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What a great time in our history at AACRAO to be producing a comprehensive book on international higher education. I am especially pleased to have been asked to write this preface, as international education is among my most treasured passions. This book was designed for campuses of all sorts across the globe. For some, it will serve as a handbook of best practices here in the U.S. For others, it will be a glimpse into the ways in which we work to connect our institutions globally. Either way, we at AACRAO hope that your copy of the AACRAO International Guide will soon have frayed edges and bent corners!

Like most everything in U.S. higher education, our federal agendas—economic and political—have shaped our progress and returns in terms of academic programming, research, and policy. The development of international higher education is a product of such agendas. While to review the history of international higher education would be too cumbersome here, it is important to note that the history does exist.

I will give you a postcard version here—for my fellow historians, forgive the brevity. Following WWII, a tidal wave of new independent nations dotted the globe, with organizations emerging to serve greater cooperation across national boundaries. Higher education was not immune. U.S. international education stemmed from the National Defense Education Act of 1958, whereby centers focusing on language and international research were set up. These programs formed a comprehensive approach to foreign language and world regional education that would help prepare our nation to compete globally. These early programs were an impetus for the Fulbright-Hays and subsequent development of international education.

It is this history in international education and competition that pushes our system of higher education to the forefront. Most leaders in higher education today realize the need for their campuses to be internationalized; but often, they may not know how to develop strategies that will move the effort forward. This is where you, as a practitioner, have a significant and meaningful role. As registration, enrollment, and international affairs specialists, we are armed with information to help make this goal a reality. Our faculty members are eager to push the boundaries of research across deserts and seas, and our students are graduating into a world that truly is integrated in ways never before experienced. This creates vibrant opportunities for global partnerships, international linkages, new research, and entrepreneurship; but, it also creates challenges in understanding different habits, peoples, and work cultures. We must prepare our students to navigate successfully, with both hard and soft skills.

So, I now leave you in the good hands of the authors. As you can see, this book grew out of a collaboration of many people with varying backgrounds in international higher education. From enrollment, credential evaluation, study abroad, immigration, and agreements of good faith, this volume serves as a go-to resource regarding global educational practices. The contributors draw upon a variety of experience both experiential and research-based in an effort to present best practices, research contributions, and implications for practitioners—just like you!
I am proud to introduce the newest version of the *AACRAO International Guide* (The Guide). In the introduction to the 2010 edition of The Guide, Robert Watkins stated, “One of the fastest growing sectors of higher education administration in the United States is the field of international education.” Today, due to the increased globalization of education, not just in the U.S. but across the world, it is more important than ever that those who serve our students in higher education have the necessary resources. The Guide continues to be one of those resources.

With thirty-seven chapters, divided into five sections, this is the most comprehensive Guide to date and is representative of how the field of international education has grown and has become more integrated within higher education. Whereas the Study Abroad chapter was first introduced in 2001 as a unique higher education experience, now it is fairly commonplace for U.S. students to have at least one study abroad experience during their college years, if not several. A phenomenon that we have been seeing over the last six years, and that will only continue to grow, is the changing educational options being made available in many countries across the globe. If you look at some of the resources in our field from twenty, ten, or even five years ago, most non-U.S. countries had very clear education pathways from preschool on up through doctoral degrees. And, historically, the distinction between academic education and vocational education was very clear. Now, with the globalization of education, new pathways through these education systems are developing, intermixing with, and in some cases, even replacing what was once the “traditional” educational pathway. This is addressed in several chapters of this Guide.

Two new sections have been added to this version of The Guide. Those are the Case Studies section and the Country Studies section. Again, recognizing how the scope of international education has changed over the years, these sections will allow the reader to have a closer look at situations experienced by their peers in international education and to gain a deeper understanding of how other countries’ education systems have changed. With a diverse group of authors, representing many fields within international education and from various entities that support international and higher education, the *AACRAO International Guide* is an excellent resource to aid you with your professional development and expand upon your knowledge of this exciting field.
About the Authors

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Lindsay Mathers Addington is Assistant Director of International Initiatives at the National Association for College Admission Counseling (NACAC). She develops research and designs and implements programs for counseling and admission professionals worldwide who advise, recruit, enroll, and support students in an increasingly global landscape. She regularly presents on topics related to international student mobility at conferences around the world, and is a member of the International Association for College Admission Counseling, NAFSA, and the Association of International Education Administrators. Prior to NACAC, Lindsay worked at the American Council on Education’s Center for Internationalization and Global Engagement and at the George Washington University’s Office of Undergraduate Admissions. She holds an M.A. and Ph.D. in Higher Education Administration from GW, and a B.A. in Communication from the University of Delaware.

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After graduating from Lewis and Clark College, Dr. Crow received his M.A. and Ph.D. in U.S. History from the University of Wisconsin-Madison. In the 1970s, he taught and did some administrative work at Kalamazoo College, Vanderbilt University, Bates College, and Bowdoin College. In 1982 he moved to Chicago to work with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Over the next 26 years he rose from Assistant Director to Executive Director/President, the role he filled from 1997 until he retired in June 2008. He provided leadership to the Commission (renamed The Higher Learning Commission) assuring the effectiveness of regional institutional accreditation and representing the organization nationally and internationally. He was instrumental in making regional institutional accreditation responsive to e-Learning, to U.S. education delivered internationally, and to new collaborative and consortial arrangements created in and among several states. Crow has been active in international quality assurance activities, allowing for significant international travel for meetings, training programs, and participation on international quality assurance boards and evaluation teams.

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LesLee Clauson Eicher has been working in the field of international credential evaluation for over 25 years. She has worked at public and private universities, at a private credential evaluation agency, and has spent the last 15 years with AACRAO. She has contributed to AACRAO and NAFSA international education publications, and has presented at many national and regional conferences on international education topics.

Dr. Jacquelyn D. Elliott
Dr. Jacquelyn “Jacqui” D. Elliott is known for her diverse background in higher education, which includes academic affairs, institutional advancement, and enrollment management. Well-versed in management techniques, she has nearly 25 years of experience in higher education. She was formerly Dean of Admissions and Financial Aid at Mary Baldwin College, Associate Vice President of Institutional Advancement at Bridgewater
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**Otho Allen Ezell, Jr.**

Allen Ezell retired from the FBI after 31 years of service. As a Special Agent investigating white collar crime cases, he operated the FBI’s DIPSCAM (Diploma Scam) program for eleven years (1980-1991). The program dismantled over 40 diploma mills, convicted 21 individuals, and established a data base of over 12,000 ‘graduates.’ He was then employed as Vice President of Corporate Fraud at First Union National Bank, Wachovia Bank, and Wells Fargo Bank, until his 2010 retirement. He has continued to follow ongoing academic frauds, has co-authored and authored several books in this field, including the AACRAO publications *Accreditation Mills* and *Counterfeit Diplomas & Transcripts*. He continues to make presentations on these subjects both in the U.S. and abroad, and testified before a Congressional committee.

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As a respected expert in academic document review and fraud detection, Ms. Koenig has contributed to several AACRAO publications on the topic and shared her insights and recommendations for best practice at numerous workshops and conference sessions. Her achievements in international education include in-depth research and writing on education in several countries. She has presented at professional development and training events sponsored by AACRAO, NAFSA, NAGAP, EATE, and several other organizations in the U.S. and Europe. Ms. Koenig has served on the NAFSA National ADSEC committee and the AACRAO International Education Committee.

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Becky Konowicz is the Director of International Admission at Santa Clara University (CA) and is currently serving as the Vice President for Professional Development of the International Association for College Admission Counseling. With more than 10 years of experience in the field of International Admission, Becky has worked at small and medium-sized private institutions on both coasts and in the Midwest. Recruitment activities have taken Becky to over 40 countries and she has fostered numerous school-based and independent counselor relationships across the world to best serve students in their transition to university. She holds a B.A. in English Literature from DePauw University and an M.A. in Education and College Student Affairs Leadership from Grand Valley State University.

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As the Assistant Provost for International Enrollment at the George Washington University (GW), Adina Lav works to foster the expansion of GW’s international student enrollment across all major divisions. Ms. Lav has nearly 15 years of experience in higher education, primarily in graduate enrollment management. She holds a B.A. in Organizational Communication from the University of South Florida and an M.A. in Organizational Management from GW.

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Jennifer has also served on the NCAA International Student Record Committee since 2009 and is the incoming Chair of that committee for 2015. She was a member of NAFSA from 1995–2007 and has previously served on both the Physician Assistant Professional Standards Committee and the Credentials Committee for the Commission on Graduates of Foreign Nursing Schools (CGFNS). She holds a B.A. in Anthropology from the University of North Texas and an M.A. in Anthropology from the University of Idaho.

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Gloria has been an active member of AACRAO for many years, serving on numerous committees, mostly related to international education. She participated in workshops that resulted in AACRAO publications, and was a member of the AACRAO Board of Directors as Vice President for International Education from 2000–2003. In 2013, she was appointed by the AACRAO Board to serve as Chair of the AACRAO Task Force on International Admissions and Credential Evaluation. The Task Force, made up of 28 college and university administrators and other professionals in the international education field from around the country, submitted a report with recommendations for the future of AACRAO activities in international education to the AACRAO Board of Directors in July 2014. She continues to serve AACRAO as Chair of the International Education Standards Committee and participates in the administration of EDGE.

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Linda Patlan completed a B.A. in Sociology from the University of Houston in 2004. Her career in higher education began as Freshman Admission Counselor at the University of Houston in 2005. During this time she began to work with students, including first generation students and undocumented students. In 2009, Linda transitioned into International Admissions as an International Admissions Coordinator. Her passion for both technical and cultural knowledge, with her train-
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She has published a number of articles and authored the AACRAO Country Guide Series Reports on Senegal (2000) and Cameroon (1995) and co-authored The Education System of Hong Kong (1998). She has contributed to the AACRAO-NAFSA Projects for International Education Reports (PIER) on Central America (1987), Canada (1987), and the United Kingdom (1990). She is a regular contributor to the online blog Academic Exchange.

She served as Chair of the Admission-Section (ADSEC) Committee of NAFSA from 1999 to 2001, as Chair of NAFSA’s Region XII Southern District committee from 1995 to 1999, on AACRAO’s Publication and Reviews Committee from 1990–1993, and as Chair of the International Credential Evaluation Committee on the AACRAO Special Task Force (2013–2014). She is currently the Acting President of the Association of International Credential Evaluators (AICE) and serves on AACRAO’s International Education Standards Council (IESC).

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