

THE INTERNATIONAL CREDENTIAL

The Criterion: *The philosophy, mission, beliefs, and/or objectives reflect the international character of the institution and are accepted and understood by the governance, staff, parents, students, and broader educational community. Through the institution's educational and extracurricular programs, students have the opportunity to learn about, experience, and understand cultures different from their own. Principles of tolerance, respect, and inalienable rights are reflected in policies, practices, curriculum, and instruction. The institution shows its commitment to international education through its hiring practices, staff development offerings, and dedication of resources that promote the international character of the institution. The programs and services provided meet the needs of students from different cultural and religious backgrounds.*

THE INDICATORS OF QUALITY

Philosophy, Mission, Beliefs, and/or Objectives

IC1.) The philosophy, mission, beliefs and/or objectives reflect a commitment to the principles of international education and celebrate the international character of the institution.

IC2.) The institution ensures that the international character of the institution, as outlined in the philosophy, mission, beliefs and/or objectives, is generally understood and accepted by the governance, staff, parents, students, and broader educational community.

IC3.) The international character of the institution informs the daily operation and instructional decision-making as well as long-range planning.

Governance and Leadership

IC4.) The institution demonstrates, through its policies and procedures, that children are protected:

- from practices which may foster racial, religious, or any other form of discrimination.
- against all forms of neglect, cruelty and exploitation.

IC5.) For institutions located outside the United States, policies are in place that ensure respect for the laws and customs of the host country.

Organizational Design and Staff

IC6.) The institution makes clear efforts to recruit, hire, and retain members of the faculty and staff that demonstrate both sensitivity toward students from international backgrounds and an understanding of international education.

IC7.) The institution provides staff development opportunities that enable teachers to develop the skills and attitudes necessary to provide instruction that ensures an understanding of international issues in the classroom.

Curriculum, Instruction, and Assessment

IC8.) The institution has a written and taught curriculum that provides international education learning experiences, including opportunities to understand other cultures.

IC9) The educational program's attention to international education (including the institution's curriculum, instruction, and assessment) is clearly defined, approved by the governing body, and is consistent with the philosophy, mission, beliefs, and/or objectives of the institution.

IC10) The educational program of the institution is tailored to meet the needs of the various cultural and religious backgrounds of the student body. Where appropriate, provisions are made

for students whose backgrounds, cultures, or religious beliefs make the regular program inappropriate for them.

IC11.) The curriculum provides adequate academic preparation for those students who desire to make application for study at colleges and universities around the world.

IC12.) The institution demonstrates that the following inalienable rights are embraced by stakeholders and taught within the educational program:

- the right to life, liberty, and security of person.
- the right to freedom of thought, conscience, and religion.
- the right to freedom of opinion and expression.
- the right to education.

Resources

IC13.) The institution shows its commitment to international education through the dedication of resources (financial, human, physical, time, etc.) that promote the international character of the institution.

Student Services

IC14.) The institution tailors the student services (such as guidance, health, transportation, food, special needs, etc.) it provides to meet the needs of students from different cultural and religious backgrounds.

IC15.) The admissions process provides for the needs of a highly mobile student population.

IC 16.) Clearly written guidelines are in place to allow for smooth transfer of students to and from institutions inside and outside the United States, including the transfer of course credits from other educational institutions, as well as assistance required by students that are exiting the institution.

IC17.) Guidance and counseling services are available to help students adjust as they move into the host country, as they prepare for return to their home country or another country, and/or as they deal with a changing social network.

IC18.) College admissions and guidance processes designed to support students' desire to enter colleges and universities around the world are available, as appropriate.

IC19.) The institution has programs in place to serve students with limited English language backgrounds.

Student Life and Student Activities

IC20.) The culture of the institution demonstrates respect for cultural and religious differences in the backgrounds of students.

IC21.) The institution takes into account the cultural and religious diversity of the student population when planning and implementing its student activities program.

IC22.) The institution takes advantage of local resources and culture to educate its students. For those institutions in non-English speaking areas, the foreign language curriculum provides opportunities for education and immersion in the local language.

IC23.) Opportunities for international travel, international experiences, and student exchange programs exist, allowing students to experience other cultures firsthand.