**Common Curriculum Visioning Committee Meeting with the Center for Global Education**

Thursday, March 12, 2015

Present: Nicole Clements, Terry Check, Merry Hoppert, Dianne Johnstone, Nichole Matuska, Peggy Retka, Joe Rogers, Joy Ruis

As an overarching statement, CGE would like to indicate that we want to be active participants and partners in this process and be on-board with the final vision of the new CC. We have tried to illustrate below where we currently fit and our ideas for future programming. We welcome feedback from other departments about how we can better achieve these partnerships.

It is vital that global issues and experiences are embedded into the four-year experience for CSB/SJU graduates and the CC is a significant part of this opportunity. Thank you for the chance to be engaged in this process and we look forward to future discussions.

1. What are the strengths of your department/program? What do you already do well? How does your program contribute to liberal arts education now? (Providing our students with a liberal education for their lives beyond college, as informed and engaged citizens, productive employees, ethical beings, etc.?)

The Center for Global Education (CGE) and the Office for Education Abroad (OEA) contribute to the Common Curriculum (CC) and the overall liberal arts education program at CSB/SJU in a variety of ways:

* Developing global competence, intercultural skills, and internationalizing the campus is a crucial part of liberal arts education. CGE plays a part in this through inbound (short-term, semester and academic year-long) and outbound programs (semester and short-term) as well as on-campus programming around international issues.
* By developing, maintaining and growing our international partnerships; we are modeling the importance of cross cultural skills in developing relationships. We show the appreciation of difference, problem solving, mutual respect, collaborative work, and reciprocity and how to navigate this across cultures.
* Study abroad impacts a large number of students from across all disciplines. More than 50% of the student body study abroad and many complete part of their CC in an international academic setting.
* Putting students into a setting where they are in the minority for perhaps the first time, can be a very effective way to help them understand the concept that they themselves have a culture. (IC Learning Goal #2)
* We are delivering the liberal arts in a unique environment. The courses offered, the location, the faculty and sometimes the topics discussed are not accessible here at CSB/SJU. Interdisciplinary learning across borders.
* Field study and experiential learning is imperative to study abroad. We incorporate the location into the classroom through excursions, hands-on learning, etc.
* Directing a study abroad program offers an important professional development opportunity to our faculty. They bring this knowledge/experience back to CSB/SJU and it impacts the larger student body. (About 1/3 of our faculty have directed a study abroad program.)
* Faculty develop a different relationship with students while directing a study abroad program. You know your students at a different level and can push them in new ways to expand their knowledge. Mentoring is learned and deepened during the time abroad.
* Modeling learning beyond… Our faculty oftentimes do other research and are involved in the international communities in many ways outside of the classroom. This shows our students how to engage in a new, culturally different environment.
* International students coming from a large variety of destinations impact the classrooms here at CSB/SJU. Adds diversity of ideas to the classroom. Intentional engagement with our departments (COMM).
* Our short-term incoming groups can impact campus in ways different than the four-year, degree seeking students.
* Semester Study Abroad Programs
	+ Built around the CC which allows for the majority of students to apply to participate on the largest number of programs. The courses offered during a semester abroad can be built into most majors and almost all students’ four-year plan. When a student asks “What program is good for a Business major?” We can reply. “All of them!”
	+ In each program we intentionally incorporate the values of liberal arts in offering a broad array of courses and incorporate learning in and out of the classroom.
	+ The excursions offered are incorporated as experiential learning and are not “time off” from the program. Students are expected to be engaged and learning all the time and are challenged to dig deeper.
	+ Faculty from across all departments at CSB/SJU are eligible to direct our study abroad programs. This brings a great cross disciplinary aspect to the programs.
	+ When hiring faculty abroad who deliver components of our CC, they help to internationalize the CC and provide our students with a different vantage point on the liberal arts.
	+ Our way of collaborating with other departments across campus throughout the pre-departure, on-site and re-entry processes, challenges students to think of study abroad as something larger than just one semester.
	+ IC and EL are incorporated into all of our faculty-led semester-long study abroad programs. (COLG 385)
	+ The overarching learning goals for study abroad programs mirror the goals of the CC and reflect a liberal arts education.

**CSB|SJU Sponsored Education Abroad Program Learning Goals:**

Students who have completed a study abroad experience (regardless of program) will demonstrate:

1. knowledge of the host society;
2. recognition of cultural values and culturally appropriate behaviors;
3. willingness to independently seek out and learn from new intercultural situations;
4. deepened awareness of their own culture and its role in shaping themselves; and
5. integration of their education abroad experience with their CSB|SJU liberal arts experience, with their future vocation, and into lifelong patterns of learning.
* Study abroad is often a trigger for students to continue to pursue international opportunities. Inspires them to do more and remain engaged.
* Study abroad is a high impact learning form and has been proven (i.e. Beyond Immediate Impact: Study Abroad for Global Engagement (SAGE)) to impact students’ engagement in global learning beyond college.
* Students often report when they return from study abroad that they realize now that the whole world does not think the way the US does. They describe significant changes in their worldview.
* The lifelong learning component of the liberal arts is demonstrated at Scholarship and Creativity Day when students show their capstone, research project or thesis that incorporates learning that took place during their study abroad experience.
1. Are there ways in which you would like to see your program contribute to liberal education that so far it has not been able to do? What would it take (resources, support, etc.) for you to reach those goals?
* We want to partner with every department to identify where international fits into their major/minor.
	+ Courses offered abroad that meet major and minor requirements?
	+ What semester is best for me to go abroad?
	+ If I don’t study abroad, where do I still get international content within this department?
	+ How are faculty within your department internationalized?
	+ (Insert the questions from our major advising format.)
* There is no specific global component of the CC. The IC can be viewed to include this, but do we want to consider an international component?
* How do we promote a more international ethos on campus through the structures already in place on our campuses?
* How can the IC requirement offer skills training to students that would allow them to become more interculturally competent. This training could be applied in local and global settings.
* Is there a possibility to have an intercultural events requirement like the FAE? St. John’s student senate is proposing something?
* We would like to offer more intercultural training to our faculty directors. How can we train the trainer to be able to better facilitate intercultural learning? (WISE Conference, Kris Lou, on-campus experts, other intercultural trainers.)
* Study abroad semester-long programs should be able to maintain a role in delivering the CC.
* Faculty development travel opportunities.
1. What else would you like CCVC to know? For example, do you have opinions about the current Common Curriculum that you would like us to know?
* We hear from students that they are driven by DegreeWorks and Banner in choosing their courses; but study abroad does not appear in these tools. We argue incessantly that study abroad is more than a check-box towards completing your four-year plan, we know it plays a role. Though study abroad contributes to the liberal education of our students, if it doesn’t check a box, students may not choose to participate. The check box or requirement is a hook to get them to see the value of study abroad, but if we are not a box, then we risk not being seen as relevant. The result is that we are pushing to add more and more degree requirements to our programs, but it risks to be a double-edged sword and alienate us from other departments who feel we are taking away from their offerings.
* How can we partner to help students understand that they should be taking courses they are interested in and that promote critical learning, etc.? They have space in their four-year plan and we want them to use it.
* Within a single study abroad program, you will find students from a variety of majors. This helps to push interdisciplinary discussions to a new level.
* Providing effective, skill based and practical training for our faculty to deliver the IC and EL components of the CC continues to be a challenge. We would like to see more general training that applies to IC skills both on and off campus that CGE can sponsor.