

Roadmap for Training:
Working with International Students (Revised February 2016)

The International, or "I", designation is a subspecialty defined by IECA to identify members who have specific knowledge and skills required for international consulting. IECs can apply for this subspecialty in conjunction with their applications for membership in one of the main categories (Schools, College, Therapeutic, Graduate), but not by itself. It can also be added as a subspecialty later after joining IECA.

The IECA's Global Committee was asked to create this "Road Map" as a living document, defining guidelines to competency or to increasing skill sets in the area of international consulting. This document provides IECs wanting to add the International subspecialty designation with information about what knowledge and skills they need to acquire as well as pointers to resources and training opportunities.

Based on this living document, which is under yearly revision, consultants working with international students and families, as well as international institutions need training focused on topics such as those listed below.

1. Understanding the background and identifying the needs and future goals of a student: what are the cultural contexts and predominant values of the students and families
2. Understanding the variety of options of schools/universities/programs available globally for students.
3. Evaluating the educational structure and entrance requirements, quantitative and qualitative, of each type of option under consideration: IB, IGCSEs, GCSEs/A-Levels, APs, international educational systems, outside testing, and interviews.
4. Evaluating services/support and accommodation for international students and their diverse backgrounds at the schools/colleges/programs.
5. Understanding the common challenges of the admissions process, upon entrance into schools/universities/programs, and during and after students' attendance at schools/colleges/programs.
6. Staying current with changes and controversies: for example Agents, TOEFL.
7. Understanding financial documentation required, availability of financial assistance, and deadlines and procedures to obtain financial support.

The requirements for the "I" designation also include experience working with students and families, but that will not be addressed in this document. Mentoring is available through IECA and this program could be expanded or revised to meet the specific needs of those IECs working with this population.

IECs are expected to secure their own training before applying for the "I" designation. However, the intent of this document is to indicate opportunities that would assist to fulfill these requirements. The goal is that active participation in a variety of venues including conferences (e.g., pre-conference training, breakout sessions, roundtable discussions),

webinars, and college/school tours would cover the basic topics relevant to international students.

One of the first steps in creating a personal road map is to identify segments of the population of students who are being advised by a consultant under this international designation. Several factors should be evaluated when defining what it means to be “international” and some suggestions are outlined below which will affect how a consultant advises students and families, and what kinds of training preparation is most appropriate.

How to Segment the International Population

Differences by **geographic areas** where your students may apply to schools/universities/programs:

- US
- Canada
- UK
- Europe
- Countries including Australia, Japan, and other options
- Schools/universities/programs located outside the home country
- Locally based programs taught in English or a local language

Different **high school curriculums**:

- IGCSE and GCSE with either IB or A-Level for last 2 years of high school
- International Baccalaureate Diploma and Certificate Programs
- French, Italian and other European systems
- Other systems around the world
- Lexicon of each system

Differences in **higher education systems** in various regions of the world:

- Undergraduate and graduate school opportunities, time lines, & requirements
- Approaches to certain courses of study such as medicine and engineering
- Lexicon of each system

How a **student’s background** influences advice:

- US citizen located abroad (US Expat)
- Int’l passport holder located in the US
- Int’l passport holder located in home country
- Int’l passport holder as an expat in a different country
- Multiple passport holders
- Domestic passport holders who retained native (non-English/non-U.S.) language and culture
- Global nomads

Ability to evaluate different options that may interest a student who is globally oriented:

- Schools at sea, World Colleges for high school attendance
- Gap year opportunities

- High school year abroad options
- First year international options for US colleges such as Syracuse, NYU or US colleges with 4 years overseas.
- Complete programs delivered in English but located outside of English-speaking countries.
- Complete programs located outside the US and in a foreign language.
- Programs located in the US but delivered in a foreign language.

Advising “international” students in the application process:

- How is an international student defined by different schools/colleges
- What are the additional or different admissions requirements for an int’l student
 - English language proficiency testing (TOEFL, IELTS)
 - Certificate of finances or other financial documentation
 - SAT or ACT testing for test optional colleges or predicted national testing allowed in lieu of SATs/ACTs (A-level, IB)
- Differences in applying for financial aid for int’l students
 - No federal financial aid for US colleges (no FAFSA)
 - Not all schools/colleges/programs give FA to int’l students
 - Some schools/colleges/programs that are need-blind for their citizens are need-aware for internationals
 - Application process and forms (CSS Profile for int’l students)
- Visa application process (Provide an overview of timeline and requirements)
- How various schools/colleges advise and support int’l students

When students apply to different countries, they need to understand the program requirements given their educational background, unique application procedures, visa application processes, and financial considerations.

Other factors, some of which are specific to evaluating university choices, and some center around the student’s self-awareness and future goals.

- Understanding culture shock and the adjustment process.
- Reverse culture shock (when return “home”) as well as entry culture shock.
- Evaluating the comfort level of a student’s ability to consider various alternatives located far from “home”; these may change over time.
- Appreciating that int’l students differ greatly from one another depending on many factors.
- Building the school/college list may be very different for these students depending on where they are applying.
- Understanding what specific schools/colleges mean when they discuss “diversity” or even their international population.
- Understanding the use of Agents worldwide and how they differ from IECs.

IECA Conference Sessions: Advising with an International Focus

Conference Sessions are used to address the major topics. “I” topics are offered at each national conference. These topics are rotated so that those interested in working with

international students could learn the necessary content mostly by attending conferences. These conference sessions should always include the opportunity for growth for more seasoned IECs as well. Thus, care is taken to offer “advanced” material along with the basics. At every conference there is a breakout session organized by the Global Committee. In addition, there are sessions that incorporate international students into the discussion.

Sample of Conference Breakout Training Sessions

The Outbound American: Supporting Students Who Want to Attend Foreign Institutions, Scottsdale 2015

An Overview of English-Language Higher Education Study Opportunities Worldwide, Scottsdale 2015

So You Want to Study in England? An overview of the Benefits of the English Bachelor's Degree for North American Students, Scottsdale 2015

The UCAS Application's Greatest Challenge: The Personal Statement and The “Referee” Statement, Scottsdale 2015

The Importance of Exposing International Students to US Educational and Cultural Experiences Before College, Scottsdale 2015

Creating a Home Away From Home: Working with Students in Global Transition, Orlando 2014

The Complexities with International Student Placements: ELL or LD, Orlando 2014

Across the Pond and Down Under: Helping Students Navigate International Admission, San Diego 2013

Why Tina Fey Should Have Taken a Gap Year: The Value of Gap Year Programs in the College Process, San Diego 2013

Conference Roundtable Discussions

All IECA conferences have roundtable discussions dedicated to the advising of international students, which all consultants are invited to attend.

Other IECA Resources

Webinars (Sample Webinars located on IECA website)

- Working with International Families? How to Understand and Approach the Challenges
- Canadian and U.S. Universities: Advantages and Disadvantages
- Tequila or Tea? Cultural Awareness and Exploring New International Markets
- The 13th Year: It's Time to Grow Up
- International Student Advising

IECA Insights Newsletter: The Global Advising Issue August/September

Articles from August/September 2015 edition:

- *Across the Pond: Options for North American Students in Europe* by David Allen, IECA (Scotland), MA
- *Update China* by Hamilton Gregg, IECA (China), MEd
- *Demonstrating Sufficient Financial Resources Adds to International Students' Burden* by Laura O'Brien Gatzionis IECA (Greece), Linda Magnussen IECA (VT), MBA

- *The Boarding School perspective on International Placements* by Marina Lee IECA (MA), EdM
- *Financial Aid for International Students* by Sarah Kinney Contomichalos IECA (ME)
- *You Are What You Skype* by Jenny Biuens IECA (MN), MBA
- *Five Critical Elements to International Therapeutic Counseling* by Michelle Grappo, IECA (CO), EdM
- *International Students & Summer Experiences: Important Considerations* by Jill Tipograph, IECA (NY), MBA

Articles from August/September 2014:

- *Not All Agents Call Themselves Agents*, by Rebecca Grappo, M.Ed., IECA (CO) and Laura O'Brien Gatzionis, IECA (Greece)
- *The University Transition*, by Tina Quick, International Family Transition
- *Accommodating the Rapid Growth of International Student Enrollment at US Colleges*, by Jim Miller, College Enrollment Consultant, Past President, NACAC
- *IB Diploma Students Should Communicate Benefits of the Program to Admissions Offices*, by Davin Sweeney, Regional Associate Director, NY Metro Area, University of Rochester
- *International Schools – A Growing Choice*, by Anne Keeling, Media Relations, The International School Consultancy Group ISC
- *The American Gap Association Accreditation Process: What it Measures and How it's Meaningful*, by Ethan Knight, Executive Director, American Gap Association
- *My Advice for Families in House Hunters International, Or What to Look for in an International School*, by Rebecca Grappo, M.Ed., IECA (CO)

College/School/Program Tours

All IECA organized tours offer an opportunity to learn about how international students are served by a particular school/university. It is the consultant's responsibility to explore these opportunities during campus visits. Formal tours exist in other regions of the world or may be organized individually.

Courses Focused on International Students Applying to the US

University of California - Irvine and University of Pennsylvania have on-line courses focused on advising international students, which are available to IECs and offer another avenue for training.

U Penn's Applying to U.S. Universities "This course will help you understand how the U.S. university application and admission process works for international students and non-native English speakers applying to undergraduate (i.e., bachelor's degree) programs."

<https://www.coursera.org/course/usuniversities>

UC Irvine Extension Education for Independent Educational Consultant Certificate Program elective course: American College Consulting for the International Student

"This course is an introduction to advising the student living outside of the United States who is looking at American options in higher education. This course will examine how advising the international student, or American student living overseas, varies from counseling the domestic student. Sometimes even basic concepts are subject to

misinterpretation, and diverse attitudes and expectations must be approached with cultural sensitivity and awareness. Cultural adjustment to the U.S. as well as campus life must also be considered in order for the student to be successful. In addition to understanding cultural considerations, by the end of this course, students will be able to articulate why international students would choose an American higher educational experience, be able to compare the mechanics of the international college application process with that of the more traditional domestic student, assist families to understand financial and visa matters, know how to assess and advise on options when the student is not yet academically ready for the American university experience, and defend and represent ethical practices in international consulting.” <http://unex.uci.edu/areas/education/iec/>

Websites Focused on Internationals Applying to the US

- <http://www.usa.gov/visitors/study.shtml>
- <http://www.fulbright.org.uk/study-in-the-usa/undergraduate-study>
- <https://www.educationusa.info>
- <http://studyusa.com>

Websites Focused on Applying to the US and/or Internationally

Consultants are encouraged to research country specific publications and application websites, in addition to institutions’ websites, to understand programs and requirements.

- <http://www.nacacnet.org/International/Pages/default.aspx>

Websites Focused on Applying to Other Global Institutions and Programs

For example:

Canada:

Ontario

- <http://www.ouac.on.ca>

Canada

- <http://www.studyincanada.com>

Canadian Unis

- <http://www.univcan.ca>

Study Australia

- <http://www.studyinaustralia.gov.au/usa/home>

Ireland

- <http://www.educationinireland.com/en/Where-can-I-study-/View-all-Universities-Colleges/>

Netherlands

- <https://www.studyinholland.nl>

Books for Advising Globally Oriented Students

- *Third Culture Kids, Growing Up Among Worlds* by David C. Pollock and Ruth E. Van Reken
- *The Global Nomad's Guide to University Transition* by Tina L. Quick

Books and Websites About Cultural Awareness

- *Kiss, Bow, and Shake Hands*, Terri Morrisson July 24, 2006
- www.interchangeinstitute.org by Anne Copeland, PhD: resources for families in relocation transition
- <http://tayorockson.com/blog/> by Tayo Rockson: blog about TCKs on a mission

Organizations/Conferences for Advisors focused on International Students

- International Association for College Admission Counseling (International ACAC) with annual conferences around the US. <https://oacac.memberclicks.net>
- Counsel of International Schools (CIS) with annual conference in the fall in the south of France <http://www.cois.org>
- NAFSA: Association of International Educators <http://www.nafsa.org>
- UCAS Conference for International University Advisors for UK advising
- IB Conferences located around the world <http://www.ibo.org>

Announcement:

If you have resources to suggest, please contact the Global Committee.