



October 21, 2014

To: Bryan Warnick, Associate Dean of Academic Affairs  
Sarah Odum, Curriculum Coordinator  
College of Education and Human Ecology

From: Eric MacGilvray, Chair  
Council on Academic Affairs Subcommittee A

Re: Proposed Global Option in Education and Human Ecology

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Subcommittee A of the Council on Academic Affairs has been charged with reviewing your proposal for a Global Option in Education and Human Ecology. The subcommittee agrees that the proposal is well-presented and that the rationale behind it is a good one. However, we have few issues, outlined below, that we would like to see addressed before we bring it to the full Council. All page numbers refer to the CAA document in which the proposal is embedded.

#### Credit requirements

Our main concern about the proposal has to do with the wide range of credit requirements that can be used to fulfill the Global Option. On the one hand, it appears that a student who came to OSU having already fulfilled the language requirement would only need two courses totaling 6 credits to receive the GO designation; a Global Studies GE and a senior level capstone. Moreover, it's our understanding that all OSU students are required to take a Global Studies GE, so that if a student were to use that course for both the GE and the GO then only the capstone course would be required to complete the GO. Would this be allowed? On the other hand, some students will be earning 24 credits or more to receive the GO designation. Will their achievements be diluted by the fact that some students receive the same designation by taking many fewer credits? We understand that you want to allow students to pursue the GO without delaying their graduation, but we're concerned that the minimal requirements as stated here aren't substantial enough to merit certification for "global competency," and that there could be inequities in how students are treated. It appears, for example, that the GO in Engineering, which you cite as a model, requires a minimum of 18 credits (although these can overlap with major/minor requirements). Finally, we found the "minimum expected credits" column in the table that runs from pp. 3-4 to be confusingly labeled, since the credits in that column add up to at least 35.

#### Procedure and metrics

Could you provide a little more detail here? (p. 5) In particular, what types of funding opportunities do you plan to explore to support student and faculty participation? What would be the total number of students in the program if you were to achieve 5% EHE participation by 2020? Is the goal of having "50% of students securing employment positions with [a] strong international focus" realistic? How was that number arrived at?

Minor edits

We noticed a few typos that should be cleaned up before the proposal goes forward:

p. 3: “students’ ability to be an active citizen” => “students’ ability to be active citizens”

p. 3: “designation on the their transcript” => “designation on their transcript”

p. 4: the numbering of the options under Component C is off.

p. 5: “positions with strong international focus” => “positions with a strong international focus”



## Memo

November 6, 2014

To: Eric MacGilvray, Chair Council on Academic Affairs Subcommittee A

CC: Andrew Zircher, Director of Assessment and Curriculum  
Sarah Odum, Curriculum Coordinator

From: Bryan Warnick, Associate Dean of Academic Affairs

### **RE: RESPONSE: Proposed Global Option in Education and Human Ecology**

The College thanks Subcommittee A for their thoughtful, efficient, and thorough review of the proposed Global Option in Education and Human Ecology (GO EHE). The suggested edits have been made to the attached document. Below are responses to each concern addressed by the Subcommittee.

#### Credit requirements

The purpose of the global option is stated as follows: "Undergraduates in participating academic units will combine international components with their major in order to strengthen their global perspectives and gain global skills in order to perform at a higher level." The focus is on documenting experiences and skills related to global competency through "international components." It does not require that these experiences be documented through credit hour completion. For example, language competency can be demonstrated without any coursework in world languages. The number of credit hours is therefore allowed to vary.

Previous proposals have included a range of curricular and non-curricular pathways to demonstrate international experience. In the Engineering global option, students could complete the option with a minimum of 9 hours. Or, maximally, if students chose to minor in a foreign language, it could be up to 24 hours. So wide variability already exists within approved Global Option programs. In the case of Engineering, it was 9-24. Our range is 6-24.

We take the question to be whether the experiences we propose are substantial and roughly equal to that of taking credit hours. We believe that the experiences that students can use to substitute for course credit are substantial. The two major examples of non-curricular experiences are the "Global-Local Experience" or "Structured International Roommate Experience." Both options, we would like to point out, will require months of effort, culminating in the creation of a portfolio. The projects will be overseen by an academic advisor who specializes in that area. We believe that students who complete the requirements will have all done something of significance that enhances their global competency, even if they only fulfill 6 credit hours.

The "Introductory Exposure" component emphasizes an Early Education Abroad experience, which could be a Study Abroad GE course. The course could also be listed as a Global Studies GE, but the emphasis is the experience abroad. As in many colleges, students in EHE often fulfill the Global Studies GE requirement as



they complete other GE requirements, e.g. Literature, Arts. Students who complete a study abroad GE course may fulfill the Global Studies GE if that course is approved for that category.

The wording of the column “minimum expected credits” on pp. 3-4 has been updated to “Credit Hours.”

#### Procedure and metrics

Many of the metrics were directly from the original Global Option proposal. The College has existing scholarships for study abroad for students and seed grants for faculty who are developing study abroad programs.

If up to 5% of EHE students participate by 2020 it will equal approximately 200 students. This number has been added to the proposal.

The goal of “50% of students securing employment positions with [a] strong international focus” was a goal provided by the original Global Option proposal and has been removed from the edited proposal.

EHE approves the proposal to offer a Global Option in Education and Human Ecology and requests approval from the Council on Academic Affairs. If there are any questions, please contact me at Warnick.11@osu.edu or our curriculum coordinator, Sarah Odum, at odum.11@osu.edu.



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## Proposal for a Global Option in Education and Human Ecology (GO EHE)

### **Background and Rationale**

The Global Option is a curriculum enhancement program through which Ohio State students may acquire documented international expertise integrated into any participating majors without adding time to graduation. The Global Option is a key component of Ohio State's strategy for internationalization the students' learning experience in implementing one of the two major goals of the President and Provost's Council on Strategic Internationalization recommendations (2009).

*University Approval:* The Provost's Council approved the Global Option concept on October 17, 2011 and the Council of Academic Affairs (CAA) approved the general framework on October 9, 2012.

In Autumn of 2013, the College of Education and Human Ecology (EHE) decided to move forward in pursuing the Global Option for undergraduate students. The EHE International Committee and administrators and staff were gathered with the Office of International Affairs (OIA) to discuss the process, vision, and possibilities for EHE. Led by the EHE International Committee, the group reviewed how other colleges and programs were administering the Global Option, as well as the OIA format and goals, in order to determine a framework that would be appropriate for EHE undergraduate students. Meetings were convened with selected faculty from the three departments to determine how the GO EHE might relate to specific program areas. The current proposal was based on the OIA description of the Global Option (Appendix 1), which provides a framework for the Global Option as developed by the OIA and approved by the Council of Deans and the Council on Academic Affairs. The GO in Engineering was also determined to be a useful general framework that could work well for EHE students.

This proposal comes forward as a result of the work of the following persons:

- Jackie Blount, Senior Associate Dean
- Bryan Warnick, Associate Dean of Academic Affairs
- Evelyn Freeman, Special Assistant for International Projects
- Weidong Li, Associate Professor in Human Sciences, Chair of EHE International Committee
- Esther E. Gottlieb, Senior Advisor for International Affairs
- Adrian Rodgers, Associate Professor in Teaching and Learning at OSU-Newark, member of EHE International Committee
- Robert Eckhart, ESL program Executive Director, member of EHE International Committee
- Antoinette Errante, Associate Professor in Educational Studies, member of EHE International Committee
- Keiko Samimy, Professor in Teaching and Learning Administration, member of EHE International Committee
- Sarah Odum, EHE Curriculum Coordinator

**Goal**

Many of the majors in EHE will be enhanced by global awareness and by achieving global competencies. Such competencies will certainly enhance the work of future teachers, particularly teachers of world languages, ESL, the language arts, and social studies. The option would also benefit students in the Department of Human Sciences, particularly those in the fields of hospitality, retail studies, family studies, nutrition, and sports management. The goal of the GO EHE program is for students to enhance their global competencies and thereby better prepare for thoughtful professional action in a global environment. Participation will also enhance students' ability to be active citizens on the global stage. Students will gain these global competencies by engaging in one or more meaningful international experiences, and through participating in coursework and other activities that bring them into contact with different languages and cultures. GO EHE is designed such that it can be completed without adding significant time to graduation. It is also designed to be affordable for students of limited financial means. Students participating in the GO EHE program will, upon completing requirements for graduation, receive a documentation of completion and designation on their transcript as Education and Human Ecology Global Option.

**Framework and Components for Education and Human Ecology**

Students participating in the GO EHE program will plan an individual program with elements related to international themes and global dimensions as described in the following components. Courses, international experiences, languages, and reflection in the component areas constitute an achievement beyond the standard requirements for graduation. The proposal was written to provide pathways for students to complete the option with minimal credit hours (a student could, for example, choose a pathway to complete the option by taking 6 credit hours, together with alternative documented experiences). More credit hours will be required for those who elect different pathways, particularly those who desire advanced language training.

Component	Description	Credit Hours
A. Introductory Exposure (3 credit hours)	Early Education Abroad experience, e.g. a Study Abroad General Education (GE) course, either in or outside Education and Human Ecology, preferably as a freshman/sophomore. The experience should include a preparatory program or course work.	3
B. International Learning (0-3 credit hours)	Options:	
	1. Courses involving international elements that apply knowledge, e.g. research or service learning, OR	3
	2. Co-op/Internship Outside the U.S. (Registration in EHE 3191 required), OR	0
	3. Structured international roommate experience requires students to live with an international roommate for one academic year. A plan must be submitted to the GO EHE advisor detailing 9 activities to be completed with the roommate over that year. Activities should allow roommates to share culturally significant experiences. A portfolio detailing these activities should then be completed at the end of the year and submitted to the advisor.	0

C. Advanced Cultural and Language Proficiency (0-15 credit hours)	Options:	
	1. For majors that include a foreign language GE requirement, Advanced proficiency in a language, other than English, two courses beyond GE requirement, OR	6
	2. For majors that do not include a foreign language GE requirement, advanced proficiency in a language, other than English could be completed by completing course work through the third language course (1103 or equivalent), OR	0-12
	3. Completion of a world language, other than English, minor. OR	12-15
	4. Advanced (3000 or above) Education Abroad in other relevant disciplines or Education and Human Ecology, may include Global Studies Approved course, OR	3
	5. Student teaching experience abroad. OR	5-12
	6. Intensive “Global-Local” (Glocal) Experience. This involves participation in a school, business, or institution with strong connections to an international community. The experience should last approximately 9 months, with an average time of 2 hours per week at the location. At the location, the student should actively engage with those of a different culture. The plan should be submitted in advance to the GO EHE advisor and a portfolio should be submitted at the end detailing the activities.	0
D. Capstone (3 credit hours)	Senior level (4000 or above) course with strong international focus, approved by the major, of capstone design. These capstone projects may involve the student teaching, internships, global-local experience, or study abroad used to complete B or C.	3
Total Credit hours: 6-24		

**Additional program requirements include:**

- Pre- and post-evaluation of global competencies on a standardized assessment (pre-evaluation when joining the GO EHE program; post-evaluation before graduation) in collaboration with the Office of International Affairs.
- Maintaining a comprehensive e-portfolio or record of activities addressing the A through D components listed above and reflecting on global competencies attainment.
- All graded components must have a grade of C or better and satisfactory completion of all S/U courses.
- Completion of all degree requirements for a College of Education and Human Ecology baccalaureate program.
- Students are expected to remain in good academic standing in the College to continue and to receive documentation of completion and transcription designation.

- Students in any EHE major are encouraged to declare intent to participate in the GO EHE program as soon as possible. Students enrolling in the program may withdraw from the program at any time without penalty.

### **Procedure and Oversight**

The GO EHE will be managed within Undergraduate Student Services in the College of Education and Human Ecology. This office, in consultation where appropriate with the EHE Office of International Programs, will be responsible to:

- Increase awareness of the program
- Communicate program goals and requirements to students, advise students throughout their program, and maintain records of participation
- In cooperation with academic departments and the Office of International Affairs, develop/identify discipline specific international focused courses and experiences (internships, service learning, long-term study abroad programs) which support the program
- Suggest improvements to the program to the EHE International and Curriculum Committee
- Establish and maintain an assessment plan for the program including satisfaction surveys, longitudinal tracking of participants, and global competencies before and after scores.
- Collaborate with the Office of International Affairs and other Global Options with the University
- Seek funding to support student and faculty participation
- Report at least annually on the program to the International and Curriculum Committee.

### **Metrics and Milestones**

- Program approval will require the same approval and monitoring of curriculum as all similar programs; approval by Curriculum Committee and Council on Academic Affairs. Goal for initial approval is Summer 2014.
- Enroll students in the program beginning Autumn 2014.
- Up to 5% (or 200) of EHE undergraduate students participating in the program by 2020.



Global Option (GO): An Undergraduate Certificate  
Proposal for a Structured International Learning Experience (October, 2012)

**Topic** Framework for a curriculum enhancement program that permits students to acquire a documented international expertise integrated into any major.

**Goal** Providing a curriculum resulting in a certificate for students who wish to acquire a meaningful international experience and global perspectives as part of their major without adding time to graduation.

**Who** Students in participating curricula, commit as soon as they declare a major, and who are in continued good standing with a min. GPA of 2.5.

**How** Commit 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 upon graduation. Non-completion of the contract will not carry any penalty and will still leave the student with the experience and credit of the parts completed.

**Components**<sup>1</sup> Courses, international experiences, language, and reflection in six areas constituting a special engagement well beyond standard requirements:

- A • 1 Freshmen/Sophomore year 4-week Early Exposure (e.g. Global May)  
Education Abroad program (3 credit) AND/OR  
• 1 discipline-related international experience (3 credit)

- B • 2 courses with strong international focus, preferably within major (6 cr)

- C Advanced proficiency in one language (other than English or native language) at level 2 ACTFL. For foreign language majors, the level of attainment is 3 (6+ cr)

- D • 1 capstone project in discipline on an international theme (research, internship, service learning) (3 cr)

- E • Evaluation of global competencies on a standardized assessment (pre-evaluation when joining the Global Option; post-evaluation before graduation)

- F • Comprehensive e-portfolio of international activities

Programs will set requirements by defining the departmental specifications for each group A to F that constitute special achievement for a given major.

**Purpose**

- Combining major with strong international enhancement
- Increasing educational attainment with international experience and global perspectives

<sup>1</sup> This is a recommendation that allows variation within the framework by colleges and departments.

- Developing a set of global skills<sup>2</sup> to a higher performance level
  - Preparing for a transnational competitive work environment with global challenges
  - Combining academic achievement with active experience and application
- Advising**
- Part of UAFYE orientation (possibly also a recruiting tool)
  - General advising
  - 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**
- Develops courses that satisfy the Global Option program by focusing on one or more of the observable and measurable competencies (entire course or “embedded”); 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, oversee international research collaborations for special projects, etc.)
- OIA**
- Develops Early Exposure (e.g. Global May general education ) Education Abroad Programs and work with A&S and academic units in creating/identifying discipline-specific experiential opportunities
  - Facilitate global competencies assessment for student awareness and growth
  - facilitate language proficiency testing (in collaboration with FLC)
- Metrics and Milestones**
- Development of framework (2010-11) and institutional approval (2011-12)
  - Of 160 programs, 15% with up to 5% students in GO by 2015 = 340 students (add 3-4 programs/year over the college clusters)
  - 33% of programs with 7% students by 2018 in GO each = 1000 students (add 10 programs/year over the 3 college clusters)
- Assess**
- Input: Numerical goals of participation (units, diversity, students; see above)
  - Output: Number of certificates (350/yr by 2018)
  - Outcome and Impact: Increase in global competencies assessment scores compared to cohort (NSEE scores, Freshmen compared to Seniors) Career path of graduates including international work/travel business here and (longitudinal, in collaboration with Alumni Association)
- Oversight**
- Global Option establishment for a given curriculum follows standard program approval process from academic unit to college to CAA
  - Delivery of Global Option programs requires the same CAA approval and monitoring of curriculum delivery
- Cost Factors**
- Developing Early Exposure Education Abroad 4-wk programs (including A&S general education)
  - 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
  - IT based advising tools to be developed and maintained by academic units and OIA.
- Roll-out**
- Working with different colleges, pilot programs in 2011-12 (Soc Work & Pub Health)
  - Produce UAFYE and OIA promotional materials (mainly IT based)
  - Focus on program accessibility (disciplines, student demographics, academic achievement level)
  - Position alongside Honors & Scholars, but more hands-on, with direct experience and highly inclusive.
- Approval**
- Provost’s Council has approve general idea as did IAC.
    - Framework has been presented to CAA (Oct.’12) and there was no objection to proceed with program development.

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<sup>2</sup>The five skills: • Ability to work effectively in international settings; • Awareness of and adaptability to diverse cultures, perceptions and approaches; • Versed in currents issues and major global trends; • Capacity for effective communication across cultural and linguistic boundaries; • Ability to comprehend the international dimension of one’s field of study