Internationalizing the Curriculum:  
Creating Global Citizens Locally

Faculty Resource Guide
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INTRODUCTION

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.

The following is a list of reasons why course internationalization is important (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.
DEFINITIONS

**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).

**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. “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” (Knight, 2004). 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:** There is no one set definition for global competency, nor a universal list. Most institutions and businesses have defined what global competency means within their own context.
In 2011, the Internationalizing the Curriculum committee surveyed faculty, staff, and students to come up with the **Competencies of a Global Citizen** to help us guide our work. You can find out more about the committee and the competencies at the following webpage: [http://valenciacollege.edu/international/studyabroad/staff/committees.cfm](http://valenciacollege.edu/international/studyabroad/staff/committees.cfm)

**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 Perspective**: "A variable trait possessed in ... by a population, with the precise character of that perspective determined by the specialized capacities, predispositions, and attitudes of the group’s members (Hanvey, 2004)." It includes the “modes of thought” necessary for understanding "the challenges of an increasingly interdependent world." Hanvey describes five dimensions: "perspective consciousness, 'state of the planet' awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices" (2004).

**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).

**Internationalization**: Internationalization intentionally appreciates differences. “Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution” (Knight, 1994).
INTERNATIONALIZATION APPROACHES

Course internationalization is a process by which global elements are infused or added on to 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 includes focusing our internationalization efforts on the curriculum and co-curricular activities. Before beginning this work, ask yourself:

1) Which knowledge, skills, and/or attitudes of a global citizen do I want to add/infuse into my course? See Getting Started—Competencies of a Global Citizen.

2) Which learning activities and resources will help students best achieve these learning outcomes?

3) How will I assess students’ mastery of these learning outcomes?

Depending upon the extent to which one wants to internationalize his or her 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.

Once you decide on the approach, 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/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 could 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

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

content designed specifically for international students

For another approach to course internationalization, see Robert Hanvey’s *An Attainable Global Perspective* article for his five dimensions of global learning: Perspective Consciousness, “State-of-the-Planet” Awareness, Cross-cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choices:


COMPETENCIES OF A GLOBAL CITIZEN

Valencia faculty, staff, and students (2012) worked collaboratively to identify the Competencies of a Global Citizen 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.
See the following example competencies related to knowledge, skills, and attitudes of a global citizen. This list was compiled from Jubran (2012) and Green & Shoenberg (2006):

**KNOWLEDGE**

- Understands his or her culture within a global and comparative context.
- Demonstrates knowledge of global issues, processes, trends, and systems.
- Demonstrates knowledge of world history and geography (OR world religions, world government and politics, world economic systems, world ecology).
- Demonstrates knowledge of other world cultures (i.e., values, beliefs, attitudes, and customs).
- Demonstrates knowledge of intercultural phenomena (subjective and objective culture), culture shock, cultural adaptation, and cultural adjustment.
- Analyze international trends in (what) in (where).
- Calculate (what) rates among people from (country 1) and (country 2).
- Contrast the global factors of (what) in (country 1) and (country 2).
- Describe the various global factors that have contributed to (what).
- Differentiate among international factors that shape (what).
- Discuss the development of (what) in (country 1) and (country 2).
- Evaluate the impact of (what) on (what) in (country).
- Identify critical data about global conditions in (country).
- Identify (resource) limitations in (country).
- Identify how globalization has affected (what).
- Present updated comparative regional data of (country) emphasizing (what).

**SKILLS**

- Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
- Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking, listening, reading, and writing.
- Uses foreign language skills and/or knowledge of other cultures to extend his or her access to information, experiences, and understanding.
- Interacts with compassion, empathy, and respect for others in a manner that reflects the cultural sensitivities within that environment.
- Is civically engaged.
- Is 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.

**ATTITUDES**

- Appreciates the language, art, religion, philosophy, and material culture of different cultures.
- Accepts cultural differences and tolerates cultural ambiguity.
- Demonstrates an ongoing willingness to seek out international and intercultural opportunities.
- 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 around them.
PROCESS OVERVIEW

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:

**STEP 1. START BRAINSTORMING**

The very first step in this process is to start thinking about how and why you want to internationalize your course. How will this improve student learning? What will it look like? What do we want students to become? See Appendix I—Internationalizing (INZ) the Curriculum Brainstorming Questions.

**STEP 2. SELECT A COURSE**

The next step in this process is to identify a course that you want to internationalize. Select a course that will benefit the most from your efforts (i.e., it has high enrollment or it has no international content of any kind).

**STEP 3. DO THE RESEARCH**

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. Work with your colleagues across all Valencia campuses or from abroad to initiate this work. 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/intercultural resources that are available that you can integrate into your course. See Appendix II—Resources and References for Internet resources and articles that might assist you.

“For any curriculum change to be sustained and meaningful, it must take place at the core of the institution, the undergraduate program.”

Bond (2003)
**STEP 4. DECIDE ON AN APPROACH**

The different approaches to course internationalization were mentioned earlier in this guide. Remember that if you choose to change the existing course learning outcomes in the course outline builder and/or transform a course, this will require approval by the College Curriculum Committee through consent agenda. It is recommended that you get input from colleagues on this type of project no matter which type of approach you use.

**STEP 5. “INTERNATIONALIZE” YOUR COURSE LEARNING OUTCOMES**

Before working with the content, you have to plan what you want your students to learn as a result of the changes you make. Internationalized course learning outcomes communicate to students the importance of global learning. Whenever possible, they should address the cognitive, affective, and behavioral domains of student learning. In the boxes to the right, you have an example of how to expand upon an existing course learning outcome or add a completely new one to your course syllabus. As you finalize your course learning outcomes, also think about the performance indicators—What will tell you that students have mastered the outcomes?

Remember that learning outcomes:

1) describe a learning result  
2) are specific  
3) are action-oriented  
4) are cognitively appropriate  
5) are clearly stated

See Appendix III—Sample Course Learning Outcomes & Assessments for examples of internationalized outcomes and assessments by discipline. See 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.
**STEP 6. IDENTIFY YOUR ASSESSMENT METHODS**

The next step involves thinking about how you are going to assess your internationalized course learning outcomes. Doing this now allows you to ensure that your outcomes are observable and measurable. There are several questions that you will need to ask yourself as you develop your assessment methods:

1. **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?

2. **Determine when the data will be collected.** Will you do pre- and post-course assessments/surveys or just end-of-course assessments/surveys?

3. **Determine when the data will be evaluated and how it will be used.** For example, will you evaluate the results at the end of a semester and plan to implement changes for the following semester?

The following list the right are example assessment methods. For many of these methods, an evaluation rubric is most helpful in order to ensure:

1) students know exactly what is expected of them

2) there is consistency when grading

We have included an example of a rubric that you can use in the back of this guide. See **Appendix IV—Intercultural Knowledge and Competence VALUE Rubric.** It is used in programs across the country as part of the VALUE project led by the Association of American Colleges and Universities (AAC&U, 2007).

The following is a list of some standardized assessments that would require purchase:

- Global Competence Aptitude Assessment:
  
STEP 7. IDENTIFY THE CURRICULUM RESOURCES, DESIGN THE LEARNING ACTIVITIES, AND CREATE THE ASSESSMENT METHODS

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 course learning outcomes. The reason that there are multiple tasks in this step is due to the fact that the work is not linear. 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, course materials, and resources needed for each day. Remember to factor in time for your daily reviews and assessments. We also suggest that you work with other faculty in your discipline or even across disciplines to get outside input. 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.
• 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](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](http://www.stsintl.com/business/bafa.html). You can borrow this kit from the SAGE office.

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

**STEP 8. 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 you course into a place of “international learning.”

**STEP 9. 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?
- How do I know that?
- 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?

You may find that your approach was right on target or you did not

“The daily life of each American citizen involves judgments, decisions, and actions which, however minor in themselves, in the aggregate affect not only their own lives, but the future of our democratic society and the economic and social fabric of our nation and that of the world. Similar decisions in other places affect us as a nation and as individuals.”

Hanvey (1976)
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.

**STEP 10. 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

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/.

COURSE INTERNATIONALIZATION TOOLKITS

In order to help facilitate the course internationalization process, Valencia is supporting the development of course internationalization toolkits. Toolkits are stored on the INZ the Curriculum SharePoint: http://site.valenciacollege.edu/INZ. These toolkits are created collaboratively, made available to faculty college-wide, and contain the following: internationalized course learning outcomes, connections to the competencies of a global citizen, assessment methods, learning activities/assignments, resources, and co-curricular activities. See Appendix V—Sample Course Internationalization Toolkit.

If a toolkit already exists, you can use the information and resources provided to internationalize your course, or you can add new ideas to the toolkit. For example, there might be a course that was internationalized by focusing heavily on Asia because the faculty

“Think of culture as being local and global, as well as national.”
Bond (2003)
member traveled to China. You could add additional activities to the same course with a focus on Latin America. For more information about toolkits, please contact the SAGE office.

**FACULTY & STAFF EXCHANGE PROGRAMS**

Valencia has funds available to send faculty and staff to an overseas institution (education, corporate, non-profit) to help inspire them to internationalize a course. The purpose of this opportunity is to take the overseas experience and “repackage it” so that other faculty can benefit from this investment. You will need to design 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
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/.

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

CAFÉ CONVERSATIONS

The SAGE office hosts a series of informal sessions on a variety of international topics where staff and faculty can share their experience and experience. Sessions are offered monthly and are rotated across the different campuses. Be sure to RSVP to studyabroad@valenciacollege.edu if you will attend. For details, visit: http://valenciacollege.edu/international/studyabroad/staff/conversations.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? 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

“The term internationalization at home has been developed to bring attention to those aspects of internationalization which would happen on a home campus, namely, the intercultural and international dimension in the teaching learning process, the extracurricular activities, and the relationships with local cultural and ethnic community groups.”

Wachter (2003)
various content topics and issues under discussion.

- Invite international students as guest speakers about what it's 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 course learning outcomes.
Appendices
Appendix I—INZ the Curriculum Brainstorming Questions

How will student learning become more meaningful in my classes when I internationalize my course curriculum?

Is my course already inherently internationalized? If it is, how do I build upon that?

How can I enhance my current course learning outcomes, content, resources, and assessment methods to teach to Valencia’s competencies (knowledge, skills, and/or attitudes) of a global citizen?

How can I infuse an area-studies topic into my existing course content to teach to Valencia’s competencies (knowledge, skills, and/or attitudes) of a global citizen?

Where can I get examples or resources to internationalize my course?

Which learning activities, resources, and assessment methods can I incorporate into my course to teach to the attitudes of a global citizen?

Which learning activities, resources, and assessment methods can I incorporate into my course to increase students’ cross-cultural competency?

How can I increase student engagement across cultures? What learning activities can I incorporate into my classroom instruction to increase the engagement between international and American students?

How can I use the knowledge and experience of our international students to help internationalize my course?

What co-curricular activities could be added to my course to give students “glocal” (global + local) opportunities to reinforce what they learn in the classroom?
Appendix II—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&gclid=CIHl07WmyrUCFQ4GnQodJGgA8Q](http://www.t3licensing.com/video/home/ng.do?mkid=G-MediaPartners&gclid=CIHl07WmyrUCFQ4GnQodJGgA8Q)


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)

Appendix II—Resources and References

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.


Appendix II—Resources & References


Appendix III—Sample Course Learning Outcomes & Assessment Methods

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>
</tbody>
</table>
### Appendix III—Sample Course Learning Outcomes & Assessment Methods

<table>
<thead>
<tr>
<th>Discipline</th>
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<th>Course Learning Outcome</th>
<th>Example Classroom Activities and Assessment</th>
</tr>
</thead>
<tbody>
<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>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>
</tbody>
</table>
### Appendix III—Sample Course Learning Outcomes & Assessment Methods

<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><strong>Political Science B</strong></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><strong>Speech</strong></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><strong>Sociology</strong></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 IV—Intercultural Knowledge and Competence VALUE Rubric


<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td><strong>Skilled</strong></td>
<td><strong>Shows partial knowledge</strong></td>
<td><strong>Shows no knowledge</strong></td>
</tr>
<tr>
<td>Cultural Self-awareness</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>
</tr>
<tr>
<td>Knowledge</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>
</tr>
<tr>
<td>Skills</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>
</tr>
<tr>
<td>Empathy</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 based on those differences.</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>
</tr>
<tr>
<td>Attitudes</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>
</tr>
<tr>
<td>Curiosity</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 change.</td>
</tr>
</tbody>
</table>
### Appendix V—Sample Course Internationalization Toolkit

**Course Internationalization Toolkit**

**HUM 1020: Introduction to Humanities**

The official course learning outcomes from the COB have been listed in blue. Enter your course internationalization mini-projects by outcome. Be sure to include all instructional resources and assessment tools as attachments when you submit your entry to the toolkit.

<table>
<thead>
<tr>
<th>Entry Name</th>
<th>Learning Outcomes (Ss will be able to...)</th>
<th>Connections to Global Competencies</th>
<th>Assessment Method(s) and Tools</th>
<th>Teaching Strategies, Student Learning Activities, and Assignments</th>
<th>Instructional Materials/Resources</th>
<th>Co-Curricular / Interdisciplinary Activities</th>
</tr>
</thead>
</table>
| CLO #1: Articulate connections between humanities and life | • Articulate connections between the humanities and cross-cultural awareness  
• Explain the value of another culture.  
• Demonstrate the course's effect on the experience of a cross-cultural event (cultural, religious, or political).  
• Differentiate their view of another culture from an opposing view of that culture. | • Knowledge – World cultures, world religions, or world government and politics  
• Skills – Able to hold opposing views with others from diverse cultures and backgrounds  
• Attitudes – Articulates a sense of identity, self-awareness, and self-acceptance | • Students self-assess their level of cross-cultural awareness using Hanvey's four-levels before and after the event.  
• Students participate in a faculty-moderated discussion after the event. Faculty assess using a checklist to note when students identify connections and evaluate the other culture.  
• Students write a five-paragraph essay to highlight the cross-cultural themes of the event while reflecting upon the value of the other culture and making connections to ideas from the humanities course. Faculty assess the essay using a rubric. | • Discuss self-awareness as a necessary condition of cross-cultural awareness. Students identify and share their own contributions, questions, and worldviews.  
• Introduce Hanvey's four-levels of cross-cultural awareness. Students collaborate to fill in the blanks on the chart.  
• Introduce Valencia's Principles for How We Treat Each Other. Students develop plans to practice them at the cross-cultural event, with particular focus on #7, 8, & 10.  
• Attend a cross-cultural event as a group where students participate in the faculty-moderated discussion after the event or students choose to attend a cross-cultural event related to a culture they are unfamiliar enough with to be able to reflect on the value of the other culture in a written essay. | • Self-awareness handout.doc  
• Hanvey four levels chart activity.doc  
• Hanvey self-assessment.doc  
• Principles for How We Treat Each Other One Page.pdf  
• Cross-cultural event faculty moderator checklist.doc  
• Cross-cultural event 5 paragraph rubric.doc | • Attend the Humanities Speaker Series or the NEH Bridging Cultures events.  
• Attend events sponsored by the Peace and Justice Initiative.  
• Attend a meeting or event sponsored by a cultural organization like VIC.  
• Participate in a film screening and discussion that involves a culture other than your own.  
• Participate in a reading circle about a book that involves a culture other than your own.  
• Interview an international student or attend international student presentations. |

*Cross-cultural Event*