

Global Option: A Curricular Enhancement and its Plan for Implementation

October 2011

The Global Option has been endorsed for implementation by the Provost's Council (10-21-2011). It calls for the creation of a defined set of educational activities and experiences that together yield an enhanced learning opportunity for undergraduate students interested in acquiring a documented focus on international issues relating to their program and discipline. The Global Option plan presented here only defines the frame conditions. An academic program that elects to implement such a Global Option will need to define the specific courses, activities, and experiences that are relevant to the discipline. Both the frame conditions as well as any program-specific Global Option plans will follow a standard review process with ultimate CAA approval.

Ideally, the Global Option will be a notation on the student's diploma. If this is not feasible, it should be recorded on the transcript. It is essential that students will have a certified documentation that they completed this special effort.

The standards set for any component criteria in a Global Option packet will be significantly above the level of attainment of a major. E.g., the language skills of a foreign language major in the Global Option program will be set measurably higher than for a non-Global Option major. A major in the International Studies Program electing to complete a Global Option plan will take more courses with essential international focus than a non-Global Option major. No discipline offers an automatic advantage for Global Option and all Global Option graduates will have spent considerable extra effort on the international aspects, with the diploma notation guaranteeing an earned achievement.

The Global Option is structured on the model of the Honors curriculum, as a challenge and an enrichment of the standard curriculum, adapted in content to each major that elects to offer this option. Different from the Honors concept, selection for this option is based on commitment and completion of various learning and experiential modes, rather than on academic achievement alone. In contrast to the Honors curriculum, the cost to academic programs is minimal, since no special courses with limited enrollment are mandated.

The following description provides an overview of the framework.

Global Option (GO): An Undergraduate Certificate Proposal for a Structured International Learning Experience

Topic	Establishing a curriculum enhancement program that permits students to acquire a documented international expertise integrated into any major.
Goal	Providing an enrichment program resulting in an institutional certificate for students who wish to acquire a meaningful international experience and global perspective as part of their major without adding time to graduation.
Who	Students in participating curricula, committing as soon as they declare a major, and who are in continued good standing with a min. GPA of 2.5.
How	Committing by contract to a career-long challenge curriculum related to international themes and global dimensions (see "Components" for details).
Result	Satisfactory completion of the contract results in a certificate or diploma upon graduation. Non-completion of the contract carries no penalty and will still leave the student with the special experience and credit of the parts completed.
Components	<p>Courses, international experiences, language, and reflection in six areas constituting a special achievement beyond standard requirements for a major:</p> <p>A • 1 Freshmen/Sophomore year 4-week Early Immersion Education Abroad program (3 cr) OR • 1 discipline-related international experience (3+ cr)</p> <p>B • 2 courses with strong international focus, preferably within major (6 cr)</p> <p>C Advanced proficiency in one language other than English or native language, at level "intermediate high" (ACTFL scale). Foreign language majors will attain "advanced low" (both measures lower for LCTLs) (6+ cr)</p> <p>D • 1 capstone project in discipline on an international theme (research, internship, service learning) (3+ cr)</p> <p>E • Evaluation of global competencies on a standardized assessment (pre-evaluation when joining GO; post-evaluation before graduation)</p> <p>F • Comprehensive e-portfolio of international activities (documenting a student's special efforts, accomplishments, attainments and reflections)</p> <p>Programs will set requirements by defining the departmental specifications for each group A to F that constitute special achievement for a given major.</p>
Purpose	<ul style="list-style-type: none"> • Combining major with strong international enhancement • Increasing educational attainment with international experience and global perspectives • Developing a set of global skills¹ to a higher performance level • Preparing for a work environment with transnational and global challenges • Combining academic achievement with active experience and application
Advising	<ul style="list-style-type: none"> • Part of UAFYE orientation (possibly also a recruiting tool) • General advising in conjunction with GEC

¹ The **five skills** to be developed are the following:

- Ability to work effectively in international settings
- Awareness of and adaptability to diverse cultures, perceptions and approaches
- Familiarity with the major currents of global change and the issues they raise
- Capacity for effective communication across cultural and linguistic boundaries
- Ability to comprehend the international dimension of one's field of study

A Global Option for Undergraduate Students

- Colleges/departments provide curriculum guides and major advising
 - On-line advising, consultation, and advisor contact
 - Contract can be established up to beginning of Junior standing
 - Contract can always be abandoned without penalty
- Academic Unit Tasks**
- Develops courses that satisfy the Global Option program by focusing on one or more of the observable and measurable competencies (courses are open to all students meeting course prerequisites)
 - Develops/identifies discipline-specific international experiences beyond standard expectations (internships, service learning, long-term study abroad programs, oversight of special international research projects, etc.)
- Office of International Affairs Tasks**
- Develops Early Immersion Education Abroad Programs and assists academic units in creating/identifying discipline-specific experiential opportunities
 - Provides global competencies assessment for student awareness and growth
 - Provides language proficiency testing (in collaboration with FLC)
- Metrics and Milestones**
- Development of framework (2010-11) and institutional approval (2011-12)
 - Of 160 programs, 5% with up to 5% students in GO by 2015 = 120 students (add 2-3 programs/year across the three college clusters)
 - 10% of programs with 5% students by 2018 in GO each = 300 students (add 4 programs/year across the 3 college clusters)
- Assess**
- Input: Numerical goals of participation (units, diversity, students; see above)
 - Output: Number of certificates/diplomas (300/yr by 2018)
 - Outcome and Impact: Increase in global competencies assessment scores compared to cohort (NSEE scores, Freshmen compared to Seniors)
 - Broadened access (representative disciplines, student demographics)
 - Career path of graduates including international work/travel/business (longitudinal measure, in collaboration with Alumni Association)
- Oversight**
- Establishing Global Option for a given curriculum follows standard program approval process from academic unit to college to CAA
 - * Delivery of Global Option programs requires oversight by a body operating under CAA charged with approval and monitoring of curriculum delivery
- Cost Factors**
- Pursued separately: developing Early Immersion Education Abroad 4-week programs
 - Academic unit international experiences require advising staff for Education Abroad opportunities plus specific Global Option advising
 - Academic units invest in capacity to teach international courses as needed
 - IT based advising tools to be developed and maintained by shared budget between academic units and OIA.
- Roll-out**
- Plan developed for 3 test programs in 2011 for AU12 start date
 - Produce UAFYE and OIA promotional materials (mainly IT based)
 - Position alongside Honors & Scholars, but more hands-on, direct experience than purely academic achievement, and less costly for academic units
- Next Steps**
- Presentation and information sessions by OIA for interested departments
 - Submit to CAA for framework approval and certificate/diploma option

Task and Domain	Agent	AU11	WI12	SP12	SU12	AU12	SP13	Beyond
Courses Strong International Focus	Academic Unit	Identify options	Develop courses and modules			Submit for Cncl. Acad. Affairs course approval	Start teaching int'l courses	Sustain
Language Enhanced skills	Language depts., Foreign Language Center		Choose assessment instrument	Contract		Apply first incoming test		Ready for first cohort
Qualifications International Skills Evaluation	OIA, Foreign Language Center, Academic Units	Evaluate GCAA®, BEVI®, other	Choose assessment instrument	Contract		Pilot test for exit skills		Ready for first cohort
Qualifications e-Portfolio	Academic Unit + Office of International Affairs			Develop categories	Program	Implement web-based forms		Refine
Advising	Academic Unit + Office of International Affairs			Define tasks (faculty, staff)			Create joint positions with OIA	Hire advisors (AU13)
Advising Tools	OIA + Academic Unit		Design tools	Test		Pilot	Revise and implement	Refine
Global Option Program Approval in Academic Unit	Academic Unit Faculty > College > CAA					First Global Option majors		Add new majors
Global Option Framework Approval	OIA, CAA	Design	Revise	Submit to CAA		CAA approved	Global Option Ready	Review
Program Participation	Academic Unit, CAA					Pilots		Advocate
Oversight	CAA (subcommittee?)					Design sub-committee task	Implement	Continue revisions
Courses Capstone	Academic Units			Identify options		Develop venues	Submit for CAA course approval	Offer as option
Education Abroad Early Immersion	OIA + Arts & Sciences	Concept, pilots	A&S approval	CAA approval also for General Education			May13 first programs	Continue May and Summer
Education Abroad Discipline Specific	Academic Unit		Identify options			Choose venues and determine credit		Expand

Note: Shaded tasks are not indispensable for developing Global Option programs; they derive from independent efforts (Global May/Early Access Programs) or are at the discretion of the academic unit electing to establish a Global Option program (Capstone courses, discipline specific education abroad options).