



**International Student Program (ISP)
Addendum**

International Student Program Addendum for ACSI *Inspire*

General Instructions

This addendum is designed to supplement the *Inspire* protocol, providing information specific to International Student Programs (ISP). This addendum will identify:

- *Modifications* to *Inspire* indicators that are required for ISP programs.
- *Additional Indicators* to be addressed that are not found in *Inspire* and are unique to ISP programs.
- *Evidence* that is specific to the ISP program (beyond that which is indicated by the Evidence Guide).

How does a school know if they need to use this addendum? **If:**

- a) The number of international students is greater than **4**, or greater than **4%** of the high school (if either is true) **and**
- b) The international student program is in its **third year** or more,

then a school needs to complete this addendum. Once an ISP program lasts for several years and has a core of students, it is time for the school to set policies and evaluate their program. Prior to that, a school may still be determining what their goals are.

ACSI believes that international students studying in our accredited schools should receive a world-class education while also experiencing the love of Jesus Christ through those who know him personally. At the same time, [domestic students](#) from North American schools will be enriched by learning to live and study with others from around the world, knowing that they are part of a much bigger body of Christ than they might realize. The opportunity to learn together enhances the education of all our students, but to do it well, schools must be intentional about following [best practices](#) for teaching international students.

Please note: There is a separate Residential Addendum that covers indicators for the residential aspects of the ISP program. That will need to be completed as well if the school utilizes a homestay or a dorm type of residential program for international students.

Self-Study

If it is determined that the school needs to complete the ISP Addendum, the school will create an ISP subcommittee to adequately evaluate the program as part of the self-study.

Additional sections will be made active in the ePlatform. *Additional* and *modified* indicators will be included along with a text box for each domain. There will also be an area for additional evidence for the international student program for each indicator listed.

Each domain will have a textbox similar to those for the main *Inspire* protocol, allowing the subcommittee that works on the ISP Addendum to identify strengths and areas for improvement. Included in this textbox should be a general reflection that helps explain any distinctives, challenges, or context for the visiting team member(s) reviewing the ISP portion of the report. The subcommittee working on this addendum will identify prioritized goals resulting specifically from the ISP Addendum and share those with the steering committee.

The ISP subcommittee will rate and provide evidence for the indicators that are *additional* and *modified*. For the indicators where only additional evidence is required, the ISP subcommittee should look at the rating that the school's subcommittee gave that indicator. If they see a significant difference in the ISP program once they look at the ISP evidence, they should note that in the textbox provided.

A few general questions will be asked at the beginning of the ISP section in the ePlatform. These are needed to provide context for the team member(s) reviewing this addendum. More information will be provided with the prompts in the ePlatform:

- 1) Provide **demographics** (numbers and descriptions) of the students in the international student program, what countries they are from, how many years they have been in the program.
- 2) Describe the **history and administration** of the program, including how the program came into existence, the leadership structure, and how it operates in relation to the rest of the school.
- 3) Describe **specialized programs such as ELL (English Language Learning)** programs, special classes for international students, curriculum used that is specific to this group, etc.
- 4) List the **personnel** who work with international students: teachers, counselors, and non-teaching staff, as well as their responsibilities.

Composition of the Team

The chair of the combined visit will be appointed approximately 12-18 months prior to the team visit. That person will be an expert in the *Inspire* standards and indicators. An additional team member (or members, depending on size of the program) will be appointed to serve on the team with experience in international student programs. The ISP team member will assist the chair to assess the overall readiness of the program for the visit. He or she will also serve as the contact or resource person for the ISP staff as they prepare the self-study in preparation for the team visit.

Readiness Checklist for the International Student Program

Approximately eight weeks prior to the team visit, the team chair and at least one team member responsible for the ISP program will perform a visit readiness check to determine if the visit can go forward. That check may be virtual or in-person. They will be looking for a basic level of compliance or effectiveness on these components. Especially if it is a first visit, the ISP program will not be expected to have the level of maturity of an established program.

The visit readiness check will be completed along with a Standard 11 Checklist. Standard 11 Checklist items do not require many modifications for ISP programs. However, the school's ISP subcommittee should obtain appropriate documents and be prepared to submit any that relate to their program.

Evidence

The school will need to provide evidence that pertains specifically to the ISP program for all indicators that are *additional*, *modified*, or marked for additional evidence. The visiting team member(s) for the ISP program will review the evidence to determine if the ISP program is effectively meeting each indicator. If an *Inspire* indicator is not listed, no evidence needs to be provided that is specific to the ISP program.

Team Visit

When the school hosts the visiting team, at least one additional team member with expertise in international student instruction will participate on the team. Team member(s) will rate the *additional* and *modified* indicators, evaluate the additional evidence, and contribute to the team report during the visit. The ISP team member(s) will complete a reflection for each domain in which they will comment on their observations and additional evidence. A school may receive commendations or recommendations that pertain specifically to the ISP program.

Icons used throughout this Addendum:

Please note: When there is a specific ISP indicator, ISP programs should rate the *additional* and *modified* indicators and not the original Inspire indicators.



Modifications in the International Student Program Addendum, replacing an indicator in *Inspire*



Additional Indicators required for International Student Programs



Evidence needed that is specific to International Student Programs



Definitions of *Inspire* terminology specific to International Student Programs

This ISP Addendum is intended to be used as a side-by-side document with Inspire.

Domain 1: PURPOSE



Additional Evidence

Indicator 1.2: Written statements of philosophy, purpose, and Christian distinctives for the ISP program must be clearly defined and align with the school's overall program. Program details and promotional materials shall be communicated to potential candidates in a manner that professionally and accurately reflects the school.

Indicator 2.1: Bible classes will accommodate international students that are not Christians (through special classes or special strategies for non-Christians in regular Bible classes). The school implements teaching strategies and pursues learning objectives in non-Bible courses that accommodate international students who are not believers (specifically in biblical integration assignments).

Indicator 2.2: International students should have access to [culturally sensitive](#) mentors as they begin to question, accept, or grow in the Christian faith. Service and ministry opportunities are available to international students in a way that is not intimidating to them if they are not believers.

Indicator 3.6: The school only admits international students it has the capacity to serve, especially as it relates to English language levels.



Modified Indicator

Modification for Indicator 1.2: The foundational statements outline the ISP program's scope of service, measures of program effectiveness, and plan to use resulting data for program improvement.



Additional Indicators

ISP Indicator 2.4 The school will primarily seek to welcome, love, and educate the international students without [coercively](#) making them feel that they must convert to Christianity.

ISP Indicator 2.5 The school will clearly communicate to international students the expectations regarding spiritual engagement within the academic/co-curricular community prior to acceptance.

ISP Indicator 3.7 The ISP is well-structured and functions as a cohesive and reliable program by exhibiting a pattern of focused engagement, care, accountability, and professionalism in all aspects of the program.

Domain 2: RELATIONSHIPS



Additional Evidence

Indicator 5.1: Examples provided for evidence should include [two-way communication](#) specifically with families in the international student program.

Domain 3: TEACHING AND LEARNING



Additional Evidence

Indicator 7.3: The school implements teaching strategies and pursues learning objectives that accommodate international students.

Indicator 9.2: [Disaggregation](#) of student achievement data includes an analysis of the academic performance of international students and analysis of the implications of that data.

Indicator 10.3: Evidence should demonstrate professional development and teacher evaluation that prepares faculty to work effectively with international students.



Additional Indicators

ISP Indicator 7.7: The school provides an academic program for international students that is consistent with what was advertised to applicants and consistent with what [domestic](#) students are receiving.

ISP Indicator 7.8: Academic support services (including tutoring and [ELL](#) services) are provided in accordance with best practices in [TESOL](#). (Teachers providing these services should be part of the staff of the school. As such, these teachers should meet the spiritual and academic qualifications for all faculty.) Policies regarding expectations for tutoring and extra English classes for students are communicated clearly during the application process.

ISP Indicator 7.9: Upon arrival and prior to attending classes, students are tested or re-tested in English and other subjects, ensuring that class placement is most appropriate.

Domain 4: EXPERTISE



Additional Indicator

ISP Indicator 11.1: The ISP program is currently [SEVIS](#) approved. (Student and Exchange Visitor Program)

Domain 5: RESOURCES



Additional Evidence



Indicator 14.2: The budget should demonstrate that the ISP program exhibits integrity and is well-balanced in its use of its income to support the provision of excellent education, spiritual formation, social development, development of English skills, and support for the overall program (including appropriate administration, staffing, and ongoing professional development).

Additional Indicator

ISP Indicator 14.4: The ISP program provides transparency for [parents](#) regarding tuition, fees, room, and board. While the price for the family may be all inclusive, parents are able to find out the individual costs of the school program, if desired.

Domain 6: WELL BEING



Additional Evidence

Indicator 18.1: The school has a well-developed plan (either through an agency or with legal advice in the state) for acting on behalf of the student in emergencies. Students receive crucial contact and emergency information during orientation.

Indicator 18.3: Child safety policies and procedures should be appropriate for the ISP program. Examples provided for evidence should be specifically from the international student program and how those students are oriented to the system at school and in the residential program.

Indicator 20.3 A wide range of strategies are used to incorporate involvement for international students with [domestic](#) students. Suggested activities include training for [cultural sensitivity](#), social activities, service/ministry, clubs, sports, and various strategies to encourage friendships in and out of the classroom.



Modified Indicator

Modification for Indicator 20.1: Specialized services including personal, spiritual, and academic guidance are available as needed for international students (and involve their [parents](#) as appropriate.) While a general mental health crisis protocol should be in place for all international students, a specific plan should exist for any student that may have high risk factors (medical, mental health).



Additional Indicators

ISP Indicator 20.4 – New student orientation for the ISP program takes place prior to the school year.

ISP Indicator 20.5 – Students and [parents](#) are asked to participate in a post-experience evaluation of both homestay and academic programs.



Glossary of International Student Program Terms used throughout the Addendum

Best practices – techniques or modes of teaching and learning that are based on research and experience and have been shown to provide consistent positive results for a particular situation

Coercion – the use of force or intimidation to obtain compliance. In the case of international students in a school setting, the pressure may be assumed by the student to fit into a culture rather than directly implied by those in authority.

Culturally sensitive – knowledge, awareness, and acceptance of other cultures with the additional thoughtfulness of how to approach issues based on that knowledge

Disaggregation – separation of the data into subgroups to better analyze trends and patterns

Domestic students – students that come from the local community and are living with parents/guardians in the community

English Language Learners (ELL) – students whose English is still below the level of fluency required to learn adequately in a regular English classroom. Learners need instruction in the English language or support in academic English in order to be effectively instructed in English.

Parents – these are usually biological parents but in some cases, this could be grandparents or other guardians. These are not the guardians as appointed in the U.S.

SEVIS - Student and Exchange Visitor Program, a division of Homeland Security that approves schools to host international student programs. This approval is needed for a school to issue an F-1 visa.

TESOL – abbreviation for Teaching English to Speakers of Other Languages. This abbreviation is most often used for the certification of programs preparing teachers of English as a second language.

Two-way communication –communication may take place directly through phone, e-mail, or more indirectly through apps when the family does not speak the language of the school or host family. Whatever the mechanism, it is important that the family and the school/host family have a way to communicate regarding the care of the student as needs arise.