

Quality IV: Global Awareness and Action

Statement of Distinction: An exceptional AILACTE institution values, implements, monitors and promotes policies, programs, and practices focused on global awareness and action. Global awareness involves understanding and reflecting on knowledge and issues related to diversity. Global action involves students utilizing their understanding of diversity to implement positive change within the lives of children, schools and communities. The institution supports cross-cultural sensitivity and affiliation, develops programs that systematically integrate diversity, and encourages faculty and students to think and act globally and locally.

Diversity can include ability, domestic and international culture, gender, ethnicity, language, race, religion, sexual orientation, and socioeconomic status.

A. Category : Culture/Institution

1. The institution's mission emphasizes the value of global awareness and action. *The institution provides policies and programs that strive to create a prejudice-free environment. The institution supports a diverse domestic and international student body.*
2. The institution supports the study of diversity and provides students with cross-cultural opportunities. *Students are immersed in another culture through geographical relocation, such as study abroad, or off-campus settings in the United States. The institution enrolls international students and students of color, and provides purposeful interactive experiences for all students.*
3. Peer institutions and P-12 schools view the institution as a leader in global awareness and action education. *The institution's international programs are respected as exceptional models. The institution is known for hosting local symposia on race and ethnic issues.*

B. Category: Curriculum/Program

1. The curriculum stresses the development of knowledge, experience, and skills that result in a positive attitude toward diversity. *Students voluntarily participate in additional cross-cultural experiences after completing required practica. Students model positive understanding and relationships with people from other cultures.*
2. The curriculum includes structured reflection on diverse experiences. *Students reflect on and analyze their own views and the views of others related to issues involving religion and schools. Students reflect on their service-learning experiences, and then lead a focus group with the recipients of the service to discuss mutual benefits.*
3. The curriculum includes application experiences that enhance students' understanding of diversity. *Students explore socioeconomic influences on the lives of children in their classrooms in urban placements and demonstrate their ability to successfully guide the learning of those children. Students learn and use other languages within a diverse context.*

C. Category: Faculty

1. Education faculty members emphasize diversity throughout their instruction. *Education faculty members select course resources representing a variety of cultural voices.*

Education faculty members establish supportive classroom environments in which students feel comfortable discussing challenging issues of diversity.

2. 2. Education faculty members actively participate in off-campus cross-cultural programs. *An education faculty member may lead a study-abroad program. An education faculty member may live in and study another culture in the United States during his/her sabbatical.*
3. 3. Education faculty members are from diverse populations. *The institution recruits, supports, and promotes diversity of education faculty. Diverse education faculty voices are respected in policy deliberations.*