

Colonnade Connections: International Experience Subcategory

Proposal

The Colonnade Committee is proposing adding a fourth category to the Connections category of WKU's Colonnade (general education program). The fourth category, called International Experience (**IE**), will afford students the opportunity to use credits earned in a colonnade-approved study abroad class to fulfill three hours of the nine required hours in the Connections Category.

Please note: students will still only be required to earn 9 hours of connections classes—they will have to complete courses in 3 of 4 categories and the requirement of three different disciplines will remain the same.

Rationale

Because WKU has a strong international focus, it was a logical step to incorporate an element of global learning and internationalism into our Colonnade program. The goals of this **IE** category are as follows:

- 1) Enhance existing colonnade categories with international learning experiences
- 2) Develop curricula opportunities that align with the university's strategic initiative
- 3) Address enrollment growth and retention as studies show.

Approval Process

The course approval process for the IE category can be completed in one of two ways.

- 1) Create a new course and have it proceed through the same approval process as other new courses, with the additional approval of the Study Abroad office; or
- 2) Departments can create a Study Abroad Special Topics class that can be used for all study abroad courses in the department. Colonnade courses will be distinguished from other department study abroad courses by the addition of GLCN in course titles. (New courses designed specifically for the IE subcategory will not need the GLCN designation.)

Regardless of which option faculty choose to pursue, courses will need final approval from the Colonnade Committee, just as they do now. The Study Abroad office is working to develop an online form that will streamline the process to make it easier for faculty.

International Experience (3 hours): Students will leave the USA to immerse themselves in different cultural experiences that broaden their cultural competencies and understanding of global complexities.

Student Learning Outcomes

1. Articulate the relationship between ideas, experiences, and place.
2. Develop tools to engage with diverse people in the local cultures.
3. Explore other peoples' values and clarify their own.

Colonnade Connections Course Proposal International Experience Subcategory

Proposal Contact Name, E-mail, and Phone:

College and Department: Proposal Date:

1. Course Details:
 - 1.1 Course prefix (subject area), number and title:
 - 1.2 Credit hours:
 - 1.3 Prerequisites :
 - 1.4 Crosslisted and/or equivalent courses (prefix and number):
 - 1.5 Expected number of sections offered each semester/year:
 - 1.6 Is this an existing course or a new course?
 - 1.7 Proposed term of implementation?
 - 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)
2. Provide a brief course description (100-200 words).
3. Explain how this course provides a capstone learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.
4. List the course goals (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the International Experience subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<i>Example: Articulate the relationship between ideas, experiences, and place.</i>	<i>Students will travel to a specified destination and develop an understanding of how place influences the individual experience.</i>
1. Articulate the relationship between ideas, experiences, and place.	
2.. Develop tools to engage with diverse people in the local cultures	
3. Explore other peoples' values and clarify their own.	

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades. Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Articulate the relationship between ideas, experiences, and place.</i>	<i>Students will develop a project using their travel experiences and assigned materials to demonstrate a clear understanding of the intersection of place and ideas.</i>	<i>At the end of the course, students will be required to submit their artifact. The department's assessment team will then collect a random sample of 30% of student portfolios and evaluate the portfolios using the Connections rubric, which provides a separate rating for each Connections Learning Outcome.</i>
1. Articulate the relationship between ideas, experiences, and place.		
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6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Articulate the relationship between ideas, experiences and place.	Critically analyzes key issues and processes and demonstrates a clear understanding of the connections between the academic material and on-site locations.	Meaningfully analyzes relevant issues and processes and demonstrates some understanding of the connections between the academic material and on-site locations.	Identifies relevant issues and processes and has a fair understanding of the connections between the academic material and on-site locations.	Has a limited understanding of the issues and processes and draws limited connections between the academic material and on-site locations.
2. Develop tools to engage with diverse people in the local cultures.	Demonstrates a clear understanding of the role and importance of local practices, cultural norms and mores and how these perspectives influence human interactions.	Demonstrates some understanding of the local practices, cultural norms and mores and demonstrates some understanding of how these perspectives influence human interactions.	Identifies local practices, cultural norms and mores and has a basic understanding of how these perspectives influence human interactions.	Does not identify or understand local practices, cultural norms and mores and demonstrates no understanding of how these perspectives influence human interactions.
3. Explore other peoples' values and clarify their own.	Identifies and objectively analyzes a variety of perspectives and critically compares these perspectives to their own personal and national values.	Identifies variations in perspectives and is able to draw some comparison between these perspectives and their own personal and national values.	Considers differences in perspectives and identifies differences between these perspectives and their own personal and national values.	Does not understand or is unable to identify variations in perspective and is unable to draw any distinction between them and their own personal and national values.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Letter of Support: John Sunnygard, Associate Provost of Global Learning and International Affairs

Dr. Mary Wolinski, Colonnade Committee Chair

Cc: Dr. Jennifer Hanley, Department of History
Dr. Caryn Lindsay, Study Abroad and Global Learning

January 20, 2018

Dear Dr. Wolinski,

WKU's Colonnade defines the rich base of an American undergraduate liberal arts education that prepares students with a breadth of critical skills to broach challenges and succeed in a changing, competitive global world. I am writing to support the inclusion of carefully designed international learning "study abroad" opportunities for WKU students into the Colonnade.

A 21st century education is incomplete without at least some exposure to the world. Many of the greatest challenges this generation of students will face are global. Even modest exposure to the complex interconnections of the global world through a critical academic perspectives will prove invaluable to our students. We recognize and elevate the importance of preparing our undergraduates for these challenges by incorporating study abroad as an option that fulfills the core of a WKU degree.

WKU has a long commitment to study abroad. We have a longitudinal record of the impact of study abroad has on our students. Study abroad positively impacts WKU students and the university. The results are particularly compelling for low-income and first-generation students. According to WKU's Institutional Research, study abroad by the end of a student's second year improves predicted six-year graduation rates by 6% overall. For first generation students, predicted graduation rates increase by 8%. WKU students from low-income families' six-year

graduation rate increases by 15%! In an environment where interventions that produce a two or three percent increase in student success are considered successful, study abroad excels.

Study abroad, particularly short-term faculty-led study abroad, is strengthened when integrated into the curriculum. We seek to further integrate international learning, particularly study abroad programs led by WKU faculty, into the curriculum. My colleagues and I are committed to strengthening our infrastructure to ensure high levels of student learning, robust faculty support, and careful attention to the safety of all participants. We have merged Study Abroad and Global Learning (SAGL) together with Faculty Led Study Abroad (FLSA). We are reviewing all processes related to WKU administered study abroad to enhance support for faculty and improve the experience for all participants. We will reorient the program proposal process to align with the learning objectives recommended by the Colonnade sub-committee. We partner with faculty to build safe, rigorous, sustainable study abroad at WKU.

The value and role of global learning is highlighted in WKU's Strategic Plan. Incorporating study abroad into the Connections Colonnade will make important strides to fulfilling the plan and our commitment to WKU students.

An institution-wide commitment to incorporating international learning into the education core provides us with more solid ground to raise external support for study abroad. We recognize that study abroad is more expensive for Kentucky residents. Institution and faculty support for the study abroad will provide a stronger base to collaborate with the College Heights Foundation to raise money for these transformative educational experiences.

The Study Abroad Subcommittee has carefully incorporated leading practices in global education with the unique qualities of a WKU education. Their recommendations will strengthen the Colonnade and enhance the educational experience for both WKU students and faculty. I strongly support the sub committee's recommendations to bring study abroad into the Colonnade.

Thank you for considering study abroad as a pillar in WKU's Colonnade. We look forward to working with you to ensure the strength of study abroad in the curriculum.

Yours sincerely,

John

John Sunnygard
Associate Provost Global Learning and International Affairs