January 20, 2016

Memo To: TCU Undergraduate Council
From: Jane Kucko
Re: Purple Passport: Your Global Citizenship Credential

Attached please find the proposal for a new program—Global Citizenship Credential. The proposal is a culmination of research, conversation, a workshop with a global citizenship expert (Madeleine Green), and finally approved for your consideration by the Center for International Studies Advisory Board.

The framework that immediately follows Catherine Wehburg’s letter of support provides a summary of the components of the credential. Appendix E is a summary of the core values of the credential, our target audience, learning outcomes and the definitions of the Global Realities. We also included a timeline, description of the six advisors, and draft of a tracking form for students.

Appendix F is a draft presentation of an interactive website that will be designed to make the credential trackable by students via their smartphone. The TCU Office of the Registrar has reviewed with me how their office will also track the information on the student’s transcript.

Key Components:

1. TCU has a rich collection of courses, study abroad opportunities, global engagement programs, and Discovering Global Citizenship initiatives. The Credential provides a framework utilizing existing resources in a more intentional way for student to earn level 1 and/or Level 2 Distinction.
2. The design of the credential is intended for approximately 3% of the undergraduate population.
3. Once mature, TCU can explore expanding the credential to graduate students, faculty and staff (professional development) which reinforces TCU’s plan to be an authentic comprehensive international university.
4. Existing funding already exists to support the credential. We do request six advisors at a stipend of $2,000 annually to support the tracking system. The Center for International Studies currently has the funding for FY 2017 but will need to obtain a budget line in the future. There are no other financial resources required.
5. The Center for International Studies recently received significant increase in scholarship funds which will be dedicated for significant funding for students pursuing the Credential.
6. We request that the Undergraduate Council approve the framework of the credential recognizing that the selected advisors and Center for International Advisory Board will vet and approve all tracks, courses, and international engagement opportunities and finalize rubrics for assessment.

Your consideration is appreciated,

Jane Kucko, Director
Center for International Studies
Associate Dean University Programs
GLOBAL CITIZENSHIP CREDENTIAL

STUDENTS WILL:

LO 1:  Global Knowledge (Cognitive)
Demonstrate knowledge of global, international, and intercultural issues, trends, legacies, systems and the inter-connectedness of different populations, communities, and nations.

LO 2:  Global Mindedness (Attitude)
Engage in cultural discovery with curiosity, open-mindedness, and empathy.

LO:  3 Global Engagement (Action)
Demonstrate responsible and pro-active engagement with Global Realities in various contexts.

<table>
<thead>
<tr>
<th>Global Realities</th>
<th>Human Rights &amp; Social Justice</th>
<th>Cultural Heritage &amp; Modern Identity</th>
<th>Global Communication &amp; Education</th>
<th>Ethical &amp; Innovative Leadership</th>
<th>Healthy People &amp; Societies</th>
<th>Sustainable Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1 Global Knowledge</td>
<td>Students select four (4), three hour courses from a menu of 10.</td>
<td>Students select four (4), three hour courses from a menu of 10.</td>
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<tr>
<td>LO 2 Global Mindedness</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
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<tr>
<td>LO 3 Global Engagement</td>
<td>Semester Abroad + UNPR 30201 OR Faculty-Led Program approved for GR. OR Credit Bearing Local/Global Approved Course. OR F1 or J1 Visa</td>
<td>Semester Abroad + UNPR 30201 OR Faculty-Led Program approved for GR. OR Credit Bearing Local/Global Approved Course. OR F1 or J1 Visa</td>
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<td>Semester Abroad + UNPR 30201 OR Faculty-Led Program approved for GR. OR Credit Bearing Local/Global Approved Course. OR F1 or J1 Visa</td>
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<tr>
<td>Discovering Global Citizenship (DGC)</td>
<td>10 DGC activities approved for this GR.</td>
<td>10 DGC activities approved for this GR.</td>
<td>10 DGC activities approved for this GR.</td>
<td>10 DGC activities approved for this GR.</td>
<td>10 DGC activities approved for this GR.</td>
<td>10 DGC activities approved for this GR.</td>
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<tr>
<td>Customized Global Programming</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
</tr>
</tbody>
</table>

LEVEL 2: Students will complete all of Level 1 plus:

TCU Global Academy OR Second Study Abroad Experience + UNPR 30302
UNDEGRADAUTE COUNCIL

Request for New Program

Originating unit requesting program: ____________________________ Center for International Studies

New Program title: ______________________ Purple Passport: Your Global Citizenship Credential (GCC)

I. By university policy all programs must have a Program Assessment Plan approved by the Director of Assessment. Please include a copy of the assessment plan for this program or a letter from the Director of Assessment verifying that the assessment plan has been approved. NOTE: No assessment plan is required for new minors.

Guidelines for preparation of a Program Assessment Plan are available from the Office of Assessment or at www.assessment.tcu.edu.

II. If this program is to be delivered online, include a letter from the Koehler Center stating that program administrators and identified faculty are working with the Koehler Center to fulfill TCU Distance Learning requirement.

III. Need and comparisons:
Demonstrate the need for the program (surveys, professional data, area programs or lack thereof, student inquiries, programs at other universities).

The TCU Global Citizenship Credential is designed around the fact that there is a difference between “knowing” and “practice” and as stated in our mission, TCU students should graduate with a call for action—that is the civic responsibility to act as a responsible citizen in the global community. Global citizenship credentials and/or certificates appear throughout higher education in various frameworks and the term “global citizen” is increasing being utilized in the Academy. Therefore, TCU has designed a credential that defines what it means to be a “global citizen” in the context of our mission statement and global initiatives.

The Credential, designed for the ambitious undergraduate student, was carefully developed following several steps and vetting processes. First, beginning with fall 2014, a campus-wide panel discussion was held on the meaning of global citizenship. Panelists consisted of community leaders with global perspectives, NGO partners from Panama, international and study abroad students (see Appendix A) who provided their views on what it means to be a global citizen. The 2014/2015 academic year included various small discussion groups (faculty, staff, visiting scholars and leaders) on global citizenship and an analysis of what other universities are doing across the United States (See Appendix B).

Additionally, two internationally known frameworks, UNESCO and Oxfam, were studied in depth as well as a review of literature by leading authors in the field (See Appendix C). The Center for International Studies Advisory Board also reviewed the data and participated in the formation of the credential.

During fall 2015, global citizenship author and expert, Madeleine Green facilitated an on-campus discussion with various stakeholders (faculty, students, academic deans, and the Discovering Global Citizenship Implementation Committee) to receive their perspective on a global citizenship credential. This work culminated in an all-day workshop on November 13, 2015 where learning outcomes and a framework for the TCU Global Citizenship Credential were formulated by the Center for International Studies Advisory Board (representing every college on campus) and select members from the Discovering Global Citizenship Implementation Committee (See Appendix D).
IV. Resources:

A. Explain how the unit will provide faculty support for this offering and any other impact this program will have on other current departmental listings, (e.g. change in teaching assignment, part-time faculty).

The Global Citizenship Credential (GCC) must be manageable and resourceful. Existing courses, experiences, funding, and staff are designed with intentionality around global citizenship as the framework. Additionally, an increase in study abroad scholarships make the required global engagement for students possible. While eventually new courses and international engagement opportunities will be encouraged, initially we intend to utilize the rich variety of existing coursework and international opportunities to design the Credential. We have studied existing programs and courses and believe this to be achievable with minimum impact upon resources. Additionally, the Discovering Global Citizenship supports the credential and the funded DGC initiatives are embedded into the Credential.

B. How will faculty support for this offering impact offerings for other units?

A call for participation will be distributed to faculty in February (see time table). Faculty will be asked to consider having their existing course approved for one of the Global Realities that fulfill the credential. Also, faculty with existing study abroad programs and/or local global engagement associated with courses will also be asked if they want their existing program considered as part of the credential. The design of the credential was based upon utilizing existing courses so that impact upon teaching load, etc. would be minimal, yet enriching and effective.

C. Will additional resources be required? (If yes, provide the appropriate information requested below). X YES NO

Space: The only piece of the GCC that is not funded is the $2,000 stipend for six advisors (1 per Global Reality). All other aspects including sending advisors abroad is covered by existing budgets. Currently the Center for International Studies has funding for six advisors for FY 17, however, the $12,000 will need to become a regular budget line and will be proposed next budget cycle (FY 18). It may be that funding can be found through the existing Discovering Global Citizenship initiative or through external funding (in fact DGC is currently contracting a development officer to raise funds).

Equipment:

Library:
Other:
Note: The Global Citizenship Credential replaces the Center for International Studies Certificate.

V. Proposal items:

A. Catalog copy for new program as it would appear in the Undergraduate Studies Bulletin. Global Citizenship Credential consists of Global Realities that will affect the world in which we work and live. Students pursuing the credential will select one of six Global Realities for in depth study via course work and global engagement. For more information visit www.studyabroad.tcu.edu.

B. New course proposals (see Undergraduate Council’s form for new courses). Not required at this time. Will be welcome in the future.

C. Changes in existing courses, if any. Some faculty may choose to adapt existing courses to compliment a global reality and of course this is welcomed and yet not required.

VI. Letters of support from any affected units or programs:
The Center for International Studies Advisory Board and Discovering Global Citizenship implementation committee participated in the design of the Credential and approves this proposal.

VII. Effective date for proposed program (semester, year): Fall 2016

[Signature]
Approval signature of chairperson of originating unit
January 20, 2016

Dr. Jane Kucko
Center for International Studies
Texas Christian University

Dear Dr. Kucko

I am delighted to approve the assessment plan that you have in place for the Purple Passport: Your Global Citizen Credential.

As you know, assessment planning is crucial for the process of gathering appropriate and meaningful data for the purpose of enhancing student learning. It is only with the careful creation of assessment plans that we can continue to collect and analyze information about what and how much our students are learning. With this type of assessment data, we can then use that information to systematically enhance the educational outcomes for students.

Please contact me if you have any questions concerning the assessment of this program.

Sincerely,

Catherine M. Wehlburg, Ph.D.
Associate Provost, Institutional Effectiveness
<table>
<thead>
<tr>
<th>Date—2016</th>
<th>Implementation Task</th>
<th>Comments</th>
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<tbody>
<tr>
<td>January</td>
<td>Submit proposal to undergraduate and university councils for approval.</td>
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</table>
| February 1| Major Campaign and Call for:  
- Global Reality (GR) Advisors.  
- Faculty-led Study Abroad programs—Global Realities (GR).  
- 5 Local/global experiences for each global reality.  
- 10 Academic courses for each Global Reality. | New proposal process has been developed based upon GR. Several existing study abroad and local/global programs already exist just need new citizenship framework. |
| February 15| Applications for GR Advisors due.                                                                                                                                                                                     | Center’s Advisory Board will review & select.                                                                                                                                                         |
| March 1   | Global Reality Advisors selected & announced. Proposals for study abroad, local/global, and academic courses due.                                                                                                   | First task—select course pathways for each GR.                                                                                                                                                         |
| March 15  | Global Reality Advisors and Center’s Advisory Board meet to select/approve:  
10 courses per GR  
5 local/global courses with engagement per GR  
5 study abroad programs per GR | Note: Quality will be important. It may be we pilot two global realities—Sustainability and Human Rights & Social Justice and build those first. Depends upon response. |
| March 21  | GCC announced marketed to students. Academic advising for fall 2016 begins.                                                                                                                                         |                                                                                                                                                                                                       |
| April 1   | Interactive web site design begins with John Erangery of University Programs.                                                                                                                                        | See “smart phone” presentation on how students will track moving through the credential.                                                                                                               |
| June, 2016| Market & promote Global Citizenship Credential throughout orientations.                                                                                                                                              |                                                                                                                                                                                                       |
| June, 2016| Two-day workshop with Global Reality Advisors for training, rubric development, assessment and Frog Folio.                                                                                                       |                                                                                                                                                                                                       |
| Fall, 2016| First academic year offerings Global Citizenship Credential.                                                                                                                                                        |                                                                                                                                                                                                       |
Global Reality (GR) Advisors

The purpose of the GR Advisor is to serve as coordinator, advisor, and leader of a specific area related to global education. Specifically, the GR Advisor will:

- Advise students on the purpose and meaning of the Global Citizenship Credential and the meaning of the specific Global Reality.
- Advises students on course work, international engagement and best plan for achieving the credential.
- Reviews Frog Folio and assesses reflection pieces/portfolio—determines progress.
- Provides registrar non-course information such as attendance at DGC activities and customized piece from academic department for tracking purposes.
- Determines whether or not a student fulfills Level 1 and/or 2 for credential.

Global Reality Advisors will:

- Receive a 2 day training on assessment, will assist in development of rubrics and interpretation, how to utilize/maneuver Frog folio and related tasks.
- Receive a $2,000 annual stipend.
- Assist in the recruitment of students.
- Conduct a mid-term site visit to one of the TCU Programs (London, Seville, Florence) to hold GR discussions/reflections with study abroad students—ensures consistency and a check point.
GLOBAL REALITY PROGRESS SHEET FOR STUDENT

Note: The TCU Registrar’s Office reviewed the credential and how it can be tracked through their system. Through coordination with the GR Advisor, the registrar’s office will be able to track completion of global knowledge (the 12 credit hours), the study abroad/local international engagement piece, and completion of attendance at DGC activities and the customized piece. Currently the tracking system at DGC events is in report format and can be supplied to the GR advisor. When the student fulfills the number of activities, the advisor will just need to inform the Registrar who will mark it complete. As for the customized piece, again the Advisor will inform the registrar’s office when this is complete and the student’s progress will be officially tracked and indicated on their transcript when complete.

Level 1: Advisor will determine when student has fulfilled requirements and may move on to Level 2 (if student chooses to pursue distinction). Once level 1 is complete, the advisor has completed their responsibilities. Faculty of TCU Global Academy or approved Faculty-Led program will determine if a student achieves level 2.

Name of Student: ____________________________

- (Learning Outcome 1) Global Knowledge (12 credit hours/four courses).
  Students will demonstrate knowledge of global, international, and intercultural issues, trends, legacies, systems and the inter-connectedness of different populations, communities, and nations.

  Students must complete 4 courses/12 hours with a grade of “C” or higher. This will be tracked through the registrar’s office.
  Advisor Approved: __________ Date: __________

- Global Mindedness (Learning Outcome 2)
  Students will engage in cultural discovery with curiosity, open-mindedness, and empathy.

  Determined through assessment of Frog Folio & Rubric.
  Reflection pieces that intertwine knowledge from course work and international experiences to demonstrate achievement of learning outcome.
  Advisor approved: __________________________ Date: _________ Notify Registrar Date: __________

- Global Engagement (Action)
  Students will demonstrate responsible and pro-active engagement with Global Realities in various contexts.

  Students must participate in a minimum of one global engagement program within their global reality or be a holder of a F-1 or J-1 visa.
  See each GR for approved options. Registrar will track when complete.

- Discovering Global Citizenship:
  Must attend 12 DGC activities throughout a minimum of 3 semesters. Reports provided to advisor to track & notify registrar when complete.

- Customized Global Programming
  Each department may determine the required “customized” piece necessary for a student to earn Level 1 Credential. Examples include living in the Language house, a minor/major in a language, undergraduate research, internships, service learning, etc. The purpose being for each academic unit to play a role in defining global citizenship for their discipline.
APPENDIX A:

Notes from Discussions and Panels on Global Citizenship
Global Citizenship Panel Notes

What does it mean to be a Global Citizen? To be a Responsible Citizen?

- Panel 1
  - “Global citizenship by itself is not enough, when we say Responsible Global Citizenship that makes more sense.” — Samti Redwan
  - To be responsible citizen means taking on the rights and moral obligations of a community or place. What we do here affects other places and we need a more true collaboration. — Zvia Danon
  - You can be responsible without being global, but true Global Citizenship includes responsible citizenship. It is something that needs to be conscious of partnership. — Chelsea Ann Carr
  - Global may be too big. Focus on an inch wide and a mile deep or being invested in a small area for a lifetime. Rather than being saviors, the responsibility should be to what THEY want and need and ask for. — Dr. Ric Bonnell

- Panel 2
  - A collective and critical thoughtfulness that allows for solid, well-informed morals in a manner that act toward the common good. It is not just diverse cultures, but diverse socio-economic classes. — Arturo Clark
  - It moves beyond specialization toward a broader sense of engagement and empathy — Julio Montes de Oca
  - It is about putting the client’s needs before your own. It means being able to deal with more than one group and particularly communities outside of your own. — Amy Snyder

What experiences would you expect in a Global Citizenship Credential?

- Panel 1
  1. Local and Global Level of Engagement (Samti)
  2. Diversity, a deep understanding of other cultures (Samti)
  3. Commitment to Social Justice (Samti)
  4. Intercultural Understanding and Learning of other cultural perspectives (Zvia)
  5. Self-Awareness, Empathy, Optimism (Chelsea) or Positivity as these align with the IES assessments.
  6. Foreign Language Ability (Ric)
  7. Global Scale Project integrated with discipline (Ric)
  8. Mentorship, the continuation of the project with each new set of students (Ric)

- Panel 2
  1. Ability to build international relationships (Ann Rice)
2. Intercultural Field Experience – Either domestic or international (Ann)
3. Expectations of Continuity for field experiences (Ann)
4. Continued personal engagement (Judith Fraguela)
5. Respect of other cultures (Judith)
6. Interpersonal relationship skills (Judith)
7. Empathy – What is my right? “My rights end where yours begin.” (Julio)
8. Local but global experiences (Amy)
Global Citizenship Credential Ideas
As based on Panel of Local and International Experts

Global Citizenship Purpose:
To develop responsible, global citizens with a broad sense of engagement and empathy for other cultures and communities in order to consciously build international relationships to act toward a common good.

Global Citizenship Credential:

- Intercultural Competencies
  - Self-Awareness, Empathy, Positivity (Chelsea)
  - Interpersonal relationship skills (Judith)

- Intercultural Understanding
  - Diversity (Samti)
  - Empathy – What is my right? (Julio)
  - Respect of other cultures (Judith)

- Intercultural Experience
  - Understanding other perspectives (Zvia)
  - Field Experience – Domestic or International (Ann)

- Global-Level Engagement Project
  - Long-term Project (Ric)
  - Ability to build international relationships (Ann)
  - Involvement in local but global experiences (Amy)

- Foreign Language
  - Other than Spanish (Ric, Samti)

- Mentorship
  - Pass on the experience to others (Ric)
  - Expectation of continuity (Ann)
  - Continued personal engagement (Judith)
Global Citizenship Credential Considerations

Supervision:

- Who would be in charge of tracking and approving this credential?
  - University Committee? By College? By Department? By assigned mentor?
- Is mentorship an ongoing part of the credential?
  - Faculty assigned mentor? Student Mentor?
- How do we maintain/assess the idea of responsible global citizenship?

Integration:

- How do we want to manage tracking this credential?
  - E-Portfolio
  - Smart Phone Compatible App
  - Ongoing? Yearly? End Only?
- Are there other certificates or minors that should be incorporated?
  - Certificate in International Studies?
- How will the credential/purple passport be marketed to students?
  - Calendar Events tagged to match possible credit area

Outcomes:

- Who is expected to complete this credential?
  - What is the minimal level for this credential?
- Which structure are we hoping to use for the credential?
  - Structured? Points? Badges? Tracks?
- How is the credential recognized upon graduation?
  - On resumes?
  - Pins/Lapel? Actual Certificate?
APPENDIX B:

Models of Global Citizenship Certificate from other Institutions
<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum Criteria</th>
<th>With Distinction</th>
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<tbody>
<tr>
<td><strong>Global Coursework:</strong> KSU Global</td>
<td>For undergraduates, at least 12 semester hours required (6 for graduate students) with passing grade of C or higher (3 for graduate courses).</td>
<td>For undergraduates, at least 24 semester hours required (12 for graduate students) with a passing grade of C or higher (6 for graduate courses).</td>
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<tr>
<td>courses within Upper Division or Graduate</td>
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<tr>
<td>Level – 3000 level or higher.</td>
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<tr>
<td><strong>Education Abroad:</strong> Includes KSU sponsored</td>
<td>Completion of at least 28 days of education abroad OR a. One education abroad experience of any length AND b. A substantive domestic project that focuses on international community engagement that has been pre-approved by your college’s Global Engagement Committee.</td>
<td>Completion of at least 50 days of education abroad OR a. 28 days of education abroad AND b. A substantive domestic project that focuses on international community engagement that has been pre-approved by your college’s Global Engagement Committee.</td>
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<tr>
<td>or approved credit and non-credit experiences</td>
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<td>for study abroad, internships, exchanges,</td>
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<td>research and similar experiences.</td>
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<td><strong>Foreign Language Proficiency</strong></td>
<td>Have you successfully completed (with grades of C or higher) at least two years of foreign language at the high school level or two semesters at the college level? - Essay: Describe at least two scenarios in your global learning experiences where you relied on your foreign language proficiency</td>
<td>Have you successfully completed (with grades of C or higher consistency) at least four semesters or the equivalent of the 2002 level of a foreign language at the college level, OR can you demonstrate foreign language fluency at the high intermediate level, or is English your second language? - Essay: Describe at least two scenarios in your global learning experiences where you relied on your foreign language proficiency</td>
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<tr>
<td><strong>International Community Engagement</strong></td>
<td>Describe in detail your participation in an international community engagement of service activity. Include information regarding your role, type of engagement, obstacles you may have encountered and lessons learned.</td>
<td>Describe in detail your participation in an international community engagement of service activity. Include information regarding your role, type of engagement, obstacles you may have encountered and lessons learned.</td>
</tr>
<tr>
<td><strong>Cross Cultural Awareness</strong></td>
<td>Describe what you have learned about your own culture in relation to other cultures. Describe the differences and similarities that you have observed between your native culture and at least one other culture. Examples of such differences and similarities include but not limited to group dynamics, rituals, gender roles and work habits.</td>
<td>Describe what you have learned about your own culture in relation to other cultures. Describe the differences and similarities that you have observed between your native culture and at least one other culture. Examples of such differences and similarities include but not limited to group dynamics, rituals, gender roles and work habits.</td>
</tr>
<tr>
<td><strong>Future Impact</strong></td>
<td>Essay: How have your global learning experiences impacted your career goals/understanding of your major area of study? How do you think these experiences will impact your future personal and professional growth?</td>
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<tr>
<td><strong>Cultural Immersion OR Leadership/Recognition in Global Citizenship</strong></td>
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<td>Describe one or more insights that you gained from your immersion experience about a different nation/culture. OR Describe examples of your leadership roles assumed and/or recognition/awards received for work and contributions as a global citizen.</td>
</tr>
<tr>
<td><strong>International Student Exceptions</strong></td>
<td></td>
<td>a. If you are bilingual then you meet the foreign language requirement.</td>
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<td>b. All courses taken at the 3000 level or above count toward your global coursework.</td>
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<td>c. Your study abroad experience is the time you spend at KSU as an international student.</td>
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<td>d. The essays you write should reflect your experience while a student at KSU.</td>
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<tr>
<td>Lehigh University Global Citizenship Certificate Program</td>
<td>Requirement</td>
<td>Credit</td>
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<tr>
<td>- GCP 010: Introduction to Global Citizenship (Fall)</td>
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<td>- GCP 085: Sophomore Practicum (trip preparation - Fall)</td>
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<td>- Related service activities and day excursions</td>
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<td>- 10-12 day faculty-led trip abroad (winter break)</td>
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<td>- At least 2-3 co-curricular activities per semester</td>
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<td>- Multiple co-curricular events on and off campus</td>
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<td>- 2 Practica</td>
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<td>- 2 Study abroad experiences</td>
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<tr>
<td>Badge</td>
<td>Challenges</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Openness</td>
<td>Complete the Intercultural Openness Assignment as provided, an Intercultural Instructor Assigned Activity, OR an Intercultural Experience; then answer 4 Openness Reflection Questions with supporting documentation. Complete an Intercultural Learning post self-assessment Complete an Intercultural Learning true/false quiz</td>
<td></td>
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<tr>
<td>Curiosity</td>
<td>Complete the Intercultural Curiosity Assignment as provided, an Intercultural Instructor Assigned Activity, OR an Intercultural Experience; then answer 4 Curiosity Reflection Questions with supporting documentation. Complete an Intercultural Curiosity post self-assessment Complete an Intercultural Curiosity true/false quiz</td>
<td></td>
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<tr>
<td>Self-Awareness</td>
<td>Complete the Intercultural Self-Awareness Assignment as provided, an Intercultural Instructor Assigned Activity, OR an Intercultural Experience; then answer 4 Self-Awareness Reflection Questions with supporting documentation. Complete an Intercultural Self-Awareness post self-assessment Complete an Intercultural Self-Awareness true/false quiz</td>
<td></td>
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<tr>
<td>Worldview</td>
<td>Complete the Intercultural Worldview Assignment as provided, an Intercultural Instructor Assigned Activity, OR an Intercultural Experience; then answer 4 Worldview Reflection Questions with supporting documentation. Complete an Intercultural Worldview post self-assessment Complete an Intercultural Worldview true/false quiz</td>
<td></td>
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<tr>
<td>Empathy</td>
<td>Complete the Intercultural Empathy Assignment as provided, an Intercultural Instructor Assigned Activity, OR an Intercultural Experience; then answer 4 Empathy Reflection Questions with supporting documentation. Complete an Intercultural Empathy post self-assessment Complete an Intercultural Empathy true/false quiz</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Complete the Intercultural Communication Assignment as provided, an Intercultural Instructor Assigned Activity, OR an Intercultural Experience; then answer 4 Communication Reflection Questions with supporting documentation. Complete an Intercultural Communication post self-assessment Complete an Intercultural Communication true/false quiz</td>
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<tr>
<td>Capstone</td>
<td>Write a Capstone Reflection on Intercultural Learning Complete an Intercultural Communication post self-assessment Complete an Intercultural Communication true/false quiz</td>
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<tr>
<td>Component</td>
<td>Minimum Requirement</td>
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<tr>
<td>Experience Points</td>
<td>Students must earn a minimum of 12 points in TWO or more categories (A, B, C, D) in order to qualify for program completion. EACH experience/activity can only be used for points in ONE Category.</td>
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</tr>
<tr>
<td>Presentation, Poster Session, or Publication</td>
<td>Presentation or poster session at an orientation session, BSorkshop, conference or other event - for example: TRU International Days, TRU Undergraduate Student Research Conference, TRU Teaching Practices Colloquium, etc.; or publication of an article about the student's International/Intercultural experience.</td>
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</tr>
<tr>
<td>Portfolio</td>
<td>Students will document their Global Competency activities in a portfolio that will be used to validate the completion of program requirements.</td>
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### Experience Points

<table>
<thead>
<tr>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Category D</th>
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<tr>
<td><strong>Pts</strong></td>
<td><strong>Additional Language</strong></td>
<td><strong>International Experience (Abroad)</strong></td>
<td><strong>Intercultural Experience via TRU (Domestic)</strong></td>
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<tr>
<td>5</td>
<td>A language that is additional to student's FIRST language. Students will earn 5 points for the FIRST additional language. The weight of subsequent languages will be discounted by 50%</td>
<td>Students will earn the full points value for the FIRST international experience. The weight of subsequent SIMILAR experiences will be discounted by 50% - Students can complete two or more DIFFERENT international experiences and earn the full points value for each.</td>
<td>Students will earn the full point value for the 1st course, volunteer or employment experience with an international or intercultural focus offered by TRU in Canada. The weight of subsequent SIMILAR experiences will be discounted by 50%</td>
</tr>
<tr>
<td>1. Academic (course work) 12 credits in ONE language; or 2. Proficiency (via proficiency test, PLAR, or validated by other means)</td>
<td>5 Study Abroad, per semester and for credit OR COOP, Internship, or Practicum Abroad</td>
<td>2 Credit Course at TRU with intercultural or inter’l focus</td>
<td>Credit Course at other University with intercultural or int’l focus</td>
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<tr>
<td>3</td>
<td>TRU International Field Course for credit OR Int'l Volunteer Experience, more than 1 month</td>
<td>2 Service Learning Course at TRU with intercultural or int’l focus</td>
<td>Service Learning at other Canadian University with intercultural or int’l focus</td>
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<tr>
<td>2</td>
<td>TRU International Field Trip, non credit (Ex. Conference) OR Int’l Volunteer Exp, less than 1 month</td>
<td>2 Volunteer or Employment at TRU with intercultural or int’l focus (15+ hours)</td>
<td>Volunteer or Employment in Canada with intercultural or int’l focus (15+ hours)</td>
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<tr>
<td>2</td>
<td>Other International Experience</td>
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<tr>
<td>2</td>
<td>Military Service</td>
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<td>Component</td>
<td>Modern Language Track</td>
<td>Global Studies Track</td>
<td>Travel Track</td>
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<tr>
<td>Requirements</td>
<td>Students who choose this track are required to take 0-12 hours, depending on placement. (Basically show advanced level or proficiency)</td>
<td>Border Crossings Course AND</td>
<td>Students must study abroad for eight or more weeks, earn a minimum of 6 credits, and complete a GPS Narrative.</td>
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<td>6 Hours of a Language not Previously Studied OR</td>
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<td></td>
<td>1. Course with Study Away &amp; GPS Narrative (3 Hrs)</td>
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<tr>
<td></td>
<td>2. Course with Experience &amp; GPS Narrative (3 Hrs)</td>
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<td>3. Two Additional Border Crossings Courses (6 Hrs) OR</td>
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<td></td>
<td>3 Hours of a Value Added Language Course</td>
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APPENDIX C:

Primary Articles by Madeleine Green

Oxfam and UNESCO Models of Global Citizenship

www.unesco.org

www.oxfam.org

Extensive models are available at the above links.
Global Citizenship: What Are We Talking About and Why Does It Matter?

By Madeleine F. Green

During the past decade higher education’s interest in internationalization has intensified, and the concept of civic education or engagement has broadened from a national focus to a more global one, thus expanding the concept that civic responsibility extends beyond national borders.

As Schattle (2008) points out, the concept of global citizenship is not a new one; it can be traced back to ancient Greece. But the concept and the term seem to have new currency and are now widely used in higher education. Many institutions cite global citizenship in their mission statements and/or as an outcome of liberal education and internationalization efforts. Many have “centers for global citizenship” or programs with this label.

Additionally, national and international organizations and networks have devoted themselves to helping institutions promote global citizenship, although they do not necessarily use that term. For example, the Association of American Colleges and Universities sponsors a series of programs concerned with civic learning, a broad concept that includes several goals for undergraduate education: strengthening U.S. democracy, preparing globally responsible citizenry, developing personal and social responsibility, and promoting global learning and diversity. The Salzburg Seminar’s International Study Program provides week-long workshops for faculty to consider the concepts of global citizenship and their integration into undergraduate education. It also provides college students with programs on global issues. The Talloires Network is an international alliance formed in 2005 that includes 202 institutions in 58 countries “devoted to strengthening the civic roles and social responsibilities of higher education.” The Talloires declaration refers specifically to “preparing students to contribute positively to local, national, and global communities.” Founded in 1985, the oldest of these networks, Campus Compact, retains its predominant, but not exclusive, focus on the United States.

Defining Global Citizenship

A foray into the literature or a look at the many ways colleges and universities talk about global citizenship reveals how broad a concept it is and how different the emphasis can be depending on who uses the term. This essay can only outline a few important elements of global citizenship, but a brief overview of the many meanings should help institutions formulate or clarify their own definition of it, identify those elements that are central to their educational vision, and add other dimensions. The following are among the most salient features of global citizenship (this section draws from a variety of sources but primarily relies on Schattle (2007)).

Global citizenship as a choice and a way of thinking. National citizenship is an accident of birth; global citizenship is different. It is a voluntary association with a concept that signifies “ways of thinking and living within multiple cross-cutting communities—cities, regions, states, nations, and international
Global citizenship - What Are We Talking About and Why Does It Matter?

collectives..." (Schattle 2007, 9). People come to consider themselves as global citizens through different formative life experiences and have different interpretations of what it means to them. The practice of global citizenship is, for many, exercised primarily at home, through engagement in global issues or with different cultures in a local setting. For others, global citizenship means firsthand experience with different countries, peoples, and cultures. For most, there exists a connection between the global and the local. Whatever an individual’s particular “take” on global citizenship may be, that person makes a choice in whether or how to practice it.

Global citizenship as self-awareness and awareness of others. As one international educator put it, it is difficult to teach intercultural understanding to students who are unaware they, too, live in a culture that colors their perceptions. Thus, awareness of the world around each student begins with self-awareness. Self-awareness also enables students to identify with the universalities of the human experience, thus increasing their identification with fellow human beings and their sense of responsibility toward them.

Global citizenship as they practice cultural empathy. Cultural empathy or intercultural competence is commonly articulated as a goal of global education, and there is significant literature on these topics. Intercultural competence occupies a central position in higher education’s thinking about global citizenship and is seen as an important skill in the workplace. There are more than 30 instruments or inventories to assess intercultural competence. Cultural empathy helps people see questions from multiple perspectives and move deftly among cultures—sometimes navigating their own multiple cultural identities, sometimes moving out to experience unfamiliar cultures.

Global citizenship as the cultivation of principled decisionmaking. Global citizenship entails an awareness of the interdependence of individuals and systems and a sense of responsibility that follows from it. Navigating “the treacherous waters of our epic interdependence (Altinay 2010, 4) requires a set of guiding principles that will shape ethical and fair responses. Although the goal of undergraduate education should not be to impose a “correct” set of answers, critical thinking, cultural empathy, and ethical systems and choices are an essential foundation to principled decisionmaking.

Global citizenship as participation in the social and political life of one’s community. There are many different types of communities, from the local to the global, from religious to political groups. Global citizens feel a connection to their communities (however they define them) and translate that sense of connection into participation. Participation can take the form of making responsible personal choices (such as limiting fossil fuel consumption), voting, volunteering, advocacy, and political activism. The issues may include the environment, poverty, trade, health, and human rights. Participation is the action dimension of global citizenship.

Why Does Global Citizenship Matter?

The preceding list could be much longer and more detailed; global citizenship covers a lot of ground. Thus, it is useful to consider the term global citizenship as shorthand for the habits of mind and complex learning associated with global education. The concept is useful and important in several respects.

First, a focus on global citizenship puts the spotlight on why internationalization is central to a quality education and emphasizes that internationalization is a means, not an end. Serious consideration of the goals of internationalization makes student learning the key concern rather than counting inputs.

Second, the benefits of encouraging students to consider their responsibilities to their communities and to the world redound to them, institutions, and society. As Altinay (2010, 1) put it, “a university education which does not provide effective tools and forums for students to think through their responsibilities and rights as one of the several billions on planet Earth, and along the way develop their moral compass, would be a failure.” Strengthening institutional commitment to serving society enriches the institution, affirms its relevance and contributions to society, and benefits communities (however expan-
sive the definition) and the lives of their members.

Third, the concept of global citizenship creates conceptual and practical connections rather than cleavages. The commonalities between what happens at home and "over there" become visible. The characteristics that human beings share are balanced against the differences that are so conspicuous. On a practical level, global citizenship provides a concept that can create bridges between the work of internationalization and multicultural education. Although these efforts have different histories and trajectories, they also share important goals of cultural empathy and intercultural competence (Olson et al. 2007).

No concept or term is trouble-free; no idea goes uncontested by some faculty member or group. For better or for worse, global citizenship will undoubtedly provoke disagreements that reflect larger academic and philosophical debates. There is plenty of skepticism about global citizenship. Some object to any concept that suggests a diminished role for the nation and allegiance to it or the ascendency of global governance systems. The idea of developing students' moral compasses can raise questions about whose values and morals and how institutions undertake this delicate task. Some students will choose not to accept responsibility for the fate of others far away, or may see inequality as an irremediable fact of life. Some faculty will stand by the efficacy and wisdom of the market; others will see redressing inequality as the key issue for the future of humankind. And so on.

Such debates, sometimes civil or acrimonious, are, for better or worse, the stuff of academe. Implementing new ideas—even if they have been around for a very long time as in the case of global citizenship—can be slow and painful. However, if colleges and universities can produce graduates with the knowledge and the disposition to be global citizens, the world would certainly be a better place.

Madeleine F. Green is a Senior Fellow at NAFSA and the International Association of Universities.

References


A Question of Purpose

What was once simply called “international education” is now a field awash with varied terminology, different conceptual frameworks, goals, and underlying assumptions.1

Although “internationalization” is widely used, many use globalization—with all its different definitions and connotations—in its stead. Rather than take on the job of sorting out the terminology, let me point out two significant conceptual divides in the conversation. Both center on the purpose of internationalization.

In the first divide, we see one face of internationalization as referring to a series of activities closely associated with institutional prestige, profile, and revenue. These activities are generally quantifiable, lend themselves to institutional comparisons and benchmarking, and provide metrics for internationalization performance that resonate with trustees and presidents. Examples include hosting international students, sending students abroad, developing international agreements, and delivering programs abroad.

The other face of internationalization—student learning—is much more difficult to capture and assess, but it provides an important answer to the “so what?” question. Why does internationalization matter? What impact do internationalization activities have on student learning? How do they contribute to preparing students to live and work in a globalized and culturally diverse world?

Different terms with overlapping meanings are used to describe the student learning dimension of internationalization. Global learning, global education, and global competence are familiar terms; they, too, are often used synonymously. The global in all three terms often includes the concepts of international (between and among nations), global (transcending national borders), and intercultural (referring often to cultural differences at home and around the world).

Also prevalent in the student learning discussion is another cluster of terms that focus specifically on deepening students’ understanding of global issues and interdependence, and encouraging them to engage socially and politically to address societal issues. These terms include global citizenship, world citizenship (Nussbaum 1997), civic learning, civic engagement, and global civics (Alkinaı 2010). These terms, too, share several key concepts, and are often used interchangeably.

The second divide focuses on the divergent, but not incompatible goals of workforce development (developing workers to compete in the global marketplace) or as a means of social development (developing globally competent citizens.) Global competitiveness is primarily associated with mastery of math, science, technology, and occasionally language competence, whereas “global competence” (a broad term, to be sure), puts greater emphasis on intercultural understanding and knowledge of global systems and issues, culture, and language.

As the field grows increasingly complex and the instrumental goals of internationalization become more prominent, it is important that campus discussions and planning efforts sort out their language, underlying concepts, and implied or explicit values. Otherwise, people run the risk of talking past each other and developing strategies that may not match their goals.

* It is important for U.S. readers to note that the goals of and assumptions about internationalization vary widely around the world. The Third Global Survey of Internationalization conducted by the International Association of Universities found that there are divergent views among institutions in different regions of the risks and benefits of internationalizations. Based on their findings, IAU has launched an initiative to take a fresh look at internationalization from a global perspective.
Acting as Global Citizens: A Challenge to U.S. Colleges and Universities

By Madeleine Green

U.S. higher education institutions are increasingly using the language of "global citizenship" to describe the skills and habits they seek to cultivate in their students. The journey to global citizenship frequently focuses on the exploration of personal and social responsibility in the context of an interconnected world. In an earlier Trends & Insights, I noted the variety of ways global citizenship can be interpreted: (1) as a choice and way of thinking; (2) as self-awareness and awareness of others; (3) as the practice of cultural empathy; (4) as the cultivation of principled decision making; and (5) as participation in the social and political life of one's community. Institutions can be proud indeed if they are succeeding in cultivating these worthy habits of mind in their students.

But shouldn’t colleges and universities be models for global citizens as well? According to the International Association of Universities (IAU) and the growing global conversation around “rethinking internationalization,” the answer is yes. Colleges and universities are part of a global system of higher education, in which their actions matter and have an impact on others. In “Affirming Academic Values in Internationalization of Higher Education,” a recent statement and call to action, IAU points not only to the widely agreed-upon benefits of internationalization, but also to warn of the possible adverse consequences that are increasingly apparent as internationalization efforts mature and intensify in the context of increased globalization. Such potential negative aspects and those already visible include the dominance of English at the cost of linguistic diversity; the pursuit of the single model of excellence of the “world-class university” at the cost of differentiated institutional missions and potentially unwise investments; brain drain; questionable practices in recruiting and the challenges of providing a quality experience for international students; unevenly shared institutional benefits of internationalization; and the pursuit of international reputation and resources at the expense of academic values. IAU calls on higher education institutions to affirm academic and socially responsible values and goals that underpin their internationalization efforts, and asks institutions everywhere to “act as responsible global citizens, committed to help shape a global system of higher education that values academic integrity, quality, equitable access, and reciprocity.”

In “Higher Education Internationalization: Seeking a New Balance of Values,” a 2012 Trends & Insights essay, IAU Secretary-General Eva Egron-Polak elaborated on the values affirmed in the Call to Action. While no one in higher education would argue with these ethical values and morally sound principles, it is always easier to affirm values than to operationalize them. So what does this call to action mean concretely for institutions as they engage with the world? Below are several questions to guide reflection as institutions seek to live by their principles:
To what extent do our practices in recruiting and providing a positive educational and social experience for international students align with the values and principles we articulate?

The race to recruit international students is a global one. In the United States, the U.K. and Australia, the drive for revenue has put intense pressure on institutions to diversify their sources of income, with international student recruitment figuring prominently among them. At the same time, institutions are sincere in pointing to the contribution of international students to increasing the diversity and intellectual vibrancy of the campus. We like to think that this reason is paramount, but the pressures of prestige and income are powerful and the dangers of their pursuit are well-known. The use of recruiting agents is controversial, and at the very least, they must be carefully chosen and supervised. Cutting corners on admissions standards—however students are recruited—hurts students and the institution. Recruiting a majority of international students from a single country makes social integration into campus life problematic. And too many institutions have ramped up their goals without planning for the accompanying investment in student services, language support, or programs to facilitate integration into the local and campus community. Institutions that recruit only full-paying international students will have few international students from developing countries or from less affluent families. In a word, because recruiting and educating international students are the most visible and talked-about manifestation of internationalization, policies and practices in this arena should exemplify principled decision-making.

To what extent are our international partnerships truly mutually beneficial?

It is not unusual for partner institutions to have different levels of resources and prestige. Inequality of capacity and resources divide rich nations from developing ones, and well-established and prestigious institutions from less well-known and resourced ones. Although the partners may be unequal in certain ways, a partnership can and should provide mutual benefits. The challenge of equally beneficial partnerships is twofold: First, to be open to a wide choice of partners so that cooperation is not limited to institutions that are comparable (or greater) in wealth or prestige and thus provide prestige by association; and second, to ensure that all partners benefit equally, recognizing that the benefits might look quite different for each one. Achieving such parity can be especially challenging when the richer nation or the more established institution is the conduit for resources that support the partnership. Thus, it is important for each party in developing partnerships to be explicit about intended benefits and outcomes, and incumbent on the more "powerful" partner to be vigilant about ensuring a balanced picture.

To what extent do our international engagements contribute to the economic, social, cultural, and educational well-being of the partner institution, nation, and its communities, and adhere to principles of quality, transparency, accountability, and equity?

International engagement and cross-border education can take many forms—including partnerships, campuses and programs abroad (face-to-face and virtual, or some combination thereof), mobility of faculty and students, research cooperation, off-shore programs, and development projects. As noted above, U.S. institutions naturally focus first on the benefits of internationalization to their own students and faculty. If higher education institutions are to be global citizens, they also must consider how their actions affect the partner institution and its surroundings. Do the programs that provide faculty in other countries with opportunities to earn an advanced degree at your institution contribute to brain drain? Could they be conceived in other ways? Does your campus or program abroad provide instruction in low-cost programs, leaving the universities in the host country to support the higher cost programs without the benefit of cross-subsidy? Does your offshore or partnership program contribute to strengthening higher education capacity in that country? What is its effect on the local community?

As Jason Lane and Kevin Kinser point out in "Oversight of Internationalization—Who's Responsible?"1,
external oversight of cross-border education has not prevented some failures of quality; whether it should be strengthened begs the question of the institution’s obligation to be the most important player in ensuring the quality of its own programs. Additionally, institutions must be: accountable to the many different stakeholders in an international engagement or cross-border education; be transparent about goals, policies, and resources; and adhere to policies and practices that promote equality of opportunity for students and staff. Pressure from partner governments, institutions, or organizations (especially if they are funders), the drive to build enrollments or increase revenue, and culture and practices in the partner country may make living by these principles more difficult than when operating in the home context.

These and many other issues were addressed in 2004, well before the 2012 Call to Action. The International Association of Universities, the Council on Higher Education Accreditation (CHEA), The Association of Universities and Colleges of Canada (AUCC) and the American Council on Education (ACE) developed a statement of principles for cross-border education, endorsed by some 30 organizations worldwide. Building on this statement, the four associations in 2007 also created a “Checklist for Good Practice” for higher education across borders. The checklist includes a series of concrete questions that provide a framework for translating principles into action, focusing on whether and how cross-border activities: (1) contribute to the broader public good; (2) build capacity in the host country; (3) provide relevant curriculum and valid credentials in the host country; (4) provide access for students with financial need; (5) ensure high standards and ongoing quality review; (6) provide accountability in the home and host countries; and (7) provide transparent information to public, students, and governments.

To what extent does international engagement create new awareness and critical examination of our assumptions, frameworks, and mindsets?

We are all, to some extent, prisoners of our established mindsets. Just as we agree that cultivating intercultural competence is an important goal in educating students for global citizenship, it should be an equally important capacity for practitioners of international engagement. Like-minded students, faculty and staff can have difficulty understanding and applying multiple perspectives. Nor are they immune from the danger of assuming that the Western paradigm is better and/or universally applicable. Without some dislocating experience or point of view, it is natural to be unaware of how very “American” our frame of reference is. Consider the example of education abroad: Our model of study abroad is quite different from that of other countries, if not unique. Most countries use exchanges, rather than third-party providers, or our taken-for-granted faculty-led programs, or programs that essentially replicate the home campus at the study abroad site. We should not be surprised that these very American constructs—rooted in our history, our academic and financial structures—are looked upon with some skepticism by educators abroad. Our expectations for incoming students are radically different: we expect international students to enroll directly in our institutions (preferably for a full degree), but don’t think of this as a model for U.S. students.

International service learning is a similar case, its roots largely being U.S. study abroad programs. The risks of service abroad are well-known, including paternalism, ethnocentrism, and failure to achieve significant learning about the local context. As Humphrey Tonkin put it, “its stress on student learning rather than on service to the community” is an unsettling notion. “It is but one step from the belief that the study abroad enterprise exists to the liberal education of the student passing through it to the damaging notion that the larger world exists as a kind of classroom where the American student can learn values or skills that can be transferred to the United States and that student’s adult life.” In a similar vein, development cooperation is always fraught with the danger of exporting practices and concepts that simply do not fit the local circumstance.

Going beyond the culturally embedded framing of internationalization programs and strategies, we can see our mindset at work in the prevailing opinion (at least among educators) that interna-
Internationalization is always beneficial to students and institutions. This belief is not shared unequivocally by colleagues in other countries, as the results of the IAU Third Global Survey Report showed. While 11 percent of North American respondents said that they saw no risks to internationalization, only 6 percent of respondents agreed at the global level. Similarly, 18 percent did not reply to the question, compared to 12 percent of all respondents. The risk of brain drain was the top-ranked risk by respondents from Africa (16 percent), Europe (10 percent) and Latin America and the Caribbean (17 percent), but only 6 percent of North American respondents ranked it first (p. 75). Hans de Wit has suggested that although Africa is highly internationalized due to the large number of academics educated outside Africa and its imported knowledge and concepts (and, one might add, its colonial legacy), it might need to “go through a process of de-internationalization and liberate itself from these external influences” in order to take its rightful place as an equal player in internationalization. 8

Thus, the important questions to ask ourselves include: “How do others see us and our way of doing business? What is their view of a given internationalization activity and how does it relate to their particular needs and situation?” As is the case with student learning, the ability to understand multiple frames and to see ourselves as others see us is no simple matter. An important leadership role of international staff, especially senior international officers, is to help educate faculty and staff who are less experienced in internationalization about this fundamental dimension of working across borders. If U.S. higher education aspires to create graduates who are global citizens, it must embody those principles and model those behaviors on the world stage.

Endnotes


2. The statement uses Knight’s typology to define “higher education across borders” (often called cross-border higher education), as including moving people (students and faculty), providers (higher education institutions with a physical and/or virtual presence in a host country), programs (courses or programs of instruction), or projects (joint curricula or development projects).


APPENDIX D:

Center for International Studies Advisory Board

Members of Discovering Global Citizenship (See Attached)

Dr. Ed McNerney, e.mcnerney@tcu.edu
Dr. Catherine Wehlaburg, Associate Provost for Institutional Effectiveness, c.wehlaburg@tcu.edu
Chris Hightower, Assistant Director for Institutional Effectiveness, c.hightower@tcu.edu

Implementation Leaders
Dr. Jane Kucko, Academic Affairs Implementation Leader, j.kucko@tcu.edu
John Singleton, Student Affairs Implementation Leader, j.singleton@tcu.edu

Initiative Leaders

Global Innovators
Dr. Manochehr Dorraj, m.dorraj@tcu.edu
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Virtual Voyage
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Local Global Leaders
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Liz Branch, l.branch@tcu.edu

Global Academy
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TCU Abroad
Dr. Tracy Rundstrom Williams, t.williams@tcu.edu

Visiting Scholars
Dr. Ed McNerney, e.mcnerney@tcu.edu
# CENTER FOR INTERNATIONAL STUDIES ADVISORY BOARD

**1 Year Term 2014/2015**

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<td>Debi Iba</td>
<td>Communication Studies</td>
<td>Bob Schieffer College of Comm.</td>
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<td>Shweta Reddy</td>
<td>Interior Design &amp; Merch.</td>
<td>College of Fine Arts</td>
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<td>Darron Turner</td>
<td>Inclusiveness &amp; Diversity</td>
<td>Assistant Vice Chancellor for SA</td>
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<tr>
<td>Mike Butler</td>
<td>Associate Dean</td>
<td>AddRan College of Liberal Arts</td>
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**2 Year Term 2014/2015 and 2015/2016**

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<td>Education</td>
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<td>Tristan Tayag</td>
<td>Engineering</td>
<td>College of Science and Engineering</td>
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<tr>
<td>Tracy Dietz</td>
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<td>Harris College of Nursing &amp; Health Sciences</td>
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**3-Year Term 2014/2015, 2015/2016, 2016/2017**

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<td>Supply Chain</td>
<td>Neely School of Business</td>
</tr>
<tr>
<td>Jeff Geider</td>
<td>Ranch Management Inst.</td>
<td>University Programs</td>
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<td>Kurk Gayle</td>
<td>English as Second Language</td>
<td>University Programs</td>
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<tr>
<td>Leo Munson</td>
<td>Assistant Vice Chancellor for Academic Support</td>
<td>TCU</td>
</tr>
</tbody>
</table>

Jane Kucko, Chair of Advisory Board

Center for International Studies:

Tracy Williams,
Associate Director

Susan Layne
Study Abroad Advisor

Jesica Severson
Study Abroad Coordinator
Appendix E:

Draft of Marketing Piece for Purple Passport: Your Global Citizenship Credential
PURPLE PASSPORT
YOUR GLOBAL CITIZENSHIP CREDENTIAL

TCU UNIVERSITY PROGRAMS
Center for International Studies
Purple Passport
Your Global Citizenship Credential

Developed by the Center for International Studies
December, 2015

Acknowledgements

Center for International Studies Advisory Board
Discovering Global Citizenship Implementation Committee
Madeleine Green, Senior Fellow, International Association of Universities and
NAFSA: The Association of International Educators

Printed by TCU
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What is Purple Passport?
Learning Outcomes
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Level 1 & Level 2 with Distinction
Global Realities
Illustration 1
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Approval Process
Step by Step
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Appendices

Note to committee: This is an example of the type of piece that will be developed to market the new credential.
Purple Passport--Your Global Citizenship Credential is designed around the fact that there is a difference between “knowing” and “practice” and as stated in our mission, TCU students should graduate with a call for action—that is the civic responsibility to act as a responsible citizen in the global community. Now more than ever, we must all play an active role in decision-making, policy, governance, and our local and global communities to contribute to solutions to Global Realities that we will all encounter in the immediate future and beyond.

The global citizenship credential was designed over several years of work and in conjunction with Discovering Global Citizenship, a campus-wide initiative on comprehensive internationalization. International engagement continues to gain momentum at TCU through teaching, scholarship, and bringing the world to campus through visiting scholars, global innovators, study abroad, local/global engagement and virtual interaction. Purple Passport provides the critical framework to explore global citizenship with intentionality as we prepare our students for their work and place in the world.

Purple Passport’s fundamental premise is twofold. First citizenship means action. Secondly, TCU students will face six Global Realities consisting of Human Rights and Social Justice, Cultural Heritage and Modern Identity, Ethical and Innovative Leadership, Healthy People and Societies, Global Communication & Education, and Sustainable Development. Beginning with critical knowledge, students pursuing the credential must continue with developing global attitudes of empathy and discovery and elevating up to global engagement concluding with a capstone project that requires action outside of the classroom. The credential is not for every undergraduate, in fact, we believe Purple Passport will attract the most ambitious TCU student (approximately 3% of the total enrollment of 8,500).

Conversations between nations and communities are even more critical as we collectively work towards solutions to significant global issues. Citizenship, or the call to action, is more important than ever and it is our intention that Purple Passport provides that framework for the student who is serious to dedicating their life’s work to building a better world.

Jane Kolar Kucko, Ph.D.
Director for Center for International Studies
Associate Dean for University Programs
Purple Passport--Your Global Citizenship Credential, designed for the ambitious undergraduate student, was carefully developed following several steps and vetting processes. First, beginning with fall 2014, a campus-wide panel discussion was held on the meaning of global citizenship. Panelists consisted of community leaders with global perspectives, NGO partners from Panama, international and study abroad students (see Appendix A) who provided their views on what it means to be a global citizen. The 2014/2015 academic year included various small discussion groups (faculty, staff, visiting scholars and leaders) on global citizenship and an analysis of what other universities are doing across the United States (See Appendix B).

Additionally, two internationally known frameworks, UNESCO and Oxfam, were studied in depth as well as a review of literature by leading authors in the field (See Appendix C). The Center for International Studies Advisory Board also reviewed the data and participated in the formation of the credential.

During fall 2015, global citizenship author and expert, Madeleine Green facilitated an on-campus discussion with various stakeholders (faculty, students, academic deans, and the Discovering Global Citizenship Implementation Committee) to receive their perspective on a global citizenship credential. This work culminated in an all-day workshop on November 13, 2015 where learning outcomes and a framework for the Global Citizenship Credential were formulated by the Center for International Studies Advisory Board (representing every college on campus) and select members from the Discovering Global Citizenship Implementation Committee (See Appendix D). This credential was formally approved to go forward to the Undergraduate Council by the Center’s Advisory Board on ________________.

The Center for International Studies extends deepest gratitude to all of the participants contributing to the development of Purple Passport--Your Global Citizenship Credential and the authors of numerous articles on global citizenship. Together we constructed the credential and together we will continue our efforts in the area of assessment and review to continually update the credential so it remains current and relevant.
Responsible citizenship in the global community is at the core of TCU’s mission and all undergraduates learn about global citizenship through the TCU Core Curriculum, specifically Global and Cultural Awareness, and Citizenship and Social Values. The required coursework represents a baseline of knowledge of citizenship for TCU undergraduates.

To inspire the ambitious student to seek a higher purpose of global citizenship, the GCC consists of two different, yet elevated levels of knowledge, attitudes and actions of what it means to be a global citizen. There are five core values that the committee viewed as integral to GCC:

**TARGET AUDIENCE**

GCC is designed for the ambitious undergraduate student. The target audience for Level 1 is 3% (n = 260 students) and 1% (n = 100 for Level 2: Distinction.

**CITIZENSHIP MEANS ACTION**

GCC is designed to be a journey of being outside one’s comfort zone and includes engagement and purpose outside the classroom. Level 2 Distinction requires a capstone project based upon action.

**GLOBAL REALITIES**

The credential requires students to obtain advance knowledge in a particular area of citizenship as represented in the six Global Realities. Specificity is valued over general knowledge.

**INTENTIONALITY**

GCC is an intentional means to experience global citizenship. Existing courses, scholarship, and international initiatives are framed into a citizenship framework.

**RESCOURSFUL & MANAGABLE**

GCC must be manageable and resourceful. Existing courses, experiences, funding, and staff are utilized to achieve the learning outcomes. Frog Folio and an interactive website will be utilized for tracking and assessment.

---

What is Purple Passport
Your Global Citizenship Credential (GCC)?

“The more we know about each other, the more we learn about each other, the more we engage on differences that we have between our societies and between our social systems and between our political points of view, the better off we are. The more dialogue we have at every level, and especially at the academic level, where opinion-makers are located...the better off we are.”

—Colin Powell, March 18, 2004
• Students will demonstrate knowledge of global, international, and intercultural issues, trends, legacies, systems and the interconnectedness of different populations, communities, and nations.

• Students will engage in cultural discovery with curiosity, open-mindedness, and empathy.

• Students will demonstrate responsible and pro-active engagement with Global Realities in various contexts.

TCU undergraduates may elect to pursue Level 1 or Level 2 (Distinction) of the Global Citizenship Credential (GCC). The learning outcomes apply to both levels as does coursework, international engagement, and taking action. Level 2 (Distinction) requires an additional study abroad experience with a capstone component. Frog Folio will be utilized by each student to capture their GCC accomplishments including a reflection piece on global citizenship (See Figure 1 Global Citizenship Credential).

**LEVEL 1--GCC**

**Knowledge:** Complete 12 hours of approved course work.

**Mindset:** Complete coursework & international experience. Frog Folio

**Engagement:** Semester abroad & UNPR 30201

OR

Approved faculty-led program

OR

Approved Credit Bearing Local/Global Experience

OR

Holder of F1 or J1 Visa

**LEVEL 2--GCC With Distinction**

Complete all of Level 1

and

TCU Global Academy OR

Second Study Abroad Experience & UNPR 30302

Capstone Project Required in addition to

Frog Folio and Reflection Pieces
Recognizing and challenging injustice is essential for global citizenship. These programs focus on understanding the roots of injustice across economic, political, and social dimensions. They value diversity, human rights, and fairness, and might explore civic engagement or social responsibility.

In today’s increasingly diverse and connected world, intercultural understanding is more important – and more challenging – than ever. These programs focus on understanding cultural history, appreciating its impact on modern identity, and problem-solving across cultural boundaries with respect for diversity.

Global citizenship requires ethical and responsible leadership. Business, political, and other world leaders must understand their personal and social responsibility in the world. These programs might focus on responsible global business practices, social entrepreneurship, sustainable financing, and ethical political policies.
**Global Communication & Education**

The future is defined by those who have knowledge and how they use it. Exploring how to create knowledgeable societies and how to share information is essential. These programs could explore: freedom of expression; universal access to information and knowledge; respect for cultural and linguistic diversity; quality education for all; and the role and responsibility of educators, media, and policy-makers in delivering information.

**Healthy People & Societies**

Health is a fundamental right for people and an essential component for society, yet remains a challenge in both developed and developing countries. These programs might explore the social, environmental, and cultural factors that influence health, investigate how healthcare is financed and delivered across the world, and critically assess the challenges to an increasingly complex world health system.

**Sustainable Development**

Conserving the diversity and health of life on Earth is critical to global human welfare, yet essential resources are at risk as a result of unsustainable practices. Themes in these programs could include sustainable development through technological solutions, political regulation, financial instruments, and most importantly, changing human mindsets.
### GLOBAL CITIZENSHIP CREDENTIAL

#### DOMAINS OF LEARNING

<table>
<thead>
<tr>
<th>Global Knowledge (Cognitive)</th>
<th>Global Mindedness (Attitude)</th>
<th>Global Engagement (Action)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge of global, international, and intercultural issues, trends, legacies, systems and the inter-connectedness of different populations, communities, and nations.</td>
<td>Students will engage in cultural discovery with curiosity, open-mindedness, and empathy.</td>
<td>Students will demonstrate responsible and pro-active engagement with Global Realities in various contexts.</td>
</tr>
</tbody>
</table>

#### GLOBAL REALITIES

<table>
<thead>
<tr>
<th>Human Rights &amp; Social Justice</th>
<th>Cultural Heritage &amp; Modern Identity</th>
<th>Ethical &amp; Innovative Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing and challenging injustice is essential for global citizenship. These programs focus on understanding the roots of injustice across economic, political, and social dimensions. They value diversity, human rights, and fairness, and might explore civic engagement or social responsibility.</td>
<td>In today's increasingly diverse and connected world, intercultural understanding is more important – and more challenging – than ever. These programs focus on understanding cultural history, appreciating its impact on modern identity, and problem-solving across cultural boundaries with respect for diversity.</td>
<td>Global citizenship requires ethical and responsible leadership. Business, political, and other world leaders must understand their personal and social responsibility in the world. These programs might focus on responsible global business practices, social entrepreneurship, sustainable financing, and ethical political policies.</td>
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</table>

<table>
<thead>
<tr>
<th>Healthy People &amp; Societies</th>
<th>Global Communication &amp; Education</th>
<th>Sustainable Development</th>
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<tbody>
<tr>
<td>Health is a fundamental right for people and an essential component for society, yet remains a challenge in both developed and developing countries. This reality explores the social, environmental, and cultural factors that influence health, investigate how healthcare is financed and delivered across the world, and critically assess the challenges to an increasingly complex world health system.</td>
<td>The future is defined by those who have knowledge and how they use it. Exploring how to create knowledgeable societies and how to share information is essential. These programs could explore: freedom of expression; universal access to information and knowledge; respect for cultural and linguistic diversity; quality education for all; and the role and responsibility of educators, media, and policy-makers in delivering information.</td>
<td>Conserving the diversity and health of life on Earth is critical to global human welfare, yet essential resources are at risk as a result of unsustainable practices. Themes in these programs could include sustainable development through technological solutions, political regulation, financial instruments, and most importantly, changing human mindsets.</td>
</tr>
</tbody>
</table>

TCU Students seeking the credential (Level 1 or 2) will select one Global Reality in which to focus their pursuit of global citizenship. By doing so, students will take a deeper dive into an area of citizenship that fosters focus and intentionality.
GLOBAL CITIZENSHIP CREDENTIAL

STUDENTS WILL:

**LO 1: Global Knowledge (Cognitive)**
Demonstrate knowledge of global, international, and intercultural issues, trends, legacies, systems and the inter-connectedness of different populations, communities, and nations.

**LO 2: Global Mindedness (Attitude)**
Engage in cultural discovery with curiosity, open-mindedness, and empathy.

**LO 3 Global Engagement (Action)**
Demonstrate responsible and pro-active engagement with Global Realities in various contexts.

<table>
<thead>
<tr>
<th>Global Realities</th>
<th>Human Rights &amp; Social Justice</th>
<th>Cultural Heritage &amp; Modern Identity</th>
<th>Global Communication &amp; Education</th>
<th>Ethical &amp; Innovative Leadership</th>
<th>Healthy People &amp; Societies</th>
<th>Sustainable Development</th>
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<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
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<tr>
<td><strong>LO 1</strong></td>
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</tr>
<tr>
<td>Global Knowledge</td>
<td>Students select four (4), three hour courses from a menu of 10.</td>
<td>Students select four (4) three hour courses from a menu of 10.</td>
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<tr>
<td><strong>LO 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Global Mindedness</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
<td>Course work from LO 1 and International Experience (LO 3).</td>
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<td><strong>LO 3</strong></td>
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<tr>
<td>Global Engagement</td>
<td>Semester Abroad + UNPR 30201 OR Faculty-Led Program approved for GR. OR Credit Bearing Local/Global Approved Course. OR F1 or J1 Visa</td>
<td>Semester Abroad + UNPR 30201 OR Faculty-Led Program approved for GR. OR Credit Bearing Local/Global Approved Course. OR F1 or J1 Visa</td>
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<td></td>
</tr>
<tr>
<td>Discovering Global Citizenship (DGC)</td>
<td>5 DGC activities approved for this GR.</td>
<td>5 DGC activities approved for this GR.</td>
<td>5 DGC activities approved for this GR.</td>
<td>5 DGC activities approved for this GR.</td>
<td>5 DGC activities approved for this GR.</td>
<td>5 DGC activities approved for this GR.</td>
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<tr>
<td>Customized Global Programming</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
<td>Department/Student selects global activity related to GR.</td>
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</table>

**LEVEL 2**: Students will complete all of Level 1 plus:

TCU Global Academy
OR
Second Study Abroad Experience + UNPR 30302
Appendix F:

Draft of Interactive Web site for Purple Passport: Your Global Citizenship Credential

Tracking designed for the Smart Phone
PURPLE PASSPORT
My Global Citizenship Credential

ENTER HERE
Your Passport Application

- Enter Name
- Date of Application
- Date of Issue
- Location
- Date of Expiry
Recognizing and challenging injustice is essential for global citizenship. These programs focus on understanding the roots of injustice across economic, political, and social dimensions. They value diversity, human rights, and fairness, and might explore civic engagement or social responsibility.

- Select Human Rights As Emphasis
  - Advisor
  - Date of Selection
  - Expiration
  - Level 1
  - Level 2 Distinction
LEVEL 1

**Global Knowledge (Cognitive)**

Students will demonstrate knowledge of global, international, and intercultural issues, trends, legacies, systems and the inter-connectedness of different populations, communities, and nations.

Menu of Courses--Complete 4 courses with a minimum of “C” or higher from the following 10 choices:

- Course Title--links to class search
- Course Title--links to class search
- Course Title--links to class search
- Course Title--links to class search
- Course Title--links to class search
- Course Title--links to class search
- Course Title--links to class search
- Course Title--links to class search
- Course Title--links to class search
- Course Title--links to class search

**Global Mindedness (Attitude)**

Students will engage in cultural discovery with curiosity, open-mindedness, and empathy.

Enter
Frog Folio
LEVEL 1

Global Engagement

Students will demonstrate responsible and pro-active engagement with Global Realities in various contexts.

Select your international experience from the menu of options:

TCU Semester Abroad + completion of UNPR 30201: Engaged Global Citizenship (link to class search)

OR

Global Reality Faculty-Led Program
Choose from 5 options:
1.
2.
3.
4.
5.

OR

Credit Bearing Local/Global Approved Course

OR

Holder of F1 or J1 Visa

ENTER FROG FOLIO HERE
LEVEL 1

Discovering Global Citizenship

Participate in a minimum of 12 DGC activities from the menu below by the date of expiry of your passport:

Virtual Voyage--link to semester calendar

Visiting Scholar--link to semester calendar

Global Innovator--link to semester calendar

ENTER FROG FOLIO HERE
LEVEL 1

Customized Global Programming

Academic department selects global activity/course/experience specific to their major and the Global Reality.

Example:

- Modern Languages--Language House
- Education: Six Hours of Second Language
- Science & Engineering: Spring Break to DR
- Fine Arts: Indigenous Artists of Panama
- Business: Business Plan Ethiopia
- Humanities: Virtual Voyage
- Social Sciences: Spring Break in Seville
- Model Union
- Leadership

ENTER FROG
FOLIO HERE
Completion of Level 1

Global Reality: Human Rights & Social Justice

- **Global Knowledge**
  12 approved credit hours complete

- **Global Mindedness**
  Evidenced in Frog Folio (evaluated by advisor)

- **Global Engagement**
  International Experience

- **Discovering Global Citizenship**
  Evidenced in Frog Folio (evaluated by advisor)
YOU HAVE COMPLETED LEVEL 1

GLOBAL CITIZENSHIP CREDENTIAL

Global Reality: Human Rights & Social Justice

YOU ARE NOW ELIGIBLE TO PURSUE

LEVEL 2: DISTINCTION
LEVEL 2: DISTINCTION

Complete One of the Following:

TCU Global Academy

1. Panama--link to program here.
2. Vietnam--link to program here.
3. Istanbul --link to program here.
4. Rwanda--link to program here.

OR

Second Study Abroad Experience
Different than Level 1

+ UNPR 20302 Turning Study Abroad into Global Citizenship
(Link to Class Search)

BOTH OPTIONS REQUIRE COMPLETION OF CAPSTONE PROJECT
EVIDENCED IN FROG FOLIO