**Global GV**

**Global Learning in the Majors Survey**

*Note: Use One Survey for EACH Major*

Division: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date prepared: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Ex., CLAS)*

Major / Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prepared by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Ex., BBA, International Business)*

List *required* courses in this major that have global learning. Indicate what Level of Globalization (see Appendix) applies. Add examples if you wish on an additional sheet.

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| Course Prefix | Number | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
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List *elective* courses in the major that have global learning. Indicate what Level of Globalization (see Appendix) applies. Add examples if you wish on an additional sheet.

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| Course Prefix | Number | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
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Describe the *foreign language component* in the major, if applicable. If it is *required,* check the box.

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| Description | Required?  | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
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List *for-credit components* in the major that have high impact global learning (e.g., study abroad program, domestic diversity or intercultural experience, etc.). If the component is *required,* check the box. Indicate the Level of Globalization that applies.

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| Description | Required? | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
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List *co-curricular (non-credit) components* in the major that have global learning (e.g., study abroad program, domestic diversity or intercultural experience, etc.). If the component is *required,* check the box. Indicate the Level of Globalization that applies.

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| Description | Required? | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
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Indicate *certification or accreditation criteria* that include global learning for all majors. Indicate the Level of Globalization that applies.

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| Description | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
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Describe how are students *advised* about global learning in the major.

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To the best of your knowledge, and from 0% to 100%:

\_\_\_\_\_\_\_\_\_\_\_ percent of *faculty advisers* in this major know which courses have global learning.

\_\_\_\_\_\_\_\_\_\_\_ percent of *academic advisers* in this major know which courses have global learning.

\_\_\_\_\_\_\_\_\_\_\_ percent of *faculty and academic advisers* strongly encourage students to do for-credit or non-credit global learning experiences (e.g., study abroad programs, intercultural experiences, etc.).

Tell us what else should be done to increase the Level of Globalization/Global Learning in this major.

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**Appendix**

# LEVELS OF GLOBALIZATION

# OF A PROGRAM, A MAJOR, OR A COURSE:

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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Contains an international component  | Has one component that is internationally oriented | Integrates international components throughout  | Is entirely internationally focused | Integrates international experience and engagement with others of other cultures |

***Examples:***

**Level 1 Contains an international component, e.g.,**

* + - Analyzing an international website for information.
		- Converting values from British (U.S) to metric systems.
		- Using Photos of various places around the world.
		- Referring to developments in your field that come from outside the U.S.

**Level 2 Has one component that is internationally oriented, e.g.,**

* + - Teaching a unit in international marketing in a marketing class.
		- Teaching a unit contrasting scientific/technological development between or among different cultures.
		- Teaching a unit in a nursing class on medical practices in other parts of the world.

**Level 3 Integrates international components throughout, e.g.,**

* Contrasts the international orientation in aspects of business management (finance, marketing, law, etc.) with those in the U.S.
* Requires students to consider an international viewpoint for completing assignments, for example, how educators in France might solve the problem of declining public support; how physicians in Japan would introduce new surgical technology into hospitals, etc.
* Uses situational research conducted in another country to address local problems in that country/region.

**Level 4 Is entirely internationally focused, e.g.,**

* + - World language courses.
		- Courses on specific cultures and countries.
		- World history, geography, health care, bio-environmental, manufacturing, sociology courses, i.e. classes that are designed to compare and contrast regions, cultures, issues, etc. of the world.
* Business courses taught with all assignments geared to policies and practices outside the U.S.
* Participation in locally produced international events.

**Level 5 Integrates international experience and engagement with others [of other cultures], e.g.,**

* Study abroad experiences.
* Internship abroad experiences.
* Significant virtual (Skype, ooVoo, webinar) interactions with people in another country.

Adapted from CCCSU, Retrieved from [http://www.acenet.edu/news-room/Documents/Central-Connecticut-State-University’s-faculty-assessment-of-internationalization.pdf](http://www.acenet.edu/news-room/Documents/Central-Connecticut-State-University%27s-faculty-assessment-of-internationalization.pdf). November 20, 2013

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