



Preliminary Agent/Consultant Questionnaire

The Culture and Intensive English Program (CIEP) at the University of Northern Iowa (UNI) appreciates and welcomes your interest in representing and promoting our program. The CIEP has been teaching English and preparing students to continue with their academic studies at universities and to enhance their professional careers for almost 30 years. *The University of Northern Iowa's commitment to putting "Students First" firmly established its reputation for providing first-rate educational experiences.* The nation's most highly respected reporting organizations consistently rank UNI among the best for program quality, value and outcomes.

We value having the best consultants represent our interest. Therefore, we are selective in choosing our consultants and request that you complete the Preliminary Agent Questionnaire. The questionnaire is required and helps us decide if your firm is a good match for our program. Please type your responses.

Please provide the following information:

In English

Exact official name: _____

Address: _____

Telephone: _____ Fax _____

E-mail address: _____

URL of your agency: _____

In your Native Language

Exact official name: _____

Address: _____

Telephone: _____ Fax _____

E-mail address: _____

URL of your agency: _____

Name of CEO, Director, or lead Consultant:

U.S. Federal Tax Identification number (if applicable) _____

If your agency uses or has used other names in the past, please provide them here:

How long has your firm been in business? _____

Contact Person: **(If it is different from above)**

Name: _____ Email: _____

Telephone _____ Fax _____

How many employees do you have? _____ Part-time _____ Full-time _____

What is your staff structure? Where do you fall in this structure?

What are your business hours? _____ How many days a week? _____

Briefly describe the kind of training you provide your employees regarding placement of students in ESL language programs:

Does your staff attend NAFSA or TESOL conference? _____ Yes _____ No

Is your company or staff member of NAFSA: Association of International Educators?
_____ Yes _____ No

List at least two educational consultants' organizations that you or your company belong to:

Which other intensive English language programs do you represent? Please, provide at least three different programs

What services do you provide? (Check **(X)** all applicable spaces)

_____ Placement (seeking admission to U.S. educational programs, on behalf of prospective students)

_____ Recruitment (seeking to attract students to particular institutions or programs)

- Advising/counseling (assisting students in deciding whether an education in the U.S. would help them attain their educational goals and whether it is practical to consider)
 - Publications
 - Placement in ESL programs
 - Job Placement
 - Travel Arrangements
 - Arranging home stays
 - Preparing students for visa interviews
 - Recruitment of other educational advisors and/or agents to work on behalf of a Program
 - Any other service. Please specify _____
-

How do you market your services? (Check (X) all applicable spaces)

- Prepare your own brochures
 - Direct mail / Email
 - Printed magazine ads
 - Organize exhibitions and fairs
 - Participate in exhibitions and fairs
 - Web advertising
 - Personal references from alumni
 - Any other promotional tool, please specify _____
-

How many students have you placed in the U.S. in the past year? _____

What minimum requirements do you request from prospective clients/students or for prospective schools?

What is your target market? Type of student/client? Region(s) or countries?

Which kind of students do you typically send to the U.S.?

- Individuals
- Groups
- Executives
- Special interest. Please specify _____

List the native languages or nationality of the students you send:

Indicate the amounts (in US Dollars) of fees that are charged to the prospective students for:

- \$ ___ Brochures
- \$ ___ Application forms
- \$ ___ Advice
- \$ ___ Help in completing the application process
- \$ ___ Help in completing the visa process
- \$ ___ Fee for admission obtained
- \$ ___ Any other service. Please specify _____

If students are admitted to English language programs, do you also make arrangements for the students' subsequent admission to university academic programs?

___ Yes ___ No

Do students need to pay an extra fee for this subsequent service? ___ Yes ___ No

UNI offers conditional admission for both undergraduate and graduate enrollment. Do you have students interested in conditional admission instead of TOEFL?

___ Yes ___ No

Do you explain to the students that they should expect to spend at least one session/semester at the institution, which issued them the I-20? ___ Yes ___ No

How do you become familiar with the schools you refer students to? _____

Do you visit schools in the U.S.?

If we provide full logging, would you be willing to travel to the U.S. to learn about our educational service?

How did you learn about CIEP?

Were you referred to CIEP by another agent? If yes, please list referee's name and contact info: _____

Have you been an agent for CIEP in the past? ___ Yes ___ No

If yes, please list year of most recent valid contract. _____

Please list the names and e-mail addresses of three individuals at academic institutes who have received students from you in the past year. We will contact them on your behalf for a performance recommendation.

Name	School	E-mail	Telephone
1.			
2.			
3.			

Read the attached Code of Ethics from NAFSA: Association of International Educators or refer to <http://www.nafsa.org/pdf/CodeofEthics.pdf>

I have read and agree to the Code of Ethics established and implemented by NAFSA: Association of International Educators. I understand that should my agency be approved by CIEP and UNI I will abide by these ethics. In addition, I understand that even if I become an agent for CIEP, that I may receive commissions only for self-pay placements. I understand that this questionnaire/survey does not in any way stipulate an agency or consultant relationship but rather this is used solely to gain information about the level and quality of services I might provide CIEP in the future.

Signature Date

Questionnaire completed by (signature): _____

Typed name: _____

Signature: _____

Date: _____

Please **fax or email the completed questionnaire** (all pages) along with a copy of promotional materials about your agency to:

Philip Plourde, Director
 Culture and Intensive English Program
 University of Northern Iowa
 72 Baker Hall
 Cedar Falls, IA 50614-0511
 Phone: (319) 273-2182
 Fax: (319) 273-3333
 Email: ciep@uni.edu

Direct concerns about the questionnaire to: Philip Plourde, CIEP Director
E-mail: Philip.plourde@uni.edu

NAFSA'S CODE OF ETHICS

(http://www.nafsa.org/about.sec/governance_leadership/ethics_standards/nafas_code_of_ethics) Retrieved on July 9, 2008

Members are encouraged to use the Code of Ethics as an educational tool for working with other members and nonmembers of NAFSA. All members, whether paid or unpaid for their work in international educational exchange, are expected to uphold professional standards. International educators operate in complex environments, with legitimate and sometimes competing interests to satisfy. Ultimately, their concern must be to the long-term health of international educational exchange programs and participants. Sorting through ethical dilemmas is often best done with help from others, either one's colleagues in the organization or experts in the subject matter area. Since members work in an area affected by rapid social, political, and economic changes, they must stay informed of current developments to be professionally competent.

1. NAFSA Members Have a Responsibility to:

- a. Maintain high standards of professional conduct.
- b. Follow ethical practices outlined in the Code of Ethics. Strive to follow the ethical practices outlined in the Principles for International Educational Exchange.
- c. Balance the wants, needs, and requirements of program participants, institutional policies, laws, and sponsors. Members' ultimate concern must be the long-term well-being of international educational exchange programs and participants.
- d. Resist pressures (personal, social, organizational, financial, and political) to use their influence inappropriately and refuse to allow self-aggrandizement or personal gain to influence their professional judgments.
- e. Seek appropriate guidance and direction when faced with ethical dilemmas.
- f. Make every effort to ensure that their services are offered only to individuals and organizations with a legitimate claim on these services.

2. In Their Professional Preparation and Development, Members Shall:

- a. Accurately represent their areas of competence, education, training, and experience.
- b. Recognize the limits of their expertise and confine themselves to performing duties for which they are properly educated, trained, and qualified, making referrals when situations are outside their area of competence.
- c. Be informed of current developments in their fields, and ensure their continuing development and competence.
- d. Stay abreast of laws and regulations that affect their clients.
- e. Stay knowledgeable about world events that impact international educational program participants.
- f. Stay knowledgeable about differences in cultural and value orientations.
- g. Actively uphold NAFSA's Code of Ethics when practices that contravene it become evident.

One of the most challenging aspects of work in the field of educational exchange is balancing among the dictates of various cultures and value systems. Members must be aware of the influence that culture has had on their own values and habits and on the interpretations and judgments they make of the thoughts and habits of others. Proselytizing is defined as unsolicited, coercive, manipulative and/or hidden persuasion that seeks to influence others to adopt another way of thinking, believing or behaving. While enjoying interpersonal interactions with people from other cultures, members need to avoid situations in which their judgments may be, or appear to be, clouded because of personal relationships—either positive or negative ones. Although a categorical ban on accepting gifts might be impractical for members who work with individuals representing cultures where the giving of gifts is important, members need to exercise caution in accepting gifts that might be intended to influence them. Members' professional and ethical responsibilities extend beyond program participants to all individuals with whom they have interactions, whether they are prospective students and scholars, friends and relatives of program participants, or the general public. Students and scholars often don't understand the processes and procedures for safe guarding their rights in the United States. Members should provide information about these or make referrals as appropriate. Being tolerant and respectful of different behaviors and values among

individuals who are culturally similar is often more difficult than being tolerant of those differences of people from other cultures. Nevertheless, members should make every effort to show their same culture colleagues the respect they show their different-culture clients. Just as they have duties to their clients, members have duties to their professional colleagues. When members accept responsibilities through NAFSA, they should carry them out promptly.

3. In Relationships with Students, Scholars, and Others Members Shall:

- a. Understand and protect the civil and human rights of all individuals.
- b. Not discriminate with regard to race, color, national origin, ethnicity, sex, religion, sexual orientation, marital status, age, political opinion, immigration status, or disability.
- c. Recognize their own cultural and value orientations and be aware of how those orientations affect their interactions with people from other cultures.
- d. Demonstrate awareness of, sensitivity to, and respect for other educational systems, values, beliefs, and cultures.
- e. Not exploit, threaten, coerce, or sexually harass others.
- f. Not use one's position to proselytize.
- g. Refrain from invoking governmental or institutional regulations in order to intimidate participants in matters not related to their status.
- h. Maintain the confidentiality, integrity, and security of participants' records and of all communications with program participants.
Members shall secure permission of the individuals before sharing information with others inside or outside the organization, unless disclosure is authorized by law or institutional policy or is mandated by previous arrangement.
- i. Inform participants of their rights and responsibilities in the context of the institution and the community.
- j. Respond to inquiries fairly, equitably, and professionally.
- k. Provide accurate, complete, current, and unbiased information.
- l. Refrain from becoming involved in personal relationships with students and scholars when such relationships might result in either the appearance or the fact of undue influence being exercised on the making of professional judgments.
- m. Accept only gifts that are of nominal value and that do not seem intended to influence professional decisions, while remaining sensitive to the varying significance and implications of gifts in different cultures.
- n. Identify and provide appropriate referrals for students or scholars who experience unusual levels of emotional difficulty.
- o. Provide information, orientation, and support services needed to facilitate participants' adaptation to a new educational and cultural environment.

4. In Professional Relationships, Members Shall:

- a. Show respect for the diversity of viewpoints among colleagues, just as they show respect for the diversity of viewpoints among their clients.
- b. Refrain from unjustified or unseemly criticism of fellow members, other programs, and other organizations.
- c. Use their office, title, and professional associations only for the conduct of official business.
- d. Uphold agreements when participating in joint activities and give due credit to collaborators for their contributions.
- e. Carry out, in a timely and professional manner, any NAFSA responsibilities they agree to accept.
It is often tempting to overlook the long-term need for professional development in the press of daily business. Members must remain cognizant of the need for continuing professional development.

5. In Administering Programs, Members Shall:

- a. Clearly and accurately represent the identity of the organization and the goals, capabilities, and costs of programs.
- b. Recruit individuals, paid and unpaid, who are qualified to offer the instruction or services promised, train and supervise them responsibly, and assure by means of regular evaluation that they are performing acceptably and that the overall program is meeting its professed goals.
- c. Encourage and support participation in professional development activities.
- d. Strive to establish standards, activities, instruction, and fee structures that are appropriate and responsive to participant needs.

- e. Provide appropriate orientation, materials, and on-going guidance for participants.
- f. Provide appropriate opportunities for students and scholars to observe and to join in mutual inquiry into cultural differences.
- g. Take appropriate steps to enhance the safety and security of participants.
- h. Strive to ensure that the practices of those with whom one contracts do conform with NAFSA's Code of Ethics and the Principles for International Educational Exchange.

6. In Making Public Statements, Members Shall:

- a. Clearly distinguish, in both written and oral public statements, between their personal opinions and those opinions representing NAFSA, their own institutions, or other organizations.
- b. Provide accurate, complete, current, and unbiased information.

Original text approved by the NAFSA Board of Directors on May 28, 1989.

Revisions approved by the NAFSA Board of Directors in October 1992, and September 2000

Additional text changes adopted on March 13, 2002, and March 9, 2003.