

Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR

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Themes Internationalizing undergraduate students' learning experience can take different innovative dimensions in curricular enhancement.

- International content in courses
- Education abroad
- Foreign language skills
- Cross-disciplinary seminar (“capstone” experience)
- Longitudinal assessment of internationalization in a major

Opportunity The current discussion of the need to revise the general education curriculum is ideal for carrying out this pilot and providing units with an operational model of integrating Education Abroad while they are working on the revision.

Context Internationalization is not a free-standing dimension of education, but should permeate all learning. The relevant horizon for competition in a knowledge-based society is global in scope and transcends national, linguistic, and cultural boundaries.

Five Goals UCR graduates should be expected to have acquired competencies that prepare them to have the skills and knowledge to:

- Work in international settings
- Be aware of and adapt to other cultures
- Be familiar with global issues
- Communicate across linguistic and cultural boundaries
- Appreciate the global dimensions of their disciplines

We propose that internationalization of education at UC Riverside be delivered in the five thematic dimensions and should be measured in terms of the five skills set (starting a year after the curricular enhancement is implemented).

Approach Students will be able to acquire an international certificate (noted in their transcript) through the establishment of a portfolio of activities embedded in the students' undergraduate education. By defining its components as enhanced options within a given major curriculum, the program can be offered by all major curricula as a seamlessly integrated optional track within the major that does not extend time-to-degree. Similar to the honors concept as an optional and voluntary contract between the student and the academic unit, fulfilling all requirements will give the student a formal recognition as an internationally knowledgeable person within the given field. Students who fulfill only part of the international enhancement-designated courses will have gained relevant educational exposure representing a value-added portion of their studies but will not be awarded a certificate.

Project With the concurrence/support of the three College Deans, a pilot group of three undergraduate major programs (one each from CHASS, CNAS and Engineering) will form the pilot for this project. The International Affairs office [IA] will work with a faculty/staff committee in each program to design appropriate sets of internationalizing activities in the thematic dimensions and following best practices in attaining success for the five knowledge and skill sets.

Criteria for selection of programs

- Currently challenged with regard to education abroad
- Number of students in major – not more than 150 for pilot
- Willingness of the unit to participate
- International UG student population not significant for selection process
- Intentional Collaboration with IA and UE to enhance students' international learning experiences

Selection of programs Ask the 3 deans to nominate their choices (some IA suggestions include):

CHASS: e.g. Culture and Media Studies, Comparative Literature

Engineering: e.g. Materials Science/Engineering or Bioengineering

CNAS: e.g. Botany and Plant Sciences or Environmental Sciences

Work Groups and Resources	<ul style="list-style-type: none"> • Faculty/academic advisors work group for each of the pilot units. • Incentive program for faculty will be available (to be budgeted for FY17) • Resource and contact staff in IA for all 3 programs and other units on campus
Curricular Adjustments	Faculty members in each unit are essential in defining these dimensions: course content, capstone experience.
Education Abroad	<p>Create models for making Education Abroad available to a much higher number and broader spectrum of undergraduate students in curricula across campus (e.g. 50% of graduating class and more). Since curricular constraints are a major factor preventing students from benefitting from Education Abroad, IA can assist units with its expertise in custom-shaping these experiences regarding:</p> <ul style="list-style-type: none"> ▪ Education Abroad formats ▪ Calendar options ▪ Cost considerations ▪ Connection to courses and strategic partners overseas <ul style="list-style-type: none"> • Three sets of viable implementation plans for the five internationalizing themes as developed by the three faculty/staff committees. • Three coherent enhancement programs for undergraduate international learning experiences integrated with the three pilot programs. • Sharing of the pilot plans with all programs as institutionally recommended best practices for integral curricular internationalization.
Time Line	<ul style="list-style-type: none"> • Work with programs through 2017 • Program drafts ready by October 2017 for faculty consideration in units • Guideline portfolio and FAQs ready for broad dissemination in February 2018 • Implementation of new Internationalization Certificates in 2018/2019 AY • Some or all three programs may begin earlier.