

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Tuesday, January 31, 2012 9:32 AM  
**To:** Brothers, Sheila C  
**Subject:** 2 items for 6 feb senate council  
**Attachments:** Certificate Proposal 1 26 2012.doc; UK-WKU USP - KCM -- Modified by TPORTER.doc

Hi Sheila,

I will be in a position to present:

(2) Undergraduate Certificate if Global ~~Scholarship~~ Studies

Please note that the attached versions represent the most current versions.

Best,

Andrew

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**Undergraduate Certificate of Global Studies****9/19/2011**

PROPOSAL TO UNDERGRADUATE COUNCIL → SENATE COUNCIL → UNIVERSITY SENATE

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**I. Narrative**

The Certificate of Global Studies will allow students to demonstrate their preparedness to live and work in a global community. By taking a series of courses with an international focus that amplifies the global dimension of their majors, by engaging in a credit-bearing education abroad experience, by enhancing their experience with a second language, and by participating in internationally-focused co-curricular activities, students will expand their view of the world and their place in it, and their perspectives on their own societies at home. As the workplace seeks employees who can work in international or multicultural teams, and as participation in U.S. society increasingly demands the skills of global citizenship, our students will benefit from an additional degree credential, alongside their major(s) and/or minor(s), that demonstrates their dedication to and experience with global perspectives. Having this certificate on the transcript will also show that the students are interested in the international facets of their academic and/or pre-professional training, which will be attractive to potential graduate programs or employers.<sup>1</sup>

The structure of the Certificate of Global Studies offers an academic credential as well as a coherently planned academic core, for students who otherwise might simply take a smattering of international courses or participate in some type of isolated international experience. At the heart of the Certificate is the required Education Abroad experience (study abroad, internship, research abroad), but the Certificate’s structure is designed to make that experience integral to the undergraduate program of study. A coherent program in which the time abroad is both preceded and followed by appropriate opportunities for reflection, and bolstered by rigorous academic coursework, will enhance the impact of the international experience. Research has demonstrated that one advantage of education abroad is that, when appropriately designed, it can move students from dependent to independent learners, and can help them to acquire interpersonal and intercultural competence. As Arthur W. Chickering writes (1994):

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<sup>1</sup> See, for example, Stevan Trooboff et al, “Employers Attitudes Toward Study Abroad,” *Frontiers: The Interdisciplinary Journal of Study Abroad* XV (Winter 2007-08), 1-34.

Many courses and classes are strong on conceptual abstractions but short on concrete experiences—active application, experimentation, and reflection. Many extraacademic opportunities can provide powerful experiences and contexts for application but are short on concepts or reflection. When students learn how to build in the missing elements and create the appropriate mix of all four elements, then their learning throughout college is greatly strengthened.<sup>2</sup>

Chickering identifies interpersonal competence as one of the three most important factors in a student's successful career after college. His definition aligns well with what we know about the adaptive skills required and refined during an education abroad experience: "We need to know how to work effectively with others, to seek and offer help, to influence others, to help others become more competent and strong themselves, to perform well with persons from diverse backgrounds, and in various situations."<sup>3</sup>

Similarly, Milton J. Bennett (1993) argues convincingly that intercultural sensitivity<sup>4</sup> can be developed through carefully designed educational experiences: "With the concepts and skills developed in [the field of intercultural communication], we ask learners to transcend traditional ethnocentrism and to explore new relationships across cultural boundaries."<sup>5</sup> Bennett demonstrates that such intercultural competence is best developed through "a learner's subjective experience of cultural difference, not just the objective behavior of either learner or trainer."<sup>6</sup> Grounded in this research, the current proposal includes an international experience as a central requirement.

However, national statistics relentlessly demonstrate that students are increasingly drawn to short-term education abroad experiences. Rather than the traditional model of a semester or year in an international setting, students seek international programs during an 8-week summer period, a 4-week term abroad, or even a 1- or 2-week "study tour." As we adapt to these trends, we need to consider ways in which the curriculum and co-curriculum can bolster the learning that takes place abroad, in order that students both gain that interpersonal competence and are able to credential it in a convincing way (that is, by enrolling in a defined certificate program).

In the Certificate program, the skills that we hope are acquired during the student's experience abroad would be reinforced by coursework that situates that experience in both academic and pre-professional growth, beyond that which is in the major or minor course of study. If the coursework takes place before the program abroad, the student will be more receptive to the experience, better prepared to cope with cultural difference, and more educated about socio-historical contexts. If the coursework takes place after the student's return, it offers opportunities for reflection and enrichment of the lessons learned abroad. In either case, the experiential learning in the international context goes hand-in-hand with coursework that has an intercultural and global focus.

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<sup>2</sup> Arthur W. Chickering, "Empowering Lifelong Self Development." *NACADA Journal* 14 (2), Fall 1994, p. 52.

<sup>3</sup> Chickering 51.

<sup>4</sup> Bennett defines "intercultural sensitivity" as "a kind of cognitive complexity, where greater sensitivity is represented in the creation and increasing differentiation of cultural categories" (25.) He adds: "Development of intercultural sensitivity is ultimately the development of consciousness and, through consciousness, developing a new 'natural' approach to cultural difference" (26). See M.J. Bennett, "Toward Ethnorelativism: A Developmental Model of Intercultural Sensitivity," in R.M. Paige, ed., *Education for the Intercultural Experience* (Yarmouth ME: Intercultural Press, 1993), 21-71.

<sup>5</sup> Bennett 21.

<sup>6</sup> Bennett 22.

The Certificate program is designed to be feasible across the array of UK academic majors. If the student already has selected a major with an international focus, the Certificate's additional coursework and required component abroad will extend and deepen that curriculum. And if the student has a major that does not have a visible and discrete international focus, the Certificate structure offers the student a context within which to understand the major from an internationally aware perspective.

The Certificate program is well aligned with our new General Education framework, which speaks strongly to both global learning and experiential learning; as the program's foundational Design Principles state:

We must help our students understand the contours of the society in which they will live and work as productive citizens. More so than earlier generations, they will encounter at home and abroad, people who speak other languages, practice other religions, and differ in other ways. The demands of engaged citizenship require students to strive for cultural competency and appreciate the value of human diversity. It is important that our graduates appreciate the role that culture plays in influencing individual behavior, attitudes, and beliefs. Appropriate courses will adopt multidisciplinary perspectives and include both historical and contemporary analysis of institutions and social organizations, of nation-states and transnational affairs.<sup>7</sup>

## II. PROGRAM DESCRIPTION<sup>8</sup>

The Certificate of Global Studies is designed so as to comply with University of Kentucky standards for undergraduate certificates, and also to be feasibly combined with a broad array of majors across UK's colleges. UK's parameters for all undergraduate certificates are the following:

- A minimum of 12 credits of course work taken for a letter grade.
- At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.
- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

The Certificate will be administered by a faculty Director, with staff assistance (see 4.c., below). The Director of the Certificate program will become an ex officio member of the Chellgren Center faculty council, within the Office of Undergraduate Studies. For this work, which will constitute a compensated

<sup>7</sup> "Design Principles of a Revised General Education Curriculum for the University of Kentucky," University Senate, March 2008.

<sup>8</sup> Significant models for this proposal include the University of Kansas Global Awareness Program (<http://www.international.ku.edu/gap/>) and North Carolina State University's Global Perspectives Certificate (<http://gpc.ncsu.edu/>).

“overload” (see 4.c, below), the Director of the Certificate Program will report to the Associate Provost for Undergraduate Studies. The inaugural faculty Director will be Dr. Doug Slaymaker, Department of Modern & Classical Languages/ Literatures/Cultures, College of Arts & Sciences.

The Program has four interlocking components: **1) globally focused coursework, 2) second language coursework, 3) credit-bearing education abroad component, 4) co-curricular programming.**

- 1) **COURSEWORK:** Students must enroll in 12 hours of globally focused coursework at the 200 level or above.<sup>9</sup> “Globally focused coursework” is satisfied as follows:
  - a. Any course that has been deemed as appropriate for the A&S International Studies major/minor, at the 200+ level; this compendium of courses from across the university currently numbers over 230 courses.
  - b. Any course within the General Education category of Global Dynamics, at the 200+ level
  - c. Any courses taken abroad as part of the education abroad component
  - d. Other courses can be considered, by petition to the faculty Director, if they are deemed to meet the learning outcomes of the Global Dynamics or International Studies course categories.
  
- 2) **SECOND LANGUAGE COURSEWORK:** For an academic credential that certifies a student as a global scholar, experience with a second language should be required at a level beyond that required for all undergraduates. Students may satisfy this requirement in one of two ways:
  - a. Complete the third semester of a language sequence (e.g. level 201), or the proficiency equivalent thereof;
  - b. Enroll in a language not previously studied in high school, at the first-semester level or above, or demonstrate the proficiency equivalent thereof.<sup>10</sup>
  
- 3) **CREDIT-BEARING EDUCATION ABROAD COMPONENT:** Students will participate in an education abroad experience that involves at least one academic credit hour.<sup>11</sup> Internationally oriented experiences undertaken within the U.S. will not satisfy this requirement; students must travel to a non-U.S. region to fulfill the requirement.<sup>12</sup> Examples might include, but are not limited to:
  - a. Education abroad programs facilitated by UK faculty or select customized programs offered in conjunction with Education Abroad at UK;
  - b. University-wide or departmental education abroad exchange programs;
  - c. Education abroad programs facilitated through UK consortia;
  - d. Education abroad programs hosted by international institutions in which UK students are directly enrolled; and

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<sup>9</sup> It should be noted that the UK requirements for an undergraduate certificate state the following: a) a minimum of 3 credits must be from each of two or more disciplines; b) no more than 9 credits in a certificate can be used as a required course in the student’s major program core, a minor, or other certificate requirements. [That is, up to three of the four courses can “double-dip” with the student’s major or minor.]

<sup>10</sup> It should be noted that, if the student selects this option, the course will not count towards the 12 hours of the certificate, as the course would not be level 200+.

<sup>11</sup> ISP 599, a one-hour course in which most Education Abroad participants enroll, is not considered an “academic” credit hour and therefore does not, in itself, fulfill this requirement. Generally, ISP 599 is accompanied by other academic credits earned abroad.

<sup>12</sup> An exception may be made for education abroad in Puerto Rico; for purposes of global citizenship, based on differences of history, language, and culture, we choose to consider work in Puerto Rico as an education abroad experience.

- e. Education Abroad programs facilitated by third-party providers and other internship/service-learning based programs.
- 4) **CO-CURRICULAR COMPONENT:** Students who are preparing for participation in a global community should engage in activities that promote an openness to multiple cultures. For this reason, the Certificate of Global Studies requires participation in a minimum of two internationally focused events (lectures, films, performances, etc.) held in the U.S. These events may be sponsored by UK or by a non-UK organizer. Students will submit a one-page reflective essay for each event they attend, documenting the cultural input gleaned from the experience, in accordance with a template designed to guide reflection and assessment of the learning experience.
- a. Qualifying events are those which meet the criteria of a set of “qualifying questions,” that will be listed on the Blackboard tracking site. There will be a frequently updated list of pre-approved events, maintained by the staff administrator; this list will include events sponsored by the Patterson School, the International Studies program, or the Office of International Affairs. If the student wishes to attend an event not on that list (e.g. that takes place in another state or that for some other reason was not pre-approved), then the student will complete a one-page form that addresses the qualifying questions; final determination of whether the event meets the qualifying criteria will be made by the staff administrator.
  - b. Essays will be submitted via Blackboard; once the two essays have been accepted by the administrator of the Certificate program, acknowledgment will be noted on the student’s APEX screen.
  - c. The staff administrator of the Certificate program will initially be a staff member designated within the office of Undergraduate Studies. This administrator will work closely with the faculty Director of the Certificate program. At the point that student numbers require increased staff support, other options will be considered, such as a graduate assistant dedicated to this work.

### III. ASSESSMENT

Student success will be measured, in part, by retention between enrollment in the certificate program and its completion. The quality of the co-curricular essays will be assessed in terms of level of engagement demonstrated and qualitative impact as expressed by the student. We will also compare academic success (GPA, degree completion, time to degree) among three groups: overall Education-Abroad-participating students, non-Education-Abroad students, and students in the Certificate of Global Studies program. Assessment of Education Abroad experience is ongoing. We will also track the ways in which students design the certificate program in their various majors, for purposes of ongoing refinement and assessment as well as enrollment management. Finally, we will track diversity among the student participants, in order to assess whether the program attracts a broad and representative spectrum of students.

### IV. RESOURCES

A summer stipend will be provided by the Office of the Provost, for the faculty Director of the Certificate program. (\$5000, plus \$2000 in travel funds towards international travel) No additional resources are

needed in terms of general coursework. If the Certificate program enrolls large numbers of (non-A&S) students, additional sections of language courses may be required. No additional resources are required to maintain the education abroad component. No new resources are required for program promotion, as promotion will be managed through existing Education Abroad channels as well as via college advisors and associate deans for undergraduate education. For the co-curricular component, technological investment will be required for the Blackboard submission of essays and for integration of this requirement into APEX. If technology is appropriately designed, no additional staff resources should be required (unless/until enrollments grow substantially).

## Undergraduate Certificate – General Definition

### Approved by University Senate, April 2011

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

Undergraduate Certificates are becoming an increasingly important component of the total range of educational opportunities offered by a modern, comprehensive research university. Certificates provide the opportunity for students to pursue a topic that complements their undergraduate degree program or the opportunity to explore outside the range of their undergraduate degree.

#### **Why do we need Undergraduate Certificates?**

Undergraduate Certificates can serve several important purposes for our programs and students.

Undergraduate Certificates will provide:

- **The ability to respond to emerging and cutting edge fields:** Certificates provide a way to make new, innovative programs emergent: Arts and Sciences plans to offer certificates in newly forming areas so students can show competence in response to contextual emerging changes in their respective fields. To successfully do this, flexibility would be key, such as not requiring certificates to be interdisciplinary. However, some topics will require that interdisciplinary approaches be utilized
- **The ability to certify specializations:** Assist students in developing competency in areas of specialization where there is no major or degree program.
- **Potential motivation for innovative course development:** Faculty could be motivated to explore new areas, address emerging needs, or build niche specialties.
- **Flexibility to address universal needs:** Certificates allow for responsiveness to emerging needs and contextual changes and are more flexible than a minor. There are many areas on campus that have experiences that do not fit 'traditional' academic models such as creative arts projects, theatre experiences, architectural projects, and international study (intellectual learning paired with international experience).
- **An enhancement for recruitment to UK or to a College:** Certificates would provide another tool for attracting higher quality students to whom innovative certificates appeal (therefore the need for flexibility within the certificate to be able to respond to the context and needs of each major and area of study to be cutting edge).



- **An enrichment and retention opportunity:** Certificates may also be used to polish and help retain students following recruitment. Examples: Global Scholars (B & E) was created in response to complaints of employers- it is an enrichment program (it builds professionalism vs. specific content only). It is much like an honors track in business; high achieving freshmen join as a cohort and engage early with the college. This also enhances retention which is important due to B& E's selective admission's requirement. Another program offered along with Engineering-SEAM (2<sup>nd</sup> semester)- is tied into a living learning community and is also meant to be an honors-like track. The Global Scholars program will be connected with a living learning community next year, further enhancing its potential for engaging students.

**Proposed Requirements for an Undergraduate Certificate:**

- A minimum of 12 credits of course work taken for a letter grade.
- At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.
- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

**Administrative and Academic Structure:**

- There must be a designated Faculty Director for each certificate. The Director shall represent the curriculum and any affiliated faculty in multidisciplinary certificates.
- Minimum admission requirements for a certificate will be that students must be in good academic standing and can enter at any time in their undergraduate career. However, the faculty offering the certificate can impose additional requirements for a certificate.
- Courses taken prior to admission to the certificate can be used in the certificate.
- The Director approves the individual certificate curriculum for each student and informs the Registrar when the certificate is complete and may be awarded.
- The awarded certificate is to be posted on the student's official transcript.
- The certificate will not appear on the diploma. Programs may award a paper certificate, to be signed by the Associate Provost for Undergraduate Education or the appropriate designee (e.g., a College Dean) and the Certificate Director.

- All certificate proposals must be developed in consultation with faculty in contributing or affected academic units. The proposal must be approved through the faculty curriculum committee of the college or colleges participating in the certificate, and then submitted to Undergraduate Council. Certificates approved by UC will then be forwarded to University Senate for final approval.
- An undergraduate certificate curriculum shall be approved or re-approved for operation for a period of 6 years (or a lesser period if requested). Toward the end of the 5th year of its duration, the certificate Director shall prepare a report summarizing its status, operations, and certificate awardees during that period of time, and indicating its prospects for the future if renewal of the certificate curriculum is sought. The report will be provided to participating college Deans and to the Associate Provost for Undergraduate Education. If a certificate is suspended or terminated, students currently enrolled in the curriculum shall have a reasonable period of time, not to exceed three years, to complete the requirements for the certificate.