

**EXCHANGE PROGRAM APPROVAL CONSIDERATIONS
FROM THE FORUM ON EDUCATION ABROAD STANDARDS OF GOOD PRACTICE**

I. Strategic Planning Considerations

- What is the goal of the proposed program/partnership?
- What benefit(s) will UT students draw from this relationship? Abroad? On Campus?
- How will adding this new relationship aid efforts to internationalize the UT campus?
- Which existing partnerships/programs do we have in this country or region?
- Should we increase our involvement in this particular area?
- How will this new linkage affect the viability/reciprocity of those already in existence?
- What will it offer that is not possible through our current options?
- Which population(s) of UT students will this program/partnership draw? Why? How?
- Are there sufficient numbers within the targeted student population to sustain it?
- How often will the relationship be evaluated to determine whether it has effectively delivered the opportunities for which it was begun? According to which criteria?

II. Academic Quality and Compatibility Considerations

- What is the academic reputation of the program/partner in the field(s) proposed?
- Do the relevant UT academic departments support developing a relationship with this particular program/partner?
- How do learning formats and grading philosophies differ from those in place at UT?
- To which level(s) of students is the opportunity available?
- What are the eligibility guidelines for participation?
- In what capacity will UT students participate (course of study, internship, lab work, research, field study)?
- Do the teaching faculty possess adequate credentials in teaching? In scholarship?
- Will the participating department(s) and college(s) commit to providing space in UT classes for incoming exchange students?
- Will the college/department provide academic advising to the incoming students?
- What sort of sustained contact will the sponsoring faculty member, department, or college maintain with the institution abroad? Is s/he or are they willing to be a resource for staff working to prepare students for the new destination?
- Do the courses provided by the program/partner align with the course needs of the targeted student population(s)?
- Do the courses also provide valuable complements that extend the UT course inventory?
- Can the courses offered by the program/partner be translated into meaningful credit units that satisfy degree or major requirements for the targeted student population(s)?
- What are the common forms of assessment in courses? Do they satisfy UT standards?

III. Health and Safety Considerations

- What are the political and economic conditions in the country, region, and city where the program/partner is located?
- Can students safely rely on public transportation?
- Do program facilities, classrooms, offices, home stays, student residences, excursions, etc. meet local safety standards? How do they compare with U.S. standards?
- Must the students adapt their behavior to fit local norms? If so, in which ways?

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- What resources and plans does the program have in place for handling emergencies? How regularly are these monitored to ensure information is up-to-date?
- Are adequate medical facilities nearby and accessible?
- In a medical emergency, who will aid the student in locating appropriate treatment and accompany her/him?
- To which health and safety risks will students studying in this location be exposed?
- What sort of medical insurance will be available to students on this program?
- What sort of facilities and attitudes are prevalent for students with medical conditions or disabilities?

IV. Administrative and Student Services Considerations

- Who will select the students for the program?
- Will the program/partner aid students with course enrollment?
- What sort of housing assistance will UT students receive?
- Is the academic calendar different? In which sessions can UT students participate?
- Will summer session participation be permitted? If so, how will summer participation be calculated in the exchange balance?
- Is the exchange partner committed to maintaining a well-balanced exchange?
- Will the program/partner issue an official grade report or transcript at the end of the academic term? When and to whom will transcripts be issued?
- Will the program/partner offer an on-site orientation?
- Will there be an on-site point of contact to aid students beyond orientation?
- Is the program/partner committed to corresponding with UT staff in a timely manner to provide the information required to prepare students for participation (calendar dates, enrollment forms, housing information, registration procedures, approximate costs of student living, questions concerning specific course offerings or syllabi, etc.)?
- Regarding internships, field work, research, lab work, and other practical exercises:
 1. What sort of supervision is provided?
 2. How are students matched to the opportunity?
 3. How will organizations, individuals, departments providing placement be selected?
 4. Which criteria will be used to assess students' performance?
 5. Will academic credit be awarded and, if so, can it satisfy (a) degree requirement(s)?

V. Program Facility and Academic Resource Considerations

- Will the students have access to academic libraries?
- What sort of access to technology resources does the program/partnership allow students?
- What additional resources and facilities will students be permitted to access?
- Will students have adequate access to the materials and equipment necessary to successfully meet the program's objectives?

VI. Financial Resources and Viability Considerations

- What costs will student participants encounter?
- How does the total cost of participation compare with an equivalent time period at UT?
- For which sorts of funding will students be able to apply?
- Do the combined costs and funding opportunities allow students from a broad range of socio-economic circumstances to participate?