



## **Internationalizing Campuses and Curricula: Some Current Innovations from the United States**

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Internationalizing university campuses is a global phenomenon. Often the terms *global* and *international* are used synonymously to explain the expansion of many educational programs and activities. However, Olson, Green and Hill (2006, p. vi) make a distinction between these terms and suggest that, "... *global learning* encompasses international, global and intercultural learning; and *internationalization* describes processes that lead to enhancing the international, global or intercultural dimensions of an institution or system." In short, global learning is what students in many fields ideally learn and internationalization is how many universities are supposedly adapting to the world's increasingly borderless economy. Olson, Green and Hill (2006, p. v) define global learning as:

... the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.

At many schools, the international programs and global learning experiences are designed to help students acquire the knowledge and skills to become more global citizens. According to Green and Olson (2008), international programs should be integrated with learning experiences on campuses. However, tertiary institutions first need to become aware of innovative programs and activities before integration can proceed. There are several publications concerning innovations in internationalization, but often they reach a specialist area of international educators (NAFSA, 2012a; NAFSA, 2012b). In this paper, the author examines some innovations from those sources as well as other documents. This paper describes attempts by some American universities to internationalize their curricular and campus programs. This paper will not describe programs that send students overseas for study, internships, or research. Instead, it outlines some innovative *on-campus* programs among U.S. universities that in many cases may be adapted to Japanese universities.

### **On Campus Courses and Curriculum**

First, many universities in the US have a General Education requirement with a global component. Table 1 introduces some of them.



Table 1. *On Campus Global Courses at Some American Universities*

<b>Program</b>	<b>Details</b>	<b>School</b>
Five course series over four years	Courses to help students think and write globally so that they can participate in an interdisciplinary colloquium in their 4 <sup>th</sup> year	Carroll University (Waukesha, WI)
Global Liberal Studies Bachelor of Arts	A degree with four years of global liberal studies and in which students spend the 3 <sup>rd</sup> year overseas and in the 4 <sup>th</sup> year have several courses tying together the previous years	NYU Global Liberal Studies (New York, NY)
Languages across the curriculum	Regular classes with study groups in foreign languages	Binghamton University (Binghamton, NY)
Global virtual faculty	Email and have videoconference with experts overseas in a course a few times to obtain a different perspective on topics being discussed	Farleigh Dickinson University (Teaneck, NJ)
Service learning and courses	African history class and tutoring African refugees	Loyola University (Chicago, IL)

Carroll University, like some other universities, realizes that taking a few global courses may not be enough for students to successfully integrate the knowledge that they have gained. For that reason they have created a five-course series with a cross-cultural experience and a special colloquium in their fourth year to tie together the learning over four years (Carroll University, 2011). The courses are:

- Cultural Seminar (CCS 100) (4 credits)
- Writing Seminar (ENG170) (4 credits)
- Cross-Cultural Development (CCD) (4 credits)
- Cross-Cultural Experience (CCE) (2 credits)
- Global Perspectives Colloquium (CCS400) (2 credits)

The Cultural Seminar is taken in the first semester to stimulate students to better understand the dimensions of culture while the Writing Seminar, also taken in the first year, is designed to promote cultural learning through reading and writing. The Cross-Cultural Development course is studied after the first two courses and continues the process of learning about cross-cultural concepts. In the Cross-Cultural Experience, students go off campus, either domestically or abroad, to apply their



knowledge and skills. The Global Perspectives Colloquium in the fourth year provides opportunities for students from different majors to engage in continued cultural learning.

In addition to offering additional courses for undergraduates, some universities have created new majors with an international focus. New York University has a new major launched in 2009 known as Global Liberal Studies (NYU, n.d.). Students in this major have little flexibility in course choice in order that they develop a common core of concepts. They all spend the third year abroad in a select group of overseas NYU campuses where they study a foreign language and take courses related to that region of the world. In addition, students are required to participate in an experiential learning program. In the fourth year, students have three required courses: a senior thesis, a senior colloquium and the senior capstone seminars I and II. In the senior colloquium, students with similar topics or research methods focus on writing their research papers. In the capstone seminars, students can select a range of courses with global themes such as climate change, urbanization, and world media. For their senior theses, students carry out in-depth research on a topic connected to their overseas study and the courses they have been studying.

Besides creating new majors, there are ways to support global learning in individual courses. One example is Binghamton University's The Language across the Curriculum Program (Binghamton University, n.d.). It provides students with chances to discuss coursework in a foreign language outside their language departments. Some courses, such as business and religion have study groups that discuss the course content in a foreign language as part of the course work.

Connecting with groups overseas through video conferencing is another way to bring global perspectives into the classroom. West (2010) describes several cases in which U.S. university students communicate with foreign students. One program involves having a videoconference between Cascadia Community College in the U.S. with Osaka Jogakuin College in Japan and Madinat Zayed Ruwais Higher College of Technology in the United Arab Emirates (p. 32). Many of the cases in West's article are connected with global studies and intercultural communication courses. However, global views can also be introduced into other courses through communicating with experts overseas through email and videoconferences in classes. Farleigh Dickinson University (Steiner, 2009, p. 52) has a Global Virtual Faculty program in which "more than 70 professors and professionals" answer questions through e-mail and Blackboard, an online learning system. A pharmacy professor in South Africa communicated with health classes and a retired Scotland Yard homicide detective communicated with students in another course. This brings unique perspectives to courses that may not be focused on global issues.

Finally, courses can include service learning components. At Loyola (Steiner, 2010, p. 25) many classes have service learning components. In one course on Africa, students also tutor African refugee children in Baltimore.



### Global Programs and Certificates

Two other types of programs for motivated students exist at several American universities. These are global programs and certifications. Table 2 lists several of these.

Table 2. *Global and Certificate Programs at Several American Universities*

<b>Program</b>	<b>Details</b>	<b>School</b>
International Scholars Program	Global seminars, overseas experience, and transcript notation	Goucher College (Baltimore, MD)
Global Certification	A certification that students receive to demonstrate global knowledge and participation	Kennesaw State University (Kennesaw, GA) Connecticut College (New London, CT)

Goucher College has an International Scholars Program (Steiner, 2008), which extends global learning over four years. It includes, “special seminars exploring global issues during their first three semesters and requires them to take one language class beyond the intermediate level and to study abroad for at least a semester. The ISP students get \$3000 vouchers” (Steiner, 2008, p. 6). Any undergraduate can participate (Goucher College, 2012) and at graduation, each student’s transcript includes a notation indicating participation in the program.

Kennesaw State University (2009a) has a Global Engagement Certification for undergraduates and graduates. In order to acquire the certification at the undergraduate level, students must demonstrate that they have gained skills and knowledge in areas listed below (Kennesaw State University, 2009b):

1. Knowledgeable Global Perspectives
  - a. Take 12 semester hours of coursework from a list of courses with global content.
  - b. Study abroad for at least four weeks: accumulative or simultaneous.
2. Effective Intercultural Engagement Skills
  - a. Attain foreign language proficiency of at least two semesters at the university and write a descriptive essay on how the applicant has used the language.
  - b. Demonstrate cross-cultural teamwork through an essay about an experience in which one has successfully worked with persons from other cultures.
3. Demonstrated Global Citizenship
  - a. Show cross-cultural awareness through a reflective essay on what has been learned about one’s own culture compared to other cultures.



- b. Depict cross-cultural community service through an essay on how they benefited members of a different culture.

Connecticut College has a certification program available through the Center for International Studies and Liberal Arts. Upon completion, the students’ diplomas include a note about earning the certification (Steiner, 2009, p.16).

### **On-campus Activities**

In addition to global learning in classrooms and certificate programs, campus-wide programs can reach many students. On campus activities can even impact students not yet interested in going overseas. In most countries around the world, the majority of students do not study abroad. The Open Doors 2011 data (IIE, 2012) indicate that about 14% of US students seeking bachelor’s degrees study abroad. In Japan in 2009 about 2.1% of Japanese four-year university students studied abroad (Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2012; National Institute for Educational Policy Research, 2011). In both the USA and Japan, since most undergraduates do not study abroad, on-campus encounters with global ideas and international students may spark an interest in pursuing international opportunities. Table 3 lists some campus-wide programs.

Table 3. *On-campus Global Themes at Several American Universities*

<b>Program</b>	<b>Details</b>	<b>School</b>
Year of Program: campus focuses on one given country each year	Lecture, cultural events, and forums about Ghana Lectures, performances and courses about Turkey	Kennesaw State (Kennesaw, GA) Queens College (New York City, NY)
School-wide thematic focus	Human rights theme(s)	North Central College (Naperville, IL)

Some universities have on campus “Year of” programs or yearly themes. For example, since the 1980s Kennesaw State has been focusing on different countries such as Korea, Turkey, Romania, Ghana, and “the Atlantic World” (Steiner, 2011, p. 24; Kennesaw State University, n.d.).

Queens College also has established the Year of Program with 2012-2013 the Year of India (Queens College, 2012). Last year was the Year of Turkey and events included: art exhibits, performances, a lecture, an interactive arts workshop, an academic short course held monthly called Window into Turkey, Nobel Prize Laureate Orhan Pamuk's Conversation with Students, study abroad opportunities in Turkey for students in January and July, faculty and staff study tour in Turkey in May, and a Friends of Queens College Trip to Turkey. Queens College also hosted friends and professional



colleagues from Turkey on campus throughout the year. The Year of Programs are evaluated with surveys and written comments after events, and the full Year's activities are evaluated upon completion of the Year (Kassel, personal communication, September 24, 2012).

North Central College originally established a country-based Year of program, but it has changed to a theme-based program. Now it has a three-year program on human rights (North Central College, n.d.) during which concerts, art exhibitions and special events are offered. For example, in the fall of 2012 there were an Oxfam America Hunger Banquet and a showing of the film *Sicko*, produced by Michael Moore (2007). In addition, classes with global human rights components are offered in a variety of fields including psychology, biology and art. Furthermore, the college has a faculty development seminar in which faculty can receive a stipend of \$500 to attend a two-day workshop on how to draw the theme into their courses (John Shindler, personal communication, November 31, 2011).

### Incoming Students: On and Off-campus

One aspect of internationalization that is often neglected is the presence of international students on campus, who can be an invaluable source of learning for domestic students on campus as well as the community. Table 4 lists some programs in which foreign students interact with students at several American universities.

Table 4. *Ways that Some American Universities Utilize Incoming Foreign Students*

<b>Program</b>	<b>Details</b>	<b>School</b>
International interns to courses	Overseas interns as knowledge sources in a Physiology course	Northwestern College (Orange City, IA)
International students to public schools	Overseas students talk about their country to elementary students	Carroll University (Waukesha, WI)
Foreign Language Fellows	Int. students organize events such as finding pen pals for language learners	Connecticut College (New London, CT)

International students can be resources for classes wishing to add a global perspective. This can even occur in health courses. Japanese interns at Northwestern College have been invited to a kinesiology course in which students asked them questions about cultural differences in nutrition and



health (Kevin McMahan, personal communication, November 2, 2011). U.S. students gained a better understanding of how culture influences views of nutrition.

International students can also go out into the community to talk about their cultures, as they do at Carroll University. Students visit local elementary schools to talk about their countries and cultures. In this way, young students in the U.S. can gain an early encounter with students from abroad and some may become interested in going abroad.

The skills and experiences of international students can also be put to use to organize activities on campus. The Foreign Language Fellows is a program in which student peer counselors are paid \$1,200 a year to organize social and cultural events promoting nine languages at Connecticut College (Steiner, 2009, p. 19). Spanish karaoke night was one such event. This type of program could also be organized around volunteers or students who wish to maintain working in the international sphere.

### **From Programs to Comprehensive Internationalization**

This article has described a variety of programs and activities that are being implemented to provide global perspectives to students in the U.S. The programs range in how they are integrated. Skyping with a former UN peacekeeper in a class a few times could provide students with a unique and personal view of UN Peacekeeping, while the instructor weaves this into her semester of study. In this case the Skype may take up a very small part of the semester. On the other hand, Carroll University's series of five courses provides students with coursework and experiential learning, but integrating activities into coherent learning across four years is more difficult.

While awareness of a variety of activities and programs is a key step, just choosing and picking activities may not lead to a comprehensive program. As Green and Olson (2008) point out:

Although many institutions offer a diverse mix of international learning opportunities, few do so with much intentionality. The result becomes a hodgepodge of programs and activities that are not sufficiently integrated to create maximum institutional impact or to advance learning. (p. vii)

Comprehensive integration of global learning on the campus will involve detailed planning and cooperation among faculty and staff at each institution. While comprehensive integration would create most effective opportunities for global learning, each institution needs to consider the bigger question of "Why internationalize"? (Green & Olson, 2008). Indeed, the goal may not be to create comprehensive internationalization. Some goals are to improve the national competitiveness of the university, to increase income for the university, and to prepare students for international careers. While tertiary institutions may have multiple goals, these need to be made clear, so that staff and faculty involved in developing and implementing programs know both the potential and limits of global



program development.

### Conclusion

The examples presented in this report are not inclusive. There are many other innovative programs to promote student global learning on campus. However, this paper does present some interesting possibilities that might be applicable to Japanese tertiary institutions. On the campus, courses can link four years of learning to provide students with opportunities to reflect on their learning longer. Global citizenship certificates and global programs can help motivated students to become more global in their thinking and actions. If international students and their knowledge and experiences of growing up become part of discussions in classes, this has the potential to help all students gain more global perspectives.

While this article has provided the readers with some possibilities for internationalizing their campuses through U.S. examples, it does not address the difficult question of how to incorporate such innovations in Japanese tertiary institutions. Case studies of institutions implementing international programs for global learning in Japan while not overburdening the staff would be very helpful to learn about the benefits to the students as well as the obstacles that might need to be overcome. In the end, each institution needs to consider how best to approach internationalization and global learning.

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