



**FCIE** FLORIDA CONSORTIUM FOR  
INTERNATIONAL EDUCATION

**October 5<sup>th</sup>-6<sup>th</sup>, 2017**

**Miami Dade College**

**Wolfson Campus**

**Miami, Florida**

**17<sup>TH</sup> ANNUAL FCIE  
CONFERENCE**



## 17th Annual FCIE Conference

October 5th-6th, 2017

### *Conference at a Glance*

#### Wednesday, October 4th, 2017

- 3:00PM-5:00PM FCIE Executive Committee Business Meeting (by invitation only), **3410-5**
- 5:00PM-6:00PM FCIE Executive Committee Dinner (by invitation only), **3410-5**

#### Thursday, October 5th, 2017

- 8:30AM-1:00PM Conference Registration and Check-In, **Outside of Chapman**
- 9:00AM-9:30AM Coffee Break Sponsored by *Express Travel*, **Chapman Right**
- 9:30AM– 10:00AM Conference Opening, **Chapman Right**
- 10:15AM-11:15AM **Concurrent Sessions 1:**
- A–** Chapman Left: **International Travel Duty of Care: Travel in a Changing World**, Andres Galizia, Preston Drane & Susy Gomez
- B– 3208: Establishing Your Institution’s Optimal IELTS Requirements to Support Student Success**, Kate McKeen & Regina Carvalho
- C– 3209: Cultivating Student Success Post-Study Abroad**, Kelsie Stanley
- 11:30AM-1:00PM Lunch– Featured Speakers *Paul Frost* and *Manny Mencia*, **Chapman Right**
- 1:15PM-2:15PM **Concurrent Session 2:**
- A–** Chapman Left: **Institutional Response to Real and Perceived Threats in Today’s World**, Ben Chamberlain, Laura Boudon & Andres Galizia
- B– 3208: Diversifying International Opportunities Through Non-Traditional Partnerships**, Luis Quijano, Shawn Patton, John Brady, Dr. Donnie May, & Felipe Pieras

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2:30PM-3:30PM	<b><u>Concurrent Session 3:</u></b>  <b>A–</b> Chapman Left: <b>Global Learning in the Classroom via Internationalization of Course Curricula</b> , Eugenio Zaldivar & Ann Thebaut  <b>B–</b> 3209: <b>Arm-Chair Recruitment: A Community College’s Experience</b> , Regina Carvalho
3:30PM-3:45PM	Afternoon Coffee Break Sponsored by <i>IELTS</i> , Chapman Right
4:00PM-5:00PM	<b><u>Concurrent Session 4:</u></b>  <b>A–</b> Chapman Left: <b>Academic and Cultural Success Strategies for International Students</b> , Althia Ellis, Andrea Apa, & Victoria Noorzai  <b>B–</b> 3208: <b>Empower Your Students and Internationalize your Classes Through the Open-Access STEM Teaching Method</b> , Carlos Silverio Huerta Jimenez  <b>C–</b> 3209: <b>Developing a Novel Global Healthcare Partnership through Service-Driven Study Abroad Experiences</b> , Dr. Sara Lynn Terrell & Dr. Teresa Lyle
5:15PM-7:15PM	Networking Reception, <b>Tuyo (Miami Culinary Institute– 8th Floor)</b>

## Friday, October 6th, 2017

9:00AM-9:30AM	Morning Coffee Break Sponsored by <i>Express Travel</i> , Chapman Right
9:30AM-10:30AM	<b><u>Concurrent Session 5:</u></b>  <b>A–</b> Chapman Left: <b>Supporting Students Before, During and After Study Abroad</b> , Christopher Ahearn, Rita Tybor & AnneLiese Busch  <b>B–</b> 3208: <b>A New Generation of Study Abroad: Increase Study Abroad and Service Learning Participation While Customizing In-Depth, Affordable and Safe Programs</b> , Christian Alyea & Leonardo Gubinelli  <b>C–</b> 3209: <b>Common Treasure: Celebrating the UN International Day of Peace</b> , Roxanne Lewis & Lindsey Carelli

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10:45AM-11:45AM	<b><u>Concurrent Session 6:</u></b>  <b>A– Chapman Left: Strategic Inclusion of Diverse Students in Education Abroad: The Case of Homeless Students, Veteran Students, and Male Students,</b> Carol Reyes, James Streeter & Jason Sellars  <b>B– 3208: Global Education for Social Justice: A Psycholinguistic Approach,</b> Noumane Rahouti  <b>C– 3209: Engaging Fully Online Students in Global Learning,</b> Hilary Landorf & Eric Feldman
12:00PM-2:00PM	Lunch Sponsored by the <i>FIU Kimberly Green Latin American and Caribbean Center</i> , <b>Chapman Right</b>
12:10PM-12:40PM	<b>Expanding International Opportunities Through the Community College Administrator Program,</b> David Moore & Vilma Fuentes, <b>Chapman Right</b>
12:45PM-2:00PM	Featured Speaker <i>Anthony Koliha</i> , <b>Chapman Right</b>
2:00PM	Conference Closing, <b>Chapman Right</b>
6:00PM-9:00PM	Cultural Event, <b>FIU Wolfsonian Museum</b>

*Following the conclusion of the conference, you are invited to visit the FIU-Wolfsonian Museum located on South Beach.*

#### **Location**

1001 Washington Avenue Miami Beach, FL 33139 at the corner of 10th Street and Washington Avenue

#### **Directions**

- **Driving**

Head south at NE 2nd Ave toward NE 3rd St. Turn left at the 2nd cross street onto NE 2nd St. Use any lane to turn left onto Biscayne Blvd. Use the right lane to take the FL A1A N ramp to Beaches. Merge onto MacArthur Causeway. Continue onto 5th St. Use left 2 lanes to turn left onto Washington Ave. Destination will be on your right.

- **Public Transportation**

Walk to NE 1 Ave & 4 St. Take the 120 bus MAX to Aventura for 6 stops (Washington Ave @ 9 St.) Head north on Washington Ave. toward 10th St. Destination will be on the right.

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*Conference Sponsors*

**IELTS™**



**CCIS**  
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**FIU**

Kimberly Green  
Latin American and  
Caribbean Center

**17th Annual FCIE Conference**  
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*Conference Featured Speakers*



**Manny Mencia**

*Senior Vice President of Enterprise Florida, Inc., International Trade & Business Development*

Manuel (Manny) A. Mencia is the senior vice president of the International Trade & Business Development division of Enterprise Florida, Inc., (EFI). The division is headquartered in Miami and maintains offices in six Florida cities as well as several countries around the world.

Manny joined Enterprise Florida in 1996. Prior to that, he served as vice president of World Marketing at The Beacon Council between 1992 and 1996. He has acquired extensive international trade expertise, having served in various executive positions at the Florida Department of Commerce between 1977 and 1991.

In 2009, EFI received the President's E Star Award for Export Promotion Excellence, our nation's highest trade development honor. In 2000, Export Magazine and the Council for Urban Economic Development (CUED) conferred their Gold Award to EFI's division of Trade Development, as the best statewide export development organization in the country.

Manny currently serves as president of State International Development Organizations (SIDO), the national organization of state trade development agencies. He also serves on the board of the Florida Export Finance Corporation, World Trade Center-Miami, Florida Trade Partners Alliance, and the Florida District Export Council. Manny obtained a Bachelor of Science degree from Florida International University in Education and a Bachelor of Arts degree from St. Thomas University in Political Science.

**Anthony Koliha**

*Director of the Office of Global Educational Programs at the US Department of State*

Anthony Koliha is the Director of the Office of Global Educational Programs at the U.S. Department of State, where he oversees a portfolio of international teacher, professional, and global mobility programs and services across four branches. Prior to joining ECA, he was the Director of International Programs in the College of Arts and Sciences at Indiana University, Bloomington, where he helped successfully launch a new School of Global and International Studies, in addition to expanding international programs and providing senior leadership for over a dozen federally-



funded international, area studies, and foreign language centers. Mr. Koliha previously held joint posts as Director of the Fulbright Program in Russia and International Director of the Russia/Eurasia office for the Institute of International Education. During his tenure in Russia, he participated as a delegate to the Education Sub-Working Group, U.S.-Russia Bilateral Presidential Commission, launched a number of new Fulbright initiatives, and worked with corporations, foundations, and other partners on programs in a variety of fields such as technical and agrarian sciences, energy, and higher education. Mr. Koliha has also worked at the Social Science Research Council and American Councils for International Education. He holds degrees from Kenyon College and Indiana University, Bloomington.

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### *Conference Featured Speakers*



**Paul Frost**

*Commercial Officer, U.S. Department of Commerce*

Paul Frost is a Commercial Officer at for the U.S. Department of Commerce in Fort Lauderdale, Florida. In this capacity, Paul is responsible for assisting U.S. companies throughout South Florida in the Financial Services, Education, Marine sectors. Between 2014 and 2016, Paul served as Commercial Attaché at the U.S. Embassy in New Delhi, India, where he had responsibility for Education, Tourism, Franchising, Services, Agribusiness and SelectUSA.

Prior to joining the Foreign Service, Paul was Vice President, Global Trade and Supply Chain Solutions at Bank of America Merrill Lynch and Branch Banking & Trust Company (BB&T) in Charlotte, North Carolina. He also worked in Washington, D.C. at the Export-Import Bank of the United States and at the School of Foreign Service at Georgetown University.

Paul received his Bachelor's Degree in Humanities from Arizona State University and a Master's Degree in International Affairs from the University of California San Diego. He holds the designation of Certified International Credit Professional.

# 17th Annual FCIE Conference

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## *Session Descriptions*

### **Concurrent Sessions 1:**

#### **A: International Travel Duty of Care: Travel in a Changing World**

- **Andres Galizia, University of Central Florida, Safety and Security Coordinator**
- **Preston Drane, University of South Florida, International Risk & Security Coordinator**
- **Susy Gomez, Florida International University, Associate Director, Office of Study Abroad**

Duty of care is an organization's responsibility to mitigate any foreseeable risk associated with the activities on which it supports its stakeholders. In higher education this includes faculty, staff, and students who travel internationally for academic or career purposes. With internationalization becoming a priority for institutions and global mobility increasingly more accessible, the number of travelers and variety of destinations are growing exponentially. As a result, many institutions are establishing specific policies, resources, personnel, and even entire offices dedicated to international health and safety. To highlight these endeavors and offer experienced advice on either creating an international health and safety program from the ground up or add to an existing one, representatives from three large Florida public schools will share best practices.

This panel discussion is composed of professionals working directly with international traveling populations. They are responsible for preparing, supporting and responding to incidents abroad and each have played an integral role in developing mechanisms that support their institution's duty of care obligations. Each presenter will provide a short discussion of a high impact duty of care tool including travel registries, restricted travel policies, pre-departure trainings, and more.

#### **B: Establishing Your Institution's Optimal IELTS Requirements to Support Student Success**

- **Kate McKeen, IELTS USA, Recognition Manager**
- **Regina Carvalho, Broward College, District Director of International Student Enrollment**

IELTS is a test of English as an international language used to assess the listening, reading, writing and speaking abilities of non-native speakers, and it is increasingly used as proof of English proficiency among US colleges and universities. Join us for an interactive session to help you determine the right IELTS score requirements for your international student population, including an overview of how IELTS is currently being used as a measure of English proficiency at Broward College.

#### **C: Cultivating Student Success Post-Study Abroad**

- **Kelsie Stanley, SAI Programs, University and Student Relations Associate**

Word of mouth and peer recommendations are some of the strongest recruitment tools for education abroad. How can you build a strong network of alumni advocates who can speak positively on behalf of your program? How can we ensure that students are well-prepared to discuss their study abroad experience with others? This session will explore different ways to help students continue their international engagement and build on their overseas experience upon returning to campus.



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## *Session Descriptions*

### **Concurrent Sessions 2:**

#### **A: Institutional Response to Real and Perceived Threats in Today's World**

- **Ben Chamberlain, University of South Florida, International Risk and Security Officer**
- **Laura Boudon, Florida International University, Director, Office of Study Abroad**
- **Andres Galizia, University of Central Florida, Coordinator, Safety & Security**

In today's world, the influence of politics over our perceptions of world events has become conflated with the likelihood of actual incidents with real consequences.

In fact, to our constituents - our students, families, colleagues and partners around the world - perceptions are our reality. Many of us have likely been in many meetings over the past year concerning such flash points as: North Korea; the Europe Travel Alert; Travel Bans and Immigration Rule Changes; Territorial Disputes as in the South China Sea. The list goes on. These issues not only impact our students traveling abroad, but also our international students visiting from those far off places.

We have likely had meetings where we shared our concerns that this anxiety will only heighten if the sabre rattling continues. If things don't settle down and the military steps up to a heightened sense of readiness, we know we need to have a plan for re-accommodating our students both in the theatre as well as those who are planning to go there. So, how do we navigate through this complex and ever changing risk and security landscape? What is the difference between the perceived risk and the real risk? Who do we include in the conversation? When do we message? What do we say? What do we do? And, when do we have to fall back?

Through an interactive session, the session leaders from Florida's International Health and Safety Professionals workgroup (iHASP) will attempt to provide answers and action steps that you can take home and present to your school.

#### **B: Diversifying International Opportunities Through Non-Traditional Partnerships**

- **Luis Quijano, Miami Dade College, Program Coordinator, Office of International Education**
- **Shawn Patton, Institute of International Education, Program Manager, Center for International Partnerships**
- **John Brady, Daytona State College, Planning and Professional Development**
- **Dr. Donnie May, Daytona State College, Teaching Beyond Borders Program**
- **Felipe Pieras, Ministry of Education of Spain/Consulate, Education Advisor**

Although traditional study abroad vendors are instrumental for the growth of international opportunities on our campuses, this panel will share non-traditional partnerships that have served as a tool for increasing and diversifying international pathways. Regardless of the size and scope of your institution or department, this panel seeks to provide concrete takeaways that will be useful for those building a foundation, expanding programming, and fortifying alumni engagement.

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### *Session Descriptions*

#### **Concurrent Sessions 3:**

##### **A: Global Learning in the Classroom Via Internationalization of Course Curricula**

- **Eugenio Zaldivar, Santa Fe College, Associate Professor of Philosophy**
- **Ann Thebaut, Santa Fe College, Adj. Assistant Professor of Philosophy**

Given the fact that many of our students typically enter our classrooms with rather limited intercultural knowledge and competence, a problem for us, as instructors and administrators, becomes how to expand students' frames of reference. In this session, faculty from Santa Fe College will present curricular modifications they've made that allow examination of issues from culturally diverse viewpoints. It will be shown how these changes have positively impacted the cognitive, affective, and behavioral skills our students need in order to become good global citizens. Additionally, presenters will discuss the benefits of these curricular changes for academic institutions as a whole, and particularly for international education programs. Finally, the topic of how administrators can encourage their faculty to adopt measures to internationalize their curricula will be addressed. Attendees will be provided with effective strategies for implementation of curricular changes that promote students' intercultural knowledge and competence, as well as its promotion to faculty and fellow administrators.

##### **B: Arm-Chair Recruitment: A Community College's Experience**

- **Regina Carvalho, Broward College, District Director of International Student Enrollment**

This workshop is designed for community college educators interested in expanding their international student enrollment through "arm chair recruiting" activities. The current generation of young adults does life virtually. They're mobile. Broward College keeps that flexibility in mind when reviewing strategies for international student recruitment. "Arm chair recruiting" makes sense for us due to its low-cost (compared to travel costs) and its potential market penetration. Online platforms put an urban community college like us on par with much larger colleges and universities. We use these services as a branding strategy, as students abroad are not familiar with Broward College nor what a community college has to offer. Success with an online platform initiative depends on (1) how well you know your institution and its strengths, (2) what your key goals are and (3) the support of administration in tactical implementation.

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## *Session Descriptions*

### **Concurrent Sessions 4:**

#### **A: Academic and Cultural Success Strategies for International Students**

- **Althia Ellis, Broward College, Adjunct Faculty (Business)**
- **Andrea Apa, Broward College, Interim Associate Dean, Academic Affairs**
- **Victoria Noorzai, Broward College, Professor of English for Academic Purposes**

The first year of college at an American college or university is a challenging reality for any student, let alone international students who are unaccustomed to the American college experience or who may not have a strong command of the English language. In recent years, the number of international students enrolled in colleges and universities across the United States has grown exponentially; this trend continues. Now that they are here, what do we do? How do we help them adapt and succeed? For this population of students, navigating the American culture, selecting a program of study, and adapting to a different social, academic, and cultural environment is just the beginning. These challenges present a unique opportunity for faculty and other college stakeholders to ramp up their strategies to guide and nurture international students on a path to academic success and personal and social well-being.

This will be an interactive session, which will include a short video, presentation, and a group activity. Here are the learning outcomes:

1. Guide international students in American higher education classroom protocols
2. Identify and promote success strategies and skills that international students need to perform college-level work in an American classroom
3. Guide student access to social support to improve their personal well-being

#### **B: Empower Your Students and Internationalize your Classes Through the Open-Access STEM Teaching Method**

- **Carlos Silverio Huerta Jimenez, USMEXFUSION AC, Co-Founder and Director**

STEMP, an acronym for Students Empowered, is a free and open-access competency-based teaching method created by USMEXFUSION. STEMP does not promote materials, textbooks or publishers. This method lets students LEARN, BE and DO. In teams, students facilitate classes, prepare materials, and monitor learning. They create and perform scenarios representing real life situations. They become both international and intercultural linking agents by bringing guest speakers from the community into the classroom. The instructor becomes a guide, a planner and an evaluator focusing on performing daily formative assessments. In this session, participants will learn how to implement STEMP in their classes. They will leave the session with concrete tools to reverse the traditional power structure in the classroom and take action towards creating an international and an intercultural awareness in their students.

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### *Session Descriptions*

#### **Concurrent Sessions 4 (Continued):**

##### **C: Developing a Novel Global Healthcare Partnership through Service-Driven Study Abroad Experiences**

- **Dr. Sara Lynn Terrell, Florida Southern College, Assistant Professor of Exercise Science Program Coordinator**
- **Dr. Teresa Lyle, Florida Southern College, Assistant Professor of Nursing**

The purpose of this session is to detail results of a study entitled, Student perceptions of study abroad experiences in Panama: A qualitative assessment. Seven (n=7) students from Florida Southern College Nursing, Education and Health Care Administration programs and two faculty (n=2) from the Exercise Science & Nursing program participated in an 8-day service trip to Panama. The student and faculty team completed service work with the Non-Profit Agency, Heart's Cry Children's Ministry (HCCM). The trip facilitated multiple collaborative opportunities to accomplish improved quality of life for children in the Heart's Cry Ministry through the team's assistance in the construction and the planning of the first orphanage in Panama designed to focus on children with special needs, Casa Providencia.

Students completed a pre and post-trip questionnaire related to prior study abroad experiences and experiences working with majors outside of their respective major. During the trip, students were required to complete daily written and photo diaries of the experience at the Heart's Cry Casa Providencia Ministry Project & affiliated orphanages detailing how the experience contributed to students intellectual development and personal development. Additionally, the role of inter-professional educational experiences within higher education settings is also garnering more attention. Competent health professionals are required to work together in complex and dynamic healthcare environments and to collaborate in teams (Hood, Cant, Baulch, Gilbee, Leech, Anderson, & Davies, 2014).

The Panama service trip exposed students to inter-professional educational opportunities and afforded students a chance to assess health care needs within a culturally diverse population and across a diverse age and disability spectrum. Qualitative analysis of student responses indicate the Panama immersion experience provided students with a deeper understanding of the Panama culture and greater appreciation of other disciplines. Future trips will need to assess the influence of a longer immersion within a multi-spectrum special needs orphanage student's personal and professional growth.

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## *Session Descriptions*

### **Concurrent Sessions 5:**

#### **A: Supporting Students Before, During and After Study Abroad**

- **Christopher Ahearn, Reach the World, Director of Partnerships**
- **Rita Tybor, Miami Dade College, Director of Wellness**
- **Anneliese Busch, Seminole State College of Florida, Director, Center for Global Engagement**

Are you ensuring that you are providing a comprehensive experience for your students who are studying abroad? Are you designing the right programs to maximize the impact of each of your study-abroad students? In this session, representatives from Miami Dade College, Seminole State College and Reach the World will share findings and best practices based on how they support study abroad students before, during and after their time overseas.

Through an interactive digital panel discussion, attendees will hear from representatives of each of the organizations how they built high-quality, engaging programming that supported these travelers throughout their study abroad experiences. The panel will also include study abroad students to emphasize how a comprehensive support structure positioned them for college and career success. One of these two students will still be abroad and will be connected to the session through video conference technology. This is an opportunity for all participants to reflect on what their campus community needs to develop a comprehensive study abroad itinerary. Attendees will leave the session empowered to create traveler-centered programming before, during and after their students' time abroad.

#### **B: A New Generation of Study Abroad: Increase Study Abroad and Service Learning Participation While Customizing In-Depth, Affordable and Safe Programs**

- **Christian Alyea, Study Abroad Association, Program Director**
- **Leonardo Gubinelli, Study Abroad Association, European Program Director**

We will provide an in-depth overview of steps that have been researched and proven to increase study abroad participation at community colleges and universities across the country. Additionally, we will provide the audience with information on how to customize the most affordable, in-depth and faculty led study abroad programs, while ensuring programs are safe and satisfy course requirements and contact hours. All of this is provided with the goal of increasing study abroad and service learning participation at the participant's institution.

#### **C: Common Treasure: Celebrating the UN International Day of Peace**

- **Roxanne Lewis, Stetson University, International Student and Scholar Service Coordinator**
- **Lindsey Carelli, Stetson University, Assistant Director of Interfaith Initiatives**

The United Nation International Day of Peace is the prime opportunity to recognize the need for building unity and healing in our communities. Join the Staff From Stetson University as we demonstrate best practices in developing and facilitating a cost-effective, multi-venue event which leverages international education and competency for your students, staff, faculty, and even the broader community. Participants will engage in discussion and develop a plan and learning outcomes for hosting this type of experiential learning on their campus. Participants will learn how to use common treasure to draw people together.

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## *Session Descriptions*

### **Concurrent Sessions 6:**

#### **A: Strategic Inclusion of Diverse Students in Education Abroad: The Case of Homeless Students, Veteran Students, and Male Students**

- **Carol Reyes, Miami Dade College, Director of Global Student Programs**
- **James Streeter, University of South Florida, Admissions Evaluator, Education Abroad**
- **Jason Sellars, University of Alabama, Assistant Director, Office of Veteran and Military Affairs**

As the Education Abroad field continues to grow, many underserved students -- including first-generation students, minorities, community college students, and those from low socioeconomic backgrounds, among others -- continue to be underrepresented in study abroad.

The "Strategic Inclusion of Diverse Students in Education Abroad: The Case of Homeless Students, Veteran Students, and Male Students" session will focus on the national underrepresentation of these three specific groups of students in study abroad and will discuss unique strategies to increase their ability to access education abroad opportunities. The session will also include interactive activities and brainstorming exercises to allow professionals in attendance to look at their institution's diversity and inclusion efforts and think of ways to better reach and serve underrepresented populations.

#### **B: Global Education for Social Justice: A Psycholinguistic Approach**

- **Dr. Noumane Rahouti, University of Central Florida, English Language Institute**

As human beings, we have a tendency to extract rules and concepts out of the experiences we are exposed to. This is what allows us to learn our first language. This innate capacity is what allows us to create sentences we have never heard before. The psychological phenomena of language learning is similar in a way to those of social norm learning. From a very young age, we are exposed to experience in society from which we extract concepts and rules. Stereotypes and prejudices are, in a way, the result of the erroneous extraction of concepts or rules from an experience. They can be formed because of a limited exposure to a specific experience or because of a repeated exposure to the same experience.

In this presentation, I will intend to look at how the phenomena of racism and discrimination can take place through the use of language in our society and in our classrooms by exploring the different ways language influences the brain and vice-versa. After exploring basic theories in Psycholinguistics and Psychosociology, I will suggest solutions that can be implemented in the classroom and more generally, in school curricula.

#### **C: Engaging Fully Online Students in Global Learning**

- **Hilary Landorf, Florida International University, Director, Global Learning Initiatives**
- **Eric Feldman, Florida International University, Coordinator, Global Learning Initiatives**

Global learning distinction programs are gaining popularity at institutions of higher education (HEIs). These programs can take the form of academic certificates, medallions, and other recognitions. They typically include requirements consisting of a combination of coursework and co-curricular activities with a global focus, including internships, research projects, student clubs, leadership development, and study abroad. Many HEIs are also deliberately growing their fully online programs, which means that each year more students do not step foot on campus and may not live in the same state or even the same country as the location of their "home" campus. The presenters contend that authentic global learning is meant for all students, inclusive of those who enroll in fully online programs, and that global learning distinction programs benefit from fully online participants.

This presentation will focus on strategies FIU employs to include fully-online students in all of its co-curricular programs including the Global Learning Medallion, Peace Corps Prep, Tuesday Times Roundtable, and student clubs. The presenters will offer specific tips and steps as to how such inclusive practices may be replicated at participants' home institutions. There will be ample time for participants to discuss their current challenges and successes in engaging online students in campus internationalization efforts.