerings in Dublin, the Center proposed a new thematic program for English, literature and creative writing majors. The Writers Program debuted in 2015 and was immediately successful. In addition to the IES course offerings, the Writers Program requires that its students participate in a 3-night, 4-day writer’s retreat to a small island in West Cork. Students also can take part in managing and updating an on-line writer’s anthology, “Homespun Sails” (www.homespunsails.org). Writers Program courses include:

- CW270  “Homespun Sails”: Anthology Production Workshop*
- CW348  Irish Playwriting: A Creative Introduction
- CW350  Photo/Graphic: Shaping Visual Narratives
- CW356  The Shadows that We Cast: Writing the Irish Short Story
• CW358 Write Here, Write Now: An Introduction to Immersion Writing
• LT354 The Finest Music – The Craft of Irish Poetry
• IN395 Internship Seminar
• SL395 Service Learning: Youth Engagement and Education in Ireland

*Available only to students enrolled in the Writers program

Business, Entrepreneurship and Technology Program
The Business, Entrepreneurship and Technology (BET) program was first introduced in 2015 with the idea of providing students with leadership, entrepreneurial, and digital skills in a vibrant capital city. For the past decade, Ireland has been an incubator for startups, particularly in technology, and it serves as the European headquarters for Google, Facebook, Twitter, LinkedIn, and many others. This provides an exceptional backdrop for students who are eager to study leadership, business development, and entrepreneurship, and to gain hands-on experience through an IES part-time internship. BET courses include:
  ☐ ET334 Globalisation and Entrepreneurship
  ☐ MK345 Digital Marketing & Communication
  ☐ IB344 Technology Ventures
  ☐ BS348 Negotiations
  ☐ IN395 Internship Seminar
  ☐ SL395 Service Learning: Youth Engagement and Education in Ireland

Direct Enrollment Programs

Dublin City University (DCU)
Founded in 1980, Dublin City University (DCU) has made its mark as a leader in Ireland’s educational system. Ireland’s Sunday Times named DCU University of the Year for 2010. It hosts approximately 10,000 students and boasts a number of research centers that collaborate with domestic and international universities. The Helix, Ireland’s largest art center, is based on campus. DCU’s main objective is to provide a lively educational and social environment, while encouraging a holistic approach to student development.

GPA Requirement: 3.0 on a 4.0 scale

IES students can take courses in the following departments:
  ☐ DCU Business School
  ☐ Faculty of Engineering and Computing
  ☐ Faculty of Humanities and Social Sciences
  ☐ Faculty of Science and Health

Past students have taken courses in the following disciplines:
  ☐ Communications
  ☐ Journalism

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Due to DCU’s calendar, IES students can only participate in the academic year or spring semester programs.

**Trinity College Dublin (TCD)**

As a 400-year-old university, Trinity College Dublin (TCD) has a long history of high academic quality and scholarship. It is Ireland’s oldest and one of its finest higher education institutions. In recent years, the college has increased its enrollment and diversity. The current student population represents 70 countries over six continents and totals more than 16,000 students.

GPA requirement: 3.3 on a 4.0 scale

IES Students have access to courses in the following departments:

- Faculty of Arts, Humanities, and Social Sciences
- Faculty of Engineering, Mathematics and Science
- Faculty of Health Sciences

In past semesters, IES students have taken courses in:

- Computer sciences
- Economics
- English
- History
- International Relations
- Neuroscience
- Philosophy/Classics
- Political Science
- Psychology
- Religious Studies

**National Theatre School of Ireland – Gaiety School of Acting (GSA)**

The National Theatre School of Ireland - Gaiety School of Acting is Dublin’s premier acting school. The policy of NTSI (GSA) is to train students for the theatre, film, and television industries by providing them with conservatory-like professional training taught by local acting instructors. Joseph Dowling, the internationally recognized theatre director, founded the school in 1986.

Fall semester students take part in a fully integrated program with local students. The fall semester begins with a three-week intensive IES Abroad theatre course (TH352 Soundings from the Fringes) that combines performance workshops with the critical study of plays, and integrates classroom work with Dublin’s annual Fringe Festival in September. Courses at the NTSI (GSA) then begin when the IES Abroad course ends in early October. The NTSI (GSA) courses conclude in mid-December.
The spring semester is a partially-integrated program as some modules are shared with local students while others are tailored to IES Abroad students. The spring semester begins in early January with courses at the NTSEI (GSA), and an IES Abroad theatre course (TH362 Northern Exposure) that focuses on the theatre of Northern Ireland, running consecutively. NTSEI (GSA) coursework ends in late March. The IES Abroad course then continues on until mid-April, culminating in a performance project. During both the fall and spring terms, students take the following modules:

- Voice for the Stage
- Acting
- Movement for the Stage
- Theatre History, Text Analysis, Stagecraft, and Theatre Visits

Application requirements:
- 2.75 GPA or better
- Applicants must be a major or minor in Theater Arts/Drama or have extensive theatre experience.

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**Appendix B**

**Guidelines for Standard IES Abroad 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).
6. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.

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. 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 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 standards of safety and risk management.

F. 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.

G. 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.

H. 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.

I. 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.

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 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. Reasonable accommodation is attempted to meet the needs of students with learning and physical disabilities.
8. IES Abroad Center facilities are operated according to environmentally responsible and sustainable practices.

E. 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.

F. 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.
7. Learning resources are made available to students according to best practices in sustainability.

G. Housing
1. Public transportation is readily available near the housing unit.
2. **Housing arrangements are based on the opportunity for a high level of interaction with the host culture.**
3. **Housing is well located for student access to local culture.**
4. Housing provides students with sleep and study space.
5. IES Abroad staff are trained to manage conflicts between a student and roommate or student residence manager that may arise.
6. IES Abroad staff educate students on energy conservations methods in their housing unit.

**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.
3. The school or University publishes its grading scale, or specifies the grading scale in a written agreement with IES.
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.**
   5. **IES Abroad staff introduces students to a process for reflecting on their experience abroad through CORE, Comprehensive Orientation and Re-entry.**

C. 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.
   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.

D. 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.

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

F. Engagement in Cultural and Social Activities
   1. Cultural and social activities organized by the University follow University and IES safety and risk management guidelines.
   2. University activities are open to and welcome IES Abroad students.

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3. IES Abroad staff conducts CORE, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.

G. 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.

III. 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.

IV. 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 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
5. IES Abroad staff is interested in and able to work with undergraduates from the U.S. and are committed to IES 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.