

THE  
FORUM  
ON EDUCATION  
ABROAD

EDUCATION ABROAD  
GLOSSARY

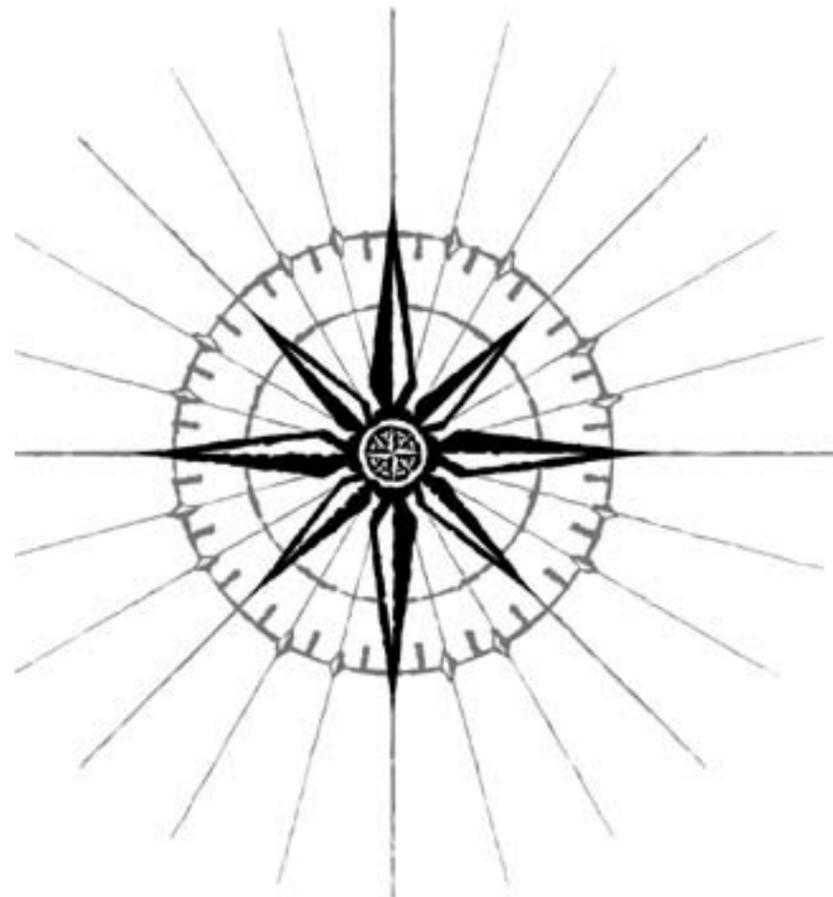


# THE FORUM ON EDUCATION ABROAD

## Education Abroad Glossary

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### Introduction to the First Edition (2009)

The field of education abroad has been expanding for years. The numbers of participating students and sponsoring institutions, the variety of destinations and program offerings, and the complexity of the field itself have all increased rapidly.

The terminology of the field of education abroad is as diverse as its practices, resulting in a degree of semantic ambiguity that at times borders on anarchy. Several terms may be used for the same concept, or the same term may have several meanings. Education abroad professionals have had no agreed-upon set of definitions upon which to base their work. This glossary is a beginning attempt to fill this gap.

To illustrate, is “short-term program” a useful phrase? If so, what exactly does it mean? (Is it defined by time of year? If so, are all summer programs short term by definition? Or, is it defined by length alone? If so, how many days or weeks constitute the cutoff point?) What do we call a study abroad program that places students in regular classes alongside host-country students in a foreign university? (Direct enrollment? Integrated study? University study? Integrated university study?) Can we agree on a term for a program run by an external provider but with which an institution has special ties? (An affiliated program? A cosponsored program? An approved program? An endorsed program? A highlighted program? A featured program?)

Some of this confusion is inevitable. Institutions organize their education abroad efforts differently, and a definition that makes sense for one institution may not for another. Moreover, many terms are used widely outside education abroad as well as within, and education abroad professionals are in no position to impose definitions unilaterally--The field does, however, have the power to reduce semantic ambiguity significantly.

The need for conventions may be mild or acute depending on the uses to which terms are to be put. For our everyday professional lives, the lack of precision may be only a minor inconvenience. On the other hand, clarity is essential when terms are to be used for data collection, grant and funding applications, and effective outcomes assessment.

Whenever feasible, entries in the glossary strive to standardize meanings, and when not, to identify competing usages explicitly. In developing the glossary, several decisions were made concerning scope and audience:

- The focus is on education abroad for U.S. college and university students. No attempt has been made to define terms concerned mainly with students from countries outside the U.S. who study in the U.S. or elsewhere, or with education abroad for primary or secondary school students, or for adult learners who are not students.
- The primary audience is education abroad professionals and faculty, both in the U.S. and in destination countries, who work with U.S. students abroad.
- Although the glossary focuses primarily on what has traditionally been defined as study abroad, it also gives some attention to other forms of education abroad, including work, internships, volunteering, service-learning, and educational travel.
- Some entries attempt to distill current usage for the education abroad profession, especially when the term comes from outside the field. Others propose conventions for use in the field.
- Definitions reflect (or in some cases recommend) U.S. usages.

## Introduction to the Second Edition (2011)

The second edition of the glossary represents a substantial revision. The number of entries has increased, including an entirely new section on geographical regions; there are new subsections on higher education organizations, and sustainability and social responsibility. Some entries have been reassigned to different locations, and the order of sections and subsections has been rearranged for more logical flow. Many individual entries have been heavily edited for length, clarity, and consistency of format.

The Task Force benefited from the assistance of countless others in preparing this second edition. Focus groups of education abroad professionals at meetings in Colorado, Minnesota, Missouri, and Wisconsin provided many suggestions for improvements. A group of ten volunteers from NASFAA (the National Association of Student Financial Aid Administrators) gave generously of their time to transform the financial aid subsection almost beyond recognition from the previous edition. A similar group of eight volunteers from NACADA (National Academic Advising Association) substantially improved material on the U.S. educational system. Barbara Kappler (University of Minnesota) and Bruce LaBrack (University of the Pacific) went spectacularly beyond the call of duty in editing the section on culture. Daniel Greenberg (Living Routes) and colleagues in the Forum's Environmental and Social Responsibility Working Group wrote the first draft of the subsection on sustainability and social responsibility. To these, and others too numerous to mention here, we offer our heartfelt gratitude.

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## Section 1. Understanding the U.S. Educational System

*Although some of the following definitions may be useful to professionals working in the U.S., this section is designed especially for overseas staff and faculty who work with U.S. students. A comprehensive list would be many times as long; nonetheless, this short compendium is designed to include many of the terms that host country educators working with U.S. students are most likely to encounter.*

### 1.1. Types of Educational Institutions

*The following definitions are based on U.S. usages. Some terms have different meanings in other Anglophone countries.*

**Carnegie Classification** – A categorization of U.S. higher education institutions maintained by the Carnegie Foundation for the Advancement of Teaching and widely used within U.S. academia. Basic categories include: Associate's Colleges; Doctorate Granting Universities; Master's Colleges and Universities; Baccalaureate Colleges; Special Focus Institutions; and Tribal Colleges.

**College** – 1) A type of institution of higher education. The distinction between a college and a university is not sharply defined; however in general a college tends to be smaller and offer fewer fields of study than a university, and awards few or no graduate degrees. 2) Within a university, a curricular subdivision that groups related disciplines such as a College of Arts and Sciences, a College of Business, or a College of Engineering. 3) In some Anglophone countries, and with somewhat increasing frequency in the U.S., a student housing and social unit. 4) In some large universities, the undergraduate divisions of subject areas.

**Community College** – A two-year, public institution of higher education. Community colleges are designed to offer the first two years of a four-year college degree, as well as terminal two-year associate's degrees. Four-year institutions typically accept community college credits for transfer. Many community colleges also offer associate degrees or vocational certificates in technical fields. Some community colleges are now offering four-year bachelor's degrees. Formerly referred to as a Junior College, a term now used only for private two-year institutions.

**Degree-Granting Institution** – Postsecondary educational institutions that award accredited associate's, baccalaureate, or graduate degrees.

**HBCU (Historically Black College or University)** – A set of higher education institutions, mostly in the southern and eastern sections of the U.S., that were originally aimed at, or restricted to, African-American students. These tend still to have predominantly African-American student bodies.

**Higher Education** – A subcategory of postsecondary education that generally leads to a college or university degree.

**Hispanic-Serving Institution** – A college, university, or other educational institution that includes a significant proportion of Hispanic students (at least 25% by the definition used by the Hispanic Association of Colleges and Universities).

**K-12 Education** – Term used widely in the U.S. to describe collectively primary and secondary education. ("K" refers to kindergarten and "12" to twelfth grade, normally the last year in a U.S. high school education.)

**Land Grant Institution** – A college or university whose state legislature has designated it to receive benefits under the Morrill Acts of 1862 and 1890, which awarded public lands to the recipient universities. Originally these benefits came in the form of federal lands to be used by each state to establish a public institution that would focus on, or at least complement traditional classical studies, with the study of such practical fields as agriculture and engineering. Although the federal support targeted specifically to land grant institutions has diminished greatly over the years—and no longer comes in the form of land—land grant institutions still retain a strong identity as such.

**Liberal Arts College** – A college whose curriculum consists mostly or entirely of courses and degree programs in the natural sciences, social and behavioral sciences, humanities, and fine and performing arts. Although the majority of liberal arts colleges in the U.S. are private, they may be public as well.

**Postsecondary Education (or Tertiary Education)** – Education beyond the high school level.

**Private Institution** – An institution run by a nonprofit organization or a for-profit corporation. In the U.S. a private institution may be secular or may be associated, to varying degrees, with a religious organization.

**Public Institution** – An institution that is chartered, regulated, and at least partially, funded by a unit of government, most often a state, and overseen by publicly appointed or elected officials.

**Tribal College** – A college, usually two-year, that is overseen by, and typically located on, a Native American reservation.

**University** – A type of institution of higher education that typically offers a varied curriculum, including one or more professional fields and at least some graduate degrees.

**Vocational/Technical Education** – A subcategory of postsecondary education focused on preparation for a specific occupation or trade and not leading to an academic degree. Examples include beauty schools, electronics schools, or secretarial schools. Credits earned at vocational or technical institutions are typically not accepted for transfer by institutions of higher education.

## 1.2. Degrees and Educational Levels

*Many of the terms below have fairly standard meanings from one country to another; however, some tend to be little used outside the U.S.*

**Associate's Degree** – A degree granted for successfully completing at least two years of undergraduate study in a prescribed academic program. Associate's degrees are awarded by community, technical, and tribal colleges and by some programs in four-year institutions.

**Bachelor's Degree (or Baccalaureate Degree)** – A degree awarded for completion of a prescribed academic program (generally four years or longer) of college or university study. In some academic fields at some institutions completion of the degree may require five years. In a number of other countries the counterpart undergraduate degree is based on three years of postsecondary study. (Typically in such countries, however, students must complete thirteen years of primary and secondary education before entering the university, as opposed to twelve in the U.S.) The two most common baccalaureate degrees are the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.). The former typically requires more breadth of course work and the latter more specialization.

**Certificate** – A non-degree recognition that a student has completed a prescribed program or set of requirements.

**Class Standing** – A student's year in school or status (first-year student, sophomore, junior, or senior) based on the student's progression (amount of time and/or number of credits) towards finishing degree requirements.

**Degree** – An academic title awarded by an institution to a student who successfully completes a prescribed program of studies.

**Degree-Seeking Student** – A student who has been admitted to, and is enrolled at, an educational institution in a status designed to lead to a degree.

**Doctoral Degree (or Doctorate)** – The highest level of graduate degree granted in certain academic fields in U.S. higher education. Typically requires four to six years or more of post-baccalaureate study with a dissertation as a capstone. The most common doctorate, called the "Doctor of Philosophy" (Ph.D.), is awarded in a large number

of disciplines, not exclusively philosophy. Several fields of study, such as Doctor of Medicine (M.D.); Doctor of Law (Juris Doctorate or LL.D.); and Education (Ed.D) have their own doctoral degree designations.

**Dual Degree** – Two degrees awarded to a single student by two different institutions by way of a formal articulation program between the institutions. The curriculum of the dual-degree program may be under the direction of a joint program faculty, with equal representation from each participating institution, or curriculum may be the separate responsibility of each institution.

**Fifth-Year Senior** – A student who has completed more than four years of undergraduate studies but has not graduated. Some bachelor's degree programs, for example, in engineering, may require five years of coursework to complete.

**First-Year Student** (synonymous with, and gaining currency over, **Freshman**) – A first-year undergraduate student. Often defined operationally in terms of number of credits or courses the student has completed (for example, less than 1/4 of the credits needed to finish a four year program). Definitions vary slightly from institution to institution.

**Gap Year** – An extra year that some students take between high school graduation and the beginning of higher education studies. Students sometimes use such a year for international work, internships, volunteering, or study.

**Graduate Student** – A student enrolled in a program of study leading to a degree beyond the baccalaureate level.

**Graduate Study** – Most often used broadly to describe any study leading to a degree beyond the baccalaureate level. Sometimes, however, it is defined more narrowly to include only those fields whose students are enrolled in an institution's Graduate School and to exclude those students enrolled in separately organized professional schools, such as a law school or medical school.

**Joint Degree** – A degree jointly offered and jointly awarded by more than one institution. A joint degree program leads to a single credential or degree conferred by all participating institutions. All institutions share responsibility for all aspects of the program's delivery and quality. The curriculum of the joint degree program is under the direction of a joint program faculty, with representation from each participating institution.

**Junior** – A third-year undergraduate student. Often defined in terms of credits completed (for example, between 1/2 and 3/4 of a four-year program).

**Leave of Absence** – A formally arranged period of time taken away from college or university as a break from studies. Institutions have requirements detailing how long a student may be gone and how to re-enroll.

**Master's Degree** – A graduate degree designed to require one to two years of full-time (or equivalent) post-baccalaureate study. The M.A. (Master of Arts) is granted in the largest number of disciplines; different fields of study have their own degree designations, such as M.Ed. (Master of Education); M.S. (Master of Science); M.P.H. (Master of Public Health) or M.B.A. (Master of Business Administration).

**Non-Degree Student** (sometimes also referred to as **Non-Matriculated Student**) – A student who is enrolled in classes but has not been admitted to the institution in a degree-seeking status. Degree-granting institutions that permit students from other institutions to participate in their study abroad programs typically choose to place visiting students in non-degree status. Students on reciprocal student exchange programs are also usually considered non-degree students at their host institutions.

**Postgraduate Education** – Education beyond the terminal degree (for example, Ph.D., J.D., or M.D.). Although this is the most common definition in the U.S., in some other systems (for example, British) the term means education beyond the undergraduate degree.

**Professional Degree** – A post-baccalaureate degree in a field such as medicine, business, law, the fine and performing arts.

**Professional Student** – 1) A student pursuing professional study specifically at the post-baccalaureate level (as in

“graduate and professional students”; see **Professional Study**). 2) A student pursuing professional study at any level, including undergraduate. 3) A colloquial term describing a student at any level who has been a student for much longer than is typically required for his/her desired degree.

**Professional Study** – A program of university-level study designed to train students for a specific profession such as engineering, teaching, law, medicine, or architecture.

**Retention Rate** – 1) Percentage of students who remain enrolled (or who earn a degree) at the end of a defined period of time. 2) In the field of education abroad, there are two additional usages of the term: a) the number of students who participate in an education abroad program as a percentage of those who originally inquired about it, or who applied, or who were accepted for participation; or b) the percentage of students who remain at their home institution and complete their degree after their education abroad experience.

**Senior** – An undergraduate student in the fourth year or later, often defined in terms of credits completed (for example, at least 3/4 of a four-year program).

**Sophomore** – A second-year undergraduate student, often defined in terms of credits completed (for example, between 1/4 and 1/2 of a four-year program).

**Stop Out** – To take a leave of absence with the intent to resume studies shortly.

**Terminal Degree** – The highest degree offered in a particular field of study.

**Time to Graduation** – Number of semesters, trimesters, quarters, or years it takes a student to finish his/her degree requirements.

**Transfer Student** – A student enrolled at an institution who has previously pursued study at the same level (for example, undergraduate) at one or more other institutions of higher education. The term applies regardless of whether the current institution accepts any degree credit from the previous institution(s).

**Undergraduate Student** – A student enrolled in a baccalaureate or associate degree program.

**Undergraduate Study** – Study toward a baccalaureate or associate’s degree.

### 1.3. Credit and Instruction

*The terms below include those related to the administrative aspects of coursework offered by U.S. institutions of higher education.*

**Academic Credit** – A defined measure of academic accomplishment that is used to determine a student’s progress toward a degree, a certificate, or other formal academic recognition. In the U.S., credit is most commonly counted as credit hours (or credits or units at some institutions) that are assigned to each course. Some institutions count courses rather than credit.

**Accreditation** – A process of reviewing a school’s programs and academics to ensure that quality programs are delivered and meet established standards. The accreditation process, conducted by external reviewers, may include reviews of a school’s mission, faculty qualifications, curricula, institutional self-evaluations, peer reviews, committee reviews, and suggestions for improvement. External reviewers and processes are determined through evaluation by recognized agencies (in the U.S.) or the Ministry of Education (in many other countries).

**Accredited** – An adjective applied to institutions, schools, departments, or programs that have completed an accreditation process as determined by an accrediting board, organization, or ministry.

**A-F Grading** – The most common U.S. grading scale, in which A is the highest grade and F is a failing grade. Some institutions add +’s and –’s to the grades of A, B, C, D, and/or F, and a few grant intermediate grades (for example, AB to indicate a grade half-way between A and B). There is no E in most U.S. grading systems.

**Audit** – To take a course without the possibility of academic credit. Also used as a noun (“I took the course as an audit”).

**Capstone** – A culminating scholarly activity or course designed to integrate the student’s learning and activities within a particular field or major department. In U.S. higher education, students are often required to produce a capstone project or thesis in their final year of study.

**Co-Curricular** – Activities, programs or events that complement or enhance curricular programming or goals. Co-curricular activities and programs are typically non-academic in nature, but relate other activities and experiences to the established curriculum or pedagogy. These can be either intentionally offered by the program or institution, or can be student-initiated and driven.

**Course Description** – A brief narrative description of the subject content of an academic course (“course” in the U.S. sense of the term).

**Course Load** – The number of courses for which a student is registered during a specified period of time. At some U.S. institutions all courses have the same weight (or number of credit hours), and a student’s load is measured by courses rather than credits.

**Credit by Evaluation** – Academic credit that is assessed and awarded for students’ experiences (academic, work, life experiences, or other). May be used by some institutions to award credit for learning achieved on non-accredited study abroad programs, or other overseas living experiences, for which the home institution will not grant transfer credit.

**Credit by Exam** – Credit awarded by an institution on the basis of an exam that evaluates a student’s proficiency in the subject matter (for example, language proficiency). Some institutions allow students to use this mechanism to earn credit for learning on non-accredited study abroad programs.

**Credit Conversion** – The process of determining the number of credits an institution should award to a student for courses taken abroad or at another U.S. institution with a different credit system (for example, quarter credits can be converted to semester credits, or European credits to U.S. credits).

**Credit Load** – The number of credit hours for which a student is registered in a specified period of time. At some U.S. institutions all courses have the same weight (or number of credit hours), and a student’s load is measured by courses rather than credits.

**Curricular** – Pertaining to the academic programming offered by an educational institution or program. In the education abroad context, curricular activities are those that are directly associated with academic work.

**Curriculum** – 1) A set of expectations and requirements for an overall program of study. 2) A collection of course offerings for a specific program of study (such as a degree program or a study abroad program).

**Distance Education** – A mode of delivering academic programming away from the campus, or at least away from the classroom, through such means as television, Internet, correspondence courses, CD-ROMs, etc.

**Extracurricular** – Activities outside the regular academic curriculum of the program or institution. Includes co-curricular activities as well as activities unrelated to the educational mission of the program or institution.

**Full Load** – 1) The number of courses or credits a student must take in order to graduate within the expected number of years (four years in most undergraduate programs, which would typically require 15 credits per semester or quarter). 2) The minimum number of courses or credits a student must carry in order to be eligible for full financial aid and other benefits allowed only to full-time students. At many institutions a full load for financial aid purposes is smaller (typically, 12 credits per semester) than a full load by the first definition.

**Full-Time Status** – Status of a student enrolled in a full load of courses as identified by a particular institution.

**Grade Conversion** – The process by which an institution translates a grade earned abroad, or at another U.S. institution with a different grading system, to an equivalent grade of its own.

**Grade Point Average (or GPA)** – A value given to the average grade a student achieved for a particular period of time (for example, term or degree program). The most common system of calculating GPA in the U.S. uses a four-point scale in which 4, 3, 2, 1, and 0 points are assigned to each credit of A, B, C, D, and F, respectively. Pluses or

minuses (for example, A+ or B-) are generally assigned intermediate values (for example, 3.67 for an A-, 3.33 for a B+). A smaller number of institutions use other scales for calculating a student's GPA; in the U.S. a small minority of institutions do not calculate the GPA.

**Grade Report** – 1) List of students and their grades prepared by a course instructor and turned in to the responsible authority for posting on the students' transcripts. 2) Document produced by an educational institution or agency showing the courses, credits, and grades earned by a student at that institution/agency, usually for a brief period of study, such as a quarter or semester. It may be a semiofficial document, but it is only for the personal use of the student and/or internal use at an institution of higher education. The only truly official academic record at a college or university is the transcript. Some institutions do award resident credit for study abroad on an affiliated program based on a grade report from the provider, however.

**Graduate Credit** – Academic credit that is potentially applicable to a graduate-level degree. In most course numbering systems graduate courses bear numbers above 500 or above 5000.

**Incomplete** – Grade indicating the student has not completed requirements for a course, but still has the opportunity to do so. Usually indicated on a transcript as a grade of "I." At some institutions an "I" automatically becomes an F after a specified period of time if the student does not complete the missing coursework.

**Independent Study (or Directed Study)** – Academic work carried out by a student, on his or her own, outside of a class setting. Normally, contact hours for such courses take the form of individual consultation between student and faculty, and the student work is most often research.

**Lower Division Credit** – Credit awarded for a course designed primarily for first- and second-year undergraduates. In most course numbering systems such courses bear numbers between 100 and 299 or between 1000 and 2999.

**Non-accredited** – Either not evaluated by a recognized higher education accrediting agency or not meeting an agency's standards. See **Accredited**.

**Non-credit** – Coursework or co-curricular activities for which students do not earn academic credit.

**Pass-Fail Grading (or Pass/No Pass grading, or S/N grading for Satisfactory/Not Satisfactory)** – A grading scale that simply notes whether a student passed or failed the course. The requirements of a "pass" grade are determined by the awarding body. The manner in which the pass-fail grades are handled varies by institution and sometimes even by discipline. Some fully count the credit whereas others put limits on how it can be used.

**Pedagogy** – 1) The science and theory behind the practice of teaching. 2) Teaching techniques/approaches used by an instructor.

**Resident Credit** – Academic credit earned at an institution by a student who is in a degree program at that institution. An institution may designate credit earned on approved study abroad programs to be resident credit. Some institutions allow grades earned on an approved study abroad program to count in the student's GPA, although institutional policies vary in this respect.

**Syllabus** – A detailed summary of the content and requirements of an academic course. A syllabus typically includes such things as course objectives, lecture or discussion topics, assigned and optional readings, writing assignments, and evaluation criteria.

**Transcript (or Grade Transcript)** – Document produced by an educational institution showing the courses, credits, grades, and degrees earned by a specific student at that institution. Most institutions issue both official transcripts (produced on official paper and/or with official seals, and often mailed directly to another institution) and unofficial transcripts (often issued directly to the student on ordinary paper).

**Transfer Credit** – Academic credit earned at another institution and accepted in lieu of resident credit toward the degree at a student's home institution. Grades earned usually do not count in the student's GPA. Each institution sets its own limit on the number of transfer credit hours that can be accepted.

**Undergraduate Credit** – Academic credit that will apply toward a degree, certificate, or other formal academic recognition for a student completing a program that is at the baccalaureate level or lower.

**Upper Division Credit** – Credit awarded for a course designed primarily for juniors and seniors. In most course numbering systems such courses bear numbers between 300 and 499 or between 3000 and 4999.

**Withdrawal** – Grade indicating a student officially dropped a course and will earn no credit. Usually indicated on a transcript as a W. Does not affect the student's GPA.

#### 1.4. Classes and Courses

*This section addresses terms that have multiple meanings in multiple countries. It aims to provide guidance to overseas professionals working with U.S. undergraduates.*

**Class** – 1) All instances of a regularly scheduled meeting when a particular group of students are instructed in a designated subject or topic. Successful completion of the class based on faculty assessment results in the awarding of credit(s) toward a student's graduation. 2) Any single meeting time of a regularly scheduled class as described in the first definition. 3) A student cohort that completed or is scheduled to complete degree requirements simultaneously (for example, "the Class of 2015").

**Contact Hour** – An hour of scheduled instruction given to students. In many systems of accounting, a contact hour actually consists of 50 minutes. In typical U.S. systems, one semester credit requires 15 contact hours and one quarter credit requires 10 contact hours per week.

**Course** – 1) An individual class (see the first definition of **class** above; for example, "I need five courses in history to graduate"). This is the most common use of the term in the U.S. system. 2) The degree-seeking process as a whole (for example, "My course of study was history."). This usage is secondary in the U.S. but primary in a number of other Anglophone countries.

**Cross-Listing** – Assigning the same offering of a course to more than one academic department or discipline, or to more than one level. For example, a student might have the option of registering for a course on History of Argentina for History credit or for Latin American Studies credit; or a course might be available at either the lower division or the upper division level (with some differences in course requirements between the two).

**Discipline** – An area of academic study or branch of knowledge that constitutes a field unto itself. Examples include accounting, agronomy, art history, electrical engineering, political science, and social work, etc. Disciplines in turn are often grouped under broader designations according to their subject, such as business, engineering, fine arts, humanities, natural sciences, and social sciences. "Multidisciplinary" or "interdisciplinary" courses or research combine the subject areas of more than one discipline.

**Double Degree (or Dual Degree)** – 1) Pursuit of two different degrees simultaneously at the same institution (for example, a B.A. degree with an anthropology major and a B.S. degree in mechanical engineering). 2) Pursuit of degrees simultaneously from two cooperating institutions (sometimes in different countries), whether in the same or different fields. In either case the double degree typically takes less time than would the two if pursued entirely independently.

**Double Major** – Pursuit of two majors simultaneously (for example, "She has a double major in Spanish and international relations"). Also used as a verb ("He is double-majoring in agronomy and cell biology").

**Elective (or Elective Course)** – A course that counts toward the total number of credits needed for graduation but does not fulfill more specific degree requirements (such as major or minor or general education requirements). Sometimes used also within a major or minor to indicate a course that fills a general major requirement but not a specific one. (For example, a political science major might require one course in political philosophy, one course in American politics, one course in comparative politics, and one elective in political science.)

**General Education (or Liberal Education or Liberal Arts Education)** – The academic tradition in U.S. undergraduate education that requires students not only to have a primary course of study, but also to take classes in a variety of different “core” disciplines (humanities, social sciences, natural sciences, fine arts, etc.). The goal is to foster student learning earmarked by reflecting both “depth” and “breadth.”

**Hour of Student Effort** – An hour spent by a student on work designed to fulfill course requirements. Hours of student effort include not only contact hours, but also hours spent on such activities as course-related reading, research, and writing for term papers, as well as field work, field trips, and studying for exams, etc. In typical U.S. systems faculty are urged to design their courses so that an average student invests about 45 hours of effort per semester credit (normally consisting of 15 contact hours plus 30 hours out of class), or 30 hours per quarter credit (10 and 20, respectively).

**Major** – The field of study that comprises an undergraduate’s academic specialization while at university/college. In the U.S. system of higher education, students typically “declare” a major within the first two years of their undergraduate careers. Majors tend to require 10–12 courses in a specific discipline or area of knowledge. Used also as a verb (“I am majoring in psychology”).

**Minor** – A field of study that reflects an emphasis within a student’s academic career, but is not as comprehensive or encompassing as a major. Minors tend to require four to five courses in a specific discipline or area of knowledge. Used also as a verb (“I plan to minor in chemistry”).

**Online Course** – A course offered via the Internet, whether by a traditional physical institution with a campus or an entirely online, or virtual, institution.

**Prerequisites** – Those classes that must be taken by a student before admission into advanced classes is permitted.

**Subject** – Used interchangeably with either major (“Her subject at college was history”) or discipline (“The subject of the class was history”).

### 1.5. Academic Calendars

*There is no national academic calendar in the U.S.; individual institutions usually determine their own calendars. The following are the calendar systems and elements most commonly used by U.S. higher education institutions.*

**4-1-4 System** – Semester system that includes a fall semester, spring semester and a three- to five-week term between fall and spring semesters, so that spring semester begins later than in a typical semester system. In some 4-1-4 systems the extra term is required for graduation; in others it is optional or is required only for a specified number of years.

**January Term (or J-Term, or Intersession)** – The shorter term between fall and spring semesters. Some institutions on this calendar require the J-term for graduation; at others it is optional or is required only for a specified number of years.

**4-4-1 System** – Semester system similar to the 4-1-4 system except that the three- to four-week term (sometimes called Maymester or May Term), almost always optional, comes after spring semester, typically in May.

**Modular System (or Block System)** – A relatively uncommon academic calendar in which students take just one course at a time. One block, or term, usually lasts three or four weeks.

**Quarter System** – Academic calendar consisting of three periods during the regular academic year, each typically 10 to 11 weeks in duration, plus one or more summer periods that typically are optional and operate with reduced enrollments. In the most common variant, fall quarter runs from late September to mid-December, winter quarter from early January to mid-March, and spring quarter from late March to mid-June. Students normally must complete twelve quarters of full-time study or the equivalent to obtain a four-year undergraduate degree in the U.S.

**Semester System** – Academic calendar consisting of two terms during the regular academic year, typically 14 to 16 weeks each in duration. Usually fall semester begins in late August or early September and finishes in mid-December or later; spring semester typically begins in early to mid-January and ends in late April to mid-May. There may also be one or more summer sessions, which usually are optional and shorter than semesters. Students typically must complete eight semesters of full-time study or the equivalent to obtain a four-year undergraduate degree in the U.S. This is the most common academic calendar among U.S. institutions of higher education.

**Summer Session (or Summer School)** – A period of study during the summer that is shorter than a semester and is not considered part of the regular academic year. Some institutions divide the summer into two or more sessions.

**Trimester System** – Academic calendar consisting of three terms during the regular academic year, each typically 10 to 11 weeks in duration. Unlike in the Quarter System, typically there is not a summer session. Students normally must complete twelve quarters of full-time study or the equivalent to obtain a four-year undergraduate degree in the U.S.

### 1.6. Selected Higher Education Organizations

*The following are the higher education associations with which education abroad professionals are likely to have contact. Because they tend to be referred to by their acronyms more often than their full names, entries begin with, and are alphabetized by, the acronym or abbreviated name.*

**AACRAO (American Association of Collegiate Registrars and Admissions Officers)** – Individual membership association of higher education admissions and registration professionals in the U.S. and other countries around the world. Mission is to “serve and advance higher education by proving leadership in academic and enrollment services.” AACRAO also coordinates the International Education Services (IES), which provides training and guidance on credential evaluation services.

**AACSB (Association to Advance Collegiate Schools of Business)** – Association of educational institutions, businesses, and other organizations devoted to the advancement of higher education in management education. AACSB bills itself as the premier accrediting agency of collegiate business schools and accounting programs worldwide.

**ABET (Accreditation Board for Engineering and Technology)** – Federation of professional and technical societies representing the academic world and industry. ABET promotes quality and innovation, including through its role as the primary accrediting agency in applied science, computing, engineering, and technology.

**ACE (American Council on Education)** – Organization representing higher education presidents and chancellors. Through advocacy, research, and innovative programs, ACE has become one of the strongest voices for higher education in the U.S. It is an advocate for the strengthening of international education.

**ACPA (American College Personnel Association)** – Professional organization representing student affairs professionals in higher education. Provides outreach, advocacy, research, and professional development to foster college student learning. As of 2010 it is engaged in serious merger discussions with NASPA (National Association of Student Personnel Administrators).

**ACTFL (American Council on the Teaching of Foreign Languages)** Individual membership organization of foreign language educators and administrators from elementary through graduate education, as well as government and industry. ACTFL focuses on the improvement and expansion of teaching and learning of all languages at all levels of instruction.

**AIEA (Association of International Education Administrators)** – Association of higher education senior international officers, dedicated to advancing the international dimensions of higher education.

**AIRC (American International Recruitment Council)** – U.S.-based institutional membership association of accredited U.S. post-secondary institutions and student recruitment agencies for the purpose of establishing quality standards, including ethical guidelines, for U.S. institutions recruiting international students.

**AMPEI (Asociación Mexicana para la Educación Internacional)** – Individual membership association dedicated to improving the academic quality of Mexican educational institutions by means of international cooperation.

**APAIE (Asian-Pacific Association of International Educators)** – Individual member organization promoting international education in higher education in the Asia-Pacific region. Open to members anywhere, although its membership core is in East and Southeast Asia and Australia.

**APLU (Association of Public and Land-Grant Universities)** – Institutional membership association of public research universities, land-grant institutions, and state university systems. APLU provides a forum for the discussion and development of policies and programs affecting higher education and the public interest. Formerly known as National Association of State Universities and Land-Grant Colleges (NASULGC).

**CBIE (Canadian Bureau for International Education)** – Institutional membership association dedicated to the advancement of international education from K-12 through graduate levels. Encourages study in Canada, and study abroad by Canadians, through exchanges, scholarships, training awards and internships. CBIE also coordinates research, professional development, and training for international educators in Canada.

**EAIE (European Association for International Education)** – Europe-based individual member organization focused on international education in Europe at the post-secondary level.

**Forum on Education Abroad** – An institutional membership organization that promotes the advancement of the field of education abroad through standards of good practice, improving study abroad curricula, promoting data collection and outcomes assessment, and advocating for high quality education abroad programs.

**HACU (Hispanic Association of Colleges and Universities)** – Institutional membership organization representing the interests of Hispanic students at colleges and universities in the U.S., Puerto Rico, Latin America, Spain and Portugal. Most members are U.S. institutions serving substantial numbers of Hispanic students.

**IIE (Institute of International Education)** – U.S.-based organization that works closely with governments, foundations, and other sponsors to promote closer relations between the people of the U.S. and those of other countries, for study and training for students, educators and professionals. It administers a number of important programs with the U.S. Department of State, including the Fulbright Program and Gilman Scholarships. IIE also conducts policy research, provides resources on international exchange opportunities, offers support to scholars in danger, and compiles an annual statistical report on international educational exchange.

**NACADA (National Academic Advising Association)** – A U.S.-based individual membership association of professional advisers, counselors, faculty, administrators, and students that promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students.

**NAFSA: Association of International Educators** – A U.S.-based individual membership association for international education professionals that focuses especially on advocacy and professional development. The acronym originally stood for National Association of Foreign Student Advisers. NAFSA's mission and membership have broadened through the years to include all aspects of international educational exchange.

**NASFAA (National Association of Student Financial Aid Administrators)** – A U.S.-based institutional and individual membership organization that provides advocacy, training, and professional support to individuals and organizations involved in the administration of student financial aid at postsecondary education institutions.

**NASPA: Student Personnel Administrators in Higher Education** – An individual membership organization focused on student affairs administration. Provides guidance and support on policy, practice, and research on student life and learning in higher education. The acronym originally stood for National Association of Student Personnel Administrators.

### 1.7. The Field of International Education

*The term “international education” is often applied to a myriad of professions, activities, and disciplines. The following definitions position education abroad within those activities and highlight those terms that are sometimes used interchangeably with “education abroad.”*

**Curriculum Enhancement** – An institution's use of education abroad to enhance its academic range by offering courses not available on the home campus.

**Curriculum Integration** – Incorporating coursework taken abroad into the academic context of the home campus. It involves weaving study abroad into the fabric of the on-campus curriculum through activities such as course matching, academic advising, departmental and collegiate informational and promotional materials, and the structuring of degree requirements. It often requires the review of coursework by the home institution's academic departments.

**International Education** – 1) A field involved in facilitating and supporting the migration of students and scholars across geopolitical borders. Professionals involved in this field may be employees of educational institutions, government agencies, or independent program and service providers. This may include, but is not limited to (on U.S. campuses), support for matriculating and exchange students from countries outside the United States, instruction in English as a second language, international student recruitment, assessment of non-U.S. higher education credentials, student services for postgraduate research students and fellows, facilitation of education abroad for U.S. students, and (outside the U.S.) support and services for visiting U.S. students. 2) The knowledge and skills resulting from conducting a portion of one's education in another country. As a more general term, this definition applies to international activity that occurs at any level of education (K-12, undergraduate, graduate, or postgraduate).

**International Educational Exchange** – The migration of students (secondary, undergraduate, graduate, postgraduate) and scholars between educational institutions in different countries. A narrower usage of the term “exchange” refers to reciprocal agreements that allow students, faculty, or staff to spend a specified period of time at institutional partners of their home institutions.

**International Experience** – Any opportunity, credit-bearing or non-credit-bearing, undertaken by a student outside his or her home country.

**International Program** – 1) Any university/college activity, credit-bearing or non-credit-bearing, with an international dimension (for example, non-credit-bearing study tour, credit-bearing study abroad program). 2) An education abroad program. 3) An administrative and/or academic unit responsible for global efforts (for example, Office of International Programs).

**International Relations (or International Studies or Global Studies)** – An interdisciplinary field of study (historically, often considered an extension of political science but more often embracing many disciplines) that studies foreign affairs, relations among state and non-state actors, and other transnational social phenomena (globalization, terrorism, environmental policy, etc.).

**Internationalization at Home** – Efforts to internationalize a university's home campus so that its students are exposed to international learning without leaving the home campus.

**Internationalizing the Curriculum** – A movement to incorporate international content throughout an educational institution's curriculum.

## Section 2. Education Abroad Program Features and Types

*This section attempts to standardize uses of terms related to various program features and types of programs.*

### 2.1. Learning Outside of the Home Campus

*Education abroad is a subset of a wider universe of study outside of the home campus that includes a variety of educational experiences. These terms help place education abroad in that broader context.*

**Abroad** (or **Overseas** or **Foreign**) – As adjectives, terms used to describe the country or culture that hosts the U.S. student during his/her international educational experience. Each term has some drawback; for example, U.S. students in Canada are not technically “abroad” or “overseas,” and “foreign” often has a pejorative usage in popular press.

**Domestic Off-Campus Study** – Off-campus study that occurs away from the student’s home institution but within the same country. See **Off-Campus Study**.

**Education Abroad** – Education that occurs outside the participant’s home country. Besides study abroad, examples include such international experiences as work, volunteering, non-credit internships, and directed travel, as long as these programs are driven to a significant degree by learning goals.

**Independent Study Abroad** – 1) A research project or other individualized project that a student pursues overseas. This may be offered as part of the curriculum on an overseas program, or the student may be doing the project independent of a program. 2) Study abroad programs undertaken by students that are not part of their home university’s officially approved study abroad offerings. (This phenomenon goes by various other names, such as “study on an outside program” or “study on a non-affiliated program.” Institutions have different policies about this and different terminology).

**Junior Year Abroad** (or **JYA**) – Study abroad during the entirety of a student’s junior year in college. This term was once used widely as a near synonym to Study Abroad. However, it has gradually fallen out of favor, as it does not reflect accurately the diversity of program durations or of the class standing of participating students.

**Off-Campus Education** (or **Off-Campus Learning**) – Educational activities/programs outside the confines of the participant’s home campus, whether abroad or in the country where the home institution is located. Includes not only for-credit study, but also a variety of activities that do not result in academic credit or fulfillment of degree requirements. Experiences such as non-credit internships, volunteering, and alternative break travel programs can all qualify as off-campus education when driven to a significant degree by learning goals.

**Off-Campus Study** – A category of off-campus education that results in progress toward an academic degree at the home institution. Domestic Off-Campus Study and Study Abroad are subtypes. Includes not only exchanges and off-campus study terms but also such activities as field research projects, field trips, biology or geology field courses, internships yielding credit or fulfilling other degree requirements, or course-embedded service-learning. Although “progress toward an academic degree” most often means the home institution will grant or accept degree credit, possibilities include satisfaction of a language requirement or completion of a senior thesis. See **Off-Campus Education**.

**Program Site** – The geographical location at which an education abroad program takes place. Most commonly, a site is identified by the name of the host city or town, but it may sometimes be named for a different unit; for example, a region, a rural community, or an archaeological site.

**Study Abroad** (synonymous with, and preferred to, **Overseas Study** or **Foreign Study**) – A subtype of **Education Abroad** that results in progress toward an academic degree at a student’s home institution. (Or may also be defined as a subtype of Off-Campus Study that takes place outside the country where the student’s home institution is located.) This meaning, which has become standard among international educators in the U.S., excludes the pursuit of a full academic degree at a foreign institution. (In many other countries the term study abroad refers to, or at least includes, such study.)

**Study Abroad Program** – 1) An education abroad enrollment option designed to result in academic credit. Several study abroad programs may be housed at the same location or center. Simultaneously, an educational institution or an independent program provider may offer distinct programs at a location. 2) The administrative unit at an institution that oversees study abroad options for its students. Separate options at separate locations are considered programs. When two or more options are offered at the same location, they are distinct programs if a) their sponsor(s) give them different names, and b) they meet either of two additional criteria: either they have different sponsors and application procedures for admission (for example, Program Provider 1 at the University of York and Program Provider 2 at the University of York are distinct programs even though their students may have access to the same classes; or they have the same sponsor but separate application pools and completely separate student bodies and courses (for example, Provider 1 *Brussels Language and Culture* and the Provider 1 European Union may be distinct programs because students must apply to one or the other and, once admitted, never are in same the classroom together).

**Study Abroad Program Track** (roughly synonymous, and preferable, to **Study Abroad Program Concentration**) – One of two or more identified enrollment options within the same study abroad program. Tracks may be distinguished from each other on the basis of several defining criteria, the most common of which are content (for example, a cultural studies track versus an environmental studies track) and language of instruction. If students in the different enrollment options share no courses, these options are separate programs rather than separate tracks.

**Study Away** – Study that takes students entirely away from the home campus for a period of time, whether to a destination within or outside the U.S. The term tends to be used most often at campuses where the same office is responsible for both study abroad and domestic off-campus study. Roughly a synonym for **Off-Campus Study**.

### 2.2. Study Abroad Program Types

*These definitions synthesize various program characteristics into idealized models. They are based on the type of student experience, including pedagogy and program format, rather than such features as sponsorship, duration, or whether faculty-led or not. The types do not constitute sharply differentiated boxes nor do they necessarily imply different degrees of cultural immersion.*

**Field Study Program** – A study abroad program type whose pedagogy revolves around experiential study outside the classroom setting. Examples include field research programs, internship programs, service-learning programs, archaeological field schools, and field biology programs.

**Integrated University Study** – A study abroad program type in which the predominant study format is participation in regular courses alongside degree-seeking students from the host university. May be either via **Direct Enrollment** or enrollment facilitated by a study abroad provider organization.

**Overseas Branch Campus** – A separate campus of a college or university whose main campus is in a different country. Formal accreditation is typically through the country where the main campus is situated, and the academic structure typically mirrors that of the main campus. Unlike study abroad programs, overseas campuses offer degrees. They may be aimed primarily at host country students or at students from the country of the sponsoring institution.

**Study Abroad Center** – An education abroad model in which the predominant study format consists of classroom-based courses designed for non-host country students. Centers may be operated independently, be special units within a host country university, or be sponsored by a college or university in another country or by a study abroad provider organization. Many study abroad centers have permanent staff and facilities.

**Travel Seminar** (preferable to the roughly synonymous Study Tour or Study Travel Program) – A program in which students travel to many different cities or countries and receive instruction in each location, often regarding a

designated, unifying topic. Examples include shipboard education programs or European cultural studies tours. This is a distinct program type and differs from field trips or excursions within other program types/subtypes.

### 2.3. Program Descriptors and Program Subtypes

*The terms in this subsection are frequently used in characterizing study abroad program formats, models, and types. Several also describe subtypes of the major program types described in the preceding subsection.*

**Academic Internship Program** – A subtype of field study program in which the focal activity is a credit-bearing internship. See also **Internship**.

**Area Studies Program** – A subtype of study abroad program whose primary focus is the study of the host country or region from the perspectives of a variety of disciplines.

**Bilateral Student Exchange** – A program involving reciprocal movement of students between two institutions. May be student-per-student, or a specified number of incoming students may be accepted per outgoing student.

**Custom Program (or Customized Program)** – A study abroad program administered by a program provider organization according to specifications of a college, university, consortium, or other group.

**Departmental Program** – A study abroad program operated by an academic department (or by a college within a university); often coursework is specific to the discipline of the sponsoring department. In some cases the department bears full administrative responsibility; in others it runs the program through a partnership with the education abroad office.

**Direct Enrollment** – Study at an overseas university without the assistance of external offices such as those of a program provider. Not to be confused with Integrated University Study, for which it is sometimes used as a synonym.

**Duration (or Length)** – The period of a sojourn or education abroad program, excluding the pre-departure preparation or post-return activities.

**Embedded Program (or Course-Embedded Study Abroad)** – A short study abroad experience that forms an integral part of, or an optional add-on to, a course given on the home campus. Most commonly, the study abroad portion of the course takes place during a midterm break or after the end of the on-campus term and is just a week or two long.

**Exchange** – A program involving reciprocal movement of participants—whether faculty, students, staff, or community members—between institutions or countries.

**Faculty-Led Program (or Faculty-Directed Program)** – A study abroad program directed by a faculty member (or members) from the home campus who accompanies students abroad. Usually, though not always, brief in duration.

**Hybrid Program (or Mixed Program)** – A program that combines two or more of the program types to a significant degree. For example, a study abroad center might emphasize courses just for study abroad participants but also permit students to enroll in host university courses and to do a credit-bearing internship.

**Immersion Program** – An informal term for a program that integrates students into the host culture to a substantial degree. Includes integrated university study programs and some varieties of field study programs.

**Island Program** – An informal term for a program whose pedagogy formally includes little cultural immersion, such as a program in which home-campus students live together and home-campus faculty instruct them in facilities owned by the home campus. Usage of this term is declining because of pejorative connotations.

**Language Institute** – A study abroad center whose primary mission is language instruction. Some language institutes also provide foreign language instruction to students from the host country.

**Language Program** – A study abroad program whose primary purpose is language instruction. Includes such variants as language institutes, language-focused programs for foreigners at host universities, and language-focused programs run by U.S. universities.

**Multilateral Student Exchange** – A reciprocal agreement among three or more participating institutions. Typically, in such exchanges the balancing of number of participants occurs across all the participants in the system, so that an outgoing student need not go to the same institution, or even the same country, as the incoming counterpart.

**Multi-Site Program** – A program in which students spend a significant amount of time studying in each of two or more locations.

**Program Design** – The basic structure of an education abroad program. Combines such considerations as duration, scheduling, level, phases (for example, a one-week orientation followed by 10 weeks of classroom study and a four-week internship); and pedagogical model (for example, field study, integrated university courses).

**Program Model** – A combination of characteristics that provide a shorthand description of an education abroad program. Examples: short-term, faculty-led travel seminar; summer intensive language program; geology field research program; integrated program in a Spanish-speaking university; student exchange program in business studies; work abroad program; internship program in environmental studies.

**Research Program** – A subtype of field study program in which the main focus is research conducted by participating students.

**Service-Learning Program** – A subtype of field study program in which the pedagogical focus is a placement in an activity that serves the needs of a community.

**Sojourn** – A period of time spent living in a cultural setting different from one's own.

**Student Exchange** – A reciprocal agreement whose participants are students. Subtypes are **Bilateral Exchanges** and **Multilateral Exchanges**. Exchanges often involve some system of “banking” tuition (and sometimes other fees) collected from outgoing students for use by incoming students. The term student exchange is sometimes used erroneously as a synonym for study abroad.

**Theme Program (or Thematic Program)** – A study abroad program focused on a particular subject (for example, the European Union, environmental studies, or gender and development).

### 2.4. Program Duration

*Many of the terms describing program duration are used universally (for example, semester or academic year), but these definitions are often imprecise. Those offered below provide meanings strictly in terms of the length of time that students are at the education abroad site and participating in an education abroad program. This classification scheme separates the definition of program length from the definition of program scheduling.*

**Quarter** – Corresponding in length roughly to a term on a U.S. quarter calendar (generally about nine to 11 weeks).

**Semester** – Lasting roughly the length of a term on a U.S. semester calendar (generally about 12 to 17 weeks).

**Short-Term** – Lasting eight weeks or less; may include summer, January, or other terms of eight weeks or less.

**Two Quarters** – Corresponding in length to two terms on a U.S. quarter calendar (typically about 18 to 22 weeks), regardless of whether or not the home or host institution is on a quarter system.

**Year** – Lasting at least as long as a typical academic year of two semesters or three quarters. Generally between about 26 and 45 weeks of actual coursework (excluding vacations).

## 2.5. Scheduling

*These definitions concern the time of year in which the program abroad takes place. [Seasonal terms (fall, winter, spring, summer) refer to the northern hemisphere regardless of the location of the education abroad experience].*

**Academic Year** – Year roughly aligned with northern hemisphere academic calendars (usually beginning sometime between July and October).

**Fall** – Occurring mostly or entirely between September and mid-December. Includes fall semester programs, fall quarter programs, two-quarter fall/winter programs, and summer/fall combinations.

**Calendar Year** – Year roughly aligned with southern hemisphere academic calendars (usually beginning sometime between December and March).

**Spring** – Occurring mostly or entirely between January and May. Includes spring semester programs, spring quarter programs, two-quarter winter/spring programs, spring break programs, and combination spring/summer programs. Does not include winter-quarter, winter-break, J-term (January term), or May term programs.

**Summer** – Occurring mostly or entirely between May and August. Includes May term programs.

**Winter** – Occurring mostly or entirely between mid-December and the end of February. Includes winter-break programs, J-Term programs, and winter-quarter programs but not spring semester programs.

## 2.6. Orientation

*Orientation programming in education abroad ideally is ongoing and designed to support students throughout the study abroad experience, highlighting ways to transform experiences into academic, personal, and professional growth.*

**Continuous Orientation** – The ongoing and unified process of providing orientation during all phases of the education abroad experience: pre-departure, on-site, and re-entry.

**On-Site Orientation (or In-Country Orientation)** – Orientation programming that is facilitated at the location of the education abroad experience, usually shortly after arrival abroad. On-site orientation usually includes presentations on the academic program housing, regional geography, health and safety, rules of conduct, and other issues of getting started and living successfully in the new culture. On-site orientation may include follow-up workshops on housing issues, cultural adjustment, career preparation, reentry, etc. In contrast to a pre-session, an on-site orientation usually does not yield academic credit.

**Pre-Departure Orientation** – Programming intended to prepare students for a meaningful, successful, and educational experience abroad. Pre-departure orientation addresses everything from practical concerns with passports and student visas, health and safety, and academics to cultural adjustment, intercultural learning, and diversity awareness. Includes information on what to expect in the education abroad program, including such matters as housing, finances, transportation, and emergency contacts. Orientation may consist of written materials, in-person meetings, webinars, online training modules, e-mail correspondence, phone conversations, or (typically) some combination of these elements.

**Pre-Session** – In-country programming offered in the weeks between the beginning of an education abroad experience and the beginning of regular classes. Typically, pre-sessions are used in university-based programs and are designed to provide intensive preparation for coursework in the host university system. This may involve intensive language or discipline-specific study. Successful completion may be a required provision for participation in the education abroad experience. Academic credit is usually awarded.

**Re-Entry Orientation (or Re-Entry Program or Re-Entry Conference)** – Orientation programming intended to support students with readjustment back to their home culture and campus. This orientation encourages

students to reflect on what they learned abroad and to articulate their experiences to themselves and to others as tools for building their new skills and perspectives. Reentry orientation may be built into the in-country program and/or given on the home campus after the students' return.

## 2.7. Learning Outside of the Classroom

*These terms focus on education abroad through structured experiences, outside of the classroom setting, whether academic credit-bearing or not.*

**Conversation Partner Program (or Conversation Exchange or Intercambio)** – An arrangement through which native speakers of two languages are matched in pairs or small groups for the purpose of language practice and cultural exchange. In the study abroad context, this typically means matching a study abroad participant with a member of the host community who wants to learn the participant's language.

**E-Pal Program** – An arrangement through which education abroad students are introduced to local students by electronic communication such as e-mail or social networking sites, with the expectation that the pair will carry on a conversation beginning as early as several months before arrival. In some cases, the local student will meet the education abroad student upon arrival and participate in the welcome orientation. In some cases, an e-pal can also serve as an on-site conversation partner and cultural informant.

**Experiential Education** – Learning by doing. This term, which traces its origins to the works of John Dewey, encompasses a vast array of approaches to learning inside and outside the classroom that complement more conventional instruction. Methods may include research, field trips or seminars, laboratory work, fieldwork or observation, as well as immersion in workplace settings, such as internships, volunteering, teaching, and paid jobs. Giving structure to the learning experience through observation, reflection and analysis is often seen as an essential element of experiential education. Experiential education may be curricular (for credit) or co-curricular (not for credit).

**Field Study** – Structured learning outside the classroom. Includes such experiences as internships, service-learning projects, field trips and excursions, nature observation and research, small-team field assignments, and individual research projects.

**Field Trip (or Excursion)** – A group journey away from the main instructional location for educational purposes, whether as part of an academic course or as a program-wide activity involving, or open to, participants in all courses.

**Homestay Visit** – A short-term homestay for a student who is otherwise in another type of housing such as a residence hall or an apartment. May be for as little as a weekend. In this context it is considered a strategy for cultural enrichment rather than a type of accommodation.

**Internship Abroad** – A work abroad placement, usually connoting working with professionals, with a primary purpose that is educational. Essentially synonymous with the terms Practicum and Practical Training (the latter term also describes a status for international students pursuing an internship in the U.S.). An internship program may be offered for the experience in its own right, or it may be combined with coursework and offered within the context of a study abroad program for academic credit. An internship may be paid or unpaid.

**Reflection** – A consideration or analysis of a topic or experience that has an academic basis but is also personal in nature. This is a common pedagogical method for courses on study abroad programs that examine cross-cultural issues. Through reflection, participants are asked to examine a particular cultural issue or practice in the host country and analyze it through their personal lens. Generally reflection is done through a journal or other piece of writing (also called reflective writing).

**Research Abroad** – An activity abroad that typically pairs a study abroad student or students with on-site faculty and/or other local experts to pursue a specific topic or research question. Such research typically results in the writing of an academic paper or article, whether to fulfill requirements for academic credit or other

degree requirements or with an eye to publication in a peer-reviewed journal or presentation at an academic conference. The research may be undertaken as part of an organized study abroad program (i.e. a research-based course or independent project) or in a completely independent manner outside the structure of a program.

**Service-Learning Abroad (or Community-Engaged Learning)** – A specially designed experience combining reflection with structured participation in a community-based project to achieve specified learning outcomes as part of a study abroad program. The learning is given structure through the principles of experiential education to develop an integrated approach to understanding the relationship among theory, practice, ideals, values, and community. (Although it is sometimes written as two separate words, service-learning professionals tend to prefer the hyphenated version in order to emphasize the link between the components of service and formal learning).

**Student Club (or Student Organization)** – An association of students united by a common interest or goal. In the education abroad context, local clubs can facilitate interaction with the local student population and encourage further development of language and intercultural communication skills.

**Student Council** – A representative council of the student body of a study abroad program. Student councils may be asked to provide feedback, suggest improvements, participate in planning and implementing field trips and other activities, call student issues to the attention of program staff, or otherwise contribute to program management during the course of an education abroad program.

**Teaching Abroad** – A volunteer (or largely volunteer) placement abroad as a teacher or teacher's assistant. Varieties of teaching abroad programs include student teaching (in partial fulfillment of a teaching certificate); teaching English as a second or foreign language; and professional teaching in a K-12 or university environment. Some programs combine the volunteering with structured learning. Most volunteering is unpaid, though some programs provide a living stipend.

**Volunteering Abroad** – A noncredit placement allowing the participant to engage with the local community in a structured but unpaid capacity (although some programs provide a living stipend). Although this term is often used interchangeably with service-learning, it differs in that academic credit is not awarded and there is typically less structured learning. Most volunteering is unpaid, though some programs provide a living stipend.

**Work Abroad** – Immersion in an international work environment with the educational value of the experience itself being the primary purpose. May or may not be for academic credit. Depending on the focus of the experience, it may be designated as interning, volunteering, service-learning, teaching, or just working abroad. Work abroad is sometimes used more narrowly to mean working for pay. By design, work abroad programs are temporary, lasting from a few weeks to two or three years.. Educational work abroad is to be distinguished from career-related overseas assignments, permanent jobs abroad, and migration for gainful employment.

## Section 3. Program Management

*Education abroad offices have been described as “universities within universities” because they have many of the same administrative responsibilities as the institution as a whole, such as admissions, course registration, fee collection, financial aid, housing, health and safety, risk management, and program and learning outcome evaluation. Education abroad professionals use these terms on a daily basis.*

### 3.1. Sponsorship and Sponsor Relations

*Education abroad programs typically have distinct administrative and academic placements within the administrative structure of an institution of higher education. Programs also are often shared among partners. This section addresses terms used to define the various types of ownership and the partnerships that exist within education abroad.*

**Affiliated Program (or Cosponsored Program)** – A subtype of Approved Program with which an institution has established a special relationship. There is no standard significance for an “affiliated program.” Each institution determines together with the program the nature and scope of the relationship. Within this relationship, an affiliated program is generally awarded special considerations, which can include: the awarding of resident credit, the counting of grades toward the student's GPA at the home institution, publicity in the college catalog and/or website, applicability of institutional financial aid, or permission for students to participate. Affiliation sometimes also can bring special benefits to students, such as scholarships, special discounts, priority for admission, additional advising support, or more orientation or on-site services.

**Affiliation Agreement** – Arrangement, usually in writing, between a study abroad provider or host institution and a home institution. The affiliation may take many forms. Examples range from a loose relationship giving the provider's programs a higher profile on the home campus, to relationships outlining very specific responsibilities and privileges on both parts, to formal membership in a consortium. See Affiliated Program.

**Approved Program** – A program that an institution has in some way vetted and endorsed for its students. Some institutions maintain a list of approved programs that give all participants special services, in which case the term is virtually synonymous with **Affiliated Program**. Other institutions approve participation on a student-by-student basis. “Approved program” thus has a broader meaning than “affiliated program.” Benefits vary by institution but could cover such topics as resident credit, institutional financial aid, departure orientation, or highlighted information (for example, in an institutional catalog or website). Terms that have a similar meaning to this definition of approved programs include “recognized,” “preferred,” “highlighted,” “recommended,” “promoted,” and “supported” programs.

**Consortium** – A group of institutions and/or organizations that share one or more education abroad programs within a membership group in order to provide greater access, quality control, and/or cost efficiency in education abroad programs to students. Members of the consortium share fiduciary, liability, promotional, and/or oversight responsibility for the program(s).

**For-Profit** – An enterprise that benefits its owner(s) financially. It may be a public or private entity, individually owned, family-owned, or group-owned by partnership, a limited partnership, or a corporation.

**Home School (or Home Institution)** – The educational institution in the U.S. where an education abroad student is a continuing student, usually working toward the completion of a degree.

**Host School (or Host Institution)** – The institution that the education abroad student attends while abroad.

**Institutionally Administered Program** – A program for which the full scope of operation is the responsibility of a U.S. college or university. This includes managing the U.S.-based operations of the program (such as advising, marketing, student selection), overseeing the on-site operation of the program (such as instruction, housing, student support, grade report production), and cultivating and maintaining all of the relationships involved in

managing the program. In some cases, other partners may be involved in providing some of the services (for example, an independent provider might provide housing or instruction). The term Sponsored Program, though a synonym, is used differently by some institutions.

**Memorandum of Agreement** – A written agreement, usually legally binding, through which two or more signatory parties agree to work together toward specific agreed-upon goals.

**Memorandum of Understanding** – A written agreement signed by two parties that does not legally bind the parties to action. Rather, both parties simply agree to work together toward an agreed-upon goal.

**Nonprofit (or Not-For-Profit)** – A legally constituted organization whose objective is to support or engage in activities of public or private interest without commercial or monetary profit. A nonprofit organization does not issue stock or dividends. Many but not all U.S. nonprofits are tax-exempt. There are legal restrictions on how revenues generated by nonprofit organizations may be used.

**Outside Program (or External Program or Nonaffiliated Program)** – A program that is not recognized by a student's home institution as belonging to any special category such as affiliated or institutionally administered. There is no connection to, or oversight by, the home institution, which may have implications for the applicability of financial aid, acceptance or type of credit, or the amount of support participating students receive from the home institution.

**Partner** – One of the parties involved in the processes of sending students abroad or receiving students abroad (when at least two parties are involved). For example, all of the following are potential partners: a home institution, a host institution, an independent provider, a consortium, and a travel or logistics provider.

**Program Provider (or Independent Program Provider, or Third-Party Provider, or simply Provider)** – An institution or organization that offers education abroad program services to students from a variety of institutions. A program provider may be a college or university, a nonprofit organization, a for-profit business, or a consortium.

**Program Sponsor** – An institution or organization that is the primary administrator and manager of an education abroad program.

**Sponsored Program** – Meanings vary from campus to campus. 1) The most common, and preferred, meaning is as a synonym for an Institutionally Administered Program, 2) Some institutions use it instead to mean an Approved Program or an Affiliated Program. 3) A narrower usage applies the term to only a subset of Institutionally Administered Programs such as those operated under the auspices of a department, division or unit (for example, faculty-led). 4) Still other institutions apply it to all programs that have some ongoing relationship to the institution, i.e., every category except an Outside Program.

**U.S. School of Record** – The accredited institution of higher education in the U.S. that issues an official transcript for academic work completed on a study abroad program. Depending on individual institutional policy the absence of a U.S. school of record may impede transfer of credit from abroad to a student's home institution.

### 3.2. Student Mobility Programs

*The following programs or policies relate to international student mobility within Europe, Asia, and the Americas.*

**Bologna Declaration and Process** – The 1999 agreement signed by ministers of education from 29 European nations at the University of Bologna to harmonize academic degree and quality standards throughout Europe. The process has continued with biannual meetings and agreements.

**ECTS (European Credit Transfer System)** – System used to standardize higher-education grades and educational credits earned in the universities participating in the various **Socrates** programs (see below). One academic semester corresponds to 30 ECTS credits; a complex scale translates grades earned into one common measure.

**Erasmus (abbreviation for European Community Action Scheme for the Mobility of University Students)** – A program of the Socrates II educational initiative of the European Commission that offers university students from more than 30 European countries the opportunity to study at other European institutions with which their institutions have established direct partnerships. Founded in 1987, it was incorporated into the broader Socrates educational program in 1995 and then into the new Socrates II program in 1999. University credits are transferred as universally recognized ECTS credits. Students, who are required to have completed their first year of study, pay home university fees and not those of the host institution; most students receive financial grants from the Erasmus program to offset part of their expenses. Sojourns range from three months to one year. Over 2,000 universities participate in the program.

**Erasmus Mundus** – A European Union program that aims to extend the benefits of the Erasmus program to inter-university relations between Europe and the rest of the world. The program supports European institutions that wish to establish academic relations with other universities outside of the European Union. It also supports students, scholars, researchers and staff who wish to engage in academic activities within those universities.

**National Student Exchange (NSE)** – A multilateral exchange program, whose member institutions are mostly within the U.S. but also include several institutions in Canada and U.S. overseas territories and commonwealths (Guam, Puerto Rico, Virgin Islands). Moreover, students from U.S. member institutions occasionally use NSE to gain access to a study abroad program offered by another U.S. member institution.

**Socrates II** – A broad educational initiative of the European Commission begun in 1999 and continuing the action of Socrates (1994–1999) and the original Erasmus initiative (1987–1994). Socrates II is intended to encourage lifelong education, language study, educational mobility, and the use of new educational technologies. The Erasmus program (see above) was one component of the Socrates program. The program followed Socrates I and ran from 2000 to 2006. It was replaced by the Lifelong Learning Program in 2007, which currently houses the Erasmus program among others. As of 2011, the countries participating in the program are the 25 members of the European Union, the three members of the European Economic Area (Iceland, Liechtenstein, and Norway), the two candidate countries (Bulgaria and Romania), and Turkey. Citizens of these countries as well as legal permanent residents and political refugees may participate in the various activities of the Socrates program.

**University Mobility in Asia and the Pacific (UMAP)** – A voluntary association of government and nongovernmental members from the higher education sector in the Pacific Rim countries, founded in 1993, with the purpose of increasing mobility of university students and staff. Universities in most countries of East Asia, Southeast Asia, and Oceania are eligible for membership, plus several North and South American countries bordering on the Pacific. Participating universities waive fees for incoming exchange participants.

### 3.3. Program Oversight

*Program evaluation and assessment can take many forms. The following terms are used in the context of program evaluation and oversight.*

**Advisory Committee (or Advisory Board)** – A group of individuals who provide guidance and advice for an education abroad entity, such as an education abroad office at a university or a nonprofit or for-profit independent program provider.

**Assessment** – The process of measuring effectiveness, usually through the articulation of goals, the development of associated measures and the identification of observable outcomes, used to inform whether the initial goals were achieved. In the context of education abroad, the following types of assessment are common: 1) assessment of a student's academic work in a particular course ending in the determination of the student's grade for the course; 2) assessment or evaluation of a particular program (see Program Review), and 3) assessment of the outcomes achieved by education abroad programs (assessment typically measures a program's growth or progress along particular parameters). Although the terms assessment and evaluation have

often been used as synonyms, assessment measures progress by looking at defined variables while evaluation is an interpretation or judgment relating to quality.

**Board of Directors (or Governing Board or Oversight Committee)** – A group of individuals who make decisions, set policy, and exercise fiduciary and legal oversight for an education abroad entity such as an independent program provider.

**Evaluation** – The process of critical examination involving interpretation and judgment related to effectiveness and quality.

**Familiarization Tour (or Familiarization Visit)** – A structured visit to one or more education abroad program site(s) designed to introduce faculty and/or education abroad professionals to the operational, academic and co-curricular elements of the programs and to the cultural, social, and/or political contexts in which they operate.

**Focus Group** – A facilitated conversation between an objective researcher or moderator and a group of people who have been solicited to provide feedback on a particular topic or area that a researcher is studying. Focus groups give researchers qualitative feedback on the topics chosen for discussion. In a focus group, there is real-time interaction between group members and the researcher or moderator, which allows for clarification of ideas and the development of thoughts. However, since the information is not collected from a random sample of individuals, focus group data cannot be extrapolated to reflect the thoughts of the larger group being studied.

**Program Review** – The comprehensive evaluation of a program based on a critical examination of its component parts. Evaluators may be from inside the organization (internal review) or from outside of the organization (external review). A review (with or without an on-site component) may be of an individual program or a set of programs offered by an institution or program provider organization, of an education abroad office (campus-based or organizationally-based) that offers the programs, or both.

**QUIP** – The acronym for the Forum on Education Abroad's Quality Improvement Program, which assesses the effectiveness of an education abroad organization, process or program through a self-study and peer review process based upon the *Standards of Good Practice for Education Abroad*.

**Site Review** – An evaluation of an overseas program that is at least partially conducted on site. Site reviews may be comprehensive or may focus on one or several specific issues. They may be conducted by the program sponsor; by an outside individual, group, or organization; or by an affiliate or potential affiliate.

**Site Visit** – A trip by U.S.-based study abroad professionals or home campus faculty to an overseas program site where one has a relationship or might have a relationship in the future. Goals that drive site visits include meeting with colleagues and/or gathering information for program development, to evaluate the program, to learn more about the program, or for other needs.

**Standards of Good Practice** – Guidelines or requirements for various elements of education abroad programming. The Forum on Education Abroad is recognized by the U.S. Department of Justice as the Standards Development Organization for Education Abroad.

### 3.4. Education Abroad Staff Roles

*The following list refers to roles within education abroad offices in U.S. colleges and universities. Although titles and actual job descriptions vary across institutions and organizations, these terms represent the roles or functions common to most education abroad program administration. It is not uncommon for one person to serve in multiple roles. More detailed information and analysis on education abroad positions, job descriptions, workloads and salary information can be found in the Forum Pathways Survey.*

**Assistant Director or Associate Director** – A professional who has typically already spent several years in a program manager or adviser position. In addition to advising and outreach, responsibilities may include more complex or sophisticated tasks such as conducting program evaluations, training faculty leading programs, developing new programs, overseeing crisis and emergency management, managing budgets, serving as the

primary liaison between the university and partner foreign institutions, and the supervising employees. In offices that use both titles for different staff positions, the Associate Director generally has a higher level of responsibility.

**Education Abroad Adviser (or Study Abroad Adviser)** – A professional adviser who specializes in education abroad. Such an adviser explains to students the general education abroad process, helps students understand the education abroad choices available to them, and often does outreach work to identify prospective education abroad participants. Advising addresses a wide variety of topics including the types of available programs, application procedures, scholarship and financial information, the credit-approval process, academic major/minor articulation, pre-departure preparation, program requirements, and re-entry.

**Education Abroad Director (or Study Abroad Director)** – A professional who provides overall leadership for and management of a university or college education abroad office and serves as the face of the education abroad office on campus. A wide range of responsibilities and duties may include advising, program management, personnel supervision, strategic planning, program development, collaboration with faculty, outreach, crisis management, and financial/budget management.

**Education Abroad Program Manager (or Study Abroad Program Manager)** – A professional who focuses on managing many or all aspects of one or more education abroad programs. Typical responsibilities include outreach and marketing; program management; financial management such as budget, billing, accounting, and enrollment management; risk and crisis management; and program evaluation.

**Exchange(s) Coordinator** – An individual who manages reciprocal, international exchange agreements. Responsibilities may include enrollment management, implementation of formal memoranda of understanding, coordination of exchange details with partner institutions throughout the world, facilitation of international student arrivals, and outgoing student advising and orientation.

**Faculty Adviser (or Academic Adviser)** – A faculty or academic affairs staff member with whom students meet to discuss their academic programs and career or life goals. An adviser helps students plan a course of study and makes suggestions for program planning. Students also consult their advisers with questions regarding how credits earned abroad fit with their academic plan. Faculty advisers may also teach classes and conduct academic research.

**Faculty Program Director (or Faculty Program Leader)** – A university faculty member appointed to lead an education abroad program. The individual's on-campus roles may include program development, advising, recruitment, admission, orientation, and advocacy. Faculty program directors may be called on to assume a range of important overseas responsibilities in the areas of administration, logistics, finances, and academics.

**Housing Coordinator** – An individual, usually resident in the host country, who arranges on-site accommodation for education abroad students. The individual's roles are multifaceted and usually include recruiting and training host families, securing apartment and dormitory placements, negotiating housing contracts, overseeing housing assignments, and dealing with residential problems as they arise.

**Internship Coordinator** – An individual, usually a resident in the host country, who assists education abroad students with locating internship placement opportunities. The coordinator usually determines whether the internships offer meaningful responsibilities, include appropriate supervision and direction, and encourage significant international and intercultural learning. In some cases, the coordinator may also teach a related internship seminar.

**Outreach Liaison** – An individual who develops and facilitates promotion and outreach activities for education abroad to targeted student populations (for example, students of color, fraternity organizations, underrepresented majors, etc.). Often returned education abroad students are employed in this role.

**Peer Adviser** – A paid or volunteer student, usually a recently returned education abroad alumna/us, who is trained to provide assistance to prospective students by answering questions about the education abroad application process, identifying programs that are appropriate to meet academic and personal needs, and finding

resources and related information on studying abroad.

**Peer Ambassador (or Program Ambassador)** – A student, usually a recently returned education abroad alumna/us, who volunteers to represent the program she or he attended by responding to inquiries from potential participants. Although this interaction typically takes place through electronic communication, it may also involve some telephone and face-to-face meetings or visits to classes.

**Program Assistant** – An individual who supports the various and diverse operations of the education abroad office. Responsibilities may include office reception and answering general inquiries, managing student appointments, programming, maintaining database records and student files, updating websites, tracking course approvals and student evaluations, maintaining the office email account and calendar, and supervising student workers in the office.

**Program Director** – 1) A **Faculty Program Director** or **Resident Director**. 2) In some education abroad offices, a Program Manager.

**Program Manager** – Staff member in an education abroad office who has lead responsibility for one or more programs within the portfolio offered by the institution or organization.

**Resident Director (or Center Director or On-Site Director)** – An individual whose primary role is to manage an education abroad program on site. The director's roles are multifaceted and usually include overseeing all areas of a center or program, including student life; budgetary and fiscal management; academic affairs; health, safety and risk management; institutional relationships; and personnel management. Historically, the title referred to an individual, often a university faculty member, who served as the director-in-residence for a one- to three-year term. Today, the individual is often a permanent employee of the education abroad program.

### 3.5. Participant Status

*Accurately identifying participant status is important as it denotes a participant's stage within the education abroad process. These terms may be defined differently across institutions, and it is essential to seek clarification when working with external organizations to limit confusion and avoid a negative impact on participants and the services they receive.*

**Accepted** – Status indicating an applicant has been admitted as a participant into an education abroad program. In some cases, full acceptance into the selected education abroad program may be contingent on receiving approval from the host institution and/or a program provider organization.

**Alumna/Alumnus/Alumni/Alumnae** – An *alumna* (feminine) or *alumnus* (masculine) is a graduate of a college, university or school. *Alumni* is the plural used for men and mixed groups and *alumnae* for women. Recently, the definition has expanded to include people who have exited from any kind of organization or process. An education abroad program alumnus/a is a student who has successfully completed the program.

**Applicant** – Prospective participant who has completed or is completing the necessary paperwork to be considered for admission into an education abroad program.

**Approved** – Status indicating that an applicant has been authorized by the home institution to study abroad in general or to apply for a particular program.

**Cancelled** – Status of a student whose program was suspended by the sponsor (for example, because of safety issues or insufficient enrollment).

**Confirmed (or Committed)** – Status of an accepted student who has submitted post-acceptance materials (often including a nonrefundable confirmation deposit) to secure his/her spot in the program.

**Participant** – Status referring to one who is taking part or will take part in an education abroad program.

**Provisional Acceptance (or Conditional Acceptance)** – Status indicating that acceptance into an education

abroad program is conditional upon the successful completion of provisions outlined at the time of notification. These provisions may take the form of completion of course prerequisites, attainment of a minimum GPA required for participation in the selected program, or other tasks/assignments as deemed necessary by the education abroad office, by the faculty or institutional representative who reviews the applications, by the program provider, or by the host institution.

**Rejected (or Denied)** – Status indicating that an application has been rejected for participation (denied acceptance) in the selected education abroad program. The reason is often shared with the applicant at the time of notification.

**Returnee** – An education abroad participant who has returned to the home institution after completion of her or his program. Although technically the term *Alumnus* or *Alumna* (plural *Alumni* or *Alumnae*) means a degree-holding graduate of an institution, in an education abroad context it has come sometimes to be used as a synonym for returnee (“education abroad alumnus,” “program alumna,” etc.).

**Withdrawn** – Status of a student who has applied for a program and subsequently notified the sponsor that she or he does not intend to participate. Withdrawal may occur at any time, from before formal acceptance to any point during the education abroad experience.

### 3.6. Fee Structures and Costs

*Education abroad professionals use the following terms in budgeting and fiscal management of education abroad offices and programs. The terms listed here should be considered a sample, not a comprehensive list.*

**Administrative Fee (or Overhead Fee)** – A fee paid to an education abroad office, university, or provider that contributes to the general **Overhead Costs** of an institution or organization. It may be either separate from or incorporated into the program fee.

**Application Fee** – A required fee (usually nonrefundable) submitted with an application to an education abroad program.

**Books and Supplies** – Actual or estimated costs that the student would need to pay for books and academic supplies (for example, art supplies or lab supplies) as a participant on an education abroad program. This item is part of the official student budget for an education abroad program; it may or may not be incorporated into the program fee.

**Confirmation Deposit** – Monetary deposit, usually nonrefundable, paid by a student to secure a place on a program to which she or he has been accepted. Usually applied to the total program fee.

**Home School Tuition** – Tuition charged by an education abroad student's home institution, based on on-campus tuition. In some cases, this might be in addition to a program fee; in others, in lieu of the program fee (i.e., the home school keeps the tuition and pays for certain program expenses, such as the program fee, for the student). Payment policies can differ widely among institutions. For example, some schools will pay for room and board whereas others will not.

**In-State (or Resident)** – Standing of a student who is given legal domicile status at a state institution that differentiates between residents of the state and nonresidents when calculating fees owed (usually tuition, but occasionally other fees also).

**Other Costs (or Miscellaneous Costs)** – Estimated costs for items that are not included in another category of a student budget for education abroad. This category might include costs for Internet charges, laundry, local commuting, and reasonable recreational expenses.

**Out-of-State (or Non-Resident)** – Standing of a student who does not have legal domicile status at a state institution that differentiates between residents of the state and nonresidents when calculating fees owed (usually tuition, but occasionally other fees also).

**Overhead (or Indirect Cost)** – The general cost of maintaining offices and staff that provide services to students.

**Program Budget** – A budget that calculates the cost to an organization of operating a specific education abroad program.

**Program Fee** – A fee paid to an organization (a college, a university, or an independent program provider) to cover specified aspects of an education abroad program. Program Tuition, although sometimes used as a synonym, more accurately refers only to the component of a program fee applied to academic and administrative expenses and not to such items as housing or health and accident insurance.

**Required Fees** – Mandatory charges that students must pay as participants in an education abroad program and that are not incorporated into the program fee. These include but are not limited to application fees, registration fees, course fees, and laboratory fees. Some fees may apply to all students, and some may apply only to students in certain categories (for example, those who take a certain course). Required fees are included in the official student budget for an education abroad program.

**Room and Board Cost** – Actual or estimated lodging and food costs that the student would need to pay to participate on the program. This item is part of the official student budget for an education abroad program. It may be incorporated entirely, in part, or not at all into the program fee.

**Student Account** – The record of debit and credit amounts incurred by a student. Debits may include expenses involved with the education abroad experience such as tuition, lodging, entrance fees and transportation. Credits may include scholarships and other forms of financial aid.

**Student Accounts Office (or Bursar)** – A unit responsible for the billing and collection of tuition, fees, and incidental charges to meet the cost of attendance. This unit provides account management service and often assists with inquiries regarding billing charges/disputes. Some offices also offer third party billing and payment plan coordination.

**Transportation Costs** – 1) The actual or estimated cost for a student to travel from his/her home to the program site in the host country and back. 2) The actual or estimated cost for a student at the study abroad site to travel between his/her accommodations and class via public transportation, also referred to as Local Transportation Costs. These costs are part of the official student budget for an education abroad program and may or may not be incorporated into the program fee.

**Tuition** – A fee charged by an academic institution that will issue a transcript for instruction and related administrative services (not including room and board, insurance, etc.). Tuition (and sometimes required student fees) may be included in the program fee for an education abroad program or may be a separate charge. Some program providers use the term to refer to instructional costs.

### 3.7. Financial Aid

*Financial aid is a highly developed area of expertise in U.S. higher education. This section presents terms common to financial aid for education abroad students.*

**Assistantship** – An appointment in which students receive compensation in exchange for performing work which may be in the form of teaching and/or research. The compensation may come in the form of waivers of institutional tuition and fees and/or direct payment for services.

**Award Year** – A twelve-month period of time beginning on July 1 of one calendar year and ending on June 30 of the next calendar year during which financial aid is calculated and awarded, and each student's annual financial aid limit is determined. For example, the 2010–2011 award year begins July 1, 2010 and ends June 30, 2011.

**Campus-Based Aid** – A category of federal financial aid that includes the Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Federal Perkins Loan programs and is distributed to

students by the financial aid office at the educational institution. In contrast to entitlement aid, an institution's pool of campus-based aid is limited, which creates a need for institutions to establish priorities for its distribution.

**Consortial Agreement (or Consortium Agreement)** – A written agreement between entities that are eligible for (U.S.) Federal Student Aid (FSA). See **Home Institution-Host Institution Agreement**.

**Contractual Agreement** – A written agreement between an entity that is FSA-eligible and another entity that is FSA-ineligible. See **Home Institution-Host Institution Agreement**.

**Cost of Attendance (or Student Budget)** – A budget showing the total direct and indirect cost for student participation in a particular study abroad program. It itemizes the total into tuition and/or other instructional costs, books and supplies, room and board, transportation to and from the site, daily living expenses, visa fees, and other required expenses. The budget indicates which items are included in the program fee and estimates the costs not included in the program fee. Vacation travel or other leisure extras are not included.

**Eligible Institution** – An accredited institution, or legally authorized foreign institution, of post-secondary education that the U.S. government has declared eligible to participate in Federal Student Aid Programs.

**Entitlement Aid** – Financial aid that is available to any applicant who meets certain qualifications, such as family income limits. At the federal level, Pell Grants and Stafford Loans are the most widely distributed type of entitlement aid.

**Expected Family Contribution (or EFC)** – The amount, according to a U.S. federal government formula, that a family can afford to pay toward a student's annual cost of attendance. Colleges and universities use the EFC to determine financial aid eligibility.

**FAFSA (or Free Application for Federal Student Aid)** – An application that students (and often their parents) must complete before every school year in order to be considered for student financial aid.

**Federal Student Aid** – Financial aid emanating from programs administered by the U.S. government (Pell grants, campus-based aid, Stafford loans, and PLUS loans).

**Fellowship** – A type of scholarship; most commonly used in connection with graduate study or faculty activities.

**Financial Aid** – Financial assistance provided to a student to cover, in whole or in part, the costs of participating in an academic program. The funds may be in the form of grants, scholarships, loans, or work-study awards. Sources of financial aid include: federal and state governments; institutions of higher education; foundations; ethnic groups, clubs, and religious groups; banks; and private and public corporations.

**Financial Aid Office** – The primary office responsible for administering financial aid at an institution of higher education. Most such offices are responsible at least for federal and state grants and loans and for institutional scholarships and other aid; some also provide information and advising on outside scholarships.

**Financial Need** – The difference between the cost of attendance and what the institution has determined a student and/or family can reasonably contribute toward those educational costs. See **Expected Family Contribution**.

**Gift Aid** – Financial aid in the form of **scholarships** and/or **grants** that do not need to be repaid.

**Grant (or Grant-in-Aid)** – Need-based financial aid that generally does not need to be repaid.

**Home Institution-Host Institution Agreement** – An agreement between two educational institutions (a home institution and a host institution) that may allow a student to use certain types of aid for which she or he is eligible at a home institution, when enrolled for a limited time at a second institution (for example, when the second institution is the sponsor of an education abroad program).

**Institutional Aid** – Financial aid funded by a college or university.

**Loan** – Financial aid that is borrowed and must be paid back according to specific, agreed upon terms that are

documented in a promissory note. Federal loan programs include Stafford, PLUS, and Perkins Loans, as well as several others specific to health professions career tracks. Loans can be either need-based (interest free while student is enrolled, in most cases) or non-need-based.

**Merit-Based Aid** – Financial aid that is granted through a competitive process that may be partially, but usually not primarily, based on an applicant’s financial need.

**Need-Based Aid** – Financial aid that is granted because of an applicant’s assessed financial need. The aid may or may not cover the full cost of a student’s education.

**Package (or Financial Aid Award)** – The total amount of financial aid (federal and non-federal) a student is offered by the institution. The financial aid administrator at a postsecondary institution combines various forms of aid into a “package” to help meet a student’s education costs. The amount of federal student aid in a package is affected by other sources of aid received, such as scholarships or state aid.

**Pell Grant** – A federal, need-based grant awarded to undergraduate students. Applicants for the Benjamin A. Gilman International Scholarship Program must be receiving a Pell Grant in order to qualify for the scholarship.

**PLUS Loan (or Parent Loan for Undergraduate Students)** – A loan provided to parents of an undergraduate student. This federal program allows parents to borrow up to the difference between education costs and other financial aid received by the student.

**Portability of Aid** – Ability to use financial aid awarded by one institution for an education abroad program sponsored by another institution. This is facilitated through a written agreement between the institutions.

**Professional Judgment** – The application of the expertise of financial aid administrators to make changes to the calculation of a family’s EFC on a case-by-case basis when extenuating circumstances exist in an individual student’s situation.

**Satisfactory Academic Progress** – The headway toward a degree or certificate from a student’s home institution, determined by that school’s standards, that a student must meet and maintain at certain points throughout his/her educational career in order to be eligible to receive federal student financial aid. Any institution wishing to establish or maintain eligibility to administer federal financial aid programs is required to meet applicable government requirements in this area.

**Scholarship** – A financial award to a student who applies for the funds through a competitive process. These awards generally do not need to be repaid. The evaluation of applicants for such awards can be based on a variety of criteria, such as academic or creative works the student is asked to produce, academic record, and/or financial need.

**State Aid** – Financial aid funded by a U.S. state government.

**Stipend** – A monthly or bi-monthly payment to a student. These funds are usually used to help with living expenses.

**Student Aid Report (or SAR)** – A report that summarizes the information that a student has submitted on his/her Free Application for Federal Student Aid (FAFSA) and provides the student with an Expected Family Contribution (EFC).

**Work-Study** – Financial aid from the federal or state government that subsidizes the hourly wage for student workers so that the employer pays only a percentage. The student’s institution must approve employers according to established guidelines. Study abroad students usually cannot use work-study awards since overseas employers do not qualify, although students employed by their home university while abroad may be eligible for work-study awards. Work-study awards may occasionally be converted to loans for students not able to work for work-study-eligible employers while abroad.

### 3.8. Student Accommodations

*Accommodations offered to study abroad participants range from independent housing to living with a local family. An individual study abroad program may offer one or a combination of housing options.*

**Apartment (or Flat)** – A self-contained residential unit that occupies only part of a building. Apartments for education abroad participants are usually furnished, and students share cleaning and cooking responsibilities with their apartment mates. Apartment mates may be other study abroad students or may be host nationals.

**Boardinghouse** – A house (often a family home) in which students or others rent one or more rooms for an extended time, usually for the duration of the education abroad program. For the purposes of education abroad, boardinghouses are run by landlords. In contrast to a homestay, residents of a boardinghouse are received as lodgers and are seldom invited to participate in the landlord’s family life.

**Homestay** – Private housing hosted by a local family that often includes a private or shared bedroom, meals, and laundry. Homestay experiences usually provide the greatest immersion in the host language and culture, giving students firsthand experience with family life in the host culture and the opportunity to use the host language in an informal setting. In many cases, the host family welcomes the student as a member of the family and provides a support network.

**Hostel (or Youth Hostel)** – A short-term accommodation facility for travelers, often combined with promotion of outdoor activities and cultural exchange. In a hostel, students generally rent a bed in barracks-style bedrooms and share a common bathroom, kitchen and lounge area. The main benefits of a hostel for students are low cost, informality, and an environment where they can meet other travelers from all over the world. They are generally less formal and expensive than hotels.

**Housing and Meals (or Room and Board)** – Student accommodations and food services. Students are provided with documentation of cost, room types, and meal plans available to them. The extent to which housing and meals are provided by a program varies. In some programs students may be responsible for securing their own housing and meals; in others the program may arrange for one or both.

**Independent Housing** – Housing arranged by a participant outside of the accommodation provided by the education abroad program. In some cases, students who opt for independent housing may be eligible for a housing allocation deduction from the program fee.

**Landlord (or Landlady)** – The owner of a unit of accommodation that is rented or leased to an individual or business. In general, the landlord is responsible for repairs and maintenance, and the tenant is responsible for keeping the property clean and undamaged.

**Pension** – A family-operated guesthouse, mostly for short-term travelers. The term is commonly used in Europe and other countries throughout the world as a synonym for an inexpensive hotel where travelers share bathroom facilities. Lodging in pensions is frequently used during short-term education abroad experiences.

**Residence Hall (or Dormitory or Dorm)** – A building used to house students. The building may range in size from just a few rooms to hundreds, and rooms may be single or multiple occupancy. Most often, residents of a group of rooms share bathrooms with shower, toilet, and sink facilities. There may also be shared kitchen facilities. In the United States, the term “dormitory” is going out of style with residential life professionals, who prefer the term “residence hall.” Major factors education abroad students consider when choosing to live in a residence hall include convenience to classrooms, cost, and the opportunity to live with local students.

**Residential College** – A housing facility that often physically resembles a residence hall and often combines elements of living and academic aspects of the university in one location. Residential colleges encourage participation in a variety of social clubs and may have an academic element (such as their own course offerings). They often have a central theme, such as an academic focus or common interest (for example, multiculturalism or internationalism). Members of a residential college may be expected to eat their meals together. Such facilities are rare in the U.S., but common in the UK, Ireland, Australia, and New Zealand.

### 3.9. Health, Safety, Risk, Liability

*This area of education abroad administration and advising has drawn increasing attention in recent years as student destinations become more varied, political events become more unpredictable, and institutional officers become increasingly concerned with liability issues.*

**Centers for Disease Control and Prevention (or CDC)** – An agency in the U.S. Department of Health and Human Services that cooperates with state health departments, health authorities in other countries, and international health agencies to provide information, combat disease, and promote health. Education abroad professionals widely use its international travelers' health information.

**Contingency Plan (or Emergency Plan or Crisis Management Plan)** – Pre-established guidelines and practical measures that instruct how to respond in the case of emergencies affecting education abroad programs and participating students. These plans cover areas such as health and safety, emergency communication, funding for emergencies, and the order and responsibility for decision-making regarding continuance, suspension, evacuation or cancellation of a program. Contingency plans are considered essential to a program sponsor's health and safety policies.

**Country-Specific Information (formerly known as Consular Information Sheet)** – One of three types of travel information issued by the U.S. State Department. Country-specific information is issued and periodically updated for every country in the world, and includes information on health and safety, crime, drug laws, basic visa requirements, standard of living, and the nature of the government and economy. For some countries or regions, Travel Alerts or Travel Warnings are also issued, indicating greater potential risk.

**Emergency Evacuation** – Removing people, such as education abroad participants and staff, from a source of imminent danger. Sources of danger might include natural catastrophes (for example, earthquakes), man-made environmental catastrophes (for example, nuclear plant meltdowns), epidemics, civil unrest, war, and terrorism. Companies that provide emergency evacuation services may do so on an insurance policy basis or as a fee-for-service. In extreme cases, governments may provide evacuation services for their own citizens.

**FERPA (or Family Educational Rights and Privacy Act)** – U.S. federal government law that outlines privacy rules for student educational records. It specifies what information and under what conditions schools may release information from a student's educational record. It also outlines the conditions under which parents have the right to access their children's education records and what rights students have regarding their records. It affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student, with some exceptions in practice, such as students claimed by either parent as a dependent for tax purposes.

**General Counsel (or University Attorney)** – Individual or unit providing legal services and representation; litigation and risk management; contract drafting and review; and compliance oversight in all areas of an institution's operation, instruction, research and administration. The primary goal of the Office of the General Counsel is to provide counsel to minimize legal risk and costs, reduce litigation exposure, and ensure compliance with law.

**Health Abroad** – Conditions affecting the physical and mental health of individual education abroad participants and the measures that an institution has in place to protect the health of participants. Such measures may include requiring health insurance, making recommendations for inoculations or drugs to control illnesses specific to the host country/region (where relevant), providing information about the individual's role in staying physically and mentally healthy, and instituting on-site policies and provisions for health care in case of emergencies.

**Health and Safety Abroad Policies** – Policies or guidelines developed by a program's sponsoring institution and/

or a participating student's home institution regarding travel abroad under institutional auspices, whether by students, faculty or staff. The aim of such policies is to define what degree of risk to the health and safety of the specific individual or group is acceptable, and what measures (such as contingency plans) should be in place to promote health and safety. An institutional policy may stipulate, for example, whether official travel is allowed (and by whom) to countries for which the U.S. State Department has issued a Travel Warning, or may address additional means of risk assessment.

**HIPAA (or Health and Insurance Portability and Accountability Act of 1996)** – A federal law that established a set of national standards for the protection of personal health information and gives patients an array of rights with respect to that information. The law does allow for the release of information if needed for patient care and other important purposes. The law contains two main provisions: 1) The Privacy Rule governs the protection of individuals' health information while allowing the release of health information needed to provide health care. 2) The Security Rule establishes a national set of security standards for protecting certain health information that is held or transferred in electronic form.

**In Loco Parentis** – A doctrine positing that, in the case of residentially based higher education, a special relationship exists between the institution and the student that even exceeds that which landlords traditionally owe their tenants (*in loco parentis* means literally "in place of parents"). In this view, institutions have a duty to foresee, and help avoid, harm to their students. The doctrine fell out of favor in the 1960s but is making a small comeback. Courts now generally accept the idea that, at the very least, colleges and universities owe their students a safe environment.

**International Health Insurance** – An insurance policy that covers medical conditions when one is abroad. If the student does have health insurance (either through their parents or home institution), the policy may or may not provide coverage in other countries, and it may or may not cover certain types of expenses, such as evacuation or repatriation. Special health insurance for students pursuing education abroad, as well as for non-students, is available from numerous companies. It may be purchased by individuals, or by an institution as a group policy in which individual students from that institution may enroll. Such policies are meant to provide coverage outside of the home country where a traveler's regular health insurance may not be applicable and to provide coverage in the event that medical evacuation or repatriation of remains becomes necessary. Most policies specifically for health insurance abroad have a home-country exclusion, as well as many other exclusions (for example, for preexisting conditions).

**IRB (or Institutional Review Board)** – A committee, common within many U.S. higher education institutions, dedicated to the approval, oversight and review of research conducted by students, faculty or staff who are in any way affiliated with the university. These boards are concerned primarily with the protection of human and animal research subjects and the assurance that all research is conducted in an ethical and legally compliant manner. Researchers commonly submit a proposal to IRB for approval before beginning their work.

**Liability** – The potential exposure of an entity to a lawsuit, in education abroad often over matters of health or safety, but extending beyond them to other issues having to do with legal concepts of duty and reasonable care.

**Medical Evacuation** – Moving a person or persons for medical purposes (for example, treatment of illness or accidental injury), usually to a location where more appropriate medical treatment is available. Health insurance may or may not cover international medical evacuation; special insurance policies are available for this purpose.

**Repatriation of Remains** – The return of the remains of a deceased individual to his/her home country. Insurance for repatriation covers all or part of the associated costs. Health insurance policies may or may not include this type of coverage; special policies for this purpose are available.

**Risk Management** – The process of identifying, assessing, and controlling risks that arise from operational factors in order to minimize their negative consequences.

**Road Safety** – The probability of accidental injury and death caused by collisions with moving vehicles; use of the term includes vehicles hitting pedestrians and collisions involving motorcycles, bicycles, and other non-motorized vehicles. This is one of the leading sources of injury and death of Americans abroad, according to the U.S. State Department’s website entry on this topic. At least one U.S. organization, the Association for Safe International Road Travel (ASIRT), is devoted solely to raising awareness of this issue.

**Safety Abroad** – Conditions that might impact the well-being of education abroad participants individually or as a group, the measures that an institution has in place to protect the safety of participants, and the behavior of the participants regarding these issues. A companion term, Security Abroad, is sometimes used to refer to region-specific conditions, or alternatively to threats from terrorism. Sources of potential threats to safety include accidents, crime, environmental catastrophes, social unrest, and violent social conflict, including war and terrorism.

**Travel Advisory** – Term generally used for what the U.S. State Department officially calls Travel Information, which provides assessments of the health and safety risks for U.S. citizens traveling to all other countries. The State Department issues three types of travel information: Travel Warnings, Travel Alerts, and Country-Specific Information. Several other countries (for example, Australia, Canada, France, Switzerland, and the UK) also provide travel advisories for their citizens who travel abroad.

**Travel Alert** (formerly known as **Public Announcement**) – Official term used by the U.S. State Department for a bulletin outlining a temporary risk to U.S. citizens traveling abroad. It is typically used for information regarding potential threats due to terrorism, civil unrest (such as political demonstrations), or natural calamities such as hurricanes or earthquakes. Travel Alerts may be issued for a city, a country, a world region, or worldwide. See also Travel Warning and Consular Information Sheet.

**Travel Warning** – Official term used by the U.S. State Department for an announcement that warns U.S. citizens against travel to a specific country or region because of health, safety, or security conditions in that area. It is the strongest of the three types of travel information issued by the State Department. Note that Travel Warnings come in different degrees of severity, though these are not designated quantitatively, but by language that calls, for example, for all U.S. citizens to defer nonessential travel, or for the voluntary or mandatory evacuation of some or all U.S. staff members (and/or their families) of the U.S. Embassy and consulates situated in the country. U.S. citizens may not be able to get support services from the U.S. if they do travel to a location that has a travel warning in effect.

**World Health Organization (WHO)** – The United Nations (UN) agency responsible for coordinating public health efforts worldwide. It provides leadership on global health trends, monitors and combats disease outbreaks, conducts research, and provides information and advice on global health issues.

### 3.10. Travel Authorization

*International travel is subject to regulation by the governments of nations, which have the power to permit or deny crossing of their borders. Permission for entry is usually given for a specific purpose and limited duration.*

**Certificate of Eligibility** – A document issued by a consulate stating that an applicant is eligible to be issued a visa.

**Consulate** – The office of a foreign government in a host country that provides information and visa services to non citizens and support services for their own nationals, including the issuance of passports. There may be one or more consulates in a host country and each one may be designated to serve only a specific regional jurisdiction. Visas are issued by the consulate and/or embassy of the country that is the traveler’s destination; consulates and embassies often provide informational services to citizens and residents of the country where they are located (e.g., information and advising on study in the country they represent), as well as services

(including emergency assistance, issuance of passports, etc.) to citizens of the country they represent. The more limited services provided by Honorary Consulates usually do not include visa or passport processing.

**Embassy** – The seat of a country’s principal diplomatic representation in another country. Embassies are usually in the capital city of the host country. In the case of countries that are not officially recognized, diplomatic offices may exist under other names, such as coordinating council (Taiwan) or Mission to the UN; a country’s diplomatic interests may be represented by a special-interests section of another country’s embassy; or there may be no representation at all.

**Passport** – Official document issued by the country of one’s citizenship, which serves as internationally recognized proof of that citizenship. In the case of U.S. citizens, U.S. passports are issued by the Passport Services branch of the U.S. State Department. Citizenship may be conferred by birth (i.e., determined by the citizenship of one’s birth parents or country of birth), or may be obtained through a process of naturalization. Some countries allow dual citizenship, if the individual is eligible for citizenship under the regulations of both countries. Passports are almost always required for international travel.

**Residence Permit** – Certification from the host country government that an individual is allowed to live in that country. This may be required In addition to, or instead of, a visa.

**Residency Status** – A category that determines a person’s rights and duties based on where they are living and what their legal obligations are in that location. Citizens traveling outside their home country may have various statuses abroad based on their visas and/or residence permits.

**Tourist Card** – A card issued by some countries for short-term entry in lieu of a visa. The maximum length of stay permitted on a tourist card varies from country to country.

**Visa** – A stamp or sticker placed in a passport that allows an individual to enter a country in which s/he does not have citizenship. All countries require official permission for entry by citizens of other countries. When this permission requires a formal application and is stamped into the traveler’s passport, it is known as a visa. If a visa is not required (an arrangement that may be called a “visa waiver program”), this is only possible by mutual agreement of the country of which the traveler is a citizen, with the country of the traveler’s destination. Visas are generally issued in advance of the proposed visit by the diplomatic representatives (for example, Embassy or Consulate) of the destination country, or less commonly by immigration authorities upon the traveler’s arrival in the host country. Different categories of visas may be issued for different purposes, chief of which include travel, study, business, or work. An individual must possess a valid passport before applying for a visa.

**WHO Card** – Colloquial name for the International Certificate of Vaccination or Prophylaxis, which is available from the World Health Organization (WHO). It is a yellow card on which an individual can have physicians record immunizations received. When a certain immunization is required for entry into a country, the corresponding notation on this card serves as acceptable proof of immunization.

### 3.11. Participant Demographics and Diversity

*The education abroad field is committed to increasing the diversity of students who are sent abroad and the diversity of destinations to which students are sent. Here are some of the terms used when talking about diversity.*

**Citizenship** – A status that indicates membership in a nation state, or political community, and carries with it rights to political participation and obligations. (A person having such membership is a Citizen.) It is largely synonymous with **Nationality**, although it is possible to have a nationality without being a citizen (i.e., be legally subject to a state and entitled to its protection without having rights of political participation in it).

**Disability** – A physical or mental impairment that substantially limits one or more major life activities (as defined by the U.S. Department of Justice, the administrator of the Americans with Disabilities Act).

**Diversity** – The wide variety of heterogeneous personal, social, demographic, or geographic qualities that exists within a larger group. (This term can be used in reference to the student population that studies abroad; professionals in the field of education abroad; faculty at home and abroad; and characteristics of education abroad programs, including locations.)

**Ethnicity** – An aspect of an individual's identity that is based on that individual's heritage where the individual shares common physical, national, linguistic, and/or religious traits with others who are from the same heritage. (**Ethnic Groups** are composed of members sharing a common ethnicity.)

**First-Generation College Student** – A student whose parents never enrolled in post-secondary education (U.S. government's definition) or whose parents did not obtain a college or university degree (definition used by some institutions).

**Heritage Student** – A student who studies abroad in a location that is linked in some way (for example, linguistically, culturally, historically) to his/her family or cultural background.

**Nationality** – 1) Membership of a person in a nation state (when used in a legal sense). A National of a country generally possess the right of abode in the country whose nationality he/she holds. Nationality is distinguished from citizenship, as a citizen has the right to participate in the political life of the state of which he/she is a citizen, such as by voting or standing for election. Although nationals need not have these rights, normally they do. 2) Membership in a group of people with a shared history and a shared sense of identity and political destiny (when used in a sociopolitical sense).

**Race** – A socially defined concept used to categorize people based on a combination of physical characteristics and genetic heritage.

**Student of Color** – A student whose skin tone is considered (by the student and/or by others) not to be white. In the U.S. the term has largely replaced the term Minority Student, in part because in some settings "minority" students actually constitute a majority. In some U.S. locations the term Multicultural Student is used instead.

**Student with Disabilities** – A student with mental or physical conditions that can make it more difficult to carry out selected activities without assistance.

**Underrepresented Destinations** (or **Less Traditional Destinations** or **Nontraditional Destinations**) – Destinations that host only small numbers of U.S. study abroad students. This can be for a variety of reasons, such as lack of student interest, lack of home university support, safety or security issues, language barriers, or lack of host country infrastructure.

**Underrepresented Disciplines** – Areas of academic specialization that are less represented among students studying abroad than among the general U.S. student population or the home campus student population.

**Underrepresented Groups** – Categories of students who study abroad in fewer numbers than they represent in a larger population, such as the U.S., their home state, or their home institution. Under-representation may be based on ethnicity, gender, sexual orientation, discipline of study, or any combination of these factors.

**Whole-World Study** – Participation by students in education abroad programs around the world and particularly in Underrepresented Destinations.

### 3.12. Sustainability and Social Responsibility

*In recent years the education abroad profession has focused greater attention on the impact of education abroad activities on the environment and on host communities. The following terms apply to this area.*

**Capacity Building** – Activities intended to increase the ability of a community, organization or other entity to use resources effectively, host international students, or reach other goals.

**Carbon Credit** – The value associated with the output of greenhouse gases or carbon dioxide, approximately one credit being equivalent to one ton of carbon or carbon dioxide output. Governments or other institutions can attempt to calculate the number of carbon credits related to an activity and "purchase" the credits that offset the carbon output.

**Carbon Footprint** – The total amount of greenhouse gases emitted directly or indirectly through any human activity, typically expressed in equivalent tons of either carbon or carbon dioxide.

**Carbon Offset** – The decrease of greenhouse gas (GHG) emissions in one place in order to "offset" GHG emissions occurring elsewhere, where it is less feasible technically or economically to do so.

**Climate Change** – Changes in global climate patterns (such as temperature, precipitation, or wind) over extended periods of time as a result of either natural processes or human activity.

**Ecological Footprint** – The total amount of land, food, water, and other resources used by, or the total ecological impact of, a person's or organization's activities.

**Environment-Friendly** – Goods and services considered to inflict minimal or no harm on the environment.

**Environmental Audit** – A systematic and objective evaluation of how well a project, organization, individual, or service is performing in terms of environmental impact, including, but not necessarily limited to, compliance with any relevant standards or regulations.

**Fair Trade** – A method of production and exchange of commodities that promotes equitable standards for international labor and gives workers a sense of economic self-sufficiency through fair wages and good employment opportunities.

**Global Warming** – The observed increase in the average temperature of the earth's atmosphere and oceans in recent decades, and its projected continuation attributed primarily to human activities.

**Green** – Acting in an environmentally responsible manner.

**Living Wage** – A wage high enough for the worker and family to survive and remain healthy and comfortable with all of their basic needs met.

**Sustainability** – Meeting present social, economic, and environmental needs without compromising the ability of future generations to meet their own needs.

**Vendor Code of Conduct** – Basic requirements that vendors must meet in order to do business with a particular organization (for example, compliance with labor standards, environmental laws, and non-discrimination).

## Section 4. Culture and Learning

*Education abroad is not only an academic endeavor, but also a transformative learning opportunity. Living and learning along people in other cultures promotes cultural awareness and intercultural competency. Students encounter a significant range of attitudes regarding cultural diversity while abroad. This section attempts to address the most relevant terms from the fields of intercultural communication and multicultural awareness and presents definitions from the perspective of education abroad.*

### 4.1. Cognition and Skill Development

*In education abroad programs, student learning occurs both inside and outside the classroom. The terms below provide ways of addressing this type of learning and how it might be facilitated.*

**Best Practices** – Models for professional activities that take into consideration the state-of-the-art in the field. For example, in the field of education abroad, professionals have composed best practice lists in such areas as health and safety and programming standards.

**Cognitive Development** – Growth in a student’s ability to reason, acquire knowledge, and think critically about knowledge.

**Critical Thinking** – An analytical approach to studies in which students must apply reasoning and evaluation to cognitive problems.

**Cultural Intelligence (or CQ)** – The ability to cope with, make sense of, and integrate oneself into unfamiliar cultures, be they national, ethnic, corporate, vocational, etc. Cultural intelligence has cognitive, behavioral, and affective dimensions. The concept comes from organizational and managerial theory.

**Hard Proficiencies/Skills** – Knowledge or abilities that a student acquires within a particular academic discipline or technical field that is directly related to the information base of that discipline or field (for example, understanding the grammatical elements of a second language and being able to use them correctly).

**Learning Outcomes** – 1) The knowledge, skills, and abilities an individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (for example, in courses, degrees, education abroad programs). In an education abroad context, learning outcomes may include language acquisition, cross-cultural competence, discipline-specific knowledge, and research skills. 2) Advance statements about what students ought to understand or be able to do as a result of a learning experience.

**Soft Proficiencies/Skills** – Knowledge or abilities that a student acquires that are based less on disciplinary or technical knowledge and more on perception and behavior (for example, the ability to adjust to the different personal space boundaries that exist in different cultures). In a career context, soft skills have been defined as a cluster of personal habits and social skills that make someone a successful employee. Soft skills typically are developed outside of traditional classroom learning environments.

### 4.2. Understanding Culture

*Although culture is variously defined, most definitions concur that culture is an integrated system of learned behavior patterns that are characteristic of the members of a society or group. The following are terms often used to describe and understand culture and cultural references.*

**Assumption** – Refers to the existence of phenomena rather than the assignment of value to them. An individual employs assumptions to give a pattern to the world, and believes these are aspects of and not simply his or her perception of it (e.g., an individual can change or improve.) Cultural assumptions provide a person with a sense of reality and frame what is true for the individual.

**Belief** – An assertion, claim, or expectation about reality that is presumed to be either true or false, even if this cannot be practically determined.

**Cross-Cultural** – Pertaining to: 1) interaction between members of different cultures; 2) the phenomena involved in crossing cultures, such as the adaptation to different societies and the impacts this has on the members of each culture; 3) the study of a particular group (or culture) and assumptions about how this group compares to other groups along a variety of dimensions, such as individualism and collectivism, communication styles, etc. The first of these usages, common among generalists, makes the term essentially synonymous with **Intercultural**. Specialists in the field tend to prefer the narrower second and third meanings.

**Culture** – The set of distinctive spiritual, material, intellectual, and emotional features of a society or a social group. Culture encompasses art and literature, lifestyles, ways of living together, value systems, traditions, behaviors, and beliefs.

**Culture-General** – Those characteristics that can be found in any culture. Often used also to refer to an approach in intercultural training that endeavors to help participants understand broad intercultural perspectives, as opposed to focusing on specific cultures.

**Culture-Specific** – The distinctive qualities of a particular culture. Often used to refer to an approach in intercultural training that attempts to impart extensive information and knowledge of perceptions and behaviors that are unique to specific cultures. Training provided during on-site orientation tends to be culture-specific.

**Custom** – A common practice among a group of people who have a shared heritage, such as a common country, culture, or religion.

**Emic** – A description of behaviors, concepts, and interpretations in terms meaningful to an insider view. Understanding emic concepts of a culture can help one to see through the insider’s lenses and often forms the basis for culture-specific training approaches.

**Ethics** – A branch of philosophy that attempts to understand the nature of morality and to define that which is right as distinguished from that which is wrong. Ethics seeks to address questions such as what ought to be done or what ought not to be done in a specific situation.

**Etic** – Behaviors, concepts, and interpretations in terms familiar to the observer, the outsider’s view. Understanding etic concepts is essential to building intercultural understanding on a general level and often forms the basis for culture-general approaches.

**Iceberg Metaphor** – The concept that, just as nine-tenths of an iceberg is out of sight below the surface of the water, so is a large proportion of culture out of view of conscious awareness. At the tip are the easy differences for people to notice, such as different dress, language, or food. In-depth awareness is developed over time as one gains a deeper understanding of the host culture and gains knowledge of differences that are below the surface and more difficult for an outsider to identify and understand.

**Intercultural** – The dynamics involved when people with different lived experiences (cultures) interact. The meaning of this term is derived directly from its components: “culture” and “inter.” Culture is considered to reflect the lived experiences of an individual based on associations with a language, ethnicity, nationality, gender, etc. “Inter” refers to between. Although in everyday use “intercultural” is often treated as a synonym for Cross-Cultural, this is not entirely accurate.

**Morals (or Morality)** – A system of principles and judgments, sometimes grounded in religious or philosophical concepts and beliefs, by which humans determine whether given actions are right or wrong. These concepts and beliefs are often generalized and codified by a culture or group, and thus serve to regulate the behavior of its members.

**Norm (or Social Norm)** – Ways of behaving to which the majority of participants in a society adhere. They are socially monitored and are often unwritten and unstated. Norms are most evident when they are not followed

and the individual or group is sanctioned in some way for this deviation. This often occurs when an individual finds him or herself in a foreign country, dealing with a new culture where the norms are different.

**Objective Culture** – The easily noticeable aspects of culture, such as literature, food, language, and music – the kinds of things that usually are included in area studies or what a tourist might experience during a brief encounter with a new culture. See Iceberg Metaphor.

**Perception** – The internal process by which an individual acquires, selects, evaluates, and organizes stimuli from the external environment.

**Ritual** – A formalized, predetermined set of symbolic actions generally performed in a particular environment at a regular, recurring interval. Rituals can have a basic sociological function in expressing, inculcating, and reinforcing the shared values and beliefs of a society.

**Subjective Culture (or Deep Culture)** – The less obvious aspects of culture or the learned and shared patterns of beliefs, behaviors, and values of groups of interacting people. See Iceberg Metaphor.

**Values** – The positive and negative judgments that people assign to ways of being in the world. Each individual has a core of underlying values that contribute to that individual's system of beliefs, ideas and/or opinions. A value system is in essence the ordering and prioritization of ideals that an individual or society recognizes as important.

### 4.3. Cultural Identity

*Understanding how culture informs an individual's values, beliefs, and patterns of behavior is fundamental to developing intercultural competency. The following terms are often associated with understanding cultural identity.*

**Bell Curve** – A graph of the normal distribution of data that displays as a bell-shaped curve (with the top of the bell in the middle of the curve). Applied to culture, the Bell Curve expects a normal distribution of the individual behaviors or traits of members of a culture along a continuum that measures that behavior or trait, with most being grouped toward the middle. The behavior of those members toward the edges of the curve, called Cultural Marginals, deviates from the norm.

**Bicultural** – Belonging to, having, or combining two distinct cultures. A person who is bicultural has the ability to function effectively and appropriately in (and can select appropriate behaviors, values and attitudes within) both cultures.

**Cultural Identity** – The sense of belonging and the shared characteristics with a culture that individuals feel because of being part of that culture. Common characteristics and ideas may be clear markers of a shared cultural identity, but essentially that identity is determined by difference: we feel we belong to a culture, and a group defines itself as a culture by noticing and highlighting differences with other cultures.

**Cultural Self-Awareness** – Understanding the role of culture in the formation of one's own values, beliefs, patterns of behavior, problem-solving orientation, etc.

**Generalization (and Generalizing)** – The categorization of the predominant tendencies in a cultural group. Generalizing recognizes that there may be a tendency for the majority of people to hold certain values and beliefs and engage in certain patterns of behavior. Failure to recognize that not every person in the group will conform to the generalization leads to stereotyping. See Stereotype.

**Global Nomad (or Third-Culture Kid)** – A person who lived abroad before adulthood because of a parent's choice or career (for example, the diplomatic corps, religious or non-governmental missions, international business). Those who have spent a significant portion of their childhood outside of their country of citizenship are said to belong to a separate "third" culture, distinct from that of their home or host countries. Elements from each culture are assimilated into the person's life experience, with the potential effect that the person may not have the sense of belonging to any one culture in particular.

**Host National** – An individual of the population that is host to a tourist, education abroad participant, or other visitor from outside the society.

**Indigenous** – Being a member of an ethnic, cultural, or political group whose occupation of a geographical region predates that of all others, including the group(s) now dominant. Examples include Native Americans, Australian aborigines, tribal peoples in India, or the Ainu in Japan.

**International** – Between or among nations or encompassing several nations. In addition, in the U.S. the term is commonly used to refer to students, faculty, and visitors who are on temporary visas to be in the United States.

**Multicultural (and Multiculturalism)** – A term often used to describe societies (especially nations) that have many distinct groups, usually as a result of immigration or forced migration. Multiculturalism is the belief that a "cultural mosaic" of various ethnic groups adds value to a society.

**Stereotype** – The application of information (both positive and negative) that one believes about a country or culture group to every individual in that country or culture. Stereotypes are often used in a negative or prejudicial sense and are frequently used to justify discriminatory behaviors. Stereotypes are seen by many as undesirable beliefs which can be altered through education and/or familiarization.

**Subculture** – A racial, ethnic, regional, economic, or social community exhibiting characteristic patterns of behavior sufficient to distinguish it from others within a larger culture or society; in other words a culture within a culture (for example, there are gay and lesbian subcultures, youth subcultures, religious subcultures). There is some controversy over the distinction between subculture and culture. As a result, culture and subculture are often used as synonyms.

### 4.4. Intercultural Awareness

*The following terms are often associated with intercultural awareness and sensitivity to cultural differences.*

**Acculturation** – The adjustment of an individual to a foreign culture. Applies to the process of acquiring a second culture that is added to and mixed with the individual's first culture. (Conversely, Enculturation denotes the total activity of learning one's own culture.)

**Adaptation** – The process of adding new behaviors to one's personal repertoire that are necessary to function effectively in other cultures. With regard to Bennett's Developmental Model of Intercultural Sensitivity, adaptation refers to the Ethnorelative stage in which learners use empathy and shift cultural frames of reference to understand and be understood across cultural boundaries.

**Contextual Relativism** – A developmental stage where learners have moved beyond a vision of the world as essentially dualistic, with a growing number of exceptions to the rule in specific situations, to a vision of a world as essentially relativistic and context-bound with a few right/wrong exceptions. Learners assess the cultural context before developing a position, taking care to be appropriate in the relevant cultural system. See Dualism and also Multiplicity.

**Cultural Assimilation** – The often intense process of consistent integration whereby one is absorbed into an established culture. This presumes a loss of all or many characteristics that have made the newcomer different, particularly language and values. A region or society where assimilation is occurring is sometimes referred to as a melting pot.

**Cultural Relativism** – The principle that practices and customs of another culture should be understood only in terms of that culture's own context and its own standards.

**Dualism** – The concept of a dichotomy where decisions have a right/wrong quality to them. When under stress one often tends to return to a dichotomous way of thinking. See Multiplicity and also Contextual Relativism.

**Ethnocentrism (and Ethnocentric)** – The tendency to look at the world primarily from the perspective of one's

own culture and to evaluate all other groups from that viewpoint. Many claim that ethnocentrism occurs in every society; ironically, ethnocentrism may be something that all cultures have in common.

**Ethnorelativism** (and **Ethnorelative**) – Characterizes the developmental stage in which one no longer views his or her own culture as a center from which others should be judged, but rather through a lens in which cultures are respected, compared, and contrasted according to the values and perspectives of the cultures involved.

**Integration** – In the most general sense, the degree and frequency with which education abroad students are immersed in the host culture and society. See **Cultural Immersion** below). With regard to Bennett's Developmental Model of Intercultural Sensitivity, integration refers to the Ethnorelative stage in which learners internalize bicultural or multicultural frames of reference, maintaining a definition of identity that is "marginal" to any particular culture, and where they see themselves as "in process."

**Multiplicity** – A developmental stage where learners have moved beyond Dualism to a stage that acknowledges uncertainty in the world. This acceptance of uncertainty as legitimate, albeit temporary, is a profound departure from the dualistic perspective, and for many students an exciting experience. See also **Contextual Relativism**.

#### 4.5. Intercultural Adjustment

*The intercultural adjustment process consists of a series of changes in psychological well-being, both negative and positive, usually experienced in any transition but intensified due to its intercultural nature. The following terms are often associated with the intercultural adjustment process.*

**Cultural Adjustment** (or **Stages of Adjustment**) – A series of psychological ups and downs that accompany the entry into a new culture. Such feelings are commonly experienced in any transition but are intensified when crossing cultural boundaries. Many researchers have conceptualized the adjustment process as stages or phases that a sojourner experiences. See also "U" Curve and "W" Curve.

**Cultural Immersion** – A sojourner's engagement with and interaction in a host culture, with the goal of extensive involvement with host culture members.

**Cultural informant** ☐ A person who is highly self-aware of his/her own cultural values, norms, and appropriate behaviors and who understands the nuances well enough to express this knowledge to others who are less familiar with the culture.

**Culture Shock** (or **Transition Shock**) – The anxiety and feelings (of surprise, disorientation, confusion, etc.) one feels when coming into contact with an entirely different social environment, such as a different country. It often relates to the temporary inability to assimilate to the new culture, causing difficulty in knowing what is appropriate and what is not.

**Honeymoon** – The initial phase after arrival into a new culture, characterized by an emotionally positive period of discovery and exploration. As everything is new, exciting, different, and fascinating, one responds by being on a cultural "high" and feeling that the new culture is absolutely wonderful. This phase can last from a few days to several weeks.

**Reverse Culture Shock** (or **Reentry Shock**) – Similar to Culture Shock, but refers to the difficult and often unexpected transition process through which one progresses upon return to the home culture after an extensive sojourn in a different culture. See **Culture and Culture Shock**.

**Third Culture Formation** (or **Third Culture Retreat**) – The adoption of behaviors that are neither strictly representative of one's own culture nor strictly those of the host culture but can be an amalgamation of both, or can be a wholly new entity. When sojourners find themselves abroad without a trusted adviser who can help them make sense of the host culture, they can misinterpret cultural behaviors, become alienated from the host culture, and seek refuge in a third culture of their peers.

**"U" Curve** and **"W" Curve** (in relation to **Cultural Adjustment**) – Graphical representations of the psychological ups and downs of sojourner adjustment to another culture. The "U" curve is meant to represent initial adjustment phases such as "honeymoon," "culture shock," and "adjustment." The "W" curve adds the similar adjustment phases that occur upon return home. Many individuals do not go through all the stages, and even when they do, the timing and severity may vary enormously. Many trainers now consider the "curves of adjustment" as useful heuristic devices to raise issues related to cultural adjustment but no longer present them as phases that everyone will automatically experience.

#### 4.6. Intercultural Communication

*The manner of conveying a message can vary according to a range of elements, including the amount of meaning contained implicitly in the situation or explicitly in the actual words. The following terms are often associated with communication across cultures.*

**Competency** – The cluster of skills, abilities, habits, character traits, and knowledge a person must have in order to perform effectively within a certain environment. Competencies are demonstrated through behaviors and can be developed through training and individual effort.

**Contact Zone** – The social spaces where disparate cultures meet, clash, and grapple with each other. The term invokes the spatial and temporal co-presence of subjects previously separated for geographic and historical reasons, and which now intersect.

**Empathy** – The recognition and understanding of the states of mind of others, including beliefs, desires, and particularly emotions, without injecting one's own. The concept is often characterized as the ability to "put oneself into another's shoes" or to identify with the feelings of the other person on that person's terms. Empathy relies on the ability to set aside temporarily one's own perception of the world and assume an alternative perspective.

**High-Context** – A communication style or society that relies heavily on nonverbal cues and situations and less on the explicitly transmitted part of messages. Many aspects of cultural behavior are not made explicit because most members know what to do and what to think from years of interaction with each other. Examples of high context style can be found in Japanese and Chinese society.

**Intercultural Communication** – 1) How people from differing cultural backgrounds communicate with each other. 2) The field of study that attempts to understand how people from different cultures communicate with each other, and which emphasizes the development of Intercultural Communication Competence. Sometimes used synonymously with Cross-Cultural Communication.

**Intercultural Competence** (or **Intercultural Communication Competence**) – The ability to relate and communicate effectively when individuals involved in the interaction do not share the same culture, ethnicity, language, or other common experiences.

**Low-Context** – A communication style or society that is characterized by using direct verbal communication and explicit statements of facts, and relying upon words to carry the meaning of the messages. It puts little emphasis on deriving meaning from the context of a situation and other nonverbal cues. Much of Western Europe (for example, France, Germany, Sweden, Switzerland), Australia, and the U.S. exhibit a low context style.

**Nonverbal Communication** – All behavior that modifies, adds to, or substitutes for spoken or written language. Nonverbal behavior includes: paralinguage (paralinguistics); body language (kinesics); eye language (oculesics); space language (proxemics); touch language (haptics); and timing in conversations (regulators).

**Tolerance for Ambiguity** – The willingness in an unfamiliar and unscripted situation to take the time to try to understand what is occurring and/or appropriate. Those with a low tolerance for ambiguity seek information primarily to support their own beliefs. Those with a high tolerance for ambiguity seek objective information from all participants primarily to gain an understanding of the whole situation and to perceive and predict accurately the behavior of others.

## Section 5. Geographical Regions

*It is not unusual for people to confuse the Balkans with the Baltic or speak of “Latin America and South America” (whereas the latter is part of the former). This section of the glossary is designed to help education abroad professionals avoid such errors. With a handful of exceptions (for example, Siberia, Anatolia) it contains only terms cutting across national borders and thus excludes such regions as the Midi, Honshu, or the Maritime Provinces.*

### 5.1. Broad Intercontinental Regional Terms

*The definitions in this section are organized by regions consisting of continents or sub-continents. Each of the terms in this section is applicable to at least two of these broad regional categories.*

**Circum-Polar Countries** – The countries surrounding the Arctic Ocean: Canada, Finland, Greenland, Iceland, Norway, Russia, Sweden, and the United States.

**Commonwealth of Nations** (formerly **British Commonwealth**) – A voluntary association of more than fifty countries most of which have historical ties to the United Kingdom. Among the largest are Australia, Bangladesh, Canada, India, Kenya, Nigeria, Pakistan, South Africa, Sri Lanka, Tanzania, and Uganda.

**Commonwealth of Independent States** – A loose cooperative arrangement among eleven of the former Soviet republics (all except Estonia, Latvia, Lithuania, and Georgia).

**Developed Countries** – The generally richer countries. Rough synonyms include the First World, Industrialized Countries and Global North. Weaknesses in the various options are mirror images of those discussed in the entry for Developing Countries. There is no complete consensus as to which countries should be included in this category, but the “developed countries” are conventionally defined to include at least Australia, Canada, most of Europe, Israel, Japan, New Zealand, Singapore, the United States, and, increasingly, South Korea and Taiwan. There is a lack of consensus concerning certain countries, including much of Eastern Europe (for example, Albania, Macedonia, or Moldova, or even Russia or Ukraine). Other points of contention include wealthy countries with excessively inequitable income distribution—for example, some of the oil-producing kingdoms of the Arabian Peninsula and the Persian Gulf—as well as Hong Kong (now part of China but still often treated as a separate economy).

**Developing Countries** – One of a number of different terms used to describe the comparatively poor countries of the world. Neither this nor any of the other terms is entirely satisfactory. The dichotomy between “developing” and “developed” countries seems grounded in ethnocentrism. As an alternative term, Non-Industrialized Countries is increasingly inaccurate as manufacturing operations relocate from rich countries to poor. Third World was coined in the context of the Cold War, the “first” and “second” worlds being the capitalist and communist countries respectively; the term is obsolete today. (Some people have begun speaking of the Two-Thirds World as a synonym, and among others the term Fourth World has gained currency to refer to the poorest of nations.) The Global South, a term gaining some currency in academia, is not literally accurate—for example, it excludes Australia and New Zealand—although it has the advantage of seeming more neutral in tone.

**Eastern Hemisphere** – Technically the half of the earth from the prime meridian eastward to 180 degrees longitude. Often used to refer to Eurasia, Africa, Australia, and New Zealand.

**Eurasia** – The landmass consisting of the continents of Europe and Asia.

**European Union** (or **EU**) – A political and economic union of 27 member states, mostly in Europe. Includes a relatively unified market, a currency common to most member states, unfettered trans-border movements of citizens among most member states, and many political and economic institutions including an elected European Parliament. As of 2010 it includes Austria, Belgium, Bulgaria, Cyprus, the Czech Republic, Denmark, Estonia,

Finland, France, Germany, Greece, Hungary, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Republic of Ireland, Romania, Slovakia, Slovenia, Spain, Sweden, and the United Kingdom.

**Former Soviet Union** – A vast territory sprawling across much of Europe and Asia and consisting of Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

**Pacific Rim Countries** – The countries in or bordering on the Pacific Ocean, including Russia, Japan, China, Taiwan, Vietnam, Thailand, the Philippines, Indonesia, Brunei, Timor-Leste, Papua New Guinea, Australia, New Zealand, Chile, Peru, Ecuador, Colombia, Central America except Belize, Mexico, the United States, Canada, and all of the Melanesian, Micronesian, and Polynesian island countries.

**Western Hemisphere** – Technically the half of the earth from the prime meridian westward to 180 degrees longitude. Often used to refer only to the Americas.

### 5.2. Africa South of the Sahara

*Although Africa as a whole has a consensus definition (possibly with the exception of a few island groups in the Indian or Atlantic Ocean), there is much greater variation in usages for its various sub-regions.*

**Africa** – Continent south of the Mediterranean and Red Seas. Generally defined as including all of Egypt except the Sinai Peninsula, which is considered part of Asia.

**Africa South of the Sahara** (or **Sub-Saharan Africa**) – Most definitions include all of Africa except Algeria, Egypt, Libya, Morocco, and Western Sahara.

**Anglophone Africa** – The former British colonies in Africa where English is still used widely: Botswana, The Gambia, Ghana, Liberia, Kenya, Lesotho, Malawi, Namibia, Nigeria, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

**Central Africa** – Narrowest definitions include just the Democratic Republic of the Congo plus the Central African Republic. Usually Cameroon, Chad, Equatorial Guinea, and Gabon are also included. Somewhat less frequently the definition is broadened as **Middle Africa** to embrace Angola, Burundi, the Republic of the Congo, Rwanda, and/or Zambia as well.

**Eastern Africa** – Includes at least Djibouti, Eritrea, Ethiopia, Kenya, Somalia, Tanzania, and Uganda, and usually Burundi and Rwanda. Broader definitions sometimes extend far enough south to include Comoros, Madagascar, Malawi, and Mozambique. Very occasionally Sudan, Zambia, and/or Zimbabwe are added as well.

**East Africa** – Often used as a synonym for Eastern Africa, but sometimes more narrowly for the former British East African colonies of Kenya, Uganda, and Tanzania.

**Horn of Africa** – Djibouti, Ethiopia, Eritrea, and Somalia.

**Francophone Africa** – The former French and Belgian colonies of Sub-Saharan Africa where French is still used widely: Benin, Burkina Faso, Burundi, Cameroon (partially), Central African Republic, Chad, Comoros, Congo (both Republic of and Democratic Republic of), Côte d’Ivoire, Gabon, Guinea, Madagascar, Mali, Mauritania, Niger, Rwanda, Senegal, and Togo.

**Guinea** – The portion of Africa bordering on the Gulf of Guinea, including Benin, western Cameroon, Côte d’Ivoire, Equatorial Guinea, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, southern Nigeria, Sierra Leone, and Togo. Not frequently used except in historical context.

**Lusophone Africa** – The former Portuguese colonies of Sub-Saharan Africa where Portuguese is still used widely: Angola, Cape Verde, Guinea Bissau, Mozambique, and São Tomé and Príncipe.

**Sahel** – The area of seasonal rainfall and frequent drought immediately south of the Sahara.

**Sahelian Countries** – Typically defined to include Burkina Faso, Chad, Djibouti, Ethiopia, Mali, Mauritania, Niger, Senegal, Somalia, and Sudan. (Only parts of most of these countries are actually in the Sahel as climatically defined. The northern portions of Chad, Mali, Mauritania, Niger, and Sudan lie within the Sahara. Moreover, in climatic terms the northern portions of several other countries form part of the Sahel: Benin, Cameroon, Côte d'Ivoire, Ghana, Kenya, Nigeria, and Togo.)

**Southern Africa** – Narrowest definitions include Botswana, Lesotho, Namibia, South Africa, and Swaziland. Most also include Angola, Comoros, Madagascar, Malawi, Mozambique, Zambia, and Zimbabwe.

**West Africa** – Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania (usually), Niger, Nigeria, Senegal, Sierra Leone, and Togo. Broader definitions, infrequently used, embrace also Cameroon, Chad, Equatorial Guinea, Gabon, and/or Western Sahara.

### 5.3. North Africa and the Middle East

*Convention considers North Africa and the Middle East together as forming a major world region, but there is far from consensus about the southern and eastern boundaries of that region or about the sub-regions within it. Further complicating the situation is that terminology has changed over time.*

**Anatolia** – The westernmost portion of Asia, encompassing most of Turkey.

**Arab World** – The predominantly Arabic-speaking countries of the Middle East and North Africa: Algeria, Egypt, Iraq, Jordan, Libya, Morocco, Palestine (West Bank and Gaza), Syria, Sudan (at least its northern half), Tunisia, and the countries of the Arabian Peninsula.

**Arabian Peninsula Countries** – Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, and Yemen.

**Fertile Crescent** – Mesopotamia, the Nile Valley of Egypt, and the Levant.

**Levant** – Roughly Israel, Lebanon, Palestine (West Bank and Gaza), and the western portions of Jordan and Syria. Although the term is used most often historically, it occasionally appears in a contemporary context.

**Mahgreb** – Northwest Africa north of the Sahara. Includes parts of Algeria, Morocco, and Tunisia, and by some definitions Libya as well. Sometimes used more broadly as a political term to include the countries in their entirety, including their Saharan portions.

**Mesopotamia** – The Tigris and Euphrates river valleys and adjacent lowlands, mostly in Iraq but also including portions of Syria, Iran, and Kuwait. Although sometimes employed as a contemporary term, historical usages are more common.

**Middle East** – Usually defined as Southwest Asia plus Egypt. Less commonly Libya and/or Sudan may be included as well. Although often criticized because of its Eurocentric overtones, its use seems not to be yielding to the preferred Southwest Asia, partly because the latter technically excludes almost all of Egypt.

**Near East** – Once frequently employed, especially by the British, to refer to Mesopotamia, the Levant, and Anatolia, this term has now largely fallen into disuse except among archaeologists and ancient historians.

**North Africa** – Algeria, Egypt, Libya, Morocco, Tunisia, and Western Sahara (claimed by Morocco). Sometimes defined to include Mauritania and/or Sudan as well, or at least their northern (Saharan) portions. Less often defined more broadly to include the Saharan portions of Chad, Eritrea, Mali, and/or Niger as well.

**Southwest Asia** – Cyprus, Iran, Iraq, Israel, Jordan, Lebanon, Palestine (West Bank and Gaza), Syria, Turkey, and the countries of the Arabian Peninsula. Some definitions also include the Caucasus Republics (Armenia, Azerbaijan, and Georgia). Some regional breakdowns of Asia that do not include a Central Asian region also assign the following countries to the Middle East: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, and increasingly Afghanistan as well.

### 5.4. Asia

*Although there is close to a consensus about the meaning of Asia, its sub-regions are considerably more ambiguous. Especially contested is the placement of the boundaries between Central Asia and adjacent regions.*

**Asia** – Generally considered a continent consisting of the Eurasian mainland east of the Urals and the Dardanelles/Bosporus, plus Japan, Taiwan, the Philippines, and Indonesia. There is some ambiguity concerning where to place Armenia, Azerbaijan, and Georgia, but they are more frequently assigned to Asia than to Europe.

**Central Asia** (sometimes called **Inner Asia**) – Somewhat fluid term usually taken to include at least Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, and Uzbekistan. Some definitions assign Afghanistan to this region as well. When Central Asia's limits are not defined strictly along national boundaries, some of the western and northern Chinese provinces are also included—typically at least Qinghai, Xinjiang, and Xizang (Tibet), and, less universally, Gansu, Inner Mongolia, and/or Ningxia-Huizu.

**East Asia** – China (or at least its more eastern portion), Taiwan, Japan, and North and South Korea. Some schemes for subdividing Asia do not include a Central Asian region, in which case East Asia typically includes Mongolia as well.

**Far East** (or **Orient**) – Vague terms now passing out of favor. Sometimes used synonymously with East Asia, sometimes more broadly as including East plus Southeast Asia, and sometimes even as extending to the Russian Far East.

**Himalayan Kingdoms** – Bhutan and Nepal.

**Indies** (or **East Indies**) – Once common European term for South plus Southeast Asia. Little used today except in historical works.

**Indochina** – Cambodia, Laos, and Vietnam.

**Siberia** – Although sometimes used to cover all of Asian Russia, the term more technically excludes the Russian Far East (the portion of Russia bordering the Pacific) and includes northern Kazakhstan.

**Southeast Asia** – Brunei, Cambodia, East Timor, Indonesia (some would exclude Indonesian New Guinea, however), Laos, Malaysia, Myanmar (Burma), Philippines, Singapore, Thailand, and Vietnam.

**South Asia** (or the **Indian Subcontinent**) – Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka. Some definitions include Afghanistan as well.

**Transcaucasus** – The region south of the main crest of the Caucasus, consisting essentially of Armenia, Azerbaijan, and Georgia.

### 5.5. Europe

*Terms for large sub-regions of Europe have always been elusive. Definitions have tended to depend on the economic or political context in which a term is used.. Recent political changes have undermined any consistency in usage None of the broad regional subdivisions commonly used—Western, Northern, Central, Eastern, and Southern Europe—has a consensus definition. Given the fluidity of these terms, users should make clear how they are defining them.*

**Balkans** – Technically the peninsula between the Adriatic and Black Seas. More often defined in political terms to include Albania, Bosnia-Herzegovina, Bulgaria, Greece, Kosovo, Macedonia, Montenegro, Serbia, and European Turkey. Many usages add Croatia, and some Slovenia, Romania, and/or Moldova as well. Because the term has tended to acquire pejorative implications, some people advocate Southeastern Europe as an alternative.

**Baltic Republics** – Estonia, Latvia, and Lithuania.

**British Isles** – The islands of Ireland and Great Britain. Politically the British Isles consist of two countries: the Irish Republic and the United Kingdom. The United Kingdom in turn consists of Great Britain and Northern Ireland, and Great Britain in turn of England, Scotland, and Wales.

**Central Europe** – Geographers traditionally have used this term to include roughly Austria, the Czech Republic, Germany, Hungary, Poland, Slovakia, Switzerland, and, less commonly, Romania and the former Yugoslavia. That is still a possible meaning, but the term has become less clear than ever. For example, there are schemes that divide Europe into three north-south belts and use “Central Europe” to refer to what tended during the Cold War to be called Eastern Europe (Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and the former Yugoslavia) plus the Baltic states (Estonia, Latvia, Lithuania).

**Eastern Europe** – Before 1989 this term often referred to the Communist countries of Europe other than the USSR, i.e., Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Sometimes the European USSR was included as well, but more commonly people referred to “Eastern Europe and the Soviet Union.” The pre-1989 usage is still common, but other definitions are being used much more frequently than during the Cold War. For example, a three-part division of Europe into Western, Central, and Eastern strips might assign just Belarus, Moldova, and Ukraine to Eastern Europe, and sometimes Russia and/or Estonia, Latvia, and Lithuania as well.

**Europe** – The continent consisting of the western portion of the Eurasian land mass plus the British Isles and Iceland. Traditionally considered to end on the east at the Urals and on the south at the Mediterranean/Black/Caspian Seas and the Caucasus Mountains. The principal ambiguity today seems to be whether or not to include the Transcaucasus (Georgia, Armenia, and Azerbaijan), which some schemes assign to Europe because of historical affinities even though they have traditionally been defined as part of Asia. British usage often excludes the UK, Ireland, and Iceland.

**Former Yugoslavia** – Bosnia-Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, Serbia, and Slovenia.

**Iberian Peninsula (or Iberia)** – Portugal and Spain.

**Low Countries (or Benelux Countries)** – Belgium, Luxembourg, and the Netherlands.

**Nordic Countries** – Denmark, Finland, Iceland, Norway, Sweden, and their territories: the Faroe Islands, Greenland, Svalbard, and Åland.

**Northern Europe** – Least commonly used of the terms for major subdivisions of Europe. Usually includes the British Isles, the Nordic Countries, and the Baltic Countries. Sometimes northern Russia, northern Poland, northern Germany, and the Netherlands are included as well.

**Scandinavia** – Denmark, Norway, and Sweden. Some definitions include Finland as well, and/or, when the stress is on linguistic affinities, Iceland and the Faroe Islands.

**Schengen countries** – Those nations in Europe that belong to a legal entity that shares a common visa and permits open travel among the member nations. Originating in a treaty signed in 1985 in Schengen, Luxembourg, the treaty zone has been expanded in subsequent treaties and agreements to include 25 European nations as of 2011. Participating nations are referred to collectively as the Schengen zone or area.

**Southern Europe (or Mediterranean Europe)** – Again there is no consensus. It is usually taken to include at least Greece, Italy, Malta, Portugal, and Spain. Albania, Yugoslavia, European Turkey, and/or southern France are often included as well, and sometimes Bulgaria and even Romania. Although technically part of Asia, Cyprus has enough cultural affinities to be included by some definitions.

**Western Europe** – Through most of the second half of the twentieth century this term most typically referred to non-communist Europe, which consisted of all European countries west of, and including, Finland, West Germany, Austria, Italy, and Greece. The post-1989 political changes have tended to undermine this meaning. Alternative definitions draw the eastern boundary of Western Europe as far east as the Poland-Belarus border and as far west as the France-Germany border. The latter understanding of the term is similar to a common

definition before World War I, when Western Europe was often taken to mean just the British Isles, France, and the Low Countries.

## 5.6. Oceania

*There is some ambiguity about the meaning of the term Oceania itself, there is a reasonable degree of consensus about its major subdivisions.*

**Australasia** – Although sometimes used for Australia and New Zealand, Australasia is more widely and usefully applied as a biotic term for a region with many common or related species of plants and animals. Used in this sense, it includes Australia, New Zealand, most of Melanesia (with the exception of Fiji), and the Indonesian archipelago east of Java, Bali, and Borneo. i.e., the portion that forms part of the Australasian tectonic plate.

**Melanesia** – Collective term for New Guinea plus a series of island chains in the western portion of the South Pacific, east of New Guinea and the northern half of Australia, from the Bismarks on the northwest through the Solomons and the New Hebrides to New Caledonia and Fiji. In political terms it includes Fiji, New Caledonia, Papua New Guinea, Solomon Islands, Tuvalu, and Vanuatu.

**Micronesia** – Collective term for a series of island chains in the western portion of the North Pacific including the Marianas, the Carolines, and the Marshalls. In political terms it includes the Federated States of Micronesia (USA), Guam (USA), Kiribati, the Marshall Islands, Nauru, the Northern Mariana Islands (USA), Palau, and Wake Island (USA; no indigenous inhabitants left).

**Oceania** – Often used for Australia, New Zealand, New Guinea, and the Pacific islands. A narrower meaning restricts it to the latter.

**Polynesia** – Collective term for islands and island chains sprawling across much of the North and South Pacific east of Micronesia and Melanesia, from the Gilberts, Samoa, and Tonga on the west to Hawaii on the northeast and Easter Island on the east. In cultural terms the Maoris of New Zealand are Polynesian as well, although it would be unusual to classify contemporary New Zealand as part of Polynesia. In political terms Polynesia includes American Samoa, Cook Islands, Easter Island (Chile), French Polynesia, Hawaii (USA), Pitcairn (UK), Tonga, Tokelau, Tuvalu, and Wallis and Futuna.

**South Pacific** – Colloquial term with a number of different meanings, the most common being the islands of the Pacific Ocean. This meaning is not technically accurate, given that most of Micronesia actually is in the North Pacific.

## 5.7. The Americas

*The term “The Americas” has a fairly universal meaning. The few ambiguities include Greenland (most schemes would assign it to the Americas rather than Europe) and Easter Island and Hawaii (both part of Polynesia in historical cultural terms but both today forming part of mainland American countries). Some of the regional subdivisions within the Americas are more ambiguous.*

**America** – Term frequently used to mean the United States. Latin Americans, however, most often use it to mean the entire western hemisphere—what North Americans might call **The Americas**—and may resent its narrower use.

**Andean Countries** – Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina.

**Anglo America** – Term used by geographers to refer to Canada and the USA. Like many regional terms, it is literally appropriate only at a sweeping continental scale (for example, places like Quebec, the Navajo reservation, or the Rio Grande valley are not predominantly “Anglo,” nor are many urban neighborhoods).

**Bolivarian Countries** – Term used, especially among Latin Americans (*países bolivarianos* in Spanish), to refer to

the countries liberated by Simón Bolívar: Bolivia, Colombia, Ecuador, Panama, Peru, and Venezuela.

**Caribbean** – The islands within and bordering the Caribbean Sea. Synonymous with the West Indies. Usually the Bahamas are also included, even though they fall entirely outside the sea itself. When Caribbean is used as a cultural term, Belize and the Guianas might be added as well, and sometimes even the Caribbean coastal regions of Central America, Colombia, and Venezuela. Sometimes referred to as the Antilles.

**Central America** – The mainland countries of the North American isthmus lying south of Mexico: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. When Latin Americans use the term they tend to exclude Panama because of its historical origins as a province of Colombia.

**Central Andes** – The portion of the Andes lying within Bolivia, Ecuador, and Peru, which together constitute the Central Andean Countries. (A physical geographer would also include the northern portions of the Chilean and Argentine Andes as far as the southern boundaries of the Altiplano.)

**Greater Antilles** – The four large Caribbean islands: Cuba, Hispaniola (consisting of Haiti and the Dominican Republic), Jamaica, and Puerto Rico.

**Guiana** – The Guiana Highlands (or Guiana Shield) of southeastern Venezuela, the southern Guianas, and northern Brazil. Often used more broadly to include everything between the Orinoco and Amazon rivers, including the coastal lowlands of the Guianas and northern Brazil and portions of the Amazon and Orinoco valleys.

**Guianas** – French Guiana, Guyana, and Surinam.

**Hispanic America** – The Spanish-speaking countries of Latin America: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela, plus the Commonwealth of Puerto Rico.

**Ibero America** – Hispanic America plus Portuguese-speaking Brazil.

**Latin America** – Historically has been used to embrace the independent countries in the western hemisphere where Romance languages are spoken: Brazil, Haiti, and the Spanish-speaking countries. Sometimes Puerto Rico is also included. Broader usages add Belize, the Guianas, Jamaica, and the Lesser Antilles, although more commonly this larger region is referred to as Latin America and the Caribbean.

**Lesser Antiles** – The smaller Caribbean islands, including at least the Leewards and the Windwards. Often used to cover as well the Cayman Islands, Aruba, Bonaire, Curaçao, Trinidad and Tobago, Margarita (Venezuela), and/or San Andres and Providencia (Colombia). Does not include the Bahamas.

**Mesoamerica** – A cultural term used by anthropologists and archaeologists to describe the areas of complex pre-Columbian urban civilizations in mainland Middle America, and sometimes also post-conquest regions derived culturally from those civilizations. Includes much of southern, central, and western Mexico plus large portions of Central America. Sometimes mistakenly used to mean Central America, or Mexico plus Central America.

**Middle America** – Mexico, Central America, and the Caribbean.

**North America** – The western hemisphere continent consisting of lands north of the Panama-Colombia border, including Canada, the U.S., Mexico, all of the mainland countries from Guatemala and Belize through Panama, and, usually, Bermuda, the Bahamas, the Caribbean islands, and (slightly less universally), Greenland. Usages in Latin America are more ambiguous; it sometimes is given the same broad meaning as in the U.S., or it may refer just to Canada, the U.S., and Mexico; just to Canada and the U.S.; or even to the U.S. alone.

**Northern Andes** – The portion of the Andes lying within Venezuela and Colombia, which together constitute the Northern Andean Countries.

**Patagonia** – The southernmost portion of South America, consisting of approximately the southern third of Argentina and Chile.

**Rio de la Plata Countries (or Rioplatense Countries)** – Argentina, Paraguay, and Uruguay.

**South America** – The continent that lies south of the Caribbean and the Panama-Colombia border. (Latin Americans do not count it as a separate continent; to them, the continent of America consists of North America and South America.)

**Southern Andes** – The portion of the Andes lying within Chile and Argentina, which together constitute the Southern Andean Countries.

**Southern Cone** – Argentina, Chile, Paraguay, and Uruguay. Southern Brazil sometimes is included as well.

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## ABOUT THE FORUM ON EDUCATION ABROAD

The Forum on Education Abroad is the only organization whose exclusive purpose is to serve the field of education abroad. Incorporated in 2001, the Forum holds 501 (c-3) nonprofit organization status and is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad.

Forum members include U.S. colleges and universities, overseas institutions, consortia, agencies, and education abroad provider organizations. The Forum membership includes more than 500 institutions and organizations that together account for approximately 90 percent of U.S. students studying abroad.

The Forum develops and implements standards of good practice, promotes and supports research initiatives, and offers educational programs and resources to its members. The Forum's members, represented by the Forum Council and its goals committees, determine the scope and direction of these initiatives. The Forum's annual conference is known for its distinctive format that fosters thought-provoking dialogue, and promotes collegiality and the vibrant exchange of ideas.

## THE FORUM ON EDUCATION ABROAD

### MISSION STATEMENT

The mission of the Forum on Education Abroad is to promote high quality and effective education abroad programs on behalf of students at U.S. colleges and universities through providing opportunities for global discourse and information sharing among the educational institutions, faculty and staff, consortia, agencies and organizations that are its members.

By providing opportunities for discourse and information sharing, the Forum promotes high quality and effective programming through:

- Advocating standards of good practice,
- Promoting excellence in curricular development and academic design,
- Encouraging outcomes assessment and other research,
- Facilitating data collection, and
- Advocating education abroad at all levels.