

Criteria for I designation

[Approved by the International Education Committee, 14 April 2015]

Courses with the International Designation have both I.) key international elements, and II.) a sufficiently high level of internationalization.

I. International Elements

Because of the increasing global challenges and opportunities of the world today, CCSU has a General Education International requirement that is designed to help students accept the viewpoints of other nations, appreciate the interdependence of regions, and be able to communicate with people across international borders. CCSU also believes that international education is closely connected to domestic diversity education because understanding international differences helps better prepare students to engage in today's multicultural society at home. In the end, international education prepares students to work effectively with racial, socio-economic, disciplinary, geographical, and cultural differences both locally and globally.

Therefore, a course that has the International designation has **two or more of** the following **seven** international elements. It

A. Increases students' knowledge of

1. **Contemporary cultures:** the cultural values, traditions, beliefs, and customs of peoples of nations, countries, and regions other than the United States;
2. **Historical cultures:** the range of achievements and human conditions through time outside of the United States;
3. **Underlying structures:** the physical geography, demographics, environment, and political, economic, social, and technological structures of regions and countries outside the United States;
4. **Comparison:** The similarities and differences among international regions;
5. **Global interconnections:** the ways in which regions and countries exist not in isolation, but in relation to one another.

B. Teaches students' skills of

6. **Intercultural communication.** For example, foreign languages, international professional practices;
7. **Interaction with international cultures.** For example, study abroad, cross-cultural collaboration.

II. Levels of Internationalization

Courses with an International designation do not merely have one international element or one unit that includes an international element. I designated courses have a.) international elements integrated throughout the course, or b.) the entire course has an international focus.

A. International elements are integrated throughout the course.

Examples:

- Contrasting the international orientation in aspects of business management (finance, marketing, law, etc.) with those in the US.
- Requiring students to consider an international viewpoint when completing assignments for different units of a course in education, law, engineering, sociology, or whatever courses you teach.
- Using situational research conducted in another country to address local problems in that country/region.

B. The entire course has an international focus.

Examples:

- World language courses.
- Courses on specific cultures and countries.
- World history, geography, health care, bio-environmental, manufacturing, sociology courses, *i.e.* classes whose main focus is to compare and contrast regions, cultures, issues, etc. of the world.
- Business courses taught with all assignments geared to policies and practices outside the US.

Rationale for International Designation

Course: _____

For a course to be considered for International designation, please provide an explanation of how or why it fits **two or more** of the **seven** elements or levels below.

YES/NO	
I.	<u>Elements</u>
	1. Knowledge of Contemporary cultures : the cultural values, traditions, beliefs, and customs of peoples of nations, countries, and regions other than the United States; Why:
	2.) Knowledge of Historical cultures : the range of achievements and human conditions through time outside of the United States; Why:
	3.) Knowledge of Underlying structures : the physical geography, demographics, environment, and political, economic, social, and technological structures of regions and countries outside the United States; Why:
	4.) Knowledge of Comparison : The similarities and differences among international regions; Why:
	5.) Knowledge of Global interconnections : the ways in which regions and countries exist not in isolation, but in relation to one another; Why:
	6.) Skills of intercultural communication [Ex. language, professional practices]; Why:
	7.) Skills of interaction with international cultures . [Ex. study abroad, cross-cultural collaboration]. Why:
II.	<u>Level</u>
	a.) Integrated throughout course How:
	b.) Entire course is international How: