

680: GLOBAL LEARNING CERTIFICATE

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Approval Path

1. Fri, 28 Feb 2020 18:45:06 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Rollback to Initiator
2. Fri, 15 May 2020 18:11:00 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Rollback to Initiator
3. Thu, 09 Jul 2020 16:45:46 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
4. Mon, 13 Jul 2020 16:07:45 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Rollback to APA Coordinator Programs for Catalog Coordinator
5. Mon, 13 Jul 2020 17:29:16 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Rollback to Initiator
6. Tue, 14 Jul 2020 16:09:46 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
7. Fri, 17 Jul 2020 08:00:39 GMT
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for Catalog Coordinator
8. Fri, 17 Jul 2020 17:21:49 GMT
Eric Smith (Capital Planning & Development, Management Analyst 3) (eric.smith): Approved for Space Evaluation
9. Sat, 01 Aug 2020 09:01:38 GMT
0/1 votes cast.
Yes: 0% No: 0%
Approved for 14 Day Review
10. Sat, 01 Aug 2020 18:44:41 GMT
Bradley Boovy (School of Language, Culture & Society, Acting DPD Director) (bradley.boovy): Approved for boovyb
11. Tue, 04 Aug 2020 15:07:26 GMT
Heath Henry (Academic Programs & Assessment, Assessment Coordinator) (heath.henry): Rollback to boovyb for APA Undergraduate Assessment
12. Sun, 06 Sep 2020 01:45:12 GMT
Bradley Boovy (School of Language, Culture & Society, Acting DPD Director) (bradley.boovy): Approved for boovyb
13. Tue, 08 Sep 2020 13:16:05 GMT
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14. Tue, 08 Sep 2020 15:55:47 GMT
Susan Bernardin (School of Language, Culture & Society, Director) (susan.bernardin): Approved for SLCS Head

15. Tue, 20 Oct 2020 21:34:20 GMT
Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson): Approved for 10 College Committee Approver
16. Fri, 08 Jan 2021 23:41:05 GMT
Larry Rodgers (College of Liberal Arts, Dean) (larry.rodgers): Approved for 10 Dean
17. Sat, 09 Jan 2021 01:10:46 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
18. Fri, 22 Jan 2021 19:36:30 GMT
Bradley Boovy (School of Language, Culture & Society, Acting DPD Director) (bradley.boovy): Approved for boovyb

New Program Proposal

Date Submitted: Mon, 13 Jul 2020 17:53:38 GMT

Viewing: : Global Learning Certificate

Last edit: Fri, 23 Oct 2020 01:29:10 GMT

Changes proposed by: boovyb

External Letters of Support

GLC Letter of Support 1.pdf

GLC Letter of Support 2.pdf

Show Courses Online Status

Course Code	Online
WLC 301	Not Online
ANTH 350	Online
PS 205	Online
COMM 326	Online
AEC 351	Online
AEC 352	Online
AG 351	Online
AMS 350	Not Online
ANTH 352	Online
ANTH 374	Online
ANTH 380	Online
ANTH 383	Online
ANTH 466	Online
ANTH 473	Online
ANTH 478	Online
ANTH 482	Not Online
ANTH 484	Online
BA 432	Online
BA 465	Not Online
BI 301	Not Online
BI 306	Not Online
COMM 446	Not Online
CROP 330	Online
DSGN 475	Not Online
ECON 352	Online
ENG 322	Not Online
ENG 416	Online
ENG 497	Online
ENT 331	Online
FCSJ 454	Online
FE 456	Not Online
FES 365	Online
FES 477	Not Online
FOR 456	Not Online
FW 324	Online
FW 325	Online

FW 345	Online
GEO 308	Online
GEOG 300	Online
GEOG 330	Not Online
GEOG 331	Online
GEOG 350	Online
H 312	Online
HDFS 447	Online
HORT 331	Online
HST 317	Online
HST 319	Online
HST 378	Online
HST 385	Online
HST 386	Online
HST 390	Online
HST 425	Online
HST 465	Online
HST 485	Not Online
HST 488	Online
NR 477	Not Online
PHL 310	Not Online
PHL 344	Not Online
PHL 432	Not Online
PHL 433	Not Online
PHL 434	Not Online
PHL 440	Online
PHL 443	Online
PS 341	Online
PS 345	Online
PS 354	Online
PS 455	Online
PS 458	Not Online
QS 476	Online
REL 310	Not Online
REL 344	Not Online
REL 378	Online
REL 425	Online
REL 432	Not Online
REL 433	Not Online
REL 434	Not Online
REL 443	Online
REL 485	Not Online
SOC 454	Online
SOC 480	Online
SUS 350	Online
TRAL 479	Not Online
WGSS 313	Not Online
WGSS 350	Not Online
WGSS 360	Online
WGSS 378	Online
WGSS 380	Online
WGSS 476	Online
WGSS 480	Online
WGSS 495	Not Online
WSE 470	Online
Z 349	Online
AG 311	Online

ANTH 209	Online
ANTH 210	Online
ANTH 311	Online
ANTH 313	Online
ANTH 314	Online
ANTH 315	Online
ANTH 316	Not Online
ANTH 317	Not Online
ANTH 318	Online
ANTH 319	Online
ANTH 447	Not Online
ART 208	Not Online
ART 310	Not Online
ART 311	Not Online
ART 312	Not Online
ART 313	Not Online
ENG 210	Online
ENG 211	Not Online
ENG 212	Online
ENG 213	Online
ENG 360	Not Online
ES 101	Online
ES 211	Online
ES 231	Not Online
ES 241	Online
ES 243	Online
GEOG 105	Online
GEOG 311	Not Online
GEOG 313	Online
GEOG 314	Online
HST 104	Online
HST 105	Online
HST 106	Online
HST 215	Not Online
HST 320	Online
HST 324	Not Online
HST 348	Online
HST 350	Online
HST 351	Online
HST 352	Not Online
HST 353	Not Online
HST 381	Online
HST 382	Online
HST 387	Not Online
HST 388	Online
HST 391	Online
HST 392	Online
HST 396	Not Online
HST 397	Not Online
HST 485	Not Online
LING 209	Online
MUS 108	Online
NUTR 216	Online
PHL 160	Online
REL 160	Online
PHL 213	Online
REL 213	Online

PHL 214	Online
REL 214	Online
PHL 315	Online
REL 315	Online
PHL 371	Online
REL 371	Online
PS 343	Not Online
PS 344	Online
PS 346	Online
PS 348	Not Online
PS 350	Not Online
QS 462	Online
REL 324	Not Online
REL 350	Online
REL 352	Not Online
REL 353	Not Online
REL 387	Not Online
REL 388	Online
REL 485	Not Online
WGSS 235	Online
WGSS 280	Online
WGSS 480	Online
WLC 232	Online
WLC 233	Online
WLC 234	Online
WLC 235	Online
WLC 320	Online
WLC 331	Online
WLC 332	Online
WLC 333	Online
WLC 335	Online
WLC 336	Online
WLC 337	Online

Proposal

Effective Term

Winter 2021

Justification

The American Association of Colleges and Universities (AACU) report, “Shared Futures: Global Learning and Liberal Education” calls for institutions of higher education to develop “comprehensive or integrated approaches to global learning.” OSU students have been actively seeking and acquiring global knowledge. However, their learning and contributions to building greater cultural competence at OSU and elsewhere are as yet unlinked on their transcripts outside of college-specific programs such as International Business. The proposed program for an undergraduate Global Learning Certificate leverages OSU’s signature strengths in applied research and outreach to create a transcript-visible way for students in all majors to internationalize their primary degree program and demonstrate intercultural competencies.

Primary Originator

Name

Bradley Boovy (School of Language, Culture & Society, Acting DPD Director)

Susan Bernardin (School of Language, Culture & Society, Director)

Liaisons

Academic Unit

College of Business - Undergraduate (ACTG, BA, DSGN, FIN, HM, MRKT, MGMT)

College of Forestry

School of Public Policy (ECON, MPP, PS, PPOL, SOC)
 College of Public Health & Human Sciences (H)
 College of Engineering - Undergraduate (ENGR, OP)
 College of Education (AHE, COUN, ED, SED)
 School of Writing, Literature & Film (AJ, ENG, FILM, WR)
 School of Arts & Communication (ART, COMM, GD, MUED, MUS, MUP, NMC, TA)
 American Studies Program (AMS)
 Applied Economics (AEC)
 Fisheries & Wildlife (FW)
 Agricultural Education & General Agriculture (AED, AG, LEAD)
 Integrative Biology (BI, IB, Z)
 Forest Ecosystems & Society (FES, MNR, NR, SNR, TRAL)
 College of Earth, Ocean & Atmospheric Sciences - Undergraduate (ATS, GEO, GEOG, OC)
 School of Biological & Population Health Sciences (HHS, KIN, NUR, NUTR, PT)
 School of History, Philosophy & Religion (EAH, HST, HSTS, PAX, PHL, REL, TCS)

Program Information

Program Level

Undergraduate

Program Type

Certificate

Program Name

Global Learning Certificate

CIP Code

302001 - International/Global Studies.

College

College of Liberal Arts (10)

Academic Unit

School of Language, Culture & Society

Is this program jointly administered?

No

Date the Early Alert was submitted for this proposal

11/22/2019

What degree types are available for this undergraduate program?

Certificate

Is this certificate available as standalone?

Yes

Do you want this standalone certificate to be eligible for financial aid?

Yes

Campus Locations

Corvallis

Is this program currently or planned to be offered in hybrid format?

No

Will this program lead to professional licensure in any U.S. state or territory?

No

Executive Summary

Executive Summary

This proposal outlines a new undergraduate Global Learning Certificate (GLC), which is intended to attract students interested in international and cross-cultural learning and to facilitate connections between perspectives from multiple disciplines including natural and social sciences, engineering, business, forestry, agriculture, and the humanities. We would like the degree to attract a broad cross-section of OSU undergraduates, including those currently underrepresented in study abroad and international internships: domestic (U.S.) minorities, first-generation college students, students from diverse socioeconomic backgrounds, and those of a non-traditional age. The GLC will complement the revised International Degree (ID), giving students interested in global learning opportunities an additional option to internationalize their degree with greater flexibility.

HECC - Higher Education Coordinating Commission

Program Description

HECC Description

The proposed Global Learning Certificate (GLC) is intended to attract students interested in international and cross-cultural learning and to facilitate connections among multiple disciplinary perspectives from the natural and social sciences, engineering, business, forestry, agriculture, and the humanities. By leveraging OSU's signature programs in applied sciences and research, students completing the GLC can expect to gain global awareness and intercultural competence in their fields of study, providing them with enhanced interpersonal communication skills and a valuable, transcript-visible professional credential.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

The disciplinary foundations of the Global Learning Certificate are in the liberal arts, drawing on faculty expertise in intercultural competence, world languages and cultures, international relations, critical thinking, and excellence in spoken and written communication. The curriculum is informed by the Global Learning standards as laid out by the American Association of Colleges and Universities. By providing students with an opportunity to complement their primary degree program through a broad-based liberal arts framework, the GLC will fill a gap not yet addressed by any curricular program available in the institution. Of all the areas of learning addressed in OSU's Baccalaureate Core, only the Difference, Power, and Discrimination (DPD) category and the Contemporary Global Issues category specifically mention awareness of global issues in one of its learning outcomes. Moreover, outside of a few college-specific programs in the College of Business and the College of Agricultural Sciences, students have few opportunities to pursue a transcript-visible credential that captures experiences such as study abroad, language learning, and completion of coursework with a global or international focus.

Creation of the GLC (including institutional support to make it effective) would be a first step in bringing OSU into alignment not only with other institutions that have made global learning an explicit priority but also with nationally established best practices for undergraduate and graduate education. For example, the ID is in alignment with recommendations put forward in 2007 by the National Leadership Council for Liberal Education and America's Promise (LEAP) in the executive summary document, "College Learning for the New Global Century." The Council recommended specific learning outcomes and claims that these "can and should be achieved through many different programs of study and in all collegiate institutions, including...community colleges...and universities." The student routes to earning a GLC will leverage multiple points of access and will be responsive to the various ways in which students craft their education. It will be accessible to transfer students and to OSU students who find opportunities at other institutions, including community colleges.

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

In its first year, the GLC will be delivered face-to-face on the Corvallis campus. Online and hybrid versions of the program will follow in Fall 2021.

Adequacy and quality of faculty delivering the program

The 0.25 FTE Director would administer both the revised International Degree program and the Global Learning Certificate. The director would be selected from among OSU's faculty members who have international and domestic cross-cultural experience, as well as curriculum development and program administration experience. The director will be housed in the World Languages & Cultures program within the School of Language, Culture, and Society.

Adequacy of faculty resources – full-time, part-time, adjunct

WLC and SLCS faculty are eager to support the GLC program. The program also draws considerably on faculty resources in other CLA schools (Public Policy, Arts and Communication) for core classes, and students are encouraged to enroll in elective courses related to their primary field of study. Thus, the GLC distributes the teaching load across campus and draws only on courses that are already offered on a regular basis and as part of existing programs.

Other staff

An academic Advisor will be hired at .50 FTE to support student success in the ID and GLC programs and to assist the ID Director.

Adequacy of facilities, library, and other resources

In addition to benefiting from library staff devoted to global education and outreach and engagement, additional resources for the program will include International Programs and the Office of Global Opportunities (OSU GO), as well as partnerships with college-specific study abroad programs. The OSU campus also boasts several facilities and groups that regularly feature cross-cultural programming, including the International Living Learning Center (ILLC) and the Cultural Centers.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

The Global Learning Certificate represents a unique opportunity for OSU to provide students with 'a high quality, globally relevant, and affordable education' ('Executive Summary,' OSU Strategic Plan 4.0, p.1). Indeed, the GLC embodies OSU's core institutional values as it aligns specifically with the primary commitments, strengths, and goals outlined in the Strategic Plan 4.0.

Among the primary commitments listed in the Strategic Plan 4.0 are the 'foundational pursuits of research preeminence,... transformative education...global impact, access, affordability, [and] diversity;' the commitment to 'foster collaborations across OSU disciplines' and promote interdisciplinary scholarship; and the promise of 'visionary integration of the humanities and STEM' (Strategic Plan 4.0, p.4). As a certificate program, the GLC emphasizes the global relevance and impact of students' primary field(s) of study. At its very core, the GLC provides students the opportunity for transformative, intercultural, experiential learning, and supports them in their globally-focused, intellectually rigorous, interdisciplinary research. Finally, the inclusion of a preliminary budget for student travel combined with generous alumni donations and fundraising will ensure that the international/intercultural Experiences are both affordable and accessible to students, particularly those from demographic groups traditionally underrepresented in study abroad programs.

Among the strengths listed in the Strategic Plan 4.0 are OSU's dedication to prepare students to 'think critically about a changing world and address complex contemporary challenges' and to offer 'globally relevant and affordable academic degrees;' (Strategic Plan 4.0 p.6) along with OSU's leadership in 'addressing global health and nutrition needs, [as well as] health care problems and outcomes locally and globally' and in the 'integration of science, policy, and the humanities in the fields of oceanography, forestry, engineering, agricultural sciences, veterinary medicine, liberal arts, and public health and human sciences' (Strategic Plan 4.0 p.8). Students enrolled in the GLC, particularly those in the natural and social sciences, will further support these strengths by contributing to the global diversification of their primary fields of study. The knowledge, experience, and language components of the degree transcend domestic and international dimensions to integrate international and intercultural learning in all major fields of study.

Most important, the GLC contributes directly to all four goals listed in the Strategic Plan 4.0:

- **Preeminence in Research, Scholarship, and Innovation.** The primary goals of the GLC overlap precisely with the goal of 'establish[ing] OSU as a leader in conducting research, producing knowledge, and generating innovations that contribute to addressing global grand challenges ... so that we are distinctive for our highly collaborative and globally focused research and innovation ... and our relevant and enduring partnerships with government, industry, and other universities at home and abroad' (p.10). Students enrolling in the GLC will automatically conduct research and produce knowledge that is globally focused, and the International/Intercultural Experience component of the degree has the potential to directly strengthen our current (and future) domestic and international partnerships with governmental, industrial, and educational institutions.
- **Transformative Education that is Accessible to All Learners.** As stated above, the inclusion of seed funding for student travel will break down financial barriers faced by traditionally underrepresented groups, thus providing opportunities for all OSU students to develop the cultural capital and broad range of skills afforded by global education, while the degree in all of its components contributes directly to OSU's distinction for preparing graduates 'to work effectively in a diverse society and as global citizens' (p.11).
- **Significant and Visible Impact in Oregon and Beyond.** The desire to be 'distinctive for our inclusive partnerships that connect our scholars and students through global networks and exchanges' is a goal also directly supported by the GLC (p.12). GLC students' intermediate-high proficiency in a second language (other than English) and their substantial international/intercultural experiences will not only provide them with opportunities for global networking; indeed, GLC students' experiences and their resulting global skill set will also have a significant impact on OSU's visibility as a leader in global research and innovation.
- **A Culture of Belonging, Collaboration, and Innovation.** OSU's desire to be distinctive for our 'demonstrated commitment to diversity, equity, inclusion, and justice' is a noble and globally relevant goal for the 21st century (p.13). Building 'an organizational culture founded on the values of inclusion, mutual respect,... collaboration, and humility, so that people from every background are welcomed and thrive, our community is diverse, and our leadership advances both excellence and innovation' is best done from the ground up. The International Degree promotes all of aspects of this fourth and final goal of the Strategic Plan 4.0 especially through its own stated goal to 'enable the student to discover their own identity as it relates to others in a context framed by intercultural awareness, social justice, and issues of diversity, equity and inclusion.'

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

Demographic shifts in student populations across Oregon Higher Education institutions and Oregon more broadly comprise not only linguistic shifts but also socioeconomic shifts that are more inclusive of students who were previously unable to pursue higher education. The aim of the GLC is to make available to these "new" students—as part of the whole OSU student population—the opportunity to engage in the high impact practices to the same degree and with similar access to that which has benefited traditional student groups up to this point. The GLC curriculum provides economic parity for access to high-impact practices by enabling students to fulfill core requirements to learn about different cultures and worldviews through short stays abroad and through in-state internships, among other less cost-intensive opportunities such as studying two years of a world language.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

The GLC provides increased opportunities for educational attainment in global and international studies by providing students with the option of gaining intercultural competencies in direct relation to their primary field of study and through a number of channels. Students who are unable to afford to study abroad for an extended period have the option of participating in one of OSU's many short-term programs. They can also participate in a domestic intercultural experience to demonstrate intercultural competence or complete two years of a world language.

Respond effectively to social, economic, and environmental challenges and opportunities:

The liberal-arts framework of the GLC provides students with skills in critical thinking, writing, speaking, and intercultural communication, preparing them to engage in an increasingly diverse and globalized world. By pairing the GLC with students' primary degree programs, students will understand the global implications and impacts of their fields of study. Finally, students completing the GLC will have a transcript-visible credential that attests to the valuable skills they have attained, making them attractive candidates for a range of employment opportunities. (See evidence of market demand below.)

Address civic and cultural demands of citizenship

The core coursework of the GLC focuses on student acquisition of language, global awareness, intercultural communication, and familiarity with international affairs. With this broad base of critical and analytical skills, GLC students will be well prepared to understand the role that social and cultural differences play in global political and economic systems. In this way, they will be equipped to participate in their communities and society at large in an informed, ethical, and responsible way.

Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

N/A

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

N/A

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

N/A

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

N/A

Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:

Fall Term Headcount:

20

FTE Enrollment:

.60

Expected Degrees/Certificates

10

Year Two:

Fall Term Headcount:

40

FTE Enrollment:

.60

Expected Degrees/Certificates:

10

Year Three:

Fall Term Headcount:

60

FTE Enrollment:

.60

Expected Degrees/Certificates

10

Year Four:**Fall Term Headcount:**

80

FTE Enrollment:

.60

Expected Degrees/Certificates

10

Year Five:**Fall Term Headcount:**

100

FTE Enrollment:

.60

Expected Degrees/Certificates

20

Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.)

The GLC will initially serve resident and non-resident students. Given the increased flexibility in options, we also anticipate that the program will appeal to international students. Online delivery, scheduled for AY 2021-2022, will further increase the appeal of the program to Ecampus students including nontraditional and part-time and post-bacc students.

Evidence of market demand

Student demand for study abroad opportunities has seen consistent growth for over twenty years and is expected to continue growing at a steady rate. For example, the number of U.S. students studying abroad for credit during the 2014-2015 academic year grew by 2.9 percent from 304,467 students to 313,415 students. This represents just over 1.5 percent of all U.S. students enrolled at institutions of higher education in the United States and about 10 percent of U.S. graduates. An overwhelming majority of U.S. study abroad takes place in Europe with almost 40 percent of students studying in just four countries, the United Kingdom, Italy, Spain, and France. Although the diversity of study abroad participation has increased in recent years, minority students are still greatly underrepresented in study abroad. A recent survey found that almost 40% of companies surveyed missed international business opportunities because of a lack of internationally competent personnel (NAFSA 2016).

In addition to student demand for international study abroad experience and skill development, employer demand for graduates who have had cross-cultural and international experience has been on the rise as well. University graduates are competing for positions with both other American and international university graduates at an increasing rate, a trend that is setting a high bar for the American graduates in the workplace. To be competitive, companies and agencies need workers who possess broad awareness about issues and needs as these arise across the globe as well as the ability to work effectively with an increasingly diverse workforce. This condition is all the more relevant for those graduates hoping to enter the ranks of multinational companies and agencies. A study of international business leaders completed in 2009 found that 60% of their respondents reported that recruiting, hiring, and promotion strategies gave advantages to recruits and employees who had gained international experience through study abroad (IIE Briefing Paper, 2009).

Along with overall demand for study abroad opportunities, U.S. universities have also seen increased demand for short-term study abroad. As of 2012/13, 60% of all students participating in a study abroad program completed one semester or less (IIE Open Doors, 2014). Studies have shown that short-term study abroad education, of the kind recognized by the GLC, is taken advantage of by students of limited financial means as well as students who have jobs and families. In addition to traditional study abroad students, these are precisely the heretofore underrepresented students that the GLC is designed to support.

At OSU, for the last 10 years for which statistics are available (2008-09, 2013-14, and 2016-2017), between 400 and 500 students have participated annually in education abroad opportunities, including study abroad, internships, service-learning, and research. Education abroad participation has been flat while enrollment at OSU as a whole has grown. Participation currently involves only a small fraction of the student body. In 2016-17, OSU GO is on track to send approximately 420 students abroad. Enrollment in the BA in International Studies degree, which has a high bar of international educational experiences, has grown from 65 in AY 2008-2009 to 85 in AY 2015-2016. Prospective student interest is high, however, attrition in the program is around 65% due to some requirements of the program. The GLC has the potential to greatly expand the incentive and opportunities for students to participate in education abroad activities.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

N/A

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

A report provided by the office of Academic Programs and Assessment on the employment prospects of GLC graduates revealed that graduates of the program can be expected to find employment in a number of careers and occupations. In 2019, a total of 16,158 jobs were posted in the United States for positions for which GLC graduates would be qualified. Growth in employment sectors related to global/international studies is expected to continue in the next ten years. Positions posted ranged from sales and client support, writing and language, legal support, hospitality and travel, journalism and broadcasting, and research. The average expected salary in Oregon for graduate of the GLC is \$54,322. Demand for employees with global/international studies credentials is highest in urban areas.

Outcomes and Quality Assessment

Expected learning outcomes of the program

Students earning the GLC will demonstrate the following global cultural competencies:

- Intercultural awareness and communication: GLC graduates will communicate skillfully and interact competently across cultures, engaging with and successfully participating in diverse cultural and linguistic contexts.
- Integrated critical thinking in a global context: GLC graduates will acquire and apply knowledge of global cultures, economies, political systems, and international relations as they relate to their primary field of study, analyzing and synthesizing information from multiple sources across disciplines.
- Critical self-awareness: GLC graduates will demonstrate active awareness of their own identity as it relates to others – including people outside the political borders of the United States, as well as ethnic minorities and peoples of Indigenous, African, Asian, Pacific Islander, and Latino ancestry living within the United States – in a context framed by issues of diversity, equity, inclusion and social justice.

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Assessment of learning outcomes will be based on direct assessment of student learning in coursework. As explained above, students will produce either a thesis or a capstone project. Regular review of student work will provide the material to be used to determine the ways and degree to which the program is meeting its intended objectives for student learning. See attached Program Learning Outcomes, which includes assessments and program benchmarks.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

The Director would be expected to keep abreast of developments in international and cross-cultural education at other universities. Participation in AAC&U and workshops and conferences would benefit the program and provide a way for Oregon State to measure its progress relative to other universities. It would also provide a setting for OSU to share its experience with other higher education institutions.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

The Global Learning certificate will leverage existing OSU partnerships for study abroad and international internships. Articulation of elective courses meeting GLC requirements will be determined by the Director. For transfer students, activities completed prior to admission at OSU will be considered on a case-by-case basis by the Director and Advisor. It is expected that the International/Intercultural Experience portion of the GLC will be met while the student is enrolled at OSU.

All of Oregon's public research universities offer some form of global or international studies degree program, minor, or certificate. Portland State University, Southern Oregon University, the University of Oregon, and Western Oregon University offer certificate programs in Global Studies (PSU) and minors in International Studies (SOU, UO, WOU), but these programs do not require students to engage in an intercultural or international experience. Eastern Oregon University and Oregon Health and Sciences University offer programs that focus on application of student learning to global issues, but the scope of these programs is limited to specific fields. EOU offers a minor in Global Food and Agribusiness to business students while OHSU runs a program in Global Medicine. The GLC at Oregon State will leverage the applied focus of our signature degree programs to provide students with opportunities to engage in global inquiry and problem solving through coursework and intercultural experience, thereby preparing them to work internationally in their primary fields of study.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

The potential to work together with Portland State University, University of Oregon, and Willamette University in their existing international and study abroad programs exists. Collaboration built on current ties for International Programs, for example with the Oregon African Studies Consortium, can strengthen the development of the International Degree and programs in other Oregon universities.

If applicable, proposal should state why this program may not be collaborating with existing similar programs

N/A

Potential impacts on other programs

None foreseen.

Program Learning Outcomes (click the green plus button to add learning outcome)

Learning Outcome

Intercultural awareness and communication - Graduates will communicate skillfully and interact competently across cultures, engaging with and successfully participating in diverse cultural and linguistic contexts.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2022

List courses where this outcome will be taught

WLC 301, COMM 326, language proficiency; international/intercultural experience

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Cultural artifact presentation (D); language course completion at 200 level (I) or equivalent proficiency test (D); completion of approved international or intercultural experience (I)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Course completion with grade of C- or better; completion of approved international and/or intercultural experience

Learning Outcome

Integrated critical thinking in a global context - Graduates will acquire and apply knowledge of global cultures, economies, political systems, and international relations as they relate to their primary field of study, analyzing and synthesizing information from multiple sources across disciplines.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2023

List courses where this outcome will be taught

PS 205

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Final exam (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Completion of PS 205 with grade of C- or better

Learning Outcome

Critical self-awareness - Graduates will demonstrate active awareness of their own identity as it relates to others – including people outside the political borders of the United States, as well as ethnic minorities and peoples of Indigenous, African, Asian, Pacific Islander, and Latino ancestry living within the United States – in a context framed by issues of diversity, equity, inclusion and social justice.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2024

List courses where this outcome will be taught

WLC 301, COMM 326; International/intercultural experience or language coursework

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Linguistic autoethnography (D); Intercultural interview paper (D); summative presentation (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Completion of courses with grade of C- or better; completion of summative presentation at the annual Global Learning Symposium upon completion of GLC requirements

Information for the Catalog

How many total credits are required for completion of this program?

27

Catalog Description (this will display on the Overview tab in the Catalog)

Students gain global awareness and intercultural competence in their primary fields of study through coursework, study abroad, and/or language learning. The GLC provides cross-cultural skills and a valuable, transcript-visible professional credential for an increasingly globalized and interconnected world.

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

Code	Title	Credits
Required Courses		
WLC 301	*INTRODUCTION TO WORLD LANGUAGE AND CULTURE STUDIES	4
or ANTH 350	LANGUAGE, CULTURE AND SOCIETY	
PS 205	*INTRODUCTION TO INTERNATIONAL RELATIONS	4
COMM 326	INTERCULTURAL COMMUNICATION	3
Electives		
Select 16 credits from the following courses: ¹		16
<i>Applied Economics</i>		
AEC 351	*NATURAL RESOURCE ECONOMICS AND POLICY	
AEC 352	*ENVIRONMENTAL ECONOMICS AND POLICY	
<i>Agriculture</i>		
AG 351	*COMMUNICATING GLOBAL AGRICULTURE & NATURAL RESOURCES ISSUES	
AMS 350	*AMERICAN CULTURE AND THE VIETNAM EXPERIENCE	
ANTH 352	ANTHROPOLOGY, HEALTH, AND ENVIRONMENT	
ANTH 374	ANTHROPOLOGY AND GLOBAL HEALTH	
ANTH 380	*GLOBAL CONFLICTS: ANTHROPOLOGICAL PERSPECTIVES	
ANTH 383	INTRODUCTION TO MEDICAL ANTHROPOLOGY	
ANTH 466	*RURAL ANTHROPOLOGY	
ANTH 473	*GENDER, ETHNICITY, AND CULTURE	
ANTH 478	*ANTHROPOLOGY OF TOURISM	
ANTH 482	*ANTHROPOLOGY OF INTERNATIONAL DEVELOPMENT	
ANTH 484	*WEALTH AND POVERTY	
BA 432	*ENVIRONMENTAL LAW, SUSTAINABILITY AND BUSINESS	
BA 465	SYSTEMS THINKING AND PRACTICE	
BI 301	*HUMAN IMPACTS ON ECOSYSTEMS	
BI 306	*ENVIRONMENTAL ECOLOGY	
COMM 446	COMMUNICATION IN INTERNATIONAL CONFLICT AND DISPUTES	
CROP 330	*WORLD FOOD CROPS	
DSGN 475	*GLOBAL SOURCING OF TEXTILES, APPAREL, AND FOOTWEAR	
ECON 352	*ENVIRONMENTAL ECONOMICS AND POLICY	
ENG 322	*STUDIES IN GLOBALISM, TEXT, AND EVENT	
ENG 416	POWER AND REPRESENTATION	
ENG 497	*INTERNATIONAL WOMEN'S VOICES	
ENT 331	*POLLINATORS IN PERIL	
FCSJ 454	*INTERNATIONAL PERSPECTIVES ON FOOD SYSTEMS	
FE 456	*INTERNATIONAL FORESTRY	
FES 365	*ISSUES IN NATURAL RESOURCES CONSERVATION	
FES 477	*AGROFORESTRY	
FOR 456	*INTERNATIONAL FORESTRY	
FW 324	*FOOD FROM THE SEA	
FW 325	*GLOBAL CRISES IN RESOURCE ECOLOGY	
FW 345	*GLOBAL CHANGE BIOLOGY	
GEO 308	*GLOBAL CHANGE AND EARTH SCIENCES	
GEOG 300	*SUSTAINABILITY FOR THE COMMON GOOD	
GEOG 330	**GEOGRAPHY OF INTERNATIONAL DEVELOPMENT AND GLOBALIZATION	
GEOG 331	*POPULATION, CONSUMPTION, AND ENVIRONMENT	
GEOG 350	*GEOGRAPHY OF NATURAL HAZARDS	
H 312	*HIV/AIDS AND STIS IN MODERN SOCIETY	
HDFS 447	*FAMILIES AND POVERTY	
HORT 331	*POLLINATORS IN PERIL	
HST 317	*WHY WAR: A HISTORICAL PERSPECTIVE	
HST 319	*THE HISTORY OF HUMAN RIGHTS IN THE MODERN WORLD	
HST 378	*RELIGION AND GENDER: A GLOBAL PERSPECTIVE	
HST 385	*THE ARAB-ISRAELI CONFLICT	
HST 386	*MODERN IRAN: REVOLUTION AND ITS AFTERMATH	

HST 390	*MIDEAST WOMEN: IN THEIR OWN WORDS
HST 425	*THE HOLOCAUST IN ITS HISTORY
HST 465	*AMERICAN DIPLOMATIC HISTORY
HST 485	*POLITICS AND RELIGION IN THE MODERN MIDDLE EAST
HST 488	THE UNITED STATES AND VIETNAM 1945-1995
NR 477	*AGROFORESTRY
PHL 310	*CRITICS OF RELIGION
PHL 344	*PACIFISM, JUST WAR, AND TERRORISM
PHL 432	*YOGA AND TANTRIC TRADITIONS
PHL 433	*THEORY AND PRACTICE OF MODERN YOGA
PHL 434	*SPIRITUALITY AND ECOLOGY: GREEN YOGA
PHL 440	*ENVIRONMENTAL ETHICS
PHL 443	*WORLD VIEWS AND ENVIRONMENTAL VALUES
PS 341	*EUROPEAN AND EU POLITICS
PS 345	*POLITICS OF DEVELOPING NATIONS
PS 354	*INTERNATIONAL ORGANIZATIONS AND GLOBAL POLITICS
PS 455	THE POLITICS OF CLIMATE CHANGE
PS 458	INTERNATIONAL POLITICAL ECONOMY
QS 476	*TRANSNATIONAL SEXUALITIES
REL 310	*CRITICS OF RELIGION
REL 344	*PACIFISM, JUST WAR, AND TERRORISM
REL 378	*RELIGION AND GENDER: A GLOBAL PERSPECTIVE
REL 425	*THE HOLOCAUST IN ITS HISTORY
REL 432	*YOGA AND TANTRIC TRADITIONS
REL 433	*THEORY AND PRACTICE OF MODERN YOGA
REL 434	*SPIRITUALITY AND ECOLOGY: GREEN YOGA
REL 443	*WORLD VIEWS AND ENVIRONMENTAL VALUES
REL 485	*POLITICS AND RELIGION IN THE MODERN MIDDLE EAST
SOC 454	LEISURE AND CULTURE
SOC 480	ENVIRONMENTAL SOCIOLOGY
SUS 350	*SUSTAINABLE COMMUNITIES
TRAL 479	*NATURE AND THE HUMAN EXPERIENCE
WGSS 313	*GLOB EXPR: CONTEMP GLOB ISSU
WGSS 350	*POLITICS OF MOTHERHOOD IN A GLOBAL CONTEXT
WGSS 360	MEN AND MASCULINITIES IN A GLOBAL CONTEXT
WGSS 378	*RELIGION AND GENDER: A GLOBAL PERSPECTIVE
WGSS 380	*MUSLIM WOMEN
WGSS 476	*TRANSNATIONAL SEXUALITIES
WGSS 480	*GENDER AND TRANSNATIONAL ACTIVISMS
WGSS 495	*GLOBAL FEMINIST THEOLOGIES
WSE 470	*FORESTS, WOOD, AND CIVILIZATION
Z 349	*BIODIVERSITY: CAUSES, CONSEQUENCES, AND CONSERVATION
<i>Cultural Diversity (recommended)</i>	
AG 311	*NATIVE AMERICAN AGRICULTURE
ANTH 209	*CULTURAL DIVERSITY STUDY ABROAD
ANTH 210	*COMPARATIVE CULTURES
ANTH 311	*NORTH AMERICAN NATIVE PEOPLES
ANTH 313	*PEOPLES OF THE WORLD-LATIN AMERICA
ANTH 314	*PEOPLES OF THE WORLD-MIDDLE EAST
ANTH 315	*PEOPLES OF THE WORLD-AFRICA
ANTH 316	*PEOPLES OF THE WORLD-SOUTH AND SOUTHEAST ASIA
ANTH 317	*PEOPLES OF THE WORLD-PACIFIC
ANTH 318	*PEOPLES OF THE WORLD-CHINA
ANTH 319	*PEOPLES OF THE WORLD-JAPAN AND KOREA
ANTH 447	*ARCTIC PERSPECTIVES ON GLOBAL PROBLEMS
ART 208	*INTRODUCTION TO ASIAN ART
ART 310	*EARLY CHINESE ART AND ARCHAEOLOGY
ART 311	*LATE CHINESE ART AND CULTURE
ART 312	*CONTEMPORARY CHINESE ART
ART 313	*ART OF JAPAN
ENG 210	*LITERATURES OF THE WORLD: ASIA
ENG 211	*LITERATURES OF THE WORLD: AFRICA
ENG 212	*LITERATURES OF THE WORLD: MESO/SOUTH AMERICA, CARIBBEAN
ENG 213	*LITERATURES OF THE WORLD: MIDDLE EAST
ENG 360	*NATIVE AMERICAN LITERATURE
ES 101	*INTRODUCTION TO ETHNIC STUDIES
ES 211	*INTRODUCTION TO LATINO/A STUDIES
ES 231	*INTRODUCTION TO ASIAN AMERICAN STUDIES

ES 241	*INTRODUCTION TO NATIVE AMERICAN STUDIES
ES 243	*NATIVE AMERICAN ASSIMILATION AND ACTIVISM
GEOG 105	*PEOPLE, PLACES, AND PERSPECTIVES IN THE GLOBAL SOUTH
GEOG 311	*GEOGRAPHY OF AFRICA
GEOG 313	*GEOGRAPHY OF ASIA
GEOG 314	*GEOGRAPHY OF LATIN AMERICA
HST 104	*WORLD HISTORY I: ANCIENT CIVILIZATIONS
HST 105	*WORLD HISTORY II: MIDDLE AND EARLY MODERN AGES
HST 106	*WORLD HISTORY III: THE MODERN AND CONTEMPORARY WORLD
HST 215	*INTRODUCTION TO JEWISH TRADITIONS
HST 320	*ANCIENT NEAR EAST
HST 324	*ANCIENT JEWISH HISTORY
HST 348	*INDIGENOUS HISTORY OF LATIN AMERICA
HST 350	*EARLY LATIN AMERICA
HST 351	*MODERN LATIN AMERICA
HST 352	*AFRICANS IN LATIN AMERICAN HISTORY
HST 353	*SLAVERY IN THE AMERICAS
HST 381	*HISTORY OF AFRICA
HST 382	*HISTORY OF AFRICA
HST 387	*ISLAMIC CIVILIZATION
HST 388	*ISLAMIC CIVILIZATION
HST 391	*TRADITIONAL CHINA AND JAPAN
HST 392	*MODERN CHINA AND JAPAN
HST 396	Course HST 396 Not Found
HST 397	*GENDER, FAMILY AND POLITICS IN MODERN CHINA
HST 485	*POLITICS AND RELIGION IN THE MODERN MIDDLE EAST
LING 209	*CULTURAL DIVERSITY STUDY ABROAD
MUS 108	*MUSIC CULTURES OF THE WORLD
NUTR 216	*FOOD IN NON-WESTERN CULTURE
PHL 160/REL 160	*QUESTS FOR MEANING: WORLD RELIGIONS
PHL 213/REL 213	*INTRODUCTION TO HINDU TRADITIONS
PHL 214/REL 214	*INTRODUCTION TO ISLAMIC TRADITIONS
PHL 315/REL 315	*GANDHI AND NONVIOLENCE
PHL 371/REL 371	*PHILOSOPHIES OF CHINA
PS 343	*RUSSIAN POLITICS
PS 344	*LATIN AMERICAN POLITICS
PS 346	*MIDDLE EAST POLITICS
PS 348	*CHINESE POLITICS
PS 350	*JAPANESE POLITICS
QS 462	*QUEER THEORIES
REL 324	*ANCIENT JEWISH HISTORY
REL 350	*EARLY LATIN AMERICA
REL 352	*AFRICANS IN LATIN AMERICAN HISTORY
REL 353	*SLAVERY IN THE AMERICAS
REL 387	*ISLAMIC CIVILIZATION
REL 388	*ISLAMIC CIVILIZATION
REL 485	*POLITICS AND RELIGION IN THE MODERN MIDDLE EAST
WGSS 235	*WOMEN IN WORLD CINEMA
WGSS 280	*WOMEN WORLDWIDE
WGSS 480	*GENDER AND TRANSNATIONAL ACTIVISMS
WLC 232	Course WLC 232 Not Found
WLC 233	RUSSIAN CULTURE I
WLC 234	RUSSIAN CULTURE II
WLC 235	RUSSIAN CULTURE III
WLC 320	*FRANCOPHONE CULTURES IN FILM
WLC 331	*CHINESE CULTURE I
WLC 332	*CHINESE CULTURE II
WLC 333	*CHINESE CULTURE III
WLC 335	*JAPANESE CULTURE I
WLC 336	*JAPANESE CULTURE II
WLC 337	*JAPANESE CULTURE III

Intercultural Experience

Select one of the following intercultural experiences. Credits do not count towards the 27 total credits required for the certificate:

0

Demonstrate proficiency in a second language at the 200 level or above ²

Participate in an approved international or intercultural experience ³

Total Credits

27

*

Baccalaureate Core Course (BCC)

1

Courses not included on the elective list may be approved by the Global Learning Certificate (GLC) Director or the World Languages and Culture (WLC) Advisor

2

There are multiple ways for students to demonstrate proficiency in another language at the 200 level: placement test, transfer credit from another institution, or completion of the second year of a language at OSU or another accredited institution. Credits for language courses do not count towards the total 27 credits required for the GLC

3

Examples of international or intercultural experiences can be found on the OSU GO website (<https://undergraduate.oregonstate.edu/osugo/>). The WLC Advisor or GLC Director can approve international or intercultural experiences not offered through OSU GO

Letters of Support

External Letters of Support

GLC Letter of Support 1.pdf

GLC Letter of Support 2.pdf

Accessibility Form

Accessibility Guidelines

I have reviewed the listed documents

Faculty Guidelines

I have reviewed the listed documents

Information Technology Guidelines

I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Library Evaluation

Will this program require the creation of new courses?

No

Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council

Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/ Interest	Role Within Program
Bradley Boovy	School of Language, Culture, and Society	Ph.D.	Associate Professor	German Studies	Director

Budget Information

Budget Worksheet and Narrative

ID_GLC_Budget.pdf

ID_GLC_BudgetNarrative.pdf

GLC_ProgramLearningOutcomes.pdf

Reviewer Comments

Janice Nave-Abele (Academic Programs Assessment, Curriculum Coordinator) (janice.nave-abele) (Fri, 28 Feb 2020 18:45:06 GMT):
Rollback: In the Requirements block, please specify if electives are free electives or are restricted to certain types of courses. I am finding that the total for the electives should be 4-7 credits rather than 16. The required courses equal 20-23 depending upon whether students select the pathway of one year of language (12 credits) or an approved 9 credits international experience. You should also

add some language surrounding what constitutes an approved international experience. Who approves? Do you want to give an example of an approved international experience? Please feel free to call me at 7-1611 if needed. Thanks!

Bradley Boovy (School of Language, Culture Society, Acting DPD Director) (bradley.boovy) (Thu, 14 May 2020 19:42:29 GMT): WLC faculty have consulted with the SLCS Director and have come up with a plan to support the launch of the program in the event that the budget narrative and projections included in this proposal no longer reflect changes to the University budget due to COVID-19.

Janice Nave-Abele (Academic Programs Assessment, Curriculum Coordinator) (janice.nave-abele) (Fri, 15 May 2020 18:11:01 GMT): Rollback: Rolled back per Originator request.

Bradley Boovy (School of Language, Culture Society, Acting DPD Director) (bradley.boovy) (Tue, 07 Jul 2020 18:49:11 GMT): GLC program learning outcomes have been revised according to extensive feedback from APA and are attached with budget forms.

Janice Nave-Abele (Academic Programs Assessment, Curriculum Coordinator) (janice.nave-abele) (Mon, 13 Jul 2020 17:29:16 GMT): Rollback: Please review and give some additional clarity around the elective requirement. Is there a list of courses or would a WLC or GLC advisor approve the elective courses?

Belinda Sykes (Office of the Registrar, Catalog Curriculum Coordinator) (belinda.sykes) (Fri, 17 Jul 2020 08:00:22 GMT): Courses not added to the elective list because they have been dropped from the Catalog effective Summer 2020: ANTH/REL 312, SPAN 237, WGSS 463. Liaisons from all units who offer courses in the elective list have been added. No new courses are required so the Library Evaluation step has been bypassed.

David Bernell (School of Public Policy, Associate Professor) (david.bernell) (Fri, 17 Jul 2020 17:31:17 GMT): Political Science supports this proposal.

Todd Pugatch (School of Public Policy, Associate Professor) (todd.pugatch) (Fri, 17 Jul 2020 18:09:17 GMT): No objections from Economics. Some additional courses you might consider adding to electives: ECON 340 (International Economics), ECON 440 (Economics of Globalization), ECON 441 (International Finance Theory and Policy), and ECON 455 (Economic Development), all of which have an explicitly international focus.

Nicole von Germeten (School of History, Philosophy Religion, Director) (nicole.vongermeten) (Fri, 17 Jul 2020 18:23:13 GMT): SHPR supports this certificate.

Tjodie Richardson (Applied Economics, Head Advisor) (tjrichardson) (Fri, 17 Jul 2020 19:41:36 GMT): No objections.

Randall Rosenberger (College of Forestry, Associate Dean of Undergraduate Studies) (r.rosenberger) (Mon, 20 Jul 2020 16:01:11 GMT): Forestry supports this proposal

Neil Browne (American Studies, Associate Professor) (neil.browne) (Mon, 20 Jul 2020 16:50:56 GMT): Neil Browne, American Studies supports this proposal.

Nicole Kent (College of Forestry, Manager of Undergraduate Curricula Advising) (nicole.kent) (Mon, 20 Jul 2020 21:47:24 GMT): College of Forestry supports the proposal. I suggest removing TRAL 479 as it's only taught in Bend. Hoping that double-counting will be allowed between the certificate and a student's major - that will increase accessibility and affordability for students.

Ellen Smit (College of Public Health Human Sciences, Associate Dean for Academic Faculty Affairs) (ellen.smit) (Tue, 21 Jul 2020 20:43:29 GMT): Supportive of the certificate. Please check the online minor in Global Health in CPHHS which offers several relevant elective courses: <https://catalog.oregonstate.edu/college-departments/public-health-human-sciences/school-biological-population-health-sciences/global-health-minor/>

Jennifer Alix-Garcia (Applied Economics, Department Head) (jennifer.alix-garcia) (Fri, 24 Jul 2020 16:07:09 GMT): This looks interesting. I would suggest including AEC 243: Global Poverty and Sustainable Development, which is the most global course we offer in our department.

Peter Betjemann (School of Writing, Literature Film, Director) (peter.betjemann) (Wed, 29 Jul 2020 00:08:06 GMT): Supported by SWLF. However, on the course list ENG 416 and ENG 497 are indicated as being offered online, which is not correct. Thanks!

Andrew Valls (School of Public Policy, Interim Director) (andrew.valls) (Wed, 29 Jul 2020 18:42:00 GMT): No objection from the School of Public Policy (per Katie Bolzendahl, our new Director).

Heath Henry (Academic Programs Assessment, Assessment Coordinator) (heath.henry) (Tue, 04 Aug 2020 15:07:26 GMT): Rollback: The learning outcomes and assessment plan look great. In the Program Learning Outcomes section of CIM, please include the entire text for each learning outcome. For instance, the first outcome should read: Intercultural awareness and communication: GLC graduates will communicate skillfully and interact competently across cultures, engaging with and successfully participating in diverse cultural and linguistic contexts.

Susan Bernardin (School of Language, Culture Society, Director) (susan.bernardin) (Tue, 08 Sep 2020 15:55:45 GMT): Thanks for the helpful feedback from liaisons on this proposal!

Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson) (Tue, 20 Oct 2020 21:34:12 GMT): The CLA Curriculum Committee strongly recommends that more funding for FTE is considered as the program is likely to be in high student demand.

Belinda Sykes (Office of the Registrar, Catalog Curriculum Coordinator) (belinda.sykes) (Fri, 23 Oct 2020 01:29:10 GMT): Bradley confirmed that this certificate will be available as standalone.

Janice Nave-Abele (Academic Programs Assessment, Curriculum Coordinator) (janice.nave-abele) (Sat, 09 Jan 2021 01:10:41 GMT): Asked the Originator to respond to Liaison comments.

Bradley Boovy (School of Language, Culture Society, Acting DPD Director) (bradley.boovy) (Fri, 22 Jan 2021 19:35:35 GMT): Thank you to all liaisons for these helpful suggestions. I've asked the Curriculum Coordinator to add the following courses to the list of electives: AEC 243, ECON 340, ECON 440, ECON 441, ECON 455, HHS 440, H 333, H 388, H 414, H 415, H 416. Additionally, we have removed TRAL 479 and changed ENG 416 and ENG 497 to on-campus only. To Nicole Kent's comment, yes, students will be able

to double-count between their major and the certificate. To Ashleigh Anderson's comment, given the current circumstances with the pandemic, the International Degree and Global Learning Certificate are not being supported by any dedicated FTE. I completely agree that dedicated FTE as outlined in the proposals is necessary for these programs to be successful. WLC faculty are hopeful that funding to support a Director and Advisor will again become available as students return to campus and enrollments stabilize. We also plan to work with the Foundation to begin a fundraising campaign to support students completing the International Degree or Global Learning Certificate.

Key: 680