Internationalizing the Curriculum at Home: Creating Global Citizens Locally

Faculty Resource Guide
3rd Edition
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I. What Does It Mean to Have a Global Perspective?

PROFILE OF A GLOBALLY COMPETENT STUDENT

“A globally competent person can work effectively in international settings; is aware of and adaptable to diverse cultures, perceptions, and approaches; is familiar with the major currents of global change and the issues they raise; and is capable of communicating effectively across cultural and linguistic boundaries.”


Education for a global perspective is that learning which enhances the individual’s ability to understand his or her condition in the community and the world and improves the ability to make effective judgments. It includes the study of nations, cultures, and civilizations, including our own pluralistic society and the societies of other peoples, with a focus on understanding how these are all interconnected and how they change, and on the individual’s responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in the world.

The following is a list of reasons why course internationalization is important according to Green & Olsen (2003):

- Strengthen liberal education.
- Enhance the quality of teaching and research.
- Prepare students for careers.
- Contribute to local economic development and competitiveness.
- Enhance students’ ability to live in an increasingly multicultural environment in the U.S.
- Enhance the development, excellence, and relevance of institutions in other countries.
- Contribute to international and intercultural understanding.
- Produce experts required to support U.S. foreign policy and diplomacy.
- Create goodwill and support for the U.S. and other countries.

KEY TERMINOLOGY

International Education: International education is a comprehensive approach to the students’ academic plan that intentionally prepares them to be active and engaged participants in a multicultural, interconnected world through internationalization of the curriculum. It transcends borders and connects our students to countries, people, customs, cultures, values, languages, political and economic systems, religions, geography, history, and current events of the world; and it engages students in a variety of ways to achieve a deeper understanding through examination and inquiry. Internationalizing the curriculum is a key component to prepare our students to be global citizens of the 21st century, and it involves integrating global concepts for cross-cultural understanding across all disciplines and creating international curricular and co-curricular activities for our students (Green & Olsen, 2003).
**Internationalization:** Internationalization intentionally appreciates differences. Internationalization is “the process of integrating an international, inter-cultural, or global dimension into the purpose, functions, or delivery of postsecondary education” (Knight, 2003).

**Globalization:** The term globalization means different things depending upon the context (i.e., discipline) in which the term is used most often focusing on sameness or shared exchanges. Knight (2004) describes it as “the flow of technology, economy, knowledge, people, values [and] ideas…across borders…[it] affects each country in a different way due to a nation’s individual history, traditions, culture and prior-cities.” It is important to also mention the negative perceptions of globalization. There are those who fear that globalization will create worldwide levels of standardization in higher education. Wang (2006) writes, “we can sense a homogeneous tendency in globalization… Due to this unifying tendency, some contributors provide sharp critiques of globalization and its negative impact on education…” (p. 1). The author goes on to explain that because of the negative connotations of the term “globalization,” the field of curriculum studies has chosen the term “internationalization” (Wang, 2006).

**Global-Mindedness or World-Mindedness:** “A value orientation, or frame of reference, apart from knowledge about, or interest in, international relations. We identify as highly world-minded the individual who favors a world-view of the problems of humanity, whose primary reference group is mankind, rather than American, English, or Chinese” (Sampson and Smith, 1957).

**Global Competency:** Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate, and work effectively in diverse environments (Hunter, 2004).

**Global Citizenship:** Global citizenship is a choice and a way of thinking. It means firsthand experience with different countries, peoples, and cultures. It means making a connection between the global and the local. It is also a self-awareness and awareness of others—understanding the interdependence of fellow human beings and having a sense of responsibility towards them. It is also having cultural empathy and intercultural competence. It is also participation in the social and political life of one’s community (Schattle, 2007).

**Global Learning:** The knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as citizens and workers.

**Intercultural Competence:** “Intercultural most commonly refers to the encounter between people of different nation-states or diaspora of cultures…Multicultural…refers to the diversity within a nation or community” (Green & Olsen, 2003). It is the ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge, skills and reflection (Deardorff, 2004).

**Cross-Cultural Competence:** Cross-cultural competence is the development of knowledge and skill through experience and training that results in a complex schema of cultural differences, perspective-taking skills, and interpersonal skills, all of which an individual can flexibly (or adaptively) apply through the willingness to engage in new environments even in the face of considerable ambiguity, through self-monitoring and through self-regulation to support mission success in a dynamic context (Ross, 2008).
ROBERT HANVEY’S GLOBAL PERSPECTIVE DIMENSIONS

Robert Hanvey (1976) provides us with a framework to guide our curriculum internationalization efforts in his article *An Attainable Global Perspective*. See **APPENDIX I** for a list of global learning outcomes organized by Hanvey’s dimensions.

**Dimension 1: Perspective Consciousness.** The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one’s own.

**Dimension 2: “State of the Planet” Awareness.** Awareness of prevailing world conditions and development, including emergent conditions and trends, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.

**Dimension 3: Cross-Cultural Awareness.** Awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one’s own society might be viewed from other vantage points.

**Dimension 4: Knowledge of Global Dynamics.** Some modest comprehension of key trails and mechanisms of the world-system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

**Dimension 5: Awareness of Human Choices.** Some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

It is important to note that our students are not going to become “global citizens” after one course or even several years of courses. This is a life-long journey, and professors should strive to expose students to the concepts of global learning in the hope that this will motivate students to continue to seek out these opportunities throughout their academic and professional career.
VALENCIA’S COMPETENCIES OF A GLOBAL CITIZEN

Valencia faculty, staff, and students worked collaboratively to identify the Competencies of a Global Citizen (2012) to help guide our internationalization efforts. The following competencies were identified:

- **A global citizen has knowledge of the interconnectedness of the following:** world cultures, world history and geography, world religions, world government and politics, world economic systems, and world ecology.

- **A global citizen has the following skills:**
  - interacts with compassion, empathy, and respect for others in a manner that reflects the cultural sensitivities within that environment.
  - is civically engaged.
  - able to hold opposing views with others from diverse cultures and backgrounds, and to calmly arrive at resolutions to conflict.
  - Communicates effectively in another language and across cultures.

- **A global citizen has the following attitudes:**
  - Articulates a sense of identity, self-awareness, and self-acceptance.
  - Understands personal norms, biases, and expectations for oneself and others.
  - Values and respects diversity.
  - Demonstrates curiosity about the world and others.

These competencies are not the only global competencies that can be infused into a course, but you will need to consider them as you progress in this work. The global learning outcomes that you select should link up to one or more of these competencies.

**********ACTIVITY #1**********

Which course are you going to internationalize? List prefix and title below.

_____________________________________________________________________________________

Which dimension/s provided by Hanvey would make the most sense to focus on?

_____________________________________________________________________________________

Which of the Valencia global competencies would make the most sense to incorporate into the course?

_____________________________________________________________________________________

_____________________________________________________________________________________

How will this enhance student learning?

_____________________________________________________________________________________

_____________________________________________________________________________________

4
II. Getting Started in Curriculum Internationalization

LEARNING BY DESIGN

Before going into curriculum internationalization, it is important to review the curriculum design process. All course design begins with the development of course/student learning outcomes, followed by the development of a summative assessment (what should students be able to do at the end of the course), followed by the creation of the learning activities, formative assessments, and course content. After the curriculum is finished, the professor will test it out and then reflect on the results to improve for the next delivery. Note that this is not a linear process, and it is important to align and sequence the material as you go.

During the development of the course/student learning outcomes, you must identify what the students will be able to do or know by the end of the course: ACTION VERB + RESULT / TRAIT / PRODUCT. The outcomes must describe a learning result, be action-oriented and specific, be cognitively appropriate and clearly stated.

APPROACHES TO CURRICULUM INTERNATIONALIZATION

Course internationalization is the process by which global elements are added on or infused into the course content. This can be done by creating a study abroad program, but the vast majority of our students do not have the time or financial ability to participate in study abroad; therefore, we must rely on our attempts to “internationalize at home” which include focusing our internationalization efforts on the curriculum and co-curricular activities. Depending upon the extent to which one wants to internationalize the course, Bond (2003) suggests three different approaches:

ADD-ON: This is easy to implement and requires no fundamental changes in the course learning outcomes or content. You simply add global content to the existing course content that you are teaching. Examples include inviting a guest speaker to give a lecture or lead a discussion on an international or intercultural topic. It can be as simple as adding or changing out the resources that you currently use to international resources for course readings, case studies, assignments, speeches, presentations, projects, guest lectures, etc. This approach allows the regular course content to remain in tact.

INFUSION: This requires preparation and rethinking of the course goals to include intercultural issues and approaches. It involves changing some of what you are doing to include more global concepts (specifically, knowledge, skills, and attitudes of a global citizen); selecting course readings and material that reflect diverse points of view on events, topics, or issues; or bringing your own or students’ experiences into the course as a means to enrich learning. This approach does require more preparation time on the part of the faculty member.

TRANSFORMATION: This is the most extensive form of curriculum internationalization and is more difficult to undertake. As the term implies, it is a complete revamp of your content to include various cultural perspectives and worldviews. The focus of this approach is to enable students to move between two or more worldviews. Study abroad programs that require students to become immersed in another culture are good examples of transformative experiences and will be much more difficult to create at home. Note that this approach may not be appropriate for all courses or disciplines.
Before you get started, you need to determine where you will focus the course content. You can take a general approach and talk about different areas of the world as they connect to the course learning outcomes, or you can select an area of the world and connect the learning to a specific country and/or culture. If you are already studying about a particular area of the world, you may want to go deeper into the country and/or culture by adding intercultural competencies into the course learning outcomes. Green and Olsen (2003) point out that elements of an internationalized course curriculum can include:

- a global subject or theme (history or current events)
- a broadening of the traditional area/original subject area with an internationally comparative approach
- preparation for international professions or a recognized professional qualification
- intercultural communication skills
- foreign languages or linguistics that explicitly address cross-communication issues
- interdisciplinary programs such as region or area studies
- study abroad
- content designed specifically for international students

**LEVELS OF CURRICULUM INTERNATIONALIZATION**

These levels illustrate the different ways that curriculum internationalization is being handled at educational institutions around the United States. At the individual course level, one can see the various elements that are required to internationalize a course. As you move up the levels, students get increased exposure to global concepts.

**DEGREES OF CURRICULUM INTERNATIONALIZATION**

1st Degree: The course contains occasional international and/or intercultural elements.

2nd Degree: One unit in the course is internationally and/or interculturally-oriented (e.g., there is a unit on international marketing in the Introduction to Marketing course).

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

4th Degree: The entire course has an international and/or intercultural orientation (e.g., World History, Asian Studies, language and culture courses).

(ACE, 2013)
ACE (2013) has provided us with the definitions to describe to what extent a course is internationalized. This work can be done at the master course level, meaning all faculty at the institution have to achieve the same learning outcomes, or it can be done at the course section level where no committee approval is required. It is up to the faculty member to determine to what degree of internationalization would make the most sense for the specific course content and the students enrolled in the course.

**********************************ACTIVITY #2**********************************

In terms of enhancing student learning and having sufficient time to integrate global learning into the course, which approach (add-on, infusion, transformation) would make the most sense and why?

_____________________________________________________________________________________
_____________________________________________________________________________________

To what degree is the course already internationalized? ________________

To what degree do you want to internationalize it? ________________

Will this be at the master course or section level? ________________

III. Creating a Course Internationalization Toolkit

INTRODUCTION

Internationalizing a course is a multi-step process designed to enhance the content of your curriculum in order to expand students’ perspectives and perceptions about the world around them. As part of this process, it is also important to measure the effectiveness of the internationalization implementation and its impact on students. The following is an overview of this process. It is important to note that this process is not linear. You may be circling back to previous steps throughout the process as your course internationalization project evolves. The goals of creating a course internationalization toolkit are as follows:

(1) encourage faculty to work together to internationalize their course curriculum;

(2) create new materials to share with other faculty within the discipline; and

(3) have a system in place to capture all course internationalization projects to maintain institutional knowledge.

You are welcome to internationalize your course at the course section level, but changes at the master course level will need to be approved through the Curriculum Committee.

“The curriculum stands out as the key part of any internationalization effort if all students are to experience international learning in college.”

PROJECT OVERVIEW

This project will be a collaborative effort among faculty members from the same discipline (across campuses preferred) who have agreed to create a toolkit for a specific course. All faculty members must go through the 20-hour INZ the Curriculum workshop the first time they create a toolkit. Additional toolkits may be created after completion of the workshop.

You will work as a group on all the materials produced, but your end product will either be separate toolkits (same course, different mini-modules) or one toolkit (same course, same mini-module). The choice will depend upon your interests, expertise, and the amount of work required to complete the toolkit. The final product will include the toolkit document, which is an overview of the module, plus a minimum of six artifacts needed to teach the unit.

RESOURCES FOR CURRICULUM INTERNATIONALIZATION

Valencia College has developed a number of resources to assist faculty with the process of internationalizing their courses. Reading this Faculty Resource Guide is a good first step, but there are many published articles that you can find in international education journals and books—some have been posted to the INZ library for your convenience. Not only do you need to do the research as it pertains to internationalizing your course, but you also need to investigate what others are doing in your discipline so you have an idea of the various options you can pursue and the international and/or intercultural resources available that you can integrate into your course. As you do your research, you will also need to think about the next steps in the development process.

- **SAGE Website—INZ the Curriculum**: http://valenciacollege.edu/international/studyabroad/staff/curriculum.cfm
- **Valencia’s Competencies of a Global Citizen**: http://valenciacollege.edu/international/studyabroad/staff/documents/CompetenciesofaGlobalCitizen_FLYER.pdf
- **Declaration of Interdependence Video**: http://www.youtube.com/embed/CfPwhEDmKbc
- **INZ SharePoint (library & toolkits)**: http://site.valenciacollege.edu/inz/SitePages/Home.aspx
- **ACE’s Center for Internationalization and Global Engagement**: http://www.acenet.edu/news-room/Pages/Center-for-Internationalization-and-Global-Engagement.aspx
- See **Appendix V** for additional resources.

“Study findings suggest that to approach curriculum design with the purpose of integrating an international/intercultural dimension requires that the faculty believe, in some way, the knowledge is socio-cultural as well as disciplinary.”

Bond (2003)
BUILDING YOUR TOOLKIT — PART #1

1. **Contributors:** Enter the names of all the contributors.

2. **Date:** Enter the date that the toolkit was created or updated.

3. **Approach:** Select the approach that you used to develop the toolkit.

4. **Degree:** Select the internationalization degree to which you think this toolkit represents.

5. **Course:** Enter the course prefix and title.

6. **Toolkit Name:** Create a name for the toolkit that reflects the contents if a person was quickly scanning toolkits and wanted to know what was available.

7. **CLOs:** Enter the original course learning outcomes (CLO) from the official course outline into each separate box in the first column. If you are adding new global learning outcomes (GLO) as an add-on, you can leave this section blank.

8. **GLOs:** Before working with the content, you have to plan what you want your students to learn as a result of the changes you want to make. Global learning outcomes should address the cognitive, affective, and behavioral domains of student learning in addition to the knowledge, skills, and attitudes of a global learner. Using Hanvey's (1976) five dimensions framework, decide how you want to internationalize the course. You can enhance the existing CLOs by adding key words or expand upon the existing CLO by adding global performance indicators. Enter the new global learning outcomes and/or performance indicators in the second box for each original CLO. You can have multiple GLOs for one CLO.

   Note that you might be already including global concepts in your course, but it is not reflected in the course outline. Use the toolkit to fill in those gaps. Departments may want to consider making minor modifications to the course outline to reflect the internationalized content if it is already part of the course.

   See Appendices I & II for some example global learning outcomes by dimension. In addition, be sure to check out the *What Is a Global Perspective?* toolkit and *What Is Culture?* Toolkit in the INZ SharePoint. There may be components of these toolkits that you can use to achieve your learning outcomes. Also, look at toolkits already done for other courses in your discipline. You may get additional ideas from them as well.

9. **Valencia’s Global Competencies:** Enter the Valencia Global Competencies that connect to the new GLOs. You can start with a list of ideas, but once you complete the toolkit, go back and review this list to be sure they reflect the course content if you made changes. You should only list the competencies that you will address in the course curriculum. Do not list all the competencies for a particular line item if you will not include it in the course (i.e., world religion, world ecology, etc.).

“Once you have decided to integrate an intercultural / international dimension in your courses and teaching, ensure these objectives are explicit in your course outlines and in class. The more often students hear you say it, the more likely they will believe you are sincere.”

Bond (2003)
In the box below you have an example of how to enhance an existing course learning outcome and how it connects to Valencia’s Global Competencies. See Appendixes I and II for examples of internationalized learning outcomes by discipline, and use the Thesaurus of Verbs Arranged by Cognitive Levels from Bloom’s Taxonomy produced by Valencia’s Faculty Development office for information on writing effective course learning outcomes.

**HUM 1020: Introduction to Humanities**

**HANVEY’S DIMENSION:** Cross-Cultural Awareness

**APPROACH:** Infusion

**CURRENT INZ DEGREE:** 2nd

**GOAL INZ DEGREE:** 3rd

**COURSE LEARNING OUTCOME:** Interpret a work of art, architecture, literature, philosophy or religion.

**GLOBAL LEARNING OUTCOME:** Interpret a European work of art, architecture, literature, philosophy, or religion within its historical and cultural context.

**VALENCIA’S GLOBAL COMPETENCIES:** Demonstrate knowledge of world cultures and world history.

******************************************************************************ACTIVITY #3******************************************************************************

Now it’s your turn! Work in small groups. Select one course outline from someone in the group to work with and identify the following:

**HANVEY’S DIMENSION/S:**
- Perspective Consciousness
- Cross-Cultural Awareness
- Awareness of Human Choices
- Knowledge of Global Dynamics
- “State of the Planet” Awareness

**APPROACH:**
- Add-On
- Infusion
- Transformation

**CURRENT INZ DEGREE:**
- 0
- 1st
- 2nd
- 3rd
- 4th

**GOAL INZ DEGREE:**
- 1st
- 2nd
- 3rd
- 4th

**COURSE LEARNING OUTCOME:** ____________________________________________

__________________________________________________________________________

__________________________________________________________________________

**GLOBAL LEARNING OUTCOME/S:** __________________________________________

__________________________________________________________________________

__________________________________________________________________________

**VALENCIA’S GLOBAL COMPETENCIES:** ______________________________________

__________________________________________________________________________

__________________________________________________________________________
**Assessment Methods & Tools:** The next step involves thinking about how you are going to assess your students to determine if they have achieved the new global learning outcomes. Doing this now allows you to ensure that your outcomes are observable and measureable. There are several questions that you will need to ask yourself as you develop your assessment methods:

- **Determine how the data will be gathered.** Will you do formative and summative assessments? What instruments will you use to measure student learning? Do you need to create the assessments or are standardized assessments available? What are the costs of the standardized assessment tools?

- **Determine when the data will be collected.** Will you do pre- and post-course assessments / surveys, end-of-course assessments/surveys, or will you assess at the end of each unit?

- **Determine when the data will be evaluated and how it will be used.** Will you evaluate the results at the end of a semester and plan to implement changes for the following semester or will you make changes along the way?

The following list to the right has a number of example assessment methods that you could use. The SAGE Office also has a license to use the Global Perspectives Inventory (GPI) (https://gpi.central.edu/index.cfm) in Qualtrics. You can use the GPI as is or you can modify the list of questions to meet your specific needs. See Appendix I for a list of global learning outcomes matched up to the questions on the GPI for your convenience.

Whatever your summative assessment method, an evaluation rubric will be required as part of the toolkit. This helps students know what is expected of them and assists other faculty who may want to use your toolkit in the classroom. Two other very useful tools are the AAC&U VALUE Rubrics for Intercultural Knowledge & Competence and Global Learning. See Appendices III and IV for details.

**Artifacts:** Go to page 2 of the toolkit. In the first column list your assessment methods and tools with the corresponding artifacts. Be sure to list your document reference numbers and itemize them in the last column. For example, let’s say you create a quiz named Global Learning Quiz and it is the first document referenced in the toolkit:

- The document title (when you open up the file) will be Global Learning Quiz.
- The file name will be 01_Global Learning Quiz.
- You will reference it in the assessment section as 01_Global Learning Quiz.
- You will list it in the last column as 01_Global Learning Quiz.

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“The central goal...is not simply to change the curriculum but to change the student.”

Morris, E. (1996)
**Building Your Toolkit — Part #2**

**Teaching Strategies, Learning Activities, & Assignments:** Now you are ready to roll up your sleeves and get creative! Think about what you want to take place in the classroom to achieve your global learning outcomes:

- What materials do I need to find or create for students to achieve the global learning outcomes?
- What learning would be helpful to achieve the global learning outcomes?
- What assignments would help reinforce the global learning outcomes outside of class?
- What materials do I need to find or create for the instructor?

In the second column of the toolkit on page 2, you are going to give a brief overview of the strategies, activities, and assignments used in the lesson. It might help to map out all of your classes by date, write down which topics will be covered when, and then fill in the learning activities, time, and course materials needed for each day. Remember to factor in time for your daily reviews and assessments. Here is a very short example:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITIES</th>
<th>EST. TIME</th>
<th>INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21/14</td>
<td>Individualism vs. Collectivism</td>
<td>Lecture Video Debrief</td>
<td>45</td>
<td>PowerPoint Me vs. We Video</td>
</tr>
<tr>
<td>1/23/14</td>
<td>Individualism vs. Collectivism</td>
<td>BaFa Simulation</td>
<td>60</td>
<td>BaFa Toolkit Individualism vs. Collectivism handout</td>
</tr>
</tbody>
</table>

If you find yourself writing a lot of text in the second column, you should create a separate artifact that will be your lesson plan and reference it in the toolkit. Follow the instructions described in the assessment section for the artifacts. Do not start the numbering over from 01. Start where the last document left off in the assessment section.

The following is a list of suggested learning activities to help you get started:

- Select an international topic, event, or issue that can directly be applied to your discipline and assign a research project on that topic or facilitate a group discussion. Look at the historical roots of the topic, event, or issue and discuss how it can impact the United States.
- Identify international discipline leaders, explore their life experiences, and discuss how they contributed to the field.
- Select books and journal articles that include topics from other countries or are written by international authors.
- Select electronic reading selections about current world events.
- Select textbooks or supplementary readers that have an international perspective and/or insights into the problems of developing countries.
- Encourage students to read foreign newspapers in English or go to foreign movies with subtitles in English.
- Have students conduct interviews with international scholars or professionals from the discipline and report back to the class.
BUILDING YOUR TOOLKIT — PART #2 (Continued)

- Have students do research on international careers related to the discipline and interview someone in that role. Write a summary of the position’s expectations/duties and the knowledge and skills that the ideal candidate would have for the position.

- Have students prepare their resume to apply for an international management position and conduct a mock interview.

- Provide opportunities for domestic and international students to work together on projects or interview each other to learn from one another.

- Provide a variety of cross-cultural and/or cross-national comparisons.

- Invite guest speakers from other countries to come lecture on a topic. This could be international students, staff, or faculty at Valencia. See the International Resource Experts at Valencia webpage: http://valenciacollege.edu/international/studyabroad/resources/experts.cfm

- Create writing assignments that have to do with global current events or cross-cultural perspectives.

- Include references to intercultural issues and current world events in professional practice.

- Have students start an opinion blog on current events from different parts of the world.

- Use examples and case studies from different countries and cultures.

- Plan a model UN assembly meeting for students to represent different positions from member states and non-governmental organizations.

- Assign research projects on current world events or other countries and cultures.

- Identify Internet resources and videos with global themes that you can infuse into the course content.

- Use simulation activities to teach cross-cultural competence such as BaFa, BaFa: http://www.stsintl.com/business/bafa.html. You can borrow this kit from the SAGE office.

Co-Curricular / Interdisciplinary Activities: In the third column of the toolkit, you must identify several co-curricular or interdisciplinary activities that will help students achieve the global learning outcomes outside of the classroom. Be sure to list at least one activity that students can do during International Education Week in November. Here are some examples:

- Identify and/or facilitate co-curricular learning activities that link to the course outcomes: “glocal” (global+local) field trips, Skillshop workshops, international education conferences, service learning courses, civic engagement opportunities, study abroad, international internships, etc.

- Identify content that crosses disciplines and invite another class in for a lecture from both professors.

- Create an “immersion” experience in the classroom based on where in the world you want to study.

- Contact the international student clubs for student guest speakers.
BUILDING YOUR TOOLKIT — PART #2 (Continued)

Instructional Materials / Resources / URL Links: In the fourth column on page 2, list all the artifacts that you referenced in the toolkit by number (01, 02, 03, etc.) and file name. Also list any URL links that will be used in the lesson.

One last note. Be sure to go back and review the global learning outcomes, competencies, and the name of the toolkit since the content and ideas may have changed throughout its development.

COURSE INZ TOOLKIT IMPLEMENTATION

IMPLEMENT THE COURSE INTERNATIONALIZATION PROJECT

Now it is time to roll out the new internationalized curriculum to students. As you progress throughout the semester you may find that adjustments are needed, so take notes along the way. Be sure to make your objective known to students. Let them know about Valencia’s Global Citizen Competencies, the study abroad opportunities available to them, and how you want to transform your course into a place of “international learning.”

EVALUATE THE EFFECTIVENESS OF YOUR PROJECT

The next phase of this work involves evaluating the implementation of the course internationalization. Ask yourself some reflection questions:

- To what degree did the students meet the internationalized course learning outcomes?
- To what degree did students’ level of interest/engagement/participation in global-related topics, events, or activities at Valencia change as a result of this course implementation?
- How do I know?

You may find that your approach was right on target or you did not achieve what you had anticipated or somewhere in the middle. Now is the time to go back and make adjustments to the curriculum in order to improve it for the following semester.

SHARE YOUR RESULTS

The last step in this process is sharing your work with others. Here is a list of suggested ways in which you can share your experience to allow other faculty the benefit from your internationalization project:

- present at a department meeting
- present at a Café Conversations session sponsored by the SAGE office
- lead a workshop during International Education Week or the Peace and Justice Initiative’s week-long conversations
- lead students from your internationalized course in a discussion or debate scenario open to the college community
- share your expertise with students at a Skillshop presentation
- share your internationalized content with a colleague by collaborating on a Peer Observation of Teaching opportunity
- plan to LinC your internationalized course to another course
- present at an international education conference
IV. Other International Education Opportunities at Valencia

There are many other ways to internationalize your course. As you start reviewing the literature and experimenting on your own, you will develop lots of new ideas. The following is a list of ideas that you may want to explore.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Looking for professional development opportunities to network with colleagues and to learn how to internationalization your course? Valencia is committed to the professional development of faculty and staff. We have a list of conferences related to international education that you can attend on the SAGE website along with instructions on how to apply for funding. As part of the funding requirement, you will be asked to share your experience upon your return and to report out on how the conference contributed to the internationalization of your course. For details, visit: http://valenciacollege.edu/international/studyabroad/staff/international-education-conference-request.cfm

THE FULBRIGHT SCHOLAR PROGRAM

The Fulbright Program, the U.S. government's flagship program in international educational exchange, was proposed to the U.S. Congress in 1945 by then freshman Senator J. William Fulbright of Arkansas. In the aftermath of World War II, Senator Fulbright viewed the proposed program as a much-needed vehicle for promoting "mutual understanding between the people of the United States and the people of other countries of the world." His vision was approved by Congress and the program signed into law by President Truman in 1946. Faculty and staff can apply to go overseas as a Fulbright Scholar, or you can apply to bring a Scholar to Valencia. For details on the different program options, visit: http://www.cies.org/us_scholars/.

FACULTY & STAFF EXCHANGE PROGRAMS

Valencia has funds available to send faculty and staff to an overseas institution (education, corporate, non-profit). The purpose of this opportunity is enhance the individual’s global perspective and inspire students in the classroom. Please note that in order to qualify for funding, you must complete a course INZ toolkit. Here is an example of a learning module that will merge the target county and culture to the course learning outcomes in some way. Here is one example for BSC 1010C – Fundamentals of Biology:

- **Before You Go:** Identify an international scientist that has some link to the course learning outcomes. Select the country you will be traveling to based on where that scientist is from, where he studied, or where he did his research. Start to identify resources to develop a course internationalization toolkit.

- **While You Are There:** Go to places that are linked in some way to the course learning outcomes such as a laboratory, research university, the scientist’s home, etc. You should do in-depth research on the scientist, the country, and the culture. Find out how this scientist and his research are perceived in that part of the world versus in the United States. Describe what was going on in that part of the world at that time in history that caused the scientist to pursue that research interest and the global implications of the research results. Take lots of videos and photos to bring the experience to students back home.
• **When You Get Back:** Follow the steps provided to internationalize your course. Be sure to integrate the overseas location and the research completed into your course. Remember that the purpose is not to just travel overseas to have an international experience, but to infuse that experience into your curriculum. Share your experience with colleagues so that they can learn from the work that you have done.

Valencia is an approved sponsor of the Department of State’s Exchange Visitor Program. We have several agreements with overseas institutions to support faculty/staff and student exchanges which can be one way or reciprocal.

For more information on Valencia’s Exchange Visitor Program, visit: [http://valenciacollege.edu/international/exchange/](http://valenciacollege.edu/international/exchange/).

For information on how to apply for a faculty exchange program, visit: [http://valenciacollege.edu/international/studyabroad/staff/exchanges.cfm](http://valenciacollege.edu/international/studyabroad/staff/exchanges.cfm).

**USE STUDENTS TO INTERNATIONALIZE THE CURRICULUM**

One way that faculty can internationalize their courses is to make use of the international student population at Valencia. Do you begin each course asking where students are from? Where their family is from? Which languages they speak? Which countries they have visited? Find out which students are on an F or J visa (meaning that they do not live in the United States) and which students live in the U.S. now but were born in another country.

Students with international experience can provide a wealth of information for the classroom. If you do not have any international students in your classroom, you can contact International Student Services to help you locate students from specific parts of the world or contact the SAGE office to identify students who have studied abroad to come speak to your class. Note that sometimes international students get isolated because they do not know how to navigate the American college system, and these activities will better integrate them into the college and community:

• Learn about the students’ lived experiences. Allow students to use these experiences to dialog about the multiple perspectives on the various content topics and issues under discussion.

• Invite international students as guest speakers about what its like to live in their country and what their perceptions are of Americans, which is always very enlightening.

• Create opportunities for the international and domestic students to interview each other and report out to the class.

• Assign mixed groups for research assignments where everyone can bring their experience into the project. Provide training on how to handle intergroup conflict and non-participation, and create a rubric for assessment purposes.

• Develop a buddy system where international and domestic students get together outside of class to attend a co-curricular activity related to the global learning outcomes.
In today’s society, college students need to be prepared to live and work in an interdependent and multicultural world and have the knowledge, skills, and attitudes of a competent Global Citizen.

Valencia’s Competencies of a Global Citizen (2012)
Part VI: Appendices
Appendix I  
Global Learning Outcomes & GPI Assessment

Using Robert Hanvey’s dimensions from *An Attainable Global Perspective* as a framework for our efforts to internationalize the curriculum, you will find a chart below that lists the following:

**Global Learning Outcomes** – Adopted from AAC&U’s Global Values Rubric (2012), Valencia’s Competencies of a Global Citizen, Global Competent Profile by the University of Central Florida (n.d.), and Valencia faculty input.

**Global Perspective Inventory** – These are questions from the assessment that link to each dimension and the GLOs listed.

As you review your official course outline, you will need to determine which GLOs to infuse into the course either as an enhancement of existing course outcomes or as add-ons (new course outcomes in addition to the ones that are already part of the course). The GLOs listed below are just a sample of options, but you are free to include other GLOs that are not listed below. Note that items in the GPI marked (NEG) must be coded in reverse order in Qualtrics.

### Dimension 1: Perspective Consciousness

The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one’s own.

<table>
<thead>
<tr>
<th>Global Learning Outcomes</th>
<th>Global Perspective Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Self-Awareness</td>
<td>Intrapersonal Skills – Who Am I?</td>
</tr>
<tr>
<td>Communicates a sense of purpose in life.</td>
<td>2) I have a definite purpose in my life.</td>
</tr>
<tr>
<td>Articulates a sense of identity, self-awareness, and self-acceptance.</td>
<td>3) I can explain my personal values to people who are different from me.</td>
</tr>
<tr>
<td>Identifies some connections between an individual’s personal decision-making and certain local and global issues.</td>
<td>7) In different settings, what is right and wrong is simple to determine. (NEG)</td>
</tr>
<tr>
<td>Analyzes ways that human actions influence the natural and human world.</td>
<td>9) I know who I am as a person.</td>
</tr>
<tr>
<td>Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world.</td>
<td>11) I often get out of my comfort zone to better understand myself.</td>
</tr>
<tr>
<td>Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.</td>
<td>14) I am confident that I can take care of myself in a completely new situation.</td>
</tr>
<tr>
<td><strong>Perspective-Taking</strong></td>
<td><strong>Intrapersonal Skills – Who Am I?</strong></td>
</tr>
<tr>
<td>Articulates what it means to have a global perspective.</td>
<td>23) I consider different cultural perspectives when evaluating global problems.</td>
</tr>
<tr>
<td>Identifies multiple perspectives while maintaining a value preference for one’s own positioning (such as cultural, disciplinary, and ethical).</td>
<td>24) I rely primarily on authorities to determine what is true in the world. (NEG)</td>
</tr>
<tr>
<td>Identifies and explains multiple perspectives when exploring subjects within natural and human systems.</td>
<td>26) I am sensitive to those who are discriminated against.</td>
</tr>
<tr>
<td>Synthesizes other perspectives when investigating subjects within natural and human systems.</td>
<td>27) I do not feel threatened emotionally when presented with multiple perspectives.</td>
</tr>
<tr>
<td>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).</td>
<td>35) I rarely question what I have been taught about the world around me. (NEG)</td>
</tr>
<tr>
<td></td>
<td>39) I am open to people who strive to live lives very different from my own life style.</td>
</tr>
</tbody>
</table>
**Dimension 2: “State of the Planet” Awareness:** Awareness of prevailing world conditions and development, including emergent conditions and trends, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.

<table>
<thead>
<tr>
<th>Global Learning Outcomes</th>
<th>Global Perspective Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Knowledge</td>
<td>Cognitive Skills – How Do I Know?</td>
</tr>
<tr>
<td>Demonstrates curiosity about the world and others.</td>
<td>8) I am informed of current issues that impact international relations.</td>
</tr>
<tr>
<td>Is knowledgeable of world history, geography, religion, political systems, economies, and/or ecology.</td>
<td>50-55) Since coming to college, how many courses have you taken in the following areas? multicultural courses, foreign languages, world history, service learning, international/global issues, courses that include opportunities for intensive dialogue among students with different backgrounds?</td>
</tr>
<tr>
<td>Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.</td>
<td>61-65) How often have you attended a lecture with a global focus? read a newspaper? watched a news program? followed an international crisis or event? discussed current events with others?</td>
</tr>
<tr>
<td>69) How many semesters have you studied abroad?</td>
<td></td>
</tr>
</tbody>
</table>

**Dimension 3: Cross-Cultural Awareness:** Awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one’s own society might be viewed from other vantage points.

<table>
<thead>
<tr>
<th>Global Learning Outcomes</th>
<th>Global Perspective Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-Cultural Competency</td>
<td>Interpersonal Skills – How Do I Relate?</td>
</tr>
<tr>
<td>Knowledge:</td>
<td></td>
</tr>
<tr>
<td>Is knowledgeable of the different value and belief systems across cultures.</td>
<td>When I notice cultural differences, my culture tends to have the better approach.</td>
</tr>
<tr>
<td>Describes the nature of cultural differences.</td>
<td>4) Most of my friends are from my own ethnic background. (NEG)</td>
</tr>
<tr>
<td>Understands the role of culture in global issues.</td>
<td>6) Some people have a culture and others do not. (NEG)</td>
</tr>
<tr>
<td>Understands the role of culture within a major field of study or occupation.</td>
<td>10) I feel threatened around people from backgrounds very different from my own. (NEG)</td>
</tr>
<tr>
<td>Attitudes:</td>
<td>12) I am willing to defend my own views when they differ from others.</td>
</tr>
<tr>
<td>Understands the cultural preferences, personal norms, biases, and expectations for oneself and others.</td>
<td>13) I understand the reasons and causes of conflict among nations of different cultures.</td>
</tr>
<tr>
<td>Values and respects cross-cultural diversity.</td>
<td>14) People from other cultures tell me that I am successful at navigating their cultures.</td>
</tr>
<tr>
<td>Demonstrates curiosity about the world and others.</td>
<td>19) I understand how various cultures of this world interact socially.</td>
</tr>
<tr>
<td>Skills:</td>
<td>20) I get offended often by people who do not understand my point of view. (NEG)</td>
</tr>
<tr>
<td>Interacts with compassion, empathy, and respect for others in a manner that reflects the cultural sensitivities within a foreign environment.</td>
<td>21) I am able to take on various roles as appropriate in different cultural and ethnic settings.</td>
</tr>
<tr>
<td>Is able to hold opposing views with others from diverse cultures and backgrounds and can calmly arrive at resolutions.</td>
<td>25) I know how to analyze the basic characteristics of a culture.</td>
</tr>
<tr>
<td>Communicates effectively in another language and across cultures.</td>
<td>28) I prefer to work with people who have different cultural values from me.</td>
</tr>
<tr>
<td>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.</td>
<td>29) I am accepting of people with different religious and spiritual traditions.</td>
</tr>
<tr>
<td>66) How often have you interacted with students from a different country?</td>
<td>30) Cultural differences make me question what is really true.</td>
</tr>
<tr>
<td>67) How often have you interacted with students of a different race/ethnicity?</td>
<td>32) I can discuss cultural differences from an informed perspective.</td>
</tr>
<tr>
<td>34) I intentionally involve people from many cultural backgrounds in my life.</td>
<td>37) I enjoy when my friends from other cultures teach me about our cultural differences.</td>
</tr>
</tbody>
</table>
**Dimension 4: Knowledge of Global Dynamics:** Some modest comprehension of key trails and mechanisms of the world-system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

**Dimension 5: Awareness of Human Choices:** Some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

<table>
<thead>
<tr>
<th>Global Learning Outcomes</th>
<th>Global Perspective Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Engagement / Personal &amp; Social Responsibility</strong></td>
<td>Cognitive Skills – How Do I Know?</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Skills – How Do I Relate?</td>
</tr>
<tr>
<td>Is civically engaged. 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. 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</td>
<td>5) I think of my life in terms of giving back to society.</td>
</tr>
<tr>
<td></td>
<td>16) I work for the rights of others.</td>
</tr>
<tr>
<td></td>
<td>22) I put my beliefs into action by standing up for my principles.</td>
</tr>
<tr>
<td></td>
<td>31) I put the needs of others above my own personal wants.</td>
</tr>
<tr>
<td></td>
<td>38) I consciously behave in terms of making a difference.</td>
</tr>
<tr>
<td></td>
<td>40) Volunteering is not an important priority in my life. (NEG)</td>
</tr>
<tr>
<td></td>
<td>56-60) How often have you participated in events/activities of your own cultural heritage? of a different cultural heritage? religious? leadership? community service?</td>
</tr>
<tr>
<td></td>
<td>68) Have you ever participated in a living-learning program?</td>
</tr>
</tbody>
</table>
# Appendix II

## Sample Global Competencies, Activities & Assessments by Discipline

Please note that some of this information was obtained from: Malkan & Pisani (2011). Internationalizing the Community College Experience. *Community College Journal of Research and Practice, 35:*11, 825-841.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>International Problem/Critical Issue/Global Competency</th>
<th>Course Learning Outcome</th>
<th>Example Classroom Activities and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Compare and contrast financial states of multinational companies</td>
<td>Awareness of the scope, magnitude, and range of multinational business globally</td>
<td>After implementing active learning strategies, assess using a quiz format.</td>
</tr>
<tr>
<td>ASL</td>
<td>Cross-cultural understanding, world geography, and world history</td>
<td>Achieve a higher level of cross-cultural awareness and understanding of a specific geographic area of the world</td>
<td>Have students analyze the use of ASL in different countries and present their findings to the class. Assess the presentations using a peer review process.</td>
</tr>
<tr>
<td>Biology</td>
<td>Study the rate of global deforestation with special attention to the tropics</td>
<td>Awareness of the problems associated with deforestation globally</td>
<td>Have students come up with a list of possible solutions to global deforestation.</td>
</tr>
<tr>
<td>Business</td>
<td>Understand world cultures and interact with cultural sensitivity using area studies</td>
<td>Achieve a higher level of understanding of international business etiquette in a specific region of the world</td>
<td>Jigsaw Puzzle – Students are given a handout with questions pertaining to all the regions of the world. They work in groups to research and prepare the answers for the different business practices from their assigned part of the world. Then students meet in heterogeneous groups to teach the others about their regions and they fill in the answers to questions on a handout. Assess the activity by verifying that each group has all the components of the handout completed.</td>
</tr>
<tr>
<td>Business Communication</td>
<td>Understand world cultures and interact with cultural sensitivity using international business etiquette</td>
<td>Use appropriate customs and phrases when communicating with an individual from a foreign country</td>
<td>Use appropriate customs and phrases when communicating with an individual from a foreign country.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Explain the cost/benefit of taking a software development business abroad</td>
<td>Understanding of the different wage structures globally and their importance in business decisions</td>
<td>Students present in pairs summarizing the case study and discussion question answers. Assess using a rubric for the presentations.</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Study the increase of human trafficking in the 21st century</td>
<td>Understand cross-national security, legislation, and oversight laws.</td>
<td>Students write an essay or do a research project on the efforts to reduce human trafficking, including a description of how one country changed its approach. Assess using a rubric for the essay.</td>
</tr>
<tr>
<td>Economics</td>
<td>Track floating exchange rates against the dollar during the semester</td>
<td>To determine foreign exchange risk (exposure) and the determinants of price fluctuation</td>
<td>Students create an Excel spreadsheet with the calculations for different country’s exchange rates throughout the semester and a written summary of what was happening in the world that may have impacted the rates. Assess using a rubric for the project.</td>
</tr>
<tr>
<td>Geography</td>
<td>Compare and contrast the art of mapmaking cross-nationally</td>
<td>To understand geographic perception as a marker of national reality</td>
<td>Conduct pre- and post-cross-cultural quizzes to determine the level of increased understanding in geographic perceptions.</td>
</tr>
<tr>
<td>Discipline</td>
<td>International Problem/Critical Issue/Global Competency</td>
<td>Course Learning Outcome</td>
<td>Example Classroom Activities and Assessment</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Understand world geography and history</td>
<td>Design an effective marketing piece for the tourism industry</td>
<td>Create a tourism brochure of another country using Microsoft Publisher; include some history; a map, and key tourist sites. Assess the project using a rubric.</td>
</tr>
<tr>
<td>Health Science</td>
<td>Survey AIDS and AIDS awareness programs globally</td>
<td>To compare national strategies in public safety</td>
<td>Students facilitate a debate on the effectiveness of a variety of national strategies in public safety. Assess using a rubric for the debate and also have students do a short self-reflection essay.</td>
</tr>
<tr>
<td>History</td>
<td>Understand world political systems, world history, world geography</td>
<td>Analyze shifts in a Socialist European country and identify historical forces that created those shifts</td>
<td>Analyze shifts in a Socialist European country and identify historical forces that created those shifts.</td>
</tr>
<tr>
<td>Humanities A</td>
<td>Demonstrate curiosity about the world and others by studying contemporary indigenous populations</td>
<td>Identify and investigate the perspective of a contemporary indigenous population with objectivity and connect their personal views and convictions with their study of the population.</td>
<td>Students work on a self-reflection journal throughout the course using guided discussion questions. The journal is graded using a rubric.</td>
</tr>
<tr>
<td>Humanities B</td>
<td>Compare and contrast world religious services</td>
<td>Visit worship spaces representing the major world religions</td>
<td>Students work in groups to facilitate a poster session to the class. Assess using peer evaluation surveys.</td>
</tr>
<tr>
<td>IT/BITPS</td>
<td>Understand world culture, world geography, international business</td>
<td>Articulate how businesses overseas use technology to meet their goals</td>
<td>Students create a multimedia presentation outlining the various technologies they learned about from the case studies. Assess the presentations using a rubric.</td>
</tr>
<tr>
<td>Office Admin</td>
<td>Understand geographic location, different time changes, customs, and immigration requirements</td>
<td>Make a travel reservation for the “boss” to meet with a potential client in Taiwan. (The boss is making a first trip abroad.)</td>
<td>Students prepare a travel folder with a checklist of items and a copy of all the itinerary items for the international travel including international per diem rates. Assess with a rubric for the project.</td>
</tr>
<tr>
<td>Political Science A</td>
<td>Compare and contrast political campaigns globally</td>
<td>To assess differing political systems as to openness and campaign tactics</td>
<td>Divide the class into groups to write up a list summarizing the class lecture and then share with the bigger class. Discuss the findings with the class. Assess using a checklist to be sure that all components were discussed.</td>
</tr>
<tr>
<td>Political Science B</td>
<td>Ability to hold opposing views with others from diverse cultures and backgrounds, and to calmly arrive at resolutions to conflict using an area studies</td>
<td>Describe the pros and cons of a Communist-ruled country from a political perspective</td>
<td>Describe the pros and cons of a Communist-ruled country from a political perspective.</td>
</tr>
<tr>
<td>Speech</td>
<td>Understand the interconnectedness of global systems</td>
<td>Explain how what happens in country X has an impact on country Y</td>
<td>Students create a speech on the topic. Assess the speech using a rubric.</td>
</tr>
<tr>
<td>Sociology</td>
<td>Compare cross-national families through the use of photographs</td>
<td>Identify cultural patterns as pertaining to families using photographs</td>
<td>Create an imaginary family tree with photos and present to the class discussing the various cultural patterns discerned from the photos. Assess the presentations using a rubric.</td>
</tr>
</tbody>
</table>
## Appendix III
### Intercultural Knowledge and Competence VALUE Rubric

**AAC&U (2007)**


<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Cultural self-awareness</strong></td>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
<td>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</td>
</tr>
<tr>
<td><strong>Knowledge Knowledge of cultural worldview frameworks</strong></td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
</tr>
<tr>
<td><strong>Skills Empathy</strong></td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with own worldview.</td>
<td>Views the experience of others but does so through own cultural worldview.</td>
</tr>
<tr>
<td><strong>Skills Verbal and nonverbal communication</strong></td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</td>
<td>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</td>
</tr>
<tr>
<td><strong>Attitudes Curiosity</strong></td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
<td>Asks simple or surface questions about other cultures.</td>
<td>States minimal interest in learning more about other cultures.</td>
</tr>
<tr>
<td><strong>Attitudes Openness</strong></td>
<td>Initiates and develops interactions with culturally different others.Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
<td>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to</td>
<td>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Self-Awareness</strong></td>
<td>Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.</td>
<td>Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world.</td>
<td>Analyzes ways that human actions influence the natural and human world.</td>
</tr>
<tr>
<td><strong>Perspective Taking</strong></td>
<td>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.)</td>
<td>Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.</td>
<td>Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.</td>
</tr>
<tr>
<td><strong>Cultural Diversity</strong></td>
<td>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.</td>
<td>Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Personal &amp; Social Responsibility</strong></td>
<td>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.</td>
<td>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.</td>
<td>Explains the ethical, social, and environmental consequences of local and national decisions on global systems.</td>
</tr>
<tr>
<td><strong>Understanding Global Systems</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Applying Knowledge to Contemporary Global Contexts</strong></td>
<td>Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.</td>
<td>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).</td>
<td>Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).</td>
</tr>
</tbody>
</table>
### Appendix V

**Resources and References**

**INTERNET RESOURCES**

ACE’s Internationalization Toolkit: [http://www.acenet.edu/news-room/Pages/Internationalization-Toolkit.aspx](http://www.acenet.edu/news-room/Pages/Internationalization-Toolkit.aspx)

Declaration of Interdependence: [http://www.youtube.com/embed/CfPwhEDmKbc](http://www.youtube.com/embed/CfPwhEDmKbc)


National Geographic Videos: [http://www.t3licensing.com/video/home/ng.do?mkid=G-MediaPartners&qclid=CIHI07WmyrUCFQ4GnQodJGgA8Q](http://www.t3licensing.com/video/home/ng.do?mkid=G-MediaPartners&qclid=CIHI07WmyrUCFQ4GnQodJGgA8Q)


SAGE eLibrary – This website contains a host of materials acquired over the years from faculty and staff pertaining to internationalization and study abroad: [http://valenciasagelibrary.pbworks.com/w/page/53349589/FrontPage](http://valenciasagelibrary.pbworks.com/w/page/53349589/FrontPage)

University of Daytona – Teaching a Global Student Community: [http://www.udayton.edu/ltc/development/tags/index.php](http://www.udayton.edu/ltc/development/tags/index.php)

Seven Revolutions: [http://csis.org/program/seven-revolutions](http://csis.org/program/seven-revolutions)


Valencia’s list of conferences related to international education that you might be interested in attending: [http://valenciacollege.edu/international/studyabroad/staff/events.cfm](http://valenciacollege.edu/international/studyabroad/staff/events.cfm)


### REFERENCES AND RECOMMENDED READINGS


Bond, S., Qian, J., & Huang, J. (2003). The role of faculty in internationalizing the undergraduate curriculum and classroom experience. Ottawa, Canada: Canadian Bureau for International Education.


