



NAFSA Region V 2020 Digital Publication

Staying connected in 2020

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Foreword

This publication is a tribute. A tribute to the collegiality and resilience of our region and our field. To the symbiotic nature of the relationships that help propel our industry forward. To the continued commitment to each other and a hope for a tomorrow where international education endures and flourishes notwithstanding the great odds we are facing today.

This publication is a compendium of non-promotional articles from several knowledge communities: Education Abroad (EA), International Enrollment Management (IEM) and International Student and Scholar Services (ISSS), that cover a variety of topics with the purpose of providing valuable resources and support to our colleagues in the field of international education at a time when staying connected with others in our industry is even more essential than usual. We all know firsthand just how difficult it is to initiate, maintain and grow professional relationships in a virtual world. This publication's goal is to help do just that.

In addition to the articles, this publication contains advertisements and direct contact information from organizations that provided support to our region and our conferences in the 2 years leading up to this virtual event. Think of it as a digital alternative to an exhibit hall that has been a fixture at our conferences for so many years. Please treat this content as an opportunity to familiarize and, perhaps, refamiliarize yourselves with the third parties that helped, are helping or might possibly help support you in your roles through this difficult chapter in human history.

As Region V is gearing up for its first ever virtual conference, we are unwavering in our faith that we will come through these trying times together as a community, stronger than ever before and with a renewed sense of purpose and commitment to our cause.

Katerina Roskina
Region V Exhibitor and Sponsor Coordinator
Chair of the Wisconsin Association of International Educators

Region V 2020 Virtual Event Schedule
(Includes live registration links)

KC	Time	Title	Registration
Wednesday, October 21, 2020			
All	3:00 pm – 4:00 pm	Newcomer Welcome	Register Now
Thursday, October 22, 2020			
EA	9:00 am - 10:00 am	Leveraging Partnerships to Increase Underrepresented Student Participation in Education Abroad: Pre-, Mid-, and Post-COVID-19	Register Now
IEL	9:00 am – 10:00 am	Communicating with Internal and External Partners During the COVID-19 Pandemic	Register Now
All	10:30 am – 11:00 am	Illinois State Meeting	Register Now
		Michigan State Meeting	Register Now
		Wisconsin State Meeting	Register Now
EA	1:00 pm – 2:00 pm	Education Abroad (EA) and COVID: A New Era for Study Abroad Roundtable	Register Now
IEM		International Enrollment Management (IEM) Roundtable	Register Now
IEM	2:15 pm – 3:30 pm	Recruitment and Admission in the Time of COVID-19	Register Now
ISSS	2:30 pm – 3:30 pm	Government Session and Immigration Hot Topic Debrief	Register Now
MIG	3:30 pm – 5:00 pm	Marketing and Communications Member Interest Group (MIG) Meeting	Register Now
		China Member Interest Group (MIG) Meeting	Register Now
Friday, October 23, 2020			
ISSS	9:00 am – 10:00 am	Tools for Building a Virtual Orientation During a Pandemic	Register Now
EA/TLS		Strategies for Student Engagement in Hyflex and Online Courses: Perspectives From ESL and Study Abroad Programming	Register Now
TLS	10:30 am – 11:30 am	Teaching, Learning, and Scholarship (TLS) Roundtable	Register Now
IEL		International Education Leadership (IEL) Roundtable: Crisis Management, Leadership, and Finding Strength of Our Campus Community During the Pandemic	Register Now
MIG	1:00 pm – 2:00 pm	Technology Member Interest Group (MIG) Meeting	Register Now
		Internships, Service Learning, and Research Abroad Member Interest Group (MIG)	Attend Now

Education Abroad (EA) Knowledge Community

Learning to Love Online

CAPA: The Global Education Network

www.capa.org



ONLINE & IN-COUNTRY STUDY ABROAD
REMOTE & IN PERSON GLOBAL INTERNSHIPS

GO BEYOND

By Dr. Michael Woolf

Conditional Affection

I am aware that this title is ambiguous. I have brought you here under a false pretense. I have no experience of aspiring to love online, or of dating agencies found there, and I do not intend to rectify that omission. I thought, however, that nobody would read anything of mine that related to technology. It is not my field. Hence this rather shabby tactic to try to seduce you into reading this.

A little explanation is called for. I struggle with complex technologies (that includes everything invented since the fountain pen.) Our estimable technology helpline people have a significant dossier of my confusions and “user errors.”

So, I am not entirely comfortable with the idea of encountering reality through the filter of technology. That resonates with why I prefer theater to cinema because, if it is happening now, something is liable to go wrong or to go right. There is no way of knowing in advance and there is no way of changing it once it has happened. In the cinema, by way of contrast you know that what you are watching has been subject to editorial alterations of many and several kinds. Nothing just randomly happens; what you see is always something invented by hand and eye. Cinema enacts the illusion that you can direct and control things. However, both films and plays are constructed approximations of reality; in contrast, after you leave cinema or the curtain falls, you encounter the unpredictable, unmanageable, randomness which may amuse, educate, or disturb.

Film and theater do not, however, claim to be reality but rather to represent something connected to the world. Thus, I struggle with the idea that reality can be “virtual.” I realize, though, that it has become part of the environment, a collocation or linguistic association as familiar as fish and chips, or study abroad. Nevertheless, it is something of an oxymoron. I have no objection to oxymorons, of course: bittersweet memories of the teacher who wrote “Don’t use contractions” at the bottom of my history essay: epiphanies that led to the realization that Little Big Man was not a misprint, and the revelation that wars can never really be civil. I have, though, adjusted to the notion of virtual reality and, in our current circumstances, have been converted to the idea that it may be possible to study the nature of abroad in that space. I am something of a convert but nothing of an expert.

I have colleagues who have real expertise in, and passion for, teaching and learning online. The rationales and applications are made very clear, for example, in Jessie Gibson’s fine article “Innovative Technology Gives Online Study Abroad Students a Global Experience.” She argues that:

"While they may not be physically abroad, students using Global Networked Learning will still build key skills employers value, including complex problem solving, critical thinking, creativity, collaboration and teamwork, emotional intelligence, negotiation, clear judgment and decision making, and cognitive flexibility. Through this technology, the online study abroad experience will be transformed from an international experience to a global one." [1]

I cannot match Jessie Gibson's insights but will add a peripheral thought or two. Her article demonstrates the value of online international education beyond the immediate situation. Enhanced technologies have created possibilities of teaching and studying in new ways. Flexible learning timetables can overcome the barriers of time. Geographical borders are no constraint to participation. More affordable and inclusive trans-national education may be available, for example, to working adults, to athletes constrained by sport obligations, to those other constituencies we have not served as effectively as we might have. In short, online courses may make a mode of international education available to students who, for one reason or another, cannot or will not travel. It is not an answer to every problem. Students with some kinds of learning difficulties or physical disabilities may still face barriers. Good internet connection is not universally available. Nevertheless, it may spread the inclusive net wider and have real impact upon the issue of under-representation in international education.

Online learning may function effectively in a number of contexts: as an enhancement for students while studying abroad; as a form of global education that impacts upon the internalization agenda of campuses within and beyond the USA; as a mechanism to eradicate at least some barriers to participation.

There are other peripheral benefits to students in that it helps demonstrate that technology may have a utility beyond chatting with chums on Facebook, Instagram, Tumblr, TikTok, Twitter, Snapchat etc.[2] Much of our daily working lives is spent on computers. It is possible to do some real research online (I do not just mean Wikipedia). Having students engage with the internet for employment, through virtual internships, and enlightenment, through academically challenging courses, has significant value.

The ability to create education in virtual space is all very new, however. If you are over the age of about 30 you were born in a time when none of this was really feasible.

A Historical Diversion

It is easy to forget that the technologies we rely on to deliver globally networked learning and online teaching are remarkably recent. The first webpage was created in 1991 (a day before yesterday); eBay and Amazon were founded in 1995, Facebook in 2004, YouTube in 2005, Twitter in 2006 (yesterday). A revolution has radically altered most aspects of our lives from work, to recreation, to courtship (as referenced by my title), shopping, communications (in particular), and so on. It is difficult to imagine life without the technologies that have transformed our environments in a very short time.

I can demonstrate the impact on communications through personal experience. When I began working in international education written communications were made either by telex or regular mail. Telex was ponderous and pricey. Abbreviations were likely to lead to confusion and misconceptions. I loved letters though; there was a blissful space between request and action. Each technological development has increased the expectation of speed of delivery. Then the fax machine arrived. It represented an enormous advance in efficiency and helped improve relationships with overseas colleagues. It meant that you could personalize your messages, add sweet nothings, ask about the weather. However, I still treasure memories of faxes received from Tokyo. One began "Dear Mike, Further to your outrageous suggestion..." and another "We are bemused by your request for incredible things..." I like to think that the problem was one of translation. Then, of course, e-mail reduced the costs and increased the speed of our communications, as well as being a burden with which many of us struggle; is your burgeoning inbox a permanent reminder of your imperfections?

All of this happened on a mass scale only about 20 years old. Another thing that happened is virtual reality; the space in which we are now able to teach and to learn.

Virtual Reality? What?

Virtual reality is, of course, a bit of a contradiction. It functions metaphorically to indicate an alternative mode of connection through which we recreate the world outside. In that sense it is not new at all; it is part of a long history of devices through which aspects of the external world are represented and interpreted. In that sense, it approximates the role of art. Online teaching enables students to engage with a selective, edited view of the world invented and managed by someone else. An analogy is the art gallery wherein we might visit a version of Flemish medieval rural life in the paintings of Hieronymus Bosch (c1450 – 1519) or Pieter Brueghel the Elder (1564 – 1636).

Many other media have sought to mimic reality. The novel attempts to create a mediated version of an environment within which readers can engage with people and places previously unknown to them. The purpose of theater, Shakespeare's *Hamlet* tell us, is "to hold, as 'twere, the mirror up to nature." Television and film offer other ways of creating virtual realities in that they often show real people moving in actual environments.

The visual arts, the novel, theater, film and television, and online learning have in common the creation of mediated realities. It is not the same as being there, but it may have real significance. There is not any intrinsic value in the mechanism itself; a novel is not necessarily superior to a play or a film. What matters is the quality of mind that creates pathways into other places. This reminds us that effective online learning is not the same as filming a talking professorial head. It is important to recognize that it is a distinctive pedagogy that has to be crafted and created so that the parts are integrated into a coherent whole.

Online teaching and the creative arts enact similar processes. They enable us to see things from new perspectives: we return to our own environment but perceive it in a manner somewhat altered. At their best, these tools enlighten, educate, and trigger curiosity. Engagement with virtual reality may also inspire students subsequently to cross borders into more distant landscapes beyond the domestic.

Online learning is not study abroad, not "study abroad lite," [3] but an alternative mode of exploring and analyzing worlds beyond the parochial. A key distinction is that in online provision the creator of the materials controls the learning environment; establishes the rules of access (sign on), and conventions of instruction (read, look, write, speak, collaborate). Virtual reality is a constructed medium, an artifice which grants access to the rich diversity of other spaces. We cannot visit all the corners of the globe but to be educated is to at least understand something of the world beyond the borders of inherited identities.

Global education ultimately means two things that are entirely compatible but not necessarily the same: education in the world and education about the world. Our role as international educators, in creating high impact learning, requires us to expose participants to new ideas in new environments. Virtual reality is not the same as being there, but it offers another route towards wisdom and to a re-definition of self.

International education has, at its center, an implicit belief in the benefit of experience. It is innovative and unconventional in that it values a mode of learning that may include, but always goes beyond, the traditional. We dismantle walls and cross borders because we believe that students learn most when surprised, discomforted, and challenged to look both beyond themselves and then, paradoxically, back into themselves. At CAPA, we recognize that there is more than one pathway along which students may travel towards those objectives and seek the wisdom extolled by Mark Twain: "Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all of one's lifetime." [4]

[1] May 6th, 2020: <https://capaworld.capa.org/innovative-technology-gives-online-study-abroad-students-a-global-experience>

[2] I found out about these, of course, on the internet and discovered to my astonishment that there are 65+ social media apps according to: <https://makeawebsitehub.com/social-media-sites/>

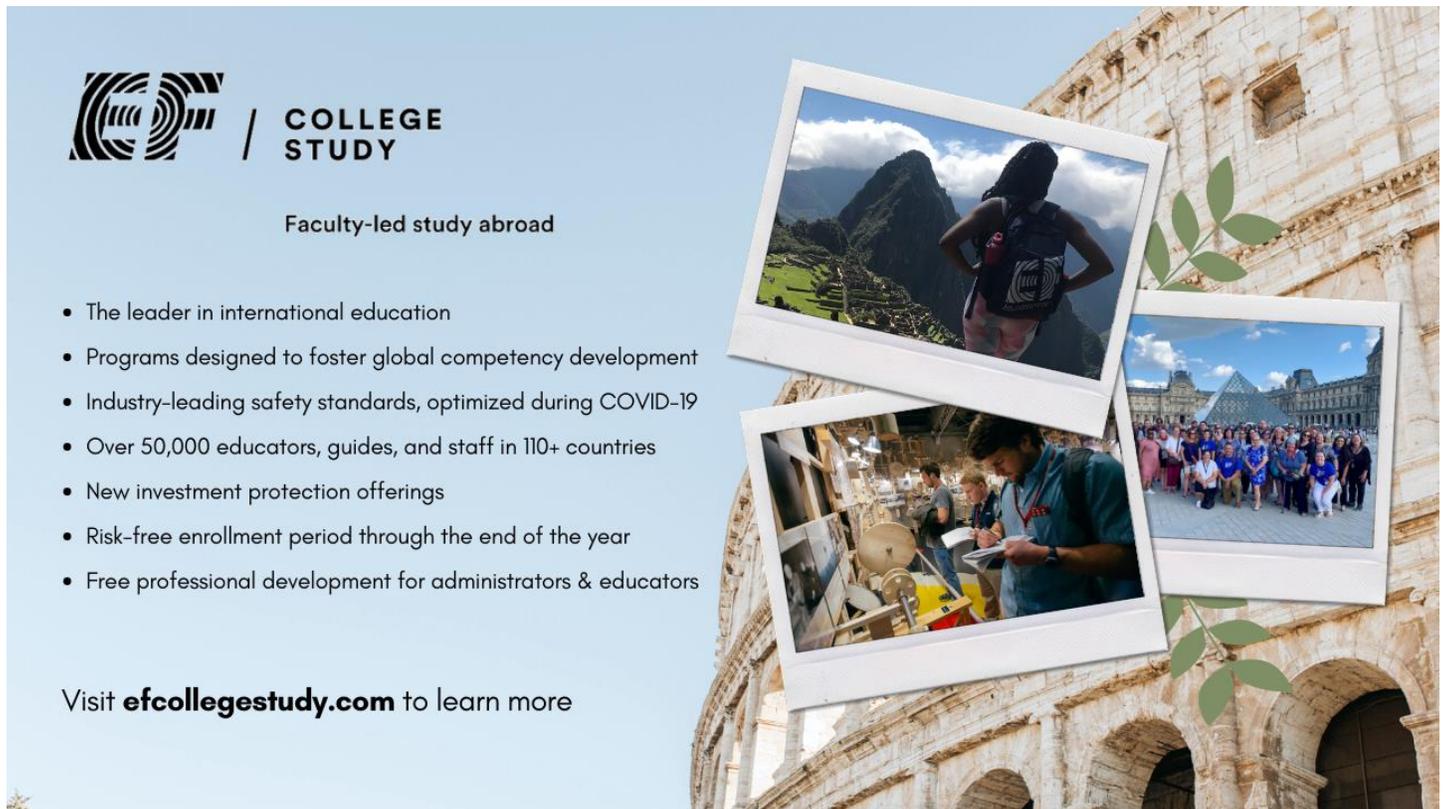
[3] The phrase used by Mary Lou Forward, SUNY Coil Director, at the online Forum Conference in April 2020.

[4] Mark Twain. *The Innocents Abroad or the New Pilgrim's Progress*. Hartford, Conn: The American Publishing Company, 1869, p. 365.

You can reach Laura Turner, CAPA's Institutional Relations Manager, at lturner@capa.org.

Now More Than Ever: How EA Roadmaps Can Maximize Institutional and Student Success

EF College Study
www.efcollegestudy.com

The graphic features the EF College Study logo on the left, which consists of a stylized 'EF' monogram followed by the text 'COLLEGE STUDY'. Below the logo is the heading 'Faculty-led study abroad' and a bulleted list of seven points. On the right side, there are three polaroid-style photographs: the top one shows a person with a backpack overlooking a mountainous landscape; the middle one shows a group of people in front of a large building; the bottom one shows a person working at a computer workstation. The background of the graphic is a large image of the Colosseum in Rome.

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While travel feels like all but a memory right now, and with many study abroad offices exploring ways to maintain momentum and relevance in a new normal, we wanted to present some research, insights, and tangible ideas that could help us all through this challenging time, and moreover, stand up strategies that can help keep campus supportive and engaged on the value of study abroad.

A critical challenge all institutions face is ensuring their student's success, which often presents itself in a key metric of students who secure a job post-graduation. In the era of COVID-19, where many industries are reducing headcount or putting hiring on pause, the landscape for jobs is more competitive than ever, especially amongst college grad and entry level applicants with lesser experience to speak to. Employers, with or without the challenges of COVID, are also increasingly looking for power skills (also called soft skills) and global competencies in their employees, versus the historical emphasis on hard skills that can be taught once on the job. This makes the need for the development of global competencies and unique experiences that support the development, a critical effort of both institutions and students alike.

To support these ideas, research shows:

- 85% of students say the **#1 reason they go to college is to get a job**¹
- Over half of all jobs will be automated by the year 2030²; therefore, almost all employers are increasingly looking for **candidates with stronger soft skills** like adaptability, empathy, collaboration, curiosity, and communication³
- 66% of executives are currently not satisfied with the level of skill attainment of young people entering the workforce³

- Additionally, 64% of students don't feel ready for the workforce⁴

Thankfully, there are some clear solutions to support the strategic goals of U.S. higher institutions, student needs, and corporate economic demands—one of which is international education and study abroad. While the study abroad industry has grown 25% over the past 10 years, short-term, faculty-led programs have seen the largest growth across all types of formats due to the fact that they not only provide a relatively cost-effective option, they also fit well into students' schedules and course loads, generally increasing overall access to EA. With the current economic climate, we expect demand for such programs to increase even further as we emerge from 2020.

The power of these programs, for the student and therefore for institutions, comes from the model that combines hands-on experience with cultural exploration in diverse contexts. Many believe that while traditional learning methods are crucial to the development of discipline-specific skills, universal competencies—like confidence, curiosity, adaptability, self-awareness, and empathy are built within more experiential contexts that are academically minded, but competency-centric. Specifically:

- 64% of employers think international experience is important in candidate recruitments
- 92% of employers are looking for the skills and traits that students develop in study abroad settings⁵

Students also see the payoff of international experiences:

- 97% of students who studied abroad **secured a job within the first year** after graduation, as opposed to 49% of those who did not⁶

Additionally, far from the fears that studying abroad will delay a student's graduation, multiple large-scale studies have found that students who study abroad, especially underrepresented or "at-risk" students, are more likely to complete their degrees or certificate programs than students who did not study abroad. First and second year retention rates for those students who study abroad are also considerably higher. Directly below are some great sources/resources around these themes.

- [Georgia Learning Outcomes of Students Studying Abroad Research Initiative \(GLOSSARI\)](#)
- [California Community College Student Outcomes Abroad Research \(CCC SOAR\) Project](#)
- [Effects of Study Abroad Participation on Student Graduation Rates: A Study of Three Incoming Freshman Cohorts at the University of Minnesota, Twin Cities](#)
- [NAFSA article: Study Abroad Improves Completion, Retention, and Transfer Rates](#)

Navigating how to establish programs that support these ideas, especially in the new normal we find ourselves in where priorities center around recruitment and retention of students, can be challenging. Our belief, as seen through successful implementation at many institutions across the country, is that study abroad roadmap planning, and strategic, institutionalized plans that focus on internationalization and global mobility, starting from the day students step foot onto campus, through the day they leave, are key to institutional and student success.

Here are our tips for getting started:

- **Make internationalization and study abroad a core pillar** of the institutional mission for the long-term; something available to all and prioritized as something to be achieved by every student
- **Expand the conversation on study abroad's value** to new offices/stakeholders: schedule a meeting with career services, academic advising, departmental administration, athletics, and other areas where study abroad's relevance isn't always front and center

- **Include study abroad in the admissions conversation** and engage underclassmen. A trending program structure is Freshman/First Year Experiences, where students, after their first year (entering the time when institutions see the most attrition), travel on a short-term program focused on competency development.
- **Break down perceptions that “study abroad” must only be semester long.** Build opportunities for students that range in focus, theme, length of time, under a portfolio of offerings sponsored by your institution, increasing value and applicability to a wider array of the population.
- **Engage potential faculty leaders on faculty-led programming.** Tying experiences into disciplines or specific courses (even if gen-ed based), opens up added value in the minds of students, especially if credit is offered.
- **Lean into partners who provide scholarships or set aside institutional grant money** to drive increased accessibility for your student population.
- **Lean on third party international education providers** to help not only provide resources needed to get programs off the ground (and all logistics of travel), but also establish the roadmap and strategic plan with you while remaining branded through your institution
- **Use past student success** to prove value, program success, and encourage participation from more students, as a revolving cycle

By implementing such strategies, students will have better access to opportunities that develop their personal and professional personas, gaining outcomes like:

- **Increased global exposure** to global cultures and communities both indirectly and directly, creating a more diverse population of global citizens
- **Deeper connections to their courses** by exploring contexts of their majors in some of the most historical and important locations in the world
- **Increased attractiveness on job applications** by referencing participation in unique and international education experiences that offer differentiation from other candidates and tangible examples of the global competencies developed

We, at EF (along with most the Region IV partners we work with), believe that advanced planning for the future begins now, utilizing the “COVID pause” to revamp and/or ignite new approaches and strategic focuses around EA. This will ensure we’re all ready to roll out exciting and impactful international opportunities as soon as the world allows.

You can reach Bob Specking, EF’s Midwest Director, at robert.specking@ef.edu.



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**include as part of semester course load at home institution

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- In-person two week travel: May 21-June 4, 2021 (tentative)
- Virtual internship with local grassroots organization

PROGRAM DETAILS AT
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APPLICATION DEADLINE
Tuesday, December 1

HAVE A QUESTION?
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"Going somewhere out of my comfort zone forced me to learn about myself - who I am, what I value and the direction I want my life to go." -Caitlin Courshon

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Education Abroad:

Region V Partner Organizations, Programs and Institutions (2018/19 Data)

<p>AIFS Study Abroad (American Institute for Foreign Study)</p>
<p>Arcadia University The College of Global Studies</p>
<p>CAPA: The Global Education Network</p>
<p>Company Description: CAPA: The Global Education Network is an international education organization with sites in Barcelona, Dublin, Florence, London, and Sydney. Visit us at capa.org for more info! Website: https://www.capa.org Social Media: CAPA Blog: http://CAPAworld.capa.org Instagram: www.instagram.com/capastudyabroad Twitter: www.twitter.com/CAPAstudyabroad Facebook: www.facebook.com/CAPAstudyabroad Contact: Laura Turner lturner@capa.org +1 734-845-4398</p>
<p>CEA Study Abroad</p>
<p>EF College Study Tours</p>
<p>Company Description: EF College Study is the leader in short-term faculty-led study abroad, providing academic programs that develop global competencies, backed by a worldwide network & industry-leading safety standards. Website: https://www.efcollegestudy.com/ Social Media: https://www.facebook.com/collegestudytours https://abroad.efcollegestudytours.com/ https://www.linkedin.com/company/ef-college-study-tours/</p>

<p>Contact: Bob Specking robert.specking@ef.edu +1 636-667-2958</p>
<p style="text-align: center;">Global Academic Ventures Global Education Oregon</p>
<p>Program Description: GEO (Global Education Oregon) is a study abroad program provider based at the University of Oregon. We deliver experiential learning opportunities at GEO centers around the world.</p> <p>Website: https://geo.uoregon.edu</p> <p>Social Media: Instagram - https://www.instagram.com/geoabroad/ @geoabroad Vimeo - https://vimeo.com/channels/globaleduoregon YouTube - https://www.youtube.com/channel/UCy81IQekcaZVCSfdt5pCoSQ/featured</p> <p>Contact: Jane Thiele thiele@uoregon.edu +1 713-373-1482</p>
<p style="text-align: center;">IES Abroad</p>
<p>Company Description: IES Abroad offers 350+ programs worldwide, serving 500+ top-ranked universities. IES Abroad is also comprised of Customized Programs, IES Internships, and the Study Abroad Foundation (SAF).</p> <p>Website: https://www.iesabroad.org/</p> <p>Social Media: Instagram, Facebook and LinkedIn</p> <p>Contact: Katie Burke kburke@iesabroad.org +1 312-264-5141</p>
<p style="text-align: center;">Institute for Shipboard Education/Semester At Sea® International Studies Abroad</p>
<p style="text-align: center;">Marquette University Office of International Education Sibanye Cape Town Program</p>
<p>Program Description: Sibanye Cape Town is a semester-long program in Cape Town, South Africa through which students experience the culture through community learning and coursework at the University of the Western Cape.</p> <p>Website: https://studyabroad.marquette.edu/index.cfm?FuseAction=Programs.ViewProgramAngular&id=10000</p> <p>Social Media: Facebook, Instagram under "Marquette Global"</p> <p>Contact: Karli Webster karlin.webster@marquette.edu +1 414-288-5022</p>
<p style="text-align: center;">NOLS</p>
<p style="text-align: center;">Study Abroad Association LLC</p>
<p style="text-align: center;">Terra Dotta, LLC</p>
<p style="text-align: center;">University of Illinois at Urbana-Champaign AgReach Abroad University Studies Abroad Consortium (USAC)</p>
<p>Company Description: University Studies Abroad Consortium (USAC), a nonprofit, university-based organization, offers affordable, academic and authentic study abroad programs at 50+ locations worldwide.</p> <p>Website: https://usac.edu/</p> <p>Social Media: Instagram, Youtube, Facebook</p> <p>Contact: Joel Freeman joel.freeman@usac.edu +1 414-214-7353</p>
<p style="text-align: center;">Via TRM</p>
<p style="text-align: center;">Where There Be Dragons</p>
<p style="text-align: center;">World Endeavors</p>
<p style="text-align: center;">Xperitas</p>
<p>Company Description: Xperitas is a nonprofit educational organization dedicated to promoting global citizenship through immersion experiences that inspire personal connections worldwide.</p> <p>Website: https://www.xperitas.org/</p> <p>Social Media: https://www.facebook.com/xperitas/ https://www.instagram.com/xperitasorg/</p> <p>Contact: Brooke Marchewka brooke@xperitas.org +1 612-436-8273</p>

Admitting students from China in 2020 and beyond

China Credential Services
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Time and Date: October 29, 2020, Thursday
3:30 pm – 5:00 pm

Description: Join this free session for help with reviewing challenging Chinese credentials or to practice reviewing Chinese credentials

To Participate: Submit credentials in advance with the students' personal information removed to eval@chinacredentials.com

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tJ0sfumtpjgtHNXC7AuSZ2Q_zbRE-p6nSMvB](https://zoom.us/join/joinMeeting?meetingRef=1J0sfumtpjgtHNXC7AuSZ2Q_zbRE-p6nSMvB)

By Katerina Roskina, Senior Evaluator

The world has changed and will arguably never be the same. The number of interested students has decreased dramatically, and the number of admitted students even more so. The budgets were cut, and many admissions departments were left short-staffed and under-supported.

If you work in admissions, and this describes the situation you find yourself in, it is possible that you are struggling with figuring some things out. If – on top of it all - you also work with credentials from China, the information below may be helpful as you determine the following:

- 1) What you need to request from individuals educated in China to establish eligibility for admission
- 2) If the credentials that were submitted are the right kind, and if you need to ask for more
- 3) How to confirm that the credentials you are looking at are authentic

Many would say Chinese credentials are easy and straightforward. They are not wrong, but it comes down to knowing what to expect and knowing what you are looking at.

So, let's look into what to expect.

1. The language

Official credentials from China can only be issued in the following languages:

	Secondary	
	Regular	International
Transcripts	English+Chinese Chinese	English* English+Chinese
Diplomas	Chinese	Chinese (for recognized domestic programs) English (for international-only programs)^
	Post-Secondary&	
	Regular	International
Transcripts	Chinese	Chinese is always available if the program is recognized
Diplomas		
Degrees		

* If a student completes a recognized domestic secondary program of study, they will always have a transcript in Chinese or English+Chinese as well

^ If a student completes a recognized domestic secondary program of study, they will always have a diploma in Chinese as well

& If the credentials appear in the correct language, it does not automatically imply that the program of study is recognized

Let that sink in: if you are receiving credentials in English only, they are most often a) translations, b) unofficial credentials or credentials from unaccredited programs or c) credentials issued by international secondary schools or international universities, such as the University of Nottingham - Ningbo, but even those institutions can - and do - issue Chinese-language credentials (or English+Chinese transcripts for secondary programs) if the programs are recognized

Conclusion: the best way to ensure that you are accepting the right documents is to always ask for Chinese-language credentials in addition to translations where Chinese-language credentials are expected.

2. The format

The Chinese educational system mainly issues 4 kinds of credentials:
Transcripts, Diplomas (Graduation Certificates), Degrees and Enrollment Certificates.

- Transcripts/成绩单/成绩表 - issued for all programs regardless of level, both complete and in-progress.
- Diplomas (also called graduation certificates)/毕业证书 - issued for all completed programs regardless of level, with a rare exception of in-service Master's programs that only issue degrees.
- Degrees/学位证书 - only issued at the Bachelor's, Master's and doctoral levels. NOT issued at the lower-level undergraduate/zhuanke level (similar to the US Associate's degree). Also not issued if a student did not fulfill all of the degree requirements, i.e. specific GPA in major subjects, thesis defense, English proficiency, ideological fitness etc.
- Enrollment certificates/在读证明 – issued for incomplete/in-progress programs (usually at the undergraduate level) alongside transcripts to help determine how much of the program has been completed to date.

Enrollment certificates are tricky, because many non-credit programs issue them as well.

Note: Many students also submit Notary Public booklets/公证书. These documents are not considered academic credentials, and cannot be authenticated. It is best to only use the Notary Public booklets as unofficial copies of credentials and as translations.

3. Authentication

There are several avenues for authenticating Chinese credentials. They are listed below in the order from easiest to most complex. Many of these verification options require at least some Chinese reading proficiency, and at least the information that appears on the credential you are verifying, and sometimes additional information the applicant may need to share with you.

- 1) Institutional website verification – most institutions do not provide this option, and fewer do today than a few years ago. Usually, only diplomas or degrees are available for verification, transcripts are not.

Example: Tsinghua University online verification platform for undergraduate (benke) diplomas

http://xlrz.cic.tsinghua.edu.cn/xlrz.xlrz_zsxxb.do?m=start



- 2) Provincial/municipal website verification – sometimes available for verification of senior secondary school graduation certificates (high school diploma equivalents) and self-study diplomas or transcripts.

Example: Self-study diploma verification from Hunan Province [http://zfwf-](http://zfwf-new.hunan.gov.cn/hnzfwf/portal/FBiYv72iRvKcRFJ3tcy5fg/index.html)

[new.hunan.gov.cn/hnzfwf/portal/FBiYv72iRvKcRFJ3tcy5fg/index.html](http://zfwf-new.hunan.gov.cn/hnzfwf/portal/FBiYv72iRvKcRFJ3tcy5fg/index.html)

[自学考试毕业证书查询](#)



- 3) Online via CHESICC (also called CHSI) at www.chsi.com.cn

	Website	Scope	Pros and Cons
Instant	Verification at: www.chsi.com.cn/xlcx/lscx/query.do	Post-2001 undergraduate graduation certificates	Pros: Instant, free Cons: Only available via a Chinese cell phone number with a texting capability
Account-based	Registration at: www.my.chsi.com.cn Verification at: https://chsi.com.cn/xlcx/bgcx.jsp	- Huikao and Gaokao Results - Diplomas at any level - Post-secondary Transcripts #	Pros: Quick, free Available in English Verification of multiple credentials available Cons: Advance set up required Reports expire after 1 month
Application-based	Application at: www.chsi.com.cn/wssq/ Verification at:	- Huikao and Gaokao Results - Diplomas at any level	Pros: Verification of multiple credentials available

	Huikao results: www.chsi.com.cn/xlrz/paper/report/hkcj.action Gaokao results: www.chsi.com.cn/xlrz/paper/report/gkcj.action Secondary diplomas: www.chsi.com.cn/xlrz/paper/report/zdjyxl.action Post-secondary transcripts: www.chsi.com.cn/xlrz/paper/report/gdjycjd.action Post-secondary diplomas: www.chsi.com.cn/xlrz/	- Post-secondary Transcripts #	Cons: Takes ~ 1 month Fee-based (some credentials) No verifications available for secondary transcripts or for degrees
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4) Online via CDGDC at www.cdgdc.edu.cn

	Website	Scope	Pros and Cons
Instant	Verification at: www.chinadegrees.com.cn	Post-2008 degrees	Pros: Instant, free Cons: Only available via a Chinese cell phone number with a texting capability
Application-based	Application and Verification at: www.chinadegrees.cn/cqva/gateway.html	All degrees	Pros: Free Cons: Processing takes 18 business days

5) By phone

6) By email/mail

It is important to note that email verification requests should only be sent to verified official email addresses, and that no unsolicited email verifications should be accepted due to the possibility of email spoofing, regardless of the originating email address.

You can reach Katerina Roskina, the China Credential Services' Senior Evaluator, at eval@chinacredentials.com.

Is online verification the answer for admissions and credential evaluation purposes?

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*From a 12/17 Intead, LLC survey conducted for ECE. Results based on responses from 1,105 recent ECE[®] applicants.
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By Karen Krug, Research and Knowledge Management Evaluator

Well, it depends on the question. It's true that online verification takes away the delay, the frustration and the uncertainty of sending a request for verification by mail to a country where people don't have a whole lot of confidence in their postal system, or by email to an address that may or may not be monitored, much less by someone who will bother to answer. Online verification provides instant answers about the documents you are dealing with and the comfort of knowing that they are in fact authentic. BUT...

How much information does the online verification actually provide?

The most thorough, of course, confirm everything: the student's name, date of birth, dates of enrollment, date of degree, name of degree, courses, credits/hours, grades, etc., or else they confirm that the exact piece of paper or digital document in front of you was the one issued by the responsible authority. But what if it only confirms that the student graduated and does not mention the date or the name of the degree? What if it confirms the name and date of the degree but does not give any indication of scores? What if it confirms all their scores but does not say whether or not they graduated? If you need a GPA, but you think something is odd with the transcript, confirming the student's graduation date does not exactly answer your questions.

What if the online verification does not confirm the student's documents?

Does this automatically mean that they're fake? Not necessarily. It could be that the database is incomplete. It could be due to technical difficulties, either at their end or at your end. Maybe you need to try a different browser. Maybe you should try again tomorrow or have one of your colleagues try it on their computer. It could even be due to

user error, either at their end (even government or university employees can make mistakes) or at your end (did you enter the entire 21-character string of numbers and letters correctly?) In the end, we can't definitively declare the documents to be fake (even if we're pretty sure that they are) until we've verified them the old-fashioned way - by contacting the issuing institution and getting answers directly from them.

What if the verification site itself is fake?

It has happened. Anyone can generate a QR code and have it take you anywhere they want. What is to stop them from writing a message confirming the authenticity of documents they just created themselves, then putting a QR code on those documents to take you to that message? Or maybe their documents include a URL for a verification site that strongly resembles a known, legitimate verification site, but it is not actually affiliated with the known, legitimate verifier. We can't just blindly follow every possible online verification resource that crosses our path. We need to search out answers regarding online sources with the same due diligence that we use for traditional documents.

And what happens when the online verification is successful?

We've confirmed that the verification resource is legitimate, the student's documents check out just fine, and all the pertinent details of their education are verified. Is it time to sit back and put our feet up? Well, we've verified that the student truly does hold a Título de Tecnólogo from Ecuador, but what level of education is that, and how does it compare with our own country? We've verified Senior Secondary exam scores from India, but how do we get a GPA out of their marks? As credential evaluators, we're just getting warmed up; **the online verification only answered our first questions.**

In many ways, online verification makes the task of credential evaluation easier. It can definitely save a lot of time and frustration (and sometimes money), both for us as evaluators and for the credential holders we serve. But we must remember that it is only a tool - a very useful tool, but one to be used alongside the numerous other tools available to us as credential evaluators. So online verification is the answer to some questions, but nowhere near all of them.

You can reach Marybeth Grunewald, ECE's Director of Global Initiatives, at marybeth@ece.org.

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By Kyle Meltzer, Evaluator

For U.S.-based credential evaluators and admissions officers of all stripes, quality assurance in international higher education is often one of the most important topics we broach in our daily work. Whether preparing a credential evaluation report for a newly arrived immigrant or assessing a prospective student’s prior academic achievements abroad, we find ourselves asking the same questions time and time again: “Is this a recognized credential? Is this institution accredited?”

In the end, the accurate determination of a higher education institution or program’s accreditation status serves as far more than mere pedantic exercise – it has an enormous impact on student outcomes as well. It arbitrates some of our most onerous decisions, the kind that determine whether an applicant receives two years of transfer credit or none at all, and every ounce of careful judgment on the evaluator’s part can potentially be worth thousands of dollars to the student.

However, correctly interpreting the terminology and schema employed in academic recognition from country to country often belies a “one-size-fits-all” approach. Some countries use overall institutional recognition as their main quality assurance mechanism, while others instead utilize programmatic accreditation. Complicating matters further are the numerous dubious accreditation bodies in existence, which may or may not perform legitimate quality assurance, but, in either case, are not officially recognized in the places they operate. It is therefore paramount that international education professionals devote adequate time and research to understanding the country-specific quality assurance practices at work every time an unfamiliar credential crosses their desk.

Institutional accreditation is one of the most common types of quality assurance found in higher education systems around the globe. This type of recognition is granted to institutions as a whole rather than to their individual programs, and frequently vests higher education providers with a large level of autonomy to design their own academic offerings, set their own admissions standards, and grant their own degrees.

Institutional accreditation can take a variety of forms depending on the structure of the education system in question. In nations with decentralized education systems, we frequently find that regional law or nongovernmental bodies serve as the basis for accreditation. On the contrary, in countries where educational authority is more concentrated at the national level, central ministries of education often endow institutional accreditation directly. Even in countries where they do not accredit institutions directly, national ministries of education still typically serve as a great starting point for research, since they often provide information pointing to the relevant accrediting bodies. Examples of countries that employ some form of institutional recognition as the primary means of higher education quality assurance include Canada, India, the United Kingdom, and the United States.

While accreditation of individual programs may also play a role in some of these education systems, it is often a supplementary or voluntary process, and thus should not always necessarily serve as a focal point in our decision-making. Colombia is a perfect example of one such system, where programmatic accreditation is used to designate programs of exceptional quality and applies only to a small percentage of higher education offerings in the country. Regardless if a particular Colombian credential is programmatically accredited or not, when the awarding institution is officially recognized by the Ministry of National Education, it is still considered adequately accredited.

In many other countries, however, programmatic accreditation does in fact function as the main source of higher education quality assurance. In these education systems, academic recognition is not granted to the institution itself but rather to its individual program offerings, usually through an assessment by a designated accrediting body.

In countries like Costa Rica, for example, programmatic accreditation is based on a voluntary evaluation process conducted by the Sistema Nacional de Acreditación de la Educación Superior. Since the adoption of Costa Rica's current accreditation scheme in 2002, numerous higher education programs — including many offered at public institutions — remain unaccredited. We should keep in mind that unaccredited status in Costa Rica does not necessarily imply a program is of inferior quality, and that the same can be said of numerous programs in other countries utilizing programmatic accreditation. Nevertheless, while accreditation does not always act as a comment on a program's quality, it is still imperative for the evaluator to pay careful heed to the laws and regulations governing credentials at the time they were pursued and completed. In addition to Costa Rica, other higher education systems that employ programmatic accreditation as a key quality assurance mechanism include Brazil, Spain, and Malaysia.

Finally, it is important to recognize that we should not be overly reliant on similarities in nomenclature when researching higher education recognition across various countries. In the United States, institutions are "accredited"; in Canada, they are "authorized" or "recognized"; and elsewhere, these very same terms may be used to refer to concepts entirely distinct from recognition or accreditation. For example, in Morocco, the term "authorized" instead designates private higher education providers that are permitted to operate and offer courses, but which are not allowed to award nationally recognized academic degrees.

Likewise, it is also crucial for the evaluators and admissions officers to be aware of the many unrecognized national and transnational accrediting bodies currently in operation. Some of these organizations may claim to review and accredit institutions or programs when they in fact do not. Others may conduct quality assurance processes yet do not impart official academic recognition within an established national education framework.

Delving into the murky topic of international higher education and recognition may provoke a lot of questions, but if we commit to gaining familiarity with the quality assurance systems underlying every credential, we will always be sure to have answers.

You can reach Jennelle Dronkers, EP's Director of Communications, at jdronkers@edperspective.org.

**A Few of My Favorite Things:
Tried and True Verification Resources to Ease Uncertainty in These Trying Times**

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For more information, contact Karin Christoph Brown, Executive Director & Senior Evaluator

Karin@OneEarthEvaluations.org

1.608.205.8189

www.OneEarthEvaluations.org



By Karin Christoph Brown, Executive Director and Senior Evaluator

In the world of international credential evaluation, ensuring receipt of proper, authentic documents can be challenging. This year, COVID-19 has increased this challenge exponentially. To help ease uncertainty in these trying times, I wanted to share with you a few of my favorite things – tried and true* online verification resources, tips and tricks to help increase your confidence as an evaluator.

*Tried and true at the time of publication. Verification sources are often changing; what works one day, may not work the next and something that didn't exist yesterday, may exist tomorrow. Be patient, persistent and creative!

Secondary:

Afghanistan: <https://www.econsulate.gov.af/en/attestation/verification-of-educational-documents.html>

Algeria: <http://www.onec.dz/results.html>

Bangladesh: <http://www.educationboardresults.gov.bd/regular/index.php>

Bulgaria: <http://www2.mon.bg/adminrd/mon/>

Caribbean: <https://ors.cxc.org>

China: <http://www.chsi.com.cn/>

Colombia: <http://www2.icfesinteractivo.gov.co/resultadosSaber/validacion/index.htm>

Congo, Democratic Republic of: <http://www.eduquepsp.cd>
Costa Rica: <http://www.portaldgec.mep.go.cr/sicobatec/>
Ecuador: <http://servicios.educacion.gob.ec/titulacion25-web/faces/paginas/consulta-titulos-refrendados.xhtml>
Ethiopia: <http://app.neaea.gov.et>
France: <http://www.education.gouv.fr/cid4914/les-resultats-baccalaureat.html>
The Gambia: <https://www.waecgambia.org/resultchecker/>
Ghana: <http://ghana.waecdirect.org/indexverify.htm>
Guatemala: http://cgc.contraloria.gob.gt/registro-titulos/frm_consulta_titulos_externa.jsp
Haiti: renan.michel@menfp.gouv.ht
India: <http://cbseresults.nic.in/>
Liberia: <https://results.liberiawaec.org>
Nepal: <http://verify.soce.gov.np/>
Nigeria: <https://www.waecdirect.org/>; <http://www.mynecoexams.com/results/>
Romania: <http://www.ebacalaureat.ro/rezultate/>
Palestine: <http://eservices.mohe.ps/tawjih/>
Sierra Leone: <http://www.waecsierra-leone.org/>
Syria: <http://moed.gov.sy/site> [ة/اذى ت ح لام ا-اند ل تاذ ج](http://moed.gov.sy/site)
Togo: ofbac.togo@yahoo.fr
Turkey: <https://eokulyd.meb.gov.tr/IlkOgretim/MEM/IOM00010.aspx>
United Kingdom: <http://www.cie.org.uk/cambridge-for/universities-and-colleges/verification-of-students-results/>
Yemen: <http://yemenexam.com/results.php>

Post-secondary:

Argentina: <https://registrograduados.siu.edu.ar>
Bulgaria: https://www2.mon.bg/AdminRHE2/default.asp?action=changeLang&lang_id=1
Bolivia: <http://utp.minedu.gob.bo/consulta.php>
Chile: <https://certificados.mineduc.cl/mvc/home/index>
China: <http://www.chsi.com.cn/>; <http://www.cdgd.edu.cn/>
Ecuador: <http://www.senescyt.gob.ec/web/guest>
Guatemala: <http://www.mineduc.gob.gt/>
Iraq: <https://iraqiculture-usa.com/authentication>
Mexico (Registro Nacional): <http://www.cedulaprofesional.sep.gob.mx/cedula/indexAvanzada.action>
Mongolia (Mongolian University of Science and Technology): <https://www.must.edu.mn/mn/alumni>
Mongolia (National University of Mongolia): <http://www.num.edu.mn/checkdiploma.htm>
Pakistan (University of the Punjab): <http://pu.edu.pk/home/results/>
Peru: <https://www.sunedu.gob.pe/registro-de-grados-y-titulos/>
Philippines (De La Salle University): http://www.dlsu.edu.ph/offices/registrar/records_verification.asp
Philippines (University of Santo Tomas): <https://registrar.ust.edu.ph/onlineverification>
Russia (Apostille verification): <http://apostille.obrnadzor.gov.ru/> and <http://obrnadzor.gov.ru/en/apostille/>
Saudi Arabia (King Khalid University): <https://registration.kku.edu.sa/kku/ui/guest/documents/documents.faces>
Saudi Arabia (King Saud University): <https://edugate.ksu.edu.sa/ksu/init?service=graduationDocEn>
Saudi Arabia (Qassim University): <http://www.qu.edu.sa/en/eServices/Pages/grdVerification.aspx>
Ukraine (Since 2015): <http://www.infoeurs.gov.ua/>

Bonus Tips and Tricks:

Wayback Machine: <https://archive.org/web/>

If you've never used Wayback Machine to look up archived versions or websites, you are in for a treat. Check the accreditation/recognition of institutions for past years (especially helpful for institutions that no longer exist,

have changed names or may be accredited/recognized now, but perhaps not in previous years); look up past names of university officials (e.g. Registrar) to compare with names on credentials; verify student records for past years if current website only verifies current year students...and more!

Google Translate: <https://translate.google.com/>

Google Translate is one of my favorite go-to references. I especially appreciate the feature to draw characters of languages I do not read (e.g. Chinese) or use the Cyrillic keyboard to spot check translations. You can also use it to check for names and key information on original language documents by typing in the name or major in English and searching for those characters on the original document (I do this for Arabic; much easier to find the combination of characters by eye than to type in Arabic script). I also use it to craft verification emails in the recipients' language; it may not be perfect, but it gets the message across, shows you've made an effort and is more likely to elicit a response.

Spot a spoofed email: <https://safecomputing.umich.edu/how-to-spot-a-spoof>

You've just received an unsolicited verification of enrollment from a student's school, directly from the Registrar's office. Fantastic, right? Not so fast. Email spoofing – sending emails from a forged or misleading sender address - is easier than you might think, but there are ways you can spot a spoof.

- Look carefully at the sender address. Does the address match the display name?
- Compare the From address to the Reply-to address.
- Check the header information for the domain name and IP address in the "Received" field and the validation results in the Received-SPF field. In Gmail click More (...) > Show original; in Outlook, choose File > Properties.

You can reach Karin Christoph Brown, the One Earth International Credential Evaluations' Executive Director and Senior Evaluator, at Karin@OneEarthEvaluations.org.



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Free Webinar Chinese Credential Review Clinic

Time and Date: October 29, 2020, Thursday
3:30 pm – 5:00 pm

Description: Join this free session for help with reviewing challenging Chinese credentials or to practice reviewing Chinese credentials

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Click this Ad to Register at:
[zoom.us/meeting/register/
tJ0sfumtpjgtHNXC7AuSZ2Q_zbRE-p6nSMvB](https://zoom.us/join/joinMeeting/register/tJ0sfumtpjgtHNXC7AuSZ2Q_zbRE-p6nSMvB)

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*From a 12/17 Inthead, LLC survey conducted for ECE. Results based on responses from 1,105 recent ECE® applicants.
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For more information, contact Karin Christoph Brown, Executive Director & Senior Evaluator

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1.608.205.8189

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**International Enrollment Management:
Region V Partner Organizations, Programs and Institutions (2018/19 Data)**

Carnegie Dartlet China Credential Services
<p>Company Description: China Credential Services offers joint program & partner institution vetting, credential evaluation, admissions support, training and research services with a focus on China with a fully bilingual capacity. Website: http://www.chinacredentialservices.com/ Social Media: WeChat: ChinaCredentials LinkedIn: https://www.linkedin.com/in/katerinaroskina/ Contact: Katerina Roskina, eval@chinacredentials.com +1 608-729-8808</p>
Educational Credential Evaluators, Inc. (ECE)
<p>Company Description: ECE ensures that foreign-educated people are respected and recognized for their educational achievements by reviewing academic achievements by individuals from other countries. Website: https://www.ece.org/ Social Media: LinkedIn: https://www.linkedin.com/company/142055/admin/ Twitter: https://twitter.com/ECEConnection The Connection: https://theconnection.ece.org/ Contact: Marybeth Grunewald marybeth@ece.org +1 414-467-0732</p>
Educational Perspectives, NFP
<p>Company Description: Educational Perspectives is a not-for-profit foreign credential evaluation organization dedicated to assisting individuals to have their international education recognized wherever they wish to study. Website: https://www.edperspective.org/ Social Media: Facebook: https://www.facebook.com/EdPerspective LinkedIn: https://www.linkedin.com/company/educational-perspectives/ Twitter: https://twitter.com/EdPerspective Contact: Jennelle Dronkers jdronkers@edperspective.org +1 312-421-9300</p>
ELS Educational Services, Inc.
Evaluation Service, Inc.
ICEF
InternationalStudent.com
ITEP International: International Test of English Proficiency
Jameson Global
NACES (National Association for Credential Evaluation Services)
<p>Company Description: NACES is an association of US-based, independent, nongovernmental organizations that provide credential evaluation services for individuals who have completed education outside the United States. Website: https://www.naces.org Social Media: @NationalAssociationofCredentialEvaluationServices Contact: Valerie Okrend executivedirector@naces.org +1 540-358-1264</p>
One Earth International Credential Evaluations
<p>Company Description: One Earth provides professional, clear and concise assessments of international academic credentials for the purpose of further education, immigration or employment in the U.S. Website: http://www.oneearthevaluations.org Social Media: Facebook: https://www.facebook.com/One-Earth-International-Credential-Evaluations-295344593826101/ LinkedIn: https://www.linkedin.com/in/karinbrownoneearth/</p>

Contact: Karin Christoph Brown eval@oneearthevaluations.org +1 608-205-8189
Pearson
SpanTran: The Evaluation Company
World Education Services

International Enrollment Management: Other Organizations

Foundation for International Services, Inc. (FIS)
Company Description: FIS is a leading supporter of global students and admissions officers since 1978 with credential evaluations and translations. Google rating 4.7 out of 5 stars.
Website: https://www.fis-web.com/
Social Media: Twitter: https://twitter.com/FisServices
Facebook: https://www.facebook.com/FIS-Inc-153274098047020/
LinkedIn: https://www.linkedin.com/company/foundation-for-international-services-inc./?viewAsMember=true
Contact: Janette Turner jhturner@fis-web.com +1 425 248 2255

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Instagram: https://www.instagram.com/scholaroinc/
Contact: Aleks Morawski info@scholaro.com +1 312-620-9712

Glued to Their Phones: The Importance of Mobile Devices for International Students

campusSIMS

www.campussims.com

The graphic features a light blue background with various school-related icons: a calculator, a laptop, a coffee cup, books, a pencil holder, a calendar, and SIM cards. The CampusSIMS logo is prominently displayed in the center. The main headline reads "Help your students stay connected with friends and family." Below it, a paragraph states: "campusSIMS partners with more than 400 colleges and universities to connect their students with affordable wireless. Students get a U.S. number in their home country, then have mobile service when they arrive to make their transition seamless and easy." A white callout box contains the text: "SIM cards are completely free to schools and students, and can be included with I-20s." At the bottom, contact information for Colin Fahey is provided, along with social media icons for Twitter, Facebook, Instagram, and LinkedIn.

campusSIMS

Help your students stay connected with friends and family.

campusSIMS partners with more than 400 colleges and universities to connect their students with affordable wireless. Students get a U.S. number in their home country, then have mobile service when they arrive to make their transition seamless and easy.

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If you have any questions, or for more information, please contact Colin Fahey at colin@campusSIMS.com or by calling (781) 330-1305.

Find us on    

Angela Milinazzo, Channel Marketing Manager

It's nothing new to administrators that there are many aspects and moving parts involved in helping international students transition from their home and life abroad to their life as a university student in the United States. Administrators allocate their resources to assist students in alleviating the stressors and challenges that come with relocating around the world into a foreign environment. These challenges include logistics - paperwork, transportation, living arrangements - as well as adjustment to new on-and-off-campus environments, cultural differences, and being away from and establishing a new emotional safety net.

As administrators work to mitigate these challenges, it's important to understand the tools students need to be successful in navigating these challenges with and without their institution's help. Of course, schools offer a variety of resources, but administrators shouldn't underestimate the importance of connectivity and its role in offering a more seamless and successful transition for students. Universities make WiFi readily available to all students, but mobile phone service is also integral in ensuring connectivity and just as crucial to student success as textbooks, laptops, and the keys to their dorm. A 2019 analysis conducted by GlobalWebIndex and Snap Inc. revealed that mobile importance for [Gen Z] -- a group to which international students belong -- has "increased from 47% in 2015 to 78% in 2018," and unsurprisingly, their usage surpasses previous generations, "spending 30 minutes longer per day on their devices in 2018

than millennials,” equating to “an average of 4 hours and 15 minutes.” And though students may connect to WiFi, the study also revealed that “mobile is the most important device to get online,” indicating that they need their phone to be functional at all times to access the resources they need.

This increased importance and reliance on wireless means that students require connectivity as a big part in the support they receive in their transition and experience on (and off) campus as part of the university community. This is an opportunity for administrators to help students through their own digital language, as ultimately, connectivity through mobile phone service sets students up for success by empowering them to feel confident and secure, as well as in their ability to access necessary and practical resources.

As noted, a seamless and successful transition to life in the U.S. would be incomplete without students feeling confident and secure in their new environment. For international students, mobile phones and mobile service are part of that security and confidence. The 2019 GlobalWebIndex and Snap Inc. study noted that smartphones were “absolutely central” to the lives of Gen Zers, with “64% say[ing] they are constantly connected online and 57% feel more insecure without their mobile phone than their wallet.” The smartphone, in essence, acts as a security blanket for international students, but it’s more than just an attachment to an object -- the connectivity provided through a smartphone offers an important social safety net. Uncertainty breeds insecurity and anxiety, but having their phone on-hand and functional allows students to reduce that uncertainty. As students navigate inevitable cultural differences, they can rely on the web to interpret and translate the foreign situations they encounter, offering them a roadmap to inclusion as opposed to feeling unable to join in or isolated by their experience. Additionally, connectivity means that the support system they rely on for encouragement is only a message away - whether through reaching out to friends, family members, or even mental health resources. As international students build out their support system within the U.S., that connectivity remains important, as they can communicate with those within their network easily and readily through mutual apps and tools. When students are able to rely on their phone to tap into that support or even to make unfamiliar situations less intimidating and more approachable, students gain confidence in their ability to navigate life in the U.S.

In addition to the emotional benefits, connectivity serves a more practical purpose as well -- one that enables self-sufficiency in students, ensuring greater long-term success in the U.S. International students are combatting a cultural learning curve as they figure out how to access resources for their basic academic and personal needs, unlike their American peers. Those domestic students have the advantage of already and inherently knowing things like how to access public transportation and how to find what they need from grocery stores, among other parts of everyday routine that we take for granted. Because of this, one could argue that international students have a greater reliance on their smartphones for holding their hand through these everyday needs, not just in offering explanation (e.g. finding a map for public transportation) but in feeling comfortable doing it themselves (e.g. understanding public transportation etiquette or what to expect). International students access practical resources and understand how to use those resources through their phone. We know that both domestic and international students need connectivity for this reason of course, as they access campus or institutional resources, communication resources, social media, convenience or essential apps (food delivery, banking, weather, etc.) and even emergency notifications. But international students in particular need connectivity to let their family know they made it when they arrive to the U.S.; to access transportation to and from the airport or campus; to contact your office and other school services easily; and to receive emergency messaging and communicate with emergency services when urgent. Without mobile phone service, students cannot access these basic and important functions as immediately or easily. Ultimately, connectivity allows international students to better navigate their new environment and increase their independence and self-sufficiency, which puts them on the path for sustained success while in the U.S.

So all of this information begs the question: what does this mean for administrators? Obviously, administrators are faced with the monumental task of ensuring each of their international students has a safe and successful transition to their new life in the U.S., but each student has very different needs. The statistics on connectivity offers a few avenues for administrators. Firstly, understanding how international students rely on their mobile devices reveals a window into how administrators can reach their students. Utilizing digital methods of communication or growing their

digital presence meets students where they already are, and increases the chance of messaging getting through to students. For example, if you know that students are spending an increasing amount of time on TikTok, then your office might consider how to share essential messaging through TikTok. Secondly, given how important connectivity is, administrators should also consider how they can help students secure mobile phone service either before or as soon as they arrive on campus. Offices can provide a guide for how and where students can secure service, directing students to available providers, or even partnering with providers as appropriate to ease this aspect of the transition. Office might also consider partnering with their institution's I.T. department to ensure they have no issues with WiFi or connecting their devices to access what they need. Making this part of the overall onboarding process shows students that they have everything they need as soon as they get to campus. Though administrators want to encourage students to make the most of their experience in the U.S. living a life outside of their phone, ultimately, connectivity serves an important role in achieving long-term student success as a part of your university community.

You can reach Angela Milinazzo, campusSIMS' Channel Marketing Manager, at angela@campussims.com.

How to Identify Scams – Part 1

Lewer Mark Student Insurance

www.LewerMark.com



Jeffrey Foot, Ed.D, Executive Director

Last year, the Federal Trade Commission received more than 3.2 million reports regarding scams, and the FBI's Internet Crime Complaint Center reported \$3.5 billion in victim losses.

Unfortunately, anyone can be the target for a scammer, including international students. Let's begin with some well-known scams, so you know what to look out for:

Fake Government Call Scams

This scam preys on international students' fears. Scammers know many international students may be in a financially difficult position due to the coronavirus pandemic. An international student will receive a call or an email from someone claiming to be from the federal government. The fake government person (the scammer) will say there is a problem with the student's immigration status and threaten arrest or deportation. The scammer will demand immediate payment to correct the situation by depositing a check or cryptocurrency for a large sum of money.

If you receive a call or email like this, hang up the phone or save the email to report to the authorities, and talk to your international student advisor. Your fellow students likely received a similar call or email. If you are concerned about your visa status or immigration documentation, call the U.S. Citizenship and Immigration Services (USCIS) at (800) 375-5283.

Red Flags: How You Can Tell It Is a Scam

The Federal Trade Commission (FTC) has developed an infographic and full blog post detailing how to spot these kinds of scams. Warning signals include:

- **The request comes from someone you don't know.**
No one trusts a stranger with their money.
- **The scammer threatens the immediate payment to fix the problem or be arrested.**
The U.S. Government will not act like this, nor request payment.
- **The scammer wants to send you money so you can send it back.**
There is no legitimate reason to send someone money only to have them send it back.
- **The scammer wants you to complete a wire or electronic transfer.**
These methods of payment are entirely untraceable.

Illegal Chinese Passport Scheme

This scam targets explicitly international students from China. You will receive a phone call from individuals posing as Chinese government officials speaking in Mandarin. They will tell you that you've been connected to an illegal passport scheme led by a corrupt government official and that your economic status as a "poor student" provides your motive. In another version of the scam, they will say the student's bank account has been compromised and being used for criminal activities. They will go on to tell you that, to prove your innocence, you must send them a copy of your passport and a refundable fee. Even if you ignore them, they may continue to call and threaten you, and may also allege that you must return to China and appear in court. They may even say not to contact friends and family because it will put them in danger as well.

These scammers are very savvy, as they spoof an actual government number and will share photos, documents, and badges supposedly proving they are government officials.

Red Flags:

- **The scammer claims to be a government official.**
Officials from your home country will never call or email you. If anything is wrong, you will receive official paperwork.
- **The scammer demands immediate payment.**
Neither U.S. agencies nor your home country's government will call you requesting immediate payment (wire transfer, gift cards, etc.) of any kind.
- **The caller demands wire transfers or gift cards.**
These methods of payment are entirely untraceable.

Census Scams

International students are required to be counted in the census, and, as the 2020 Census continues, you may receive mail, emails, calls, or even visits from those alleging to be official census personnel. And while some of these materials and contacts will be official, scammers will also take this opportunity to gather your personal information for

identity fraud or to cheat you out of money by requesting fake fees or donations. If you are targeted via email, scammers may try to infect your computer with malware.

Red Flags:

The Census Bureau has provided in-depth resources on avoiding scams and how to verify the legitimacy of the mail, call, or visit you may receive as part of the 2020 Census. Here are some of the biggest red flags:

- **You receive an email you did not request.**
The Census Bureau will not send unsolicited emails requesting your participation.
- **You are asked for too much personal information.**
The Census Bureau never asks for information like your full Social Security number or your mother's maiden name.
- **You are asked for money.**
The Census Bureau never asks for money or donations, for anything on behalf of a political party, or your full bank or credit card numbers.
- **The envelope has the wrong address.**
Official mailings will include the "U.S. Census Bureau" or "U.S. Department of Commerce" as well as a Jeffersonville, IN return address.
- **The supposed census taker or representative is unidentified.**
Official census workers will have an official I.D. badge, bag, and Census Bureau-issued electronic device, such as a laptop or smartphone that bears the Census Bureau logo.
- **The supposed census taker or representative visits at the wrong time.**
Official census workers only work between 9 a.m. and 9 p.m., local time.

Key Takeaway

Scammers can make you feel scared or uneasy, push you to make a decision too quickly or demand that you part with money or personal information. The important thing to remember is to not react in the moment. Instead, take time to look for red flags that indicate you have been targeted by a scammer. If you are a target, don't worry — you haven't done anything wrong and are not in trouble. Simply report your experience to your advisor so they can alert other students to the scam.

Further Reading: **In How to Identify Scams: Part 2** of our series, we will look at additional scams and their red flags. In **Part 3**, we will discuss what you can do to protect yourself, and how to react if you happen to fall victim to a scam.

If you have any questions, please reach out to Josh Petter from LewerMark Student Insurance at jpetter@lewer.com.

Covid-19 CARES Act Stimulus Payment – A Manual for Non-Residents

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Or email: **Neil Duffy** – nduffy@sprintax.com | **Elvera King** – eking@sprintax.com

Who is entitled to the payment? Should you keep it? And what should you do if you received it in error?

In early April, countless nonresidents across the US discovered that they had received a payment of \$1,200 from the IRS.

The payment came courtesy of the CARES Act – a stimulus package which was introduced to support American workers in the wake of the COVID-19 pandemic.

However, thousands of stimulus checks were mistakenly sent to individuals who had incorrectly filed as a resident for either 2018 or 2019.

The result?

Thousands of nonresidents, who were not eligible to benefit from the CARES Act, received the payment in error.

What's more, many foreign individuals – who correctly filed as a resident in 2018 or 2019, but had since left the US – also received the payment despite being ineligible.

It is crucial for nonresident aliens to have a clean filing record with the IRS. This is especially true for those planning to apply for a new US visa or permanent residency in the future.

So, in this guide, we are going to outline some useful tips for you to share with your nonresident students and staff on what they should do if they received the CARES Act payment in error earlier this year.

First things first. Let's take a quick recap of who is, and is not, entitled to receive this payment.



Who is eligible for the CARES Act payment?

US citizens, permanent residents and residents for tax purposes (earning less than \$75,000 per year) were entitled to receive the stimulus.

In order to be eligible, you must also have filed a 2018 tax return (in 2019), or 2019 return (in 2020) and be considered a qualifying resident alien for the 2020 tax year.

Crucially, nonresident aliens were not eligible to receive the CARES Act check.

How can I determine if I am a resident or nonresident alien?

In short, if you visited the US to live, study or work as a nonresident – for example as an international student or J-1 program participant – and you do not pass the Substantial Presence Test (or have a Green Card), you will not be entitled to benefit from the CARES Act.

Last year I filed my tax return as a resident. I should have filed as a nonresident alien. In April, I received the CARES Act payment. What should I do?

This exact scenario played out thousands of times across the US earlier this year.

But the good news for any student who mistakenly received the check is that it is not difficult to rectify the situation.

All you have to do is follow the two steps below.

1) Amend your tax return

The first thing to do is file an amended tax return (Form 1040X) for each year that you filed incorrectly and pay any tax liability that you owe.

The process of filing is relatively straightforward - Form 1040X is two pages long and you are only required to include new or updated information.

2) Return your check

You should return the payment separately to your amended return.

If you received the payment as a **paper check, and you have not yet cashed it**, you should:

- Write “Void” in the endorsement section on the back of the check
- Mail the voided check immediately to the IRS
- Don’t staple, bend, or paper clip the check

Alternatively, if you received the payment as a **paper check and cashed it, or if you received the payment as a direct deposit**, you should:

- Submit a personal check or money order immediately to the appropriate IRS location
- Write the following details on the check/money order:
 - Made payable to ‘U.S. Treasury’,
 - Include your taxpayer identification number (social security number, or individual taxpayer identification number) and the reference ‘2020EIP’

Finally, it’s a good idea to include a cover note stating the reason why you are returning the check. You should also keep copies of everything that you send to the IRS – both physical and electronic. They may be required for any visa applications you submit in future.



I filed as a resident in 2018 but I have since left the US. I received the CARES Act payment to my American bank account. Am I entitled to keep this money?

Filing as a resident does not necessarily mean that you are entitled to the payment.

Any nonresident that has now left the US and will not be considered a qualifying resident alien for the 2020 tax year should return the payment to the IRS.

What will happen if I don’t return the payment?

If you receive the stimulus payment in error, you should return it to the IRS.

It’s very important to have a clean tax record, especially if you intend to apply for a US visa in the future. By keeping the payment, you may jeopardize your future US visa or Green Card applications.

Plus, by failing to amend a tax return which was previously filed incorrectly, you may incur IRS fines or penalties.

You can reach Neil Duffy, the Associate Vice President of Sprintax, at nduffy@sprintax.com.

Responding to Sexual Assault of US Students Studying Abroad

Title IX Solutions, LLC
www.titleixsolutions.com



Patrick B. Mathis, Managing Member

The Problem

While the COVID crisis has dramatically affected the number of U.S. students participating in international programs, in the 2017-2018 academic year over 341,000 U.S. students studied abroad. According to the United States Center for Disease Control, one in four college students are victims of sexual assault. Many in the field believe that this percentage is even higher for students studying abroad.

The increased risk to students studying overseas may be attributed to many factors, including a study abroad culture of “what happens in Vegas stays in Vegas;” a lack of awareness of a foreign country’s culture and cultural cues; as well as interactions with program participants from other U.S. schools, students from host institutions, and non-student community members or strangers.

The challenges students face reporting sexual assault along with the issues U.S. home schools and international host institutions encounter responding to these incidents is frequently exacerbated by language differences; limited host school support or reporting protocols; a lack of developed sexual assault laws, law enforcement protocols and victim support systems within host countries; distance from home school supportive measures; and inconsistencies regarding the reporting processes to a student’s home school Title IX coordinator and/or study abroad office.¹

Yet U.S. home and international host schools face an increasing need to address this issue of student sexual assault while studying abroad.

¹According to a report by United Educators, in evaluating 305 claims from U.S. colleges, 90% of the victims knew the perpetrator, nearly 80% of sexual assaults involved alcohol, and 60% of sexual assaults occurred on campus. In contrast, a CIEE analysis of study abroad cases found that 73% of perpetrators were either strangers (59%) or someone the victim met that day (14%) and alcohol was cited as a contributing factor in only 17% of the reported cases.

U.S. Institutions

First, and foremost, every institution has a clear obligation to ensure a safe, non-hostile environment for their students as well as developed and defined reporting and response systems.

While the recently issued Title IX regulations expressly exclude students studying abroad from the regulations' coverage, many U.S. schools have adopted institutional policies which address sexual misconduct affecting students, either as complainants or respondents, while studying abroad. Such policies often set forth for their students, faculty, and staff clear expectations; a reporting mechanism for victims and third parties; a disciplinary process; and supportive measures.

As those of us in the field know, many different study abroad programs exist. Students may enroll at a foreign campus of a U.S. home school or an international partner institution, sign up for a third-party study abroad program or professor-led program, and even design their own independent programs. However, many U.S. institutions apply general sexual misconduct policies to their study abroad programs, failing to consider the distinct differences among these programs and decipher the best ways to address sexual assault and harassment in various educational environments.

Beyond the student support and policy issues, U.S. schools face increasing liability exposure from litigation brought by complainants and respondents. A suit may allege claims for a school's failure to adequately protect or address the needs of students, failure to follow their institutional policies, negligence in protecting students, or other claims. A school's failure to adopt or follow a policy, inadequate coordination of protective measures for students while studying at a partner institution or foreign campus of a U.S. school, or endorsement of programs without any consideration of this issue may also expose a U.S. school to liability.

International Institutions

Similarly, international schools face the obvious need to protect both their domestic and international students from sexual assault incidents as well as provide reporting processes, disciplinary procedures, and supportive measures for students. Host schools must also navigate local laws and reporting obligations. International institutions also face similar types of liability exposure from students both locally and potentially through U.S. litigation.

Finally, many international institutions consider their relationships with U.S. students and schools to be critical elements to their overall enrollment and financial stability. An incident, or multiple incidents, may result in negative publicity, create a lack of trust from U.S. institutions, cause a decline in U.S. student enrollment, and ultimately lead to dramatic financial consequences for international host schools.

The Solution: A Collaborative Approach

U.S. schools may address the challenges associated with sexual assault of U.S. students abroad through a well-developed set of protocols and policies. Such a comprehensive approach necessarily involves representatives of the U.S. institution study abroad department, Title IX office and related personnel such as victim support services and campus-based investigators. International institution counterparts, particularly those with an ongoing relationship with a U.S. school, must also be included in this solution.

In developing a coherent policy for students studying abroad, the U.S. school should consider:

- Current school sexual misconduct policies which may apply to both complainants and respondents while studying abroad;
- The application of host school sexual misconduct policies to U.S. students;
- Local cultural factors, including perceptions of sexual harassment; and
- Orientation programming for students prior to their studying abroad regarding the risk of sexual assault and harassment, sexual assault protocols, alcohol awareness, and sexual health issues.

The home school should also consider the reporting and response processes for incidents of sexual assault by its students while studying abroad. Such elements include:

- The reporting protocols and responsible persons or designated individuals for contact on the international school campus which may include the international studies director, an ombudsman, faculty or staff;
- The designated contact for reporting on the home school campus, including the study abroad office, the Title IX office, or other designated individuals;
- The importance of recognizing that an affected student may need to be able to communicate with an individual they trust, notwithstanding the “official” protocol;
- The need to ensure that the affected students are provided with support services, both at the student’s U.S. as well as international school, following such incident;
- A developed protocol for conducting its own investigation of an alleged incident and/or having input into the investigation conducted by the international school as well as continuing communication and sharing of information; and
- Clearly defined potential sanctions which may be imposed, either by the international school or the home school, and the disciplinary process which may apply, to a student who may have been involved in such an incident.

International schools should similarly consider the development of their sexual misconduct policies and the application of those policies to those students who may be studying abroad. These policies should include a developed reporting system, support measures for complainants, a clear explanation of local laws as they may apply to domestic as well as international students, the investigation process which may follow the reporting of an incident, and potential sanctions which may be imposed, either by the school or the local judicial system, upon a student who may be involved in an incident of sexual assault.

Coordination in the development and implementation of sexual assault policies regarding students studying abroad is critical to the ultimate effectiveness of such programs. First, each institution must identify the appropriate university administrator to coordinate policies and procedures regarding sexual assault abroad. Then, institutions should clearly define the roles and responsibilities of its own organizational personnel, develop policies to address students’ needs, design response protocols, and communicate with international or U.S. counterparts to understand their reporting and response procedures. While students are abroad, these “liaisons” should be available to students to explain sexual misconduct policies (both at the home school and study abroad program) and facilitate communication with the host school in response to any report.

Supportive measures for complainants, at both the home school and host school, should be clearly defined and information regarding those programs available to all students. A report of an alleged incident to one institution should be conveyed to the other as soon as practical to ensure coordination between the schools in addressing the students’ concerns and to coordinate any campus-based or outside investigation. In some cases, in which students from different home schools may be involved, this coordination will require communications between the three involved schools to address supportive measures that may be provided to the complainant while the respondent’s home school is apprised of the course of any investigation.

To effectively implement these programs, a memorandum of understanding outlining the roles and responsibilities of each institution in varying situations is vital.

Beginning with a careful review of current policies as they may affect students studying abroad, a school’s well-developed sexual assault program should ultimately ensure, to the greatest extent possible, a student’s safety as well as a developed and coordinated set of protocols to respond to any such incident.

You can reach Patrick Mathis, the Managing Member of Title IX Solutions, LLC, at patrick@titleixsolutions.com.



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**International Student and Scholar Services:
Region V Partner Organizations, Programs and Institutions (2018/19 Data)**

<p style="text-align: right;">campusSIMs</p> <p>Company Description: campusSIMs works with 400+ universities to help connect their international students with mobile phone service. Students get a US phone number in their home country and service as soon as they land.</p> <p>Website: https://www.campussims.com/</p> <p>Social Media: Twitter/Facebook @campusSIMS Instagram @campus_SIMS</p> <p>Contact: Angela Milinazzo angela@campussims.com +1 781-640-6863</p>
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Company Description: Sprintax is the only online self-preparation US tax software for international students, scholars and nonresident professionals. Website: <u>https://www.sprintax.com/</u> Social Media: LinkedIn, Instagram, Facebook Contact: Neil Duffy <u>nduffy@sprintax.com</u> +1 312-887-1343
<u>StudentSIMS.com</u>
<u>Terra Dotta, LLC</u>
<u>Title IX Solutions, LLC</u>
Company Description: Title IX Solutions LLC provides support services to U. S. and international schools regarding campus sexual assault, including programs related to U. S. students studying abroad. Website: <u>https://titleixsolutions.com</u> Social Media: LinkedIn, Facebook Contact: Adrienne Mathis <u>adrienne@titleixsolutions.com</u> +1 618-830-6780
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Region V Contributor Organizations (2018-2019 Conference Presenter Data)

Region V expresses a heartfelt thanks to the following organizations that contributed to our conferences in 2018 and 2019 by presenting workshops and conference sessions for the benefit of our members. There are also other organizations that contributed by presenting, many of them are listed above as Partners of Region V.

<u>Barcelona Study Abroad Experience (SAE)</u>
<u>CISabroad - Center for International Studies</u>
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<u>International Internship Program</u>
<u>International Student Exchange Programs (ISEP)</u>
<u>International Studies Abroad (ISA)</u>
<u>Interstride</u>
<u>Kaya Responsible Travel</u>
<u>Scott D. Pollock & Associates, PC</u>
<u>The Education Abroad Network</u>
<u>WESLI</u>
<u>ZK Consulting Intl.</u>