



2016

**Association of International
Education Administrators
ANNUAL CONFERENCE**

Academic Pathways to Global Citizenship

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Session Topics

- Program Models
- Stage #1: Start where You are
- Stage #2: Begin with the End in Mind
- Stage #3: Look Outside the Classroom
- Stage #4: Put a Marketing Plan Together
- Stage #5: Think Big!
- Other Best Practices?



Program Model I: St. Petersburg College (SPC)

Global Citizen Pathway

- Curricular – 14 total credit hours
 - 6 credits Enhanced World View and/or Global courses
 - 8 credits Foreign Language
- Co-Curricular – 3 options
 - Study Abroad
 - Global Partners at SPC (GPS) for two semesters
 - GoGLocal or Campus events with global theme – 20 hours
- Capstone Project/Presentation –
 - Faculty advisor
 - Paper and two required presentations
- All work documented in ePortfolio
- Notation on Transcript, Diploma with Graduation regalia



Program Model II: Valencia College (VC)

- VGD orientation session
 - VGD faculty advisor
- 15 credit hours from a preapproved course list
 - INZ committee approves courses
 - Master course level and course section level
 - Online websearch for INZ courses
 - Faculty development workshop to INZ the curriculum
- 15 co-curricular hours OR international study abroad / internship
 - VGD passport
- Capstone project at end



STAGE #1:

“Start where you are. Use
what you have. Do what
you can.”

~ Arthur Ashe



Connect to Institutional Mission



- **Global Citizenship**
- **Diversity**
- **Partnerships**
- **Student Focus**

Mission Statement

Promote student success and enrich our communities through education, career development and self-discovery

Connect to Workforce Needs

Ensuring
Student Success
and
Job Readiness
in the
Global Marketplace



Helping students articulate the value of GCP to employer:

[Click here for more details.](#)



Connect to Curriculum Pathways



SPC part of Bill & Melinda Gates Foundation funded Pathways Project

- Clear academic pathways for students at all levels (certificate to Baccalaureate)
- Enhanced World View and Global courses available
- Global Citizenship Pathway embedded within umbrella of degree pathways

Stage #2:

BEGIN...



...with the END *in mind*!

Capstone Project

- TProject options: ePortfolio, research paper, posterboard session, etc.
- Faculty advisors assists them in this process
- Pass/Fail only
- Students get rubric at VGD orientation
 - Capstone project rubric:
 - Used AACU rubric models
 - Evaluates global competency knowledge, skills, attitudes
 - Pilot tested, modified, and then rolled out
 - Easy for any faculty member to use and score



STUDENT NAME:		PROJECT TITLE:		
VGD Capstone Rubric		Does Not Meet Expectations		Meets Expectations
GLOBAL COMPETENCY KNOWLEDGE Student uses deep knowledge of the historic and contemporary roles and differential effects of human organizations and actions on global systems to develop and advocate for an informed, appropriate action to solve a complex problem in the human or natural world.				
GLOBAL ISSUE IDENTIFICATION <i>Student will identify an international, intercultural, or global issue and action to contribute to the resolution of that issue.</i>		Does not identify an appropriate issue or action for resolution		Identifies an appropriate issue and action for resolution
GLOBAL ISSUE INTERCONNECTEDNESS <i>Student will demonstrate knowledge of a country/culture and understanding of how that culture influences the global community.</i>		Does not demonstrate knowledge of global interconnectedness		Demonstrates knowledge of global interconnectedness
LINK TO ACADEMIC AND/OR CAREER GOALS <i>Student will identify how participation in this program will help them achieve his/her academic and/or career goals.</i>		Does not identify a link to academic and/or career goals		Identifies a link to academic and/or career goals
GLOBAL COMPETENCY SKILLS Students will demonstrate either of the following skills below in the reflection portion of the capstone presentation.				
a) <i>Interactions with compassion, empathy, and respect for others in a manner that reflects the cultural sensitivities within that environment</i>		Has a narrow cultural worldview that sometimes hinders meaningful interactions with others. Reflects little to no cultural sensitivity in these interactions.		Synthesizes various cultural perspectives to build a supportive environment in which interactions are meaningful and productive. Uses knowledge of cultural sensitivities to build trust.
b) <i>Is civically engaged</i>		Has not fully engaged or has only experimented in civic activities. Has little understanding of responsibilities of a citizen.		Demonstrates leadership abilities in various civic activities. Has a sense of identity as a citizen and a growing commitment to one's community.
GLOBAL COMPETENCY ATTITUDES Students will demonstrate evidence of at least one competency below in the capstone presentation.				
a) <i>Articulates a sense of identity, self-awareness, and self-acceptance</i>		Cannot identify or explicitly state their core beliefs/values. Shows minimal ability for introspection. Not fully aware of their unique worth.		Can identify and explicitly state their core beliefs/values and articulate their origins. Shows a developed capacity for introspection. Aware of their unique worth and uses it to benefit their community.
b) <i>Understands personal norms, biases, and expectations for oneself and others</i>		Shows minimal awareness of personal / cultural norms, biases, and expectations when engaging and interacting with diverse others.		Can effectively make adjustments, as needed, in their personal / cultural norms, biases, and expectations as a result of engaging and interacting with diverse others.
c) <i>Values and respects diversity</i>		Is reluctant about interacting with diverse others. Engagement with them is superficial.		Initiates and develops meaningful interactions with diverse others and promotes others' constructive engagement with diversity.
d) <i>Demonstrates curiosity about the world and others</i>		Does or does not demonstrate minimal interest in learning more about other cultures.		Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

What Students Receive

- Medallion at graduation
- Notation on their transcript
- Participate in a Night of Distinction celebration with Honors, Service Learning, Global Learning
- VGD bag, pen, magnet
- Photo and bio on SAGE website
- Announce in Valencia's online newsletter



Stage #3: Look Outside the Classroom



Extra/Co Curricular Options

Global Partners at St. Petersburg College (GPS)

- English Conversation Partners Program
- Peer Mentor program for first year Internationals
- International Speakers Bureau
- Citizenship Ambassadors

GoGlocal

Campus International Engagement



Stage #4: Put a Marketing Plan Together



Stage #5:



Multi-institutional partnerships for:

- Program development
- Program evaluation
- State advocacy

[Audio](#)



Partnerships for Program Development

Research:

- Student interests and challenges
- Institutional plans and best practices
- Employer needs and preferences



Partnerships for Program



- Program goals
- Student outcomes

Partnerships for State Advocacy

To rule or not to rule?



OTHER BEST PRACTICES?



Thank you!

Thank you!

Words included in the word cloud:

- děkuji
- tack!
- faafetai lava
- 명. 고맙습니다
- paldies
- mauruuru
- 谢谢
- Gracias
- salamat
- KIIITOS
- Toda
- Tak
- ačič
- a dank
- dankon
- mahalo
- köszönöm
- cám ơn
- தென்குறிப்பு
- благодаря
- teşekkür ederim!
- Merci
- obrigado
- Danke
- धन्यवाद
- sukriya
- הודיה
- Grazie
- dziękuję
- dhanyavadalu
- Dank U
- شكرا
- terima kasih
- спасибо
- σας ευχαριστώ
- ありがとう
- takki