

RATIONALE FOR

PROPOSED DISTINCTION IN INTERNATIONAL PERSPECTIVES

- The purpose of the proposed Distinction is to promote, acknowledge, and reward individual students' real, life-changing growth during their studies at Harper College, eventually to lead to their becoming fully-conscious and committed citizens of the world.
- The Distinction is an integral aspect of international education opportunities currently offered to Harper students and is part of the college's goal to create a new Center for International Studies on campus to support a unique international focus.
- The Distinction is dependent on learning outcomes and requirements that set and maintain a standard based on deep, permanent, and transformative learning.
- The Distinction covers four key learning outcomes:

Communication and Community
Social Justice, Equity, and Political Economy
Cultural Awareness, Understanding, and Openness
Human Ecology, Globalization, and Sustainability

- It is understood that all four outcomes are interrelated. Students may choose to focus primarily on learning experiences in one outcome with some experience in the other three, or may focus relatively equally across all four outcomes.
- Each student's focus and experience in earning the Distinction will be unique, supported by a Coordinator and faculty advisors across disciplines. The Distinction coordinator's role is essential to the consistency, rigor, and flexibility the Distinction requires.
- The Distinction is designed so that, in addition to required coursework at Harper College, students must participate in experiential learning to apply learning to real-world issues.
- Full-time and part-time students may seek to earn the Distinction. There is no time limit in place for a student to accomplish its goals.
- Students who choose to complete the Distinction will take an introductory course in International Perspectives. Students may be able to use some of their prior class assignments in previous courses at Harper or other institutions, as well as life experiences, toward earning the Distinction. The Distinction coordinator and a Distinction Review Committee will evaluate each student's prior experiences as well as culminating experiences in international studies at Harper.
- The Distinction will be a point of pride for Harper and its students as we become one of the first community colleges in the nation to establish a structure to integrate international studies throughout the college, its programs, and curricula.

PROPOSED DISTINCTION IN INTERNATIONAL PERSPECTIVES

- I. Executive Summary (pages A and B).
 - A. Mission statement.
 - B. General process.
 - C. Learning outcomes.
 1. Communication and community.
 2. Social justice, equity, and political economy.
 3. Cultural awareness, understanding, and openness.
 4. Human ecology, globalization, and sustainability.
- II. Details of General Process.
 - A. Steps to earning Distinction (pages C and D).
 - B. Proposed design for required 16-week introductory course in International Perspectives (page E).
- III. Learning Outcomes Guidelines: Competencies and Assessments (pages F through J).
- IV. Proposed Design for Marketing the Distinction (Appendix A).
- V. Proposed Design for Recruiting Faculty Advisors (Appendix B).
- VI. Acknowledgments (Appendix C).
- VII. Academic Standards Subcommittee Task Force Members (Appendix D).

EXECUTIVE SUMMARY

Proposed Distinction in International Perspectives

April 10, 2013

A student who has earned the Distinction in International Perspectives has demonstrated the capacity to consider intercultural and international perspectives across academic disciplines and the willingness to actively explore issues relating to global equity, justice, and peace.

GENERAL PROCESS

- Interested students take a transferable, 3-credit-hour elective introductory course, "Introduction to International Perspectives."
- Students interested in pursuing the Distinction begin work with coordinator during the course to determine possible capstone projects; students are guided to begin work with an appropriate faculty advisor.
- Students complete a minimum of three additional Harper courses designated as applicable to the Distinction; at least one of the Harper courses or appropriate proficiencies must involve experiential/real world learning.
- The coordinator and faculty advisors guide students to completion of a final Portfolio and Capstone Project.
- Upon recommendation of the students' faculty advisors and with coordinator approval, students present their projects before a standing committee of three faculty, a student's individual advisor, and the coordinator, who assess student work and determine if a student is awarded the Distinction or needs to complete further work.

LEARNING OUTCOMES

Communication and Community

Students will be able to demonstrate:

- An in-depth understanding of one or more unfamiliar cultures and a capacity to adapt to different cultural contexts.
- The ability to communicate effectively within cultural traditions other than the student's native culture.

Social Justice, Equity, and Political Economy

Students will be able to:

- Demonstrate an emerging awareness of alternative forms of conflict resolution.
- Develop and demonstrate, via inquiry and experiential learning, an informed and critically defensible stance in relation to an international social justice and equity issue by: (a) Addressing the effects of social institutions and cultural exchanges upon underrepresented groups; and/or (b) Investigating the impact of globalization upon issues of human rights; and/or (c) Participating in concrete efforts to address social injustice across borders.
- Apply knowledge to the analysis of causal relationships between historical forces and the studied culture.
- Demonstrate an emerging understanding of interactions cross-culturally, including but not limited to a recognition of the role of Western culture and politics in the development of the studied culture's present circumstances.

Cultural Awareness, Understanding, and Openness

Students will be able to:

- Interpret events through different cultural lenses in order to think critically and appreciate a large variety of situations involving people from other cultures.
- Demonstrate intercultural knowledge and competence, which is defined as a “set of cognitive, affective, and behavioral skills...that support effective and appropriate interaction in a variety of cultural contexts.” (Quoted in AAC&U Rubric: Bennett, J. M. 2008. “Transformative Training: Designing Programs for Culture Learning” in *Contemporary Leadership and Intercultural Competence: Understanding and Utilizing Cultural Diversity to Build Successful Organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)
- Demonstrate intercultural knowledge, empathy, and a world view which facilitates respect for multiple cultural perspectives and experiences.

Human Ecology, Globalization, and Sustainability

Students will be able to:

- Explain the nature of globalization and the factors facilitating globalization.
- Demonstrate an understanding of the functions and spatial distribution of the Earth's natural systems (atmosphere, lithosphere, hydrosphere, biosphere).
- Examine the impact of human activity on these systems, as well as opportunities for and constraints to human activity.
- Analyze the dynamic relationships that exist between natural systems and cultural systems at local and global scales.
- Critically evaluate their environmental choices and develop an integrated vision for sustainability that includes their personal lives, professions, local communities, and the world at large.

DETAILS OF GENERAL PROCESS
(Including Introductory Course Outline, Portfolio, and Capstone Project)

I. Students are introduced to the Distinction via various college marketing tools, open houses, college counselors, and New Student Orientation activities when entering Harper.

II. A Distinction coordinator will supervise and support, from beginning to end, each student who wishes to pursue the Distinction. The coordinator will be a faculty member who reports to Administration; has an ongoing recognized assignment for the position; oversees the introductory course and all facets of the program; coordinates the faculty advisors working with students; and assists in the review of curricula applicable to the Distinction.

III. A Distinction Review Committee consisting of three faculty in conjunction with the coordinator will: (a) twice a year examine newly developed courses to determine their suitability to the Distinction; (b) evaluate each candidate's prior experiences and coursework for applicability to the Distinction; and (c) participate in the assessment of each candidate's Portfolio and Capstone Project.

IV. A student interested in the Distinction would be required to take a transferable, 3-credit-hour elective introductory course ("Introduction to International Perspectives") where he or she would be introduced to appropriate vocabulary, attitudes, values, and topics. (See proposed course outline.)

- The introductory elective course may also be taken by students who are not interested in pursuing the Distinction.
- Part-time students may also receive the Distinction with no limit on the number of years students could pursue completion. The coordinator will help all students pursue completion and act as an advisor/case manager for each student candidate.
- The introductory course will be an interdisciplinary, internationally focused class facilitated by different instructors and the coordinator.

V. During and after the introductory course, students interested in further pursuing the Distinction will work with the coordinator, who will interview students about possible capstone projects and ways to complete the Distinction. The student and coordinator will work together to find a faculty advisor who will guide students to the completion of a capstone project and portfolio.

- Faculty advisors should: receive advisor training; be experienced in some aspect of international focus; be selected from a pool of content area specialists from a variety of disciplines; and work within the parameters of an advisor agreement with the college.

VI. Students pursuing the Distinction will meet periodically with peers, advisors, and the coordinator to support the completion and focus of their international studies.

VII. After completion of the mandatory introductory course, students must complete a minimum of three additional Harper courses designated as applicable to the Distinction by the coordinator and the Distinction Review Committee. Students must pass all applicable courses with a grade of “C” or better.

- A student may apply one previous documentable and applicable course or experience from another institution in lieu of a Harper course.
- One of the Harper courses or appropriate proficiencies must involve experiential/real world learning.

VIII. Faculty advisors and the coordinator will guide students to their completion of a Portfolio and a Capstone Project to include the following:

- Distinction students will keep a personal Portfolio of coursework/journal reflections evidencing learning from the initial required “Introduction to International Perspectives” course, the students’ three required applicable elective courses, and their participation in opportunities for experiential learning.
- Distinction students will each complete an individualized Capstone Project to be determined with the support of the coordinator and faculty advisor. This project shall illustrate a depth of understanding about a chosen topic; it may take the form of a research paper or a creative or service project. The Capstone Project will synthesize data collected from sources both internal (within the cultural, social, or community context in which the student is conducting research) and external (using supporting articles, books, and library research).
- Distinction students will prepare a final written reflection/epilogue with the support of the coordinator and advisor illustrating personal growth and change over the course of their Distinction studies and experiences.
- A student may choose a “focused” approach on one of the four outcomes with some activities involving the other three. However, this would not negate the possibility that a student could focus fairly equally on all four outcomes if he or she chooses.

IX. Upon recommendation of the advisor, the coordinator will determine if the student is ready to bring the project before the Distinction Review Committee, the advisor, and the coordinator, who will assess the student’s work and determine whether the student is awarded the Distinction or needs to complete further work.

(See Page E for Introductory Course Outline)

Proposed Design for 16-Week Introductory Course for Distinction in International Perspectives

- A 3-credit course meeting four hours per week that is interdisciplinary and internationally focused.
- A transferable elective, ideally offered each Fall and Spring semester.
- Prefix to be determined.
- Offered first as a pilot, with the recognition that faculty developing this course would need time to develop the criteria, content, and outcomes for the course. Piloted in Fall 2013.
- Open to all Harper students.
- Introduced by the Distinction coordinator and concluded with the coordinator's guidance and student completion of a final integrative assignment bringing together a reflection on all four Perspectives outcomes.
 - Rotating content instructors experienced in some aspect of international focus and dependent upon disciplines highlighted in "middle" 12 weeks of semester (Weeks #2 through #13).
 - Three weeks of each semester would be focused on each Perspectives Outcome and taught by separate instructors: "Communication and Community"; "Social Justice, Equity, and Political Economy"; "Cultural Awareness, Understanding, and Openness"; and "Human Ecology, Globalization, and Sustainability."
 - Students wishing to pursue the Perspectives Distinction would be interviewed by the Distinction coordinator in the concluding weeks of the course, who will advise students about further study, discuss possible capstone projects, and work with students to find an appropriate advisor for the discipline.

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"Introduction to International Perspectives"

(Prefix) (Course number)

Week #1	Weeks #2-4	Weeks #5-7	Weeks #8-10	Weeks #11-13	Weeks #14-16
Coordinator	Content Instructor	Content Instructor	Content Instructor	Content Instructor	Coordinator
Topic: Introduction to a Working Lexicon	Topic: Communication and Community	Topic: Social Justice, Equity, and Political Economy	Topic: Cultural Awareness, Understanding, and Openness	Topic: Human Ecology, Globalization, and Sustainability	Student Reflections and Completion of Integrative Assignment; Work with Coordinator to Determine Possible Focus of Capstone

LEARNING OUTCOMES GUIDELINES

I. Communication and Community

Students will be able to demonstrate:

- An in-depth understanding of one or more unfamiliar cultures and a capacity to adapt to different cultural contexts.
- The ability to communicate effectively within cultural traditions other than the student's native culture.

Students may develop competency (or a special focus in this outcome) via a combination of the following activities, projects, or coursework or other activities as pre-approved by faculty advisor:

- Completing formal language training either to the 200-level or 100-level combined with an immersive experience.
- Taking a course on body language and gesture in non-familiar cultures.
- Developing and participating in a project requiring international dialogue, such as a cooperative global project involving participants from other countries.
- Writing an ethnography or conducting ethnographic research focused on patterns of communication.
- Working for a global business or industry as an intern focused on communication.
- Volunteering at an organization that serves non-English speaking populations (such as CEDA, providing assistance to immigrants).
- Working at or volunteering at an organization that caters to a non-English speaking community (i.e., culturally based social organizations, such as the Turkish American Society of Chicago).
- Organizing international events at Harper.
- Formally studying the art, literature, drama, dance, music, ritual traditions, and other forms of communication methods of unfamiliar societies.
- Preparing a comparative analysis or single culture in-depth analysis of the role of mass media in other countries.
- Engaging in mutual mentorship in which two students work together toward the Distinction.
- Participating in an international exchange program.
- Studying abroad.
- Studying communication technologies being used in other countries (e.g., use of Twitter in Africa).

Students may be assessed through the following means:

Minimum standards in this area require *multiple levels* of demonstrated competency:

- Language skills:
 - a. *Some* level of formal language training in unfamiliar language.
 - b. Assessment through coursework, presentations, or multimedia projects.

plus

- Study of intercultural communication (in addition to standard foreign language study). Examples include courses that focus on cultural arts or literature as forms of communication:
 - a. *Some* level of formal training in arts, literature, mass media, technology, body language, etc.
 - b. Assessment through coursework, presentations, or multimedia projects.

plus
- Immersion:
 - a. A successful immersive experience or embedding within an unfamiliar environment.
 - b. Assessment through a journal of some form (traditional journal, audio journal, blog, artwork, poetry journal, visual arts portfolio, or other to be determined).

II. Social Justice, Equity, and Political Economy

Students will be able to:

- Demonstrate an emerging awareness of alternative forms of conflict resolution.
- Develop and demonstrate, via inquiry and experiential learning, an informed and critically defensible stance in relation to an international social justice and equity issue by: (a) Addressing the effects of social institutions and cultural exchanges upon underrepresented groups; and/or (b) Investigating the impact of globalization upon issues of human rights; and/or (c) Participating in concrete efforts to address social injustice across borders.
- Apply knowledge to the analysis of causal relationships between historical forces and the studied culture.
- Demonstrate an emerging understanding of interactions cross-culturally, including but not limited to a recognition of the role of Western culture and politics in the development of the studied culture's present circumstances.

Students may develop competency (or a special focus in this outcome) via a combination of the following activities, projects, or coursework or other activities as pre-approved by faculty advisor:

- Analyzing a social justice issue in the United States and connecting that to its impact internationally.
- Studying and traveling abroad with focus on the impact of globalization and social and economic injustice.
- Completing a comparative non-Western government course in political science that includes the use of case studies, and then giving a presentation of learning in these areas.
- Participating in political advocacy groups that work for social equity, or volunteering for service projects, local community organizations, and social service agencies that serve under-represented groups and people vulnerable to social injustice across national borders (e.g., Amnesty International, the Illinois Coalition for Immigrant and Refugee Rights, the Illinois Department of Human Services' office of Hispanic Affairs, Invisible Children, or the Mexican American Legal Defense and Educational Fund.)
- Working on communication and technology projects to provide a political and social voice to under-represented groups.
- Taking an active role in co-curricular events at Harper College and other educational institutions that focus on international social justice and equity themes.

- Completing courses at Harper in which curriculum and learning outcomes focus on issues of human rights in globalization (systems and phenomena that transcend national borders); internationalization (nations and their relationships); and world cultures (including the knowledge and skills necessary to understand and navigate cultural differences).
- Interviewing international students and faculty in relation to specific social justice issues within their home countries, and then creating a project to communicate what was learned. (For example: Publishing an article in *The Harbinger* or presenting a panel discussion about these issues on campus.)
- Using international news sources to research current events relating to social injustice and inequity across nations.
- Participating in a study abroad course that addresses some aspect of social justice.
- Working in human services fields to develop relationships with students and others from different countries to effect positive change in social policies.

Students may be assessed through the following means:

- Written documentation attesting to participation in various activities.
- Written journals and/or presentations before the Harper community about the student's learning experiences, demonstrating how knowledge of social justice and equity issues influenced the student's world view and understanding of societies and cultures.
- Copies of applicable course work or projects completed.

III. Cultural Awareness, Understanding, and Openness

Students will be able to:

- Interpret events through different cultural lenses in order to think critically and appreciate a large variety of situations involving people from other cultures.
- Demonstrate intercultural knowledge and competence, which is defined as a "set of cognitive, affective, and behavioral skills...that support effective and appropriate interaction in a variety of cultural contexts." (Quoted in AAC&U Rubric: Bennett, J. M. 2008. "Transformative Training: Designing Programs for Culture Learning" in *Contemporary Leadership and Intercultural Competence: Understanding and Utilizing Cultural Diversity to Build Successful Organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)
- Demonstrate intercultural knowledge, empathy, and a world view which facilitates respect for multiple cultural perspectives and experiences.

Students may develop competency (or a special focus in this outcome) via a combination of the following activities, projects, or coursework or other activities as pre-approved by faculty advisor:

- Studying abroad.
- Completing a comparative study of U.S. K-12 student preparedness in mathematics with successful students in other countries (for example, Singapore, Finland, Korea, and Japan) using major studies like "Trends in International Mathematics and Science Study [TIMMS]" and "Programme for International Student Assessment [PISA]" to examine the ways culture in a given country affects the implementation of a successful program and creation of standards in mathematics learning.
- Conducting a multi-day mini-ethnography in a community of choice.
- Interviewing an international student or participating in international student activities or International Education Week programs.

- Performing service projects at venues including but not limited to:
 - Faith-based community centers.
 - Human service organizations.
 - Community cultural centers; Fine Arts centers; Theaters.
 - Consulates in Chicago.
 - ESL tutoring centers.

Students may be assessed through the following means:

Minimum standards in this area require multiple levels of demonstrated competency:

1. Cultural self-study: Students will participate in a self-study to develop knowledge, skills, and attitudes pertaining to identity development and cultural awareness and competency. Students will demonstrate:
 - a. Practice in developing self-reflection skills.
 - b. Increased knowledge of origins, ethnic roots, and culture.
 - c. Development of self-identity related to international issues.
 - d. Empathy for persons who are culturally diverse.
 - e. An understanding of cultural relevance to identity development.
2. Formal study:
 - a. Written project demonstrating depth of student’s integration of intercultural knowledge, attitudes, and skills.
 - b. Explanation of culture as it relates to a specific group, including general history, cultural factors, and daily living.
 - c. Collect internal (i.e., culturally based) and external resources to acquire intercultural knowledge and competence.
3. Immersion:
 - a. Participate in a service project that requires sustained and cooperative interaction with persons of a cultural group other than the student’s own.
 - b. Write an overview of the immersion experience, incorporating relevant literature—either the student’s own or that of others—interview transcripts, personal reflections, and creative representations.
 - c. Create e-portfolio of materials (written and multimedia) demonstrating depth of student’s integration of intercultural knowledge, attitudes, and skills from immersion experience.

IV. Human Ecology, Globalization, and Sustainability

Students will be able to:

- Explain the nature of globalization and the factors facilitating globalization.
- Demonstrate an understanding of the functions and spatial distribution of the Earth’s natural systems (atmosphere, lithosphere, hydrosphere, biosphere).
- Examine the impact of human activity on these systems, as well as opportunities for and constraints to human activity.
- Analyze the dynamic relationships that exist between natural systems and cultural systems at local and global scales.
- Critically evaluate their environmental choices and develop an integrated vision for sustainability that includes their personal lives, professions, local communities, and the world at large.

Students may develop competency (or a special focus in this outcome) via a combination of the following activities, projects, or coursework or other activities as pre-approved by faculty advisor:

- A science based understanding of the Earth's natural systems gained through a course in Physical Geography, Environmental Geology, or Environmental Biology.
- Completing a geography course in human geography which includes an integrated study of economic, political, and cultural systems at local and global scales.
- Completing a world regional geography course which examines natural and human systems within and across the world's regions.
- Completing a cultural anthropology course.
- A volunteer project for an environmental organization or public agency that would provide an opportunity to apply and extend the principles gained through coursework.
- Presenting a relevant student paper or poster at a regional or national conference of organizations such as the Association of American Geographers, or Geological Society of America.
- Formulating and completing a project that looks at the effects of globalization and the distribution and consumption of resources.
- Conducting an oral history project with local people who can assist the student to understand the dynamics of local ecosystems, cultural systems, geography, or technologies and their effect on a population. This project would require the student to be taught how to do an oral history project culminating in an end product/presentation.

Students may be assessed through the following means: (a) Papers, presentations, oral histories, projects, or portfolios; (b) Creation of a mini-conference, summit, fair, or Web site; (c) Conducting a live mediation, carrying out case studies, or conducting research; or (d) Keeping a journal, or writing and maintaining a blog.

APPENDIX A

Proposed Design for Marketing the Distinction:

Selling points of Distinction:

- Fits with a variety of Harper academic initiatives, e.g., Achieving the Dream and the Strategic Plan.
- Career Advantages.
 - Employers.
 - Transfer schools.
- Opportunity to work closely with Harper faculty.
- Student exposure to different cultures.
- Ability to actively explore issues relating to global equity, justice, and peace.

Methods for recruiting:

1. Ask faculty members to make announcement in class and/or class visits.
2. Ask faculty to nominate students.
3. Promote through counselors.
4. Promote with student organizations such as Honors, Phi Theta Kappa, veterans group, and others.
5. Use student portal, monthly student email, Facebook and Twitter, flyers & posters, Harper Vision, Marquee, Harbinger, International Week announcements and other campus events.
6. Produce a bi-annual newsletter updating Harper community.

Incentives:

1. Designation on transcript.
2. Help in transfer and/or employment (admission applications and resumes).
3. Acknowledgement/recognition through convocation and/or graduation.
4. Explore scholarships through Foundation for students to help them offset the costs of participating (e.g., gas costs, registration fees).
5. Reception honoring successful candidates.

How Many:

In this program, we anticipate 5-15 students enrolled in the Introductory course pilot in the first year.

APPENDIX B

Proposed Design for Recruiting Faculty Advisors:

Recruit faculty:

- Each spring, identify faculty to serve as advisors for the coming year.
- Develop reward system for advisors, either financial or for promotion/evaluation purposes.
- Bring advisors together at significant periods throughout the year to share experiences.
- Develop criteria for advising skills and expectations so they are clear to prospective advisors.
- Interview prospective advisors.

Support faculty with resources:

- Library resources available through library and listed on Blackboard site.
- Current Blackboard site with projects, materials, ideas, links.
- Obtain support of deans, Provost, and department chairs and coordinators for advisors, faculty, and Distinction coordinator.
- Obtain budget to support advisors.

Advisor responsibilities with students:

- Help students develop Distinction learning plan.
- Help students find materials, courses, resources, external sites, study abroad, or other experiences to fulfill their learning plans.
- Meet periodically with students individually or in groups.
- Monitor student progress periodically.
- Provide feedback to students on their progress.
- Advise students regarding Portfolio construction.
- Advise students on Capstone Projects and presentation to Distinction Review Committee.

APPENDIX C

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Colleen Tomanek
Sandra Vega-Picchiatti
Valerie Walker
Elke Weinbrenner
Andrew Wilson

APPENDIX D

Please send your comments regarding this draft to any one of the following Academic Standards Committee International Perspectives Subcommittee Task Force Members:

James Edstrom

Rich Johnson

Judy Kaplow

Joan Kindle

Judy Kulchawik

Richard Middleton-Kaplan

Judi Nitsch

Sheryl Otto

Paul Peterson

Helmut Publ

Valerie Walker

Elke Weinbrenner