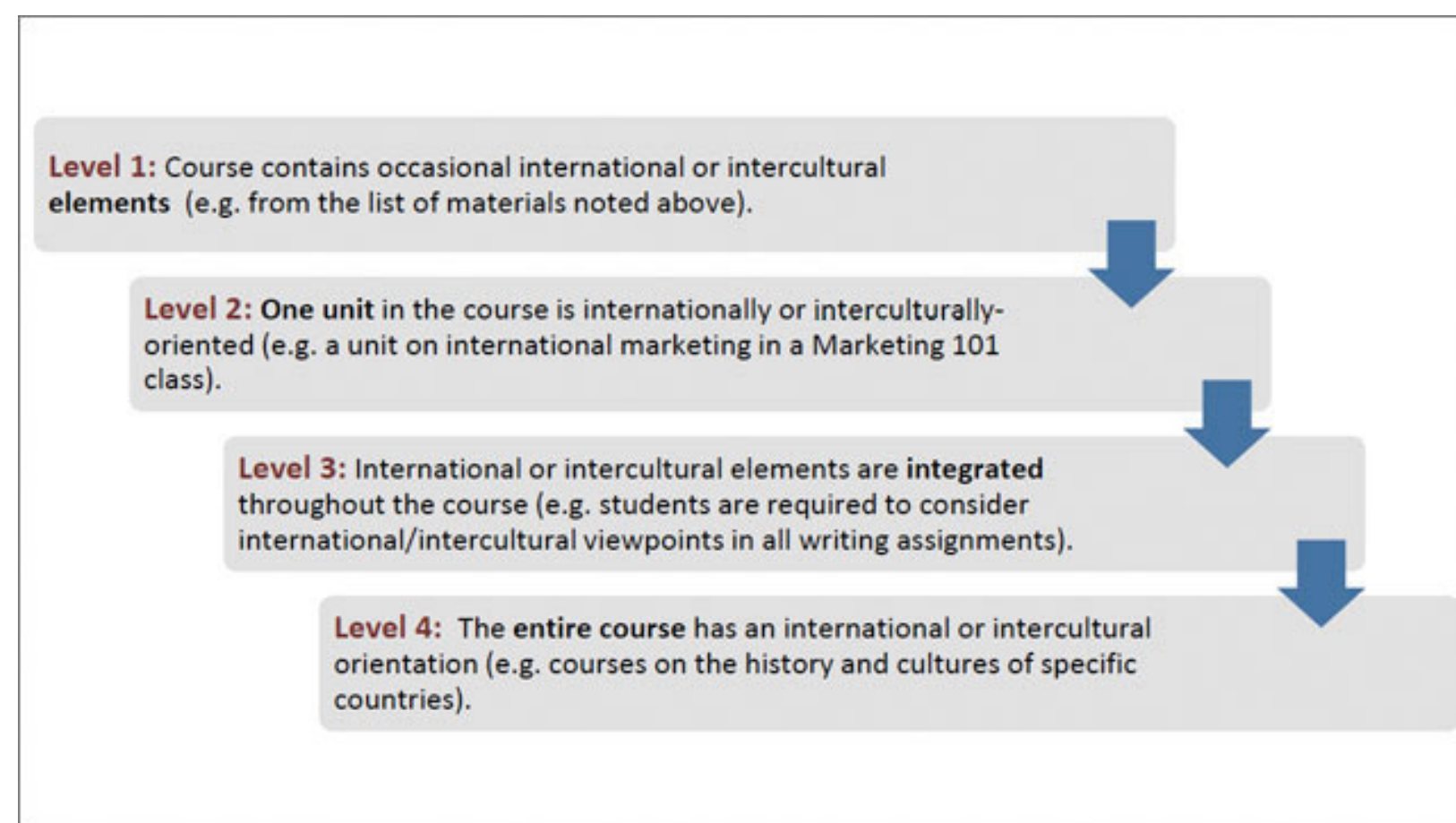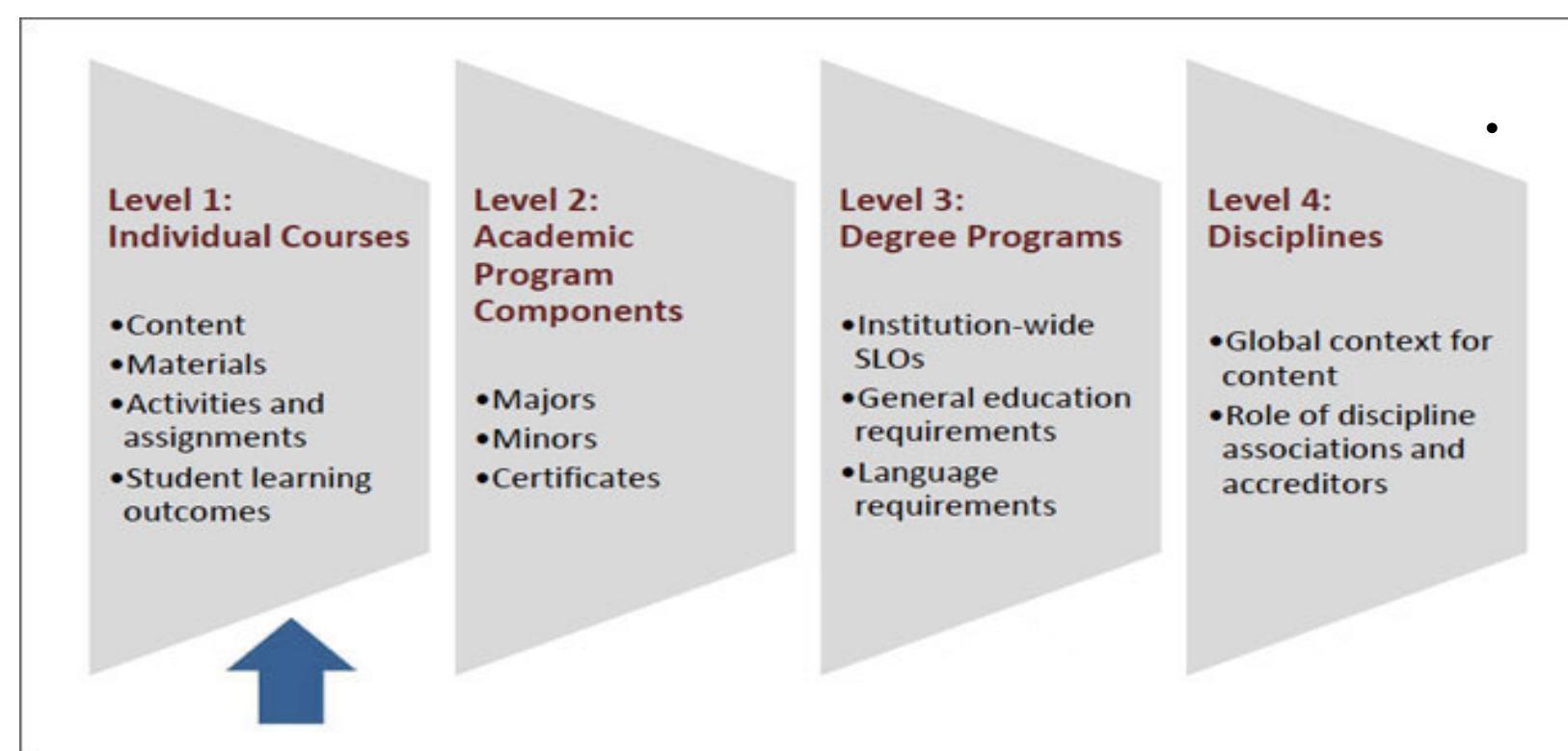# INTERNATIONALIZATION OF THE CURRICULUM, CO-CURRICULUM, AND LEARNING OUTCOMES

SUBCOMMITTEE CHARGE

- Suggest faculty incentives and recognitions for internationalized/global curricula
- Explore feasibility of integrating global learning opportunities into each major
- Articulate learning outcomes for international programs and develop strategies for assessment
- Assess campus programming that supports Internationalization at Home (IaH)
- Produce report with final recommendations/goals

GUIDANCE FROM ACE

"While an internationalized curriculum will look different on different campuses based on institution type and mission, student population, availability of resources, and other factors, there are **four "levels" of the curriculum that require attention** in order to create a comprehensively internationalized student learning experience: individual courses, academic program components (majors, minors, and certificates), degree programs, and disciplines as a whole."

Level 1: Course contains occasional international or intercultural **elements** (e.g. from the list of materials noted above).

Level 2: One unit in the course is internationally or interculturally-oriented (e.g. a unit on international marketing in a Marketing 101 class).

Level 3: International or intercultural elements are **integrated** throughout the course (e.g. students are required to consider international/intercultural viewpoints in all writing assignments).

Level 4: The **entire course** has an international or intercultural orientation (e.g. courses on the history and cultures of specific countries).

What do we mean by an internationalized major?

- Majors that focus on a particular country or region
- Foreign language majors
- Internationally-focused sub-majors, tracks or concentrations within broader majors
- Internationally-focused courses within a major
- Internationally-focused minors and certificates
- International and global learning badges

MODELS FROM THE FIELD

Discipline-Specific International Minors
Texas State University - International Business Minor
University of Minnesota - International Agriculture Minor
Fordham University - International Humanitarian Affairs Minor

What about STEM?

ACE's *Mapping Internationalization on US Campuses* study found that **64% of responding institutions offer international/global tracks, concentrations, or certificate options** for undergraduate students. The top 3 areas in which institutions are likely to offer such programs are business/management, humanities, and social/sciences/behavioral sciences/economics.

Only 5% of institutions, however, offer concentrations or related programs in STEM fields. Examples of such programs include:

- University of Maryland, A. James Clark School of Engineering: Minor in International Engineering
- University of Michigan Engineering: International Minor for Engineers

The next 2 installments of Internationalization in Action will focus on curriculum internationalization at the degree and discipline levels. Stay tuned for more information!

Integrating Study Abroad

Though only a minority of students study abroad, for those who do, **integration of the experience and learning** that takes place abroad into their overall program of study and the curriculum on the home campus is critical. Study abroad **should not be an "add on"** experience, but a key step in achieving program and institution-level student learning outcomes.

The **University of Minnesota's "Minnesota Model"** for study abroad curriculum integration "is based on partnering with academic units to effectively meet institutional goals to internationalize the curriculum. This model spreads responsibility for international education throughout the institution." Resources and case studies available on the program website provide guidance for other institutions.

To help students plan their study abroad experiences and ensure a coherent academic program, a number of institutions have created **major-specific study abroad guides.** Examples include:

- University of Texas at Austin
- Oregon State University
- Bellarmine University

INTERNATIONALIZATION AND STUDENT AFFAIRS

Student affairs professionals can influence the internationalization process and contribute to related goals in a number of ways:
- Contributing to strategic plans for internationalization (e.g., as a member of the internationalization leadership team)
- Providing services for an increasing number of international students—as well as greater numbers of immigrant, multicultural, and multilingual students
- Supporting study abroad returnees with re-entry, and finding ways for them to share their international experience for the benefit of others on campus
- Facilitating interaction among students of different cultural backgrounds
- Collaborating directly with faculty members to create experiential learning opportunities
- Staffing education abroad programs or branch campuses
- Modeling global and intercultural competence for students

I Welcoming international students
II Adjusting services and programs to meet their needs
III Facilitating interaction between international and other students
IV Assessing students' experiences

International Living-Learning Communities. Various models of internationally focused residence hall programs bring students of different backgrounds together as roommates, housemates, or hall-mates. At one time, a university's "international house" was likely to be a dedicated residence for international students only. Today, the models focus on integrating students from different national and cultural backgrounds, including the host country.

Some international living-learning communities require residents to enroll together in a credit-bearing course, where they share readings, assignments, and discussion. The structure of a course can provide the conceptual foundation and cultural skills to help them get the most from, and contribute to, the learning environment. While some learning communities center on a shared interest in international relations or cultures, others may focus on language or a particular global issue. Residents may be required to participate in, or organize, programs in the learning community, such as films, holiday celebrations, dinners, or voluntary service.

Figure 9. Percentage of institutions offering co-curricular programs and opportunities

Residence Hall Programs to Facilitate Integration between U.S. and International Students

Source: American Council on Education, Mapping Internationalization on U.S. Campuses: 2012 Edition

LEARNING OUTCOMES

GLOBAL LEARNING VALUE RUBRIC
for more information, please contact value@aacu.org

Definition
Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through own cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Percent of Institutions That Have Developed International/Global Learning Outcomes, by Institution Type

55 percent of U.S. colleges and universities have established specific global learning outcomes

CO-CURRICULUM

Co-curricular programs often influence, and are influenced by, institutional culture, which is deeply engrained and can be slow to transform.
- The co-curriculum encompasses a wide range of services and programs, making it difficult to identify where and how to direct internationalization efforts.
- Student participation in co-curricular activities is almost always voluntary, and levels of engagement vary.
- Without attendance records, academic credit, or grades, it can be difficult to assess student learning as a result of participation in co-curricular programs.

Co-Curricular Programming co-curricular programs and approaches that can support students in developing global and intercultural awareness, and that can be adapted to meet specific global learning outcomes. Programs are grouped into three levels of an inverse triangle, illustrating the inverse relationship between intensity/impact and student participation:
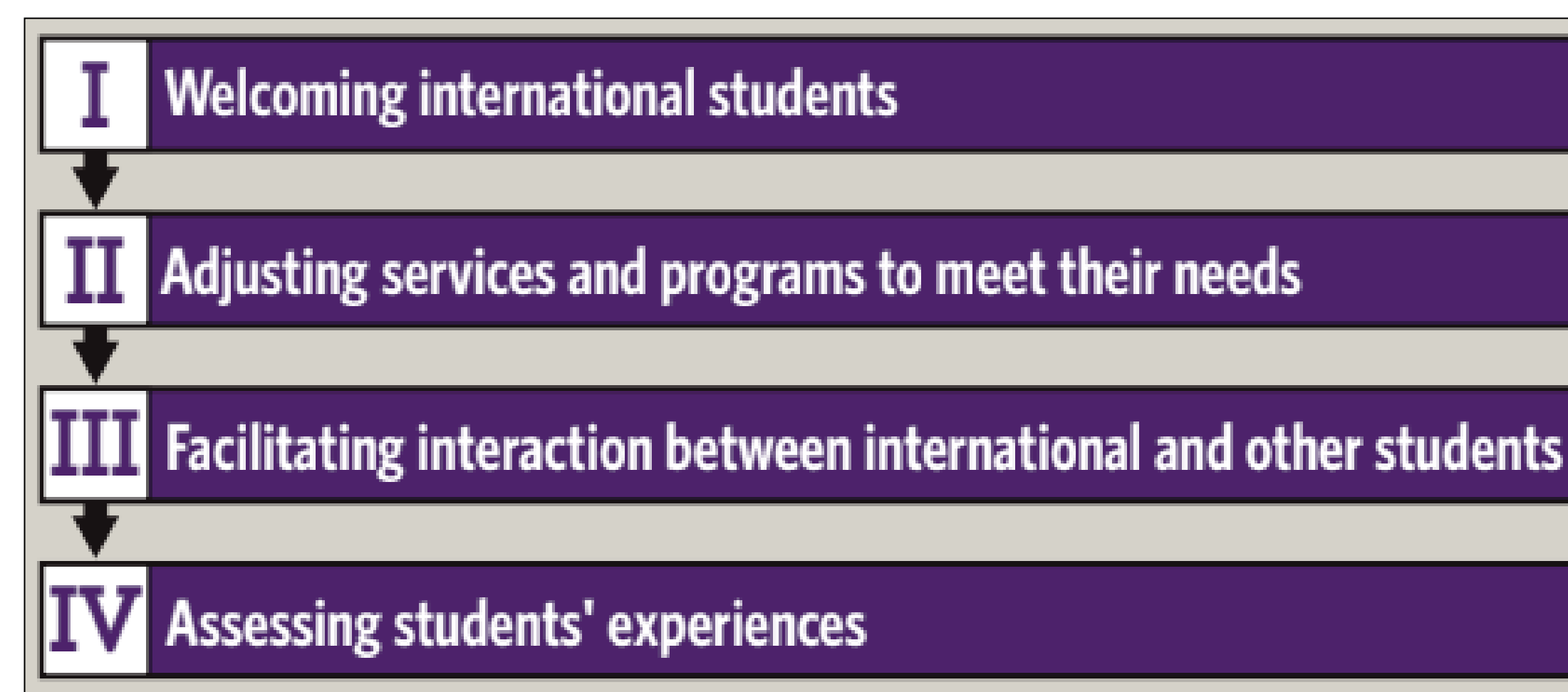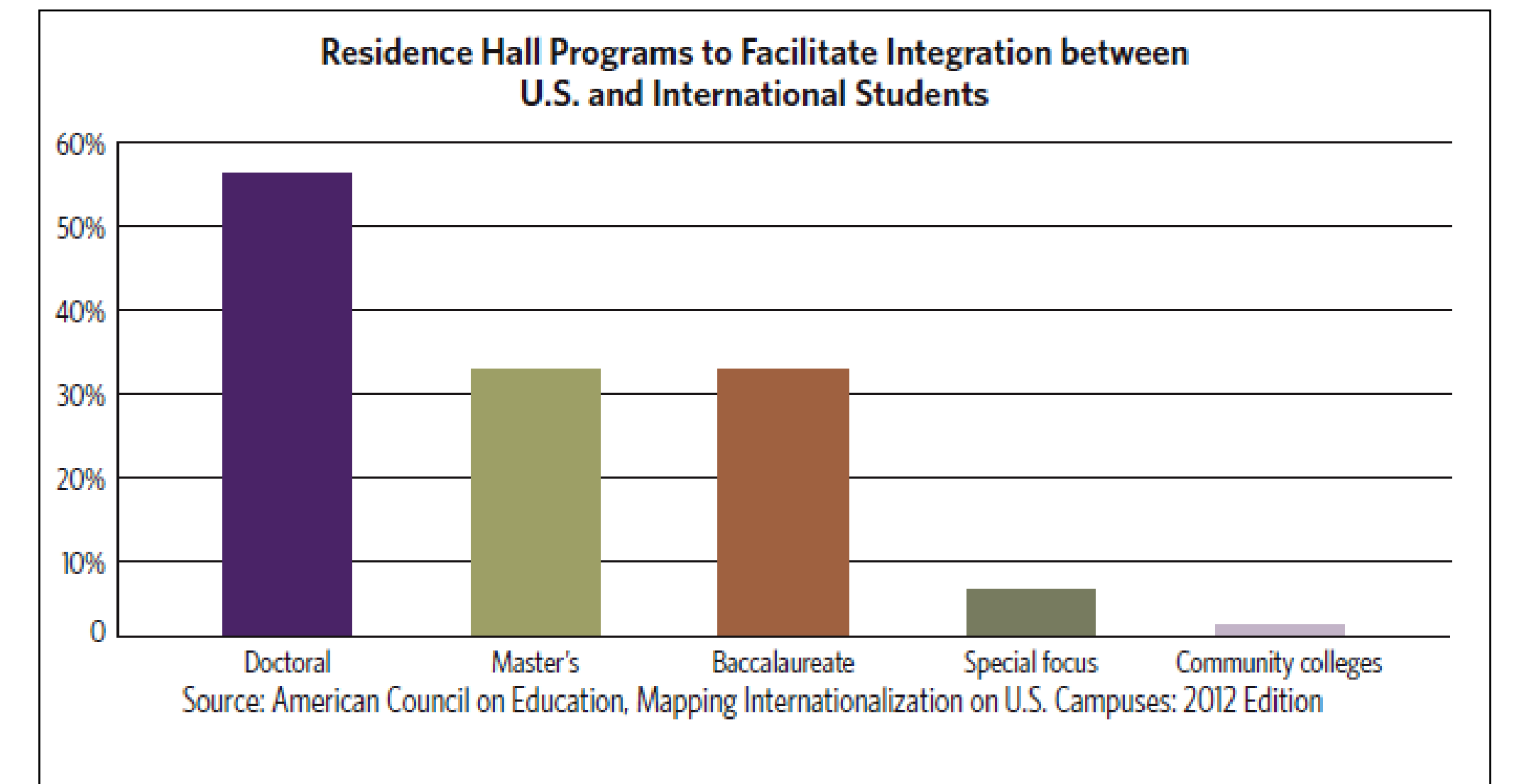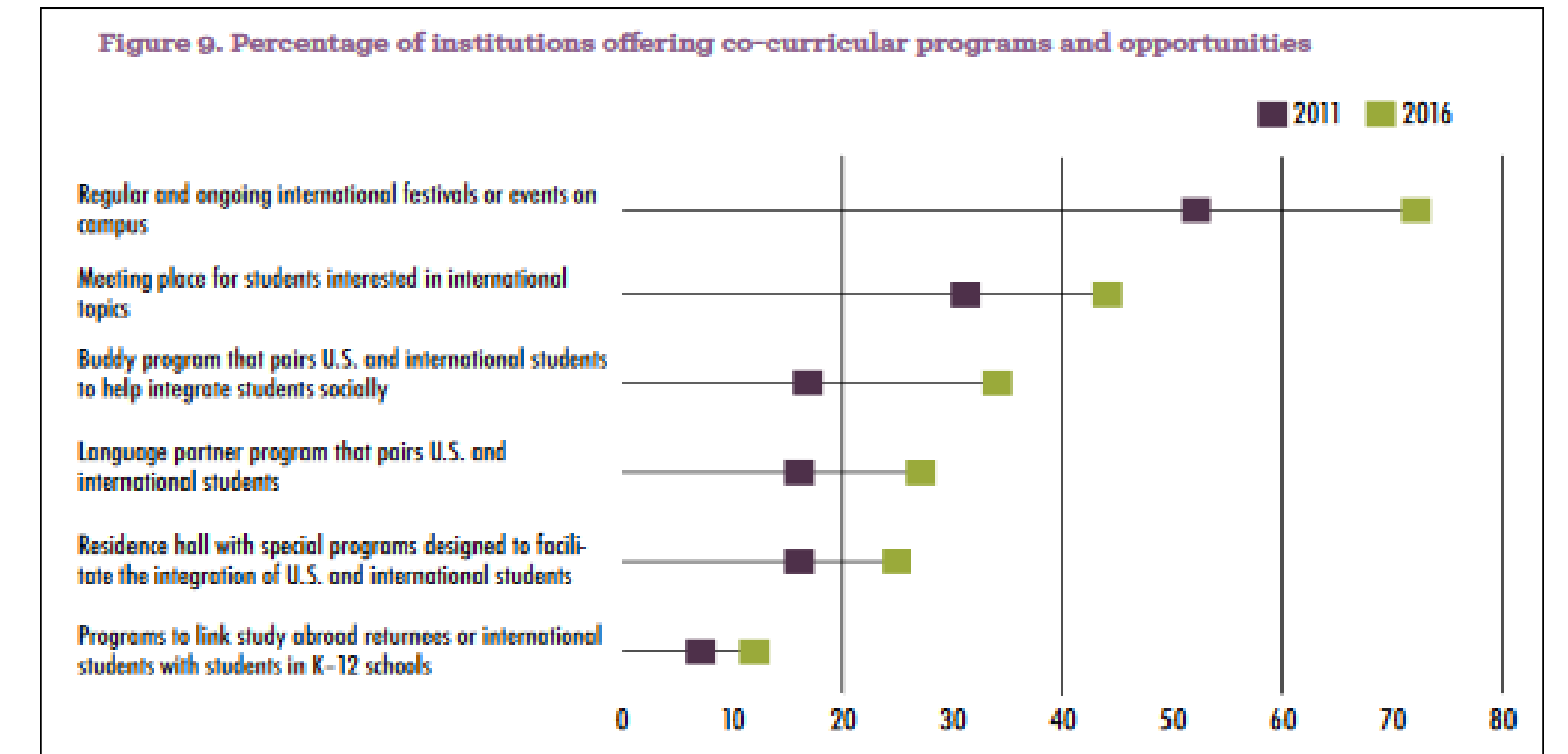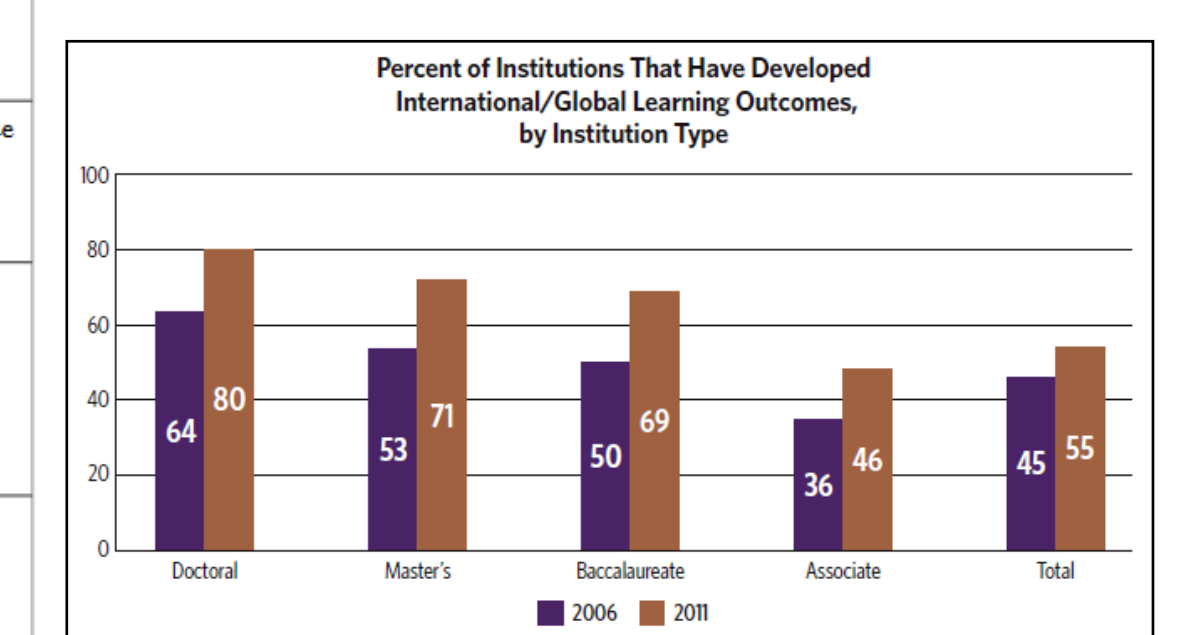- New Experiences: low-risk, low-intensity, and likely to involve the greatest number of students;
- Expanding Awareness: help students continue developing global and intercultural perspectives, and likely to involve students who are curious and comfortable with difference;
- Going Deeper: higher in intensity, require more commitment from students, fewer students participate, but these experiences can be transformative for those who do.

"There is no question that greater international student numbers can enhance the experience for all students, as well as the bottom line; but in a high-growth environment, without careful planning, "internationalization" can backfire, undermining the academic experience and social integration. Institutions that fail to heed these lessons risk a negative spiral of low satisfaction, weak referrals and ambivalent word-of-mouth, **driving up** recruitment costs and tarnishing brand." (Garrett 2014)

INITIAL RECOMMENDATIONS

- Develop institutional definition, learning outcomes and assessment for "global competency"
- Designate physical space for intercultural learning
- Assess and credential global learning – consider USM digital badges
- Commit to integrating education abroad across the curriculum
- Expand access to Collaborative Online International Learning (COIL)
- Recognize global learning and international experiences at Commencement with stoles and flags
- Expand Internationalization at Home to ensure all students benefit from intercultural and international learning experiences, even if they never go abroad
- Join National Student Exchange Program to provide study away experiences to students who for whatever reason cannot go abroad
- Establish UMBC chapter of Phi Beta Delta International Education Honor Society

SESSION 3