

Learning without Borders: Internationalizing the Gator Nation

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The Quality Enhancement Plan

Required for SACS Reaffirmation with the goal of enhancing the learning environment around a selected theme

Focuses on a key issue of strategic importance that enhances student learning

Sets specific goals based on desired student learning outcomes

UF's theme: "Internationalization"

Why “Internationalization” as the 2013 SACS QEP Theme?



We live in an era of unparalleled global interconnectedness

We must prepare our graduates for success in this globally interconnected world

We can build on programs and activities that already exist at UF

Internationalization Task Force

**Internationalization
Task Force (ITF)
formed in January
2011**

**ITF has
representatives
nominated by the
Deans of all units
across campus**

**ITF has met
regularly since its
launch**

Defining the Plan



Definition of Internationalization

Internationalization is the conscious integration of global awareness and intercultural competence into student learning.

Scope of Learning Outcomes

For purposes of focus and manageability, the ITF has agreed that the scope will be limited to undergraduates.

**The principal
competency elements
of the SLOs are:**

Global Awareness:

Students comprehend the trends, challenges, and opportunities that affect our communities and communities worldwide.

**Intercultural
Competence:**

Students interact effectively with members of other cultures.

Big Idea

Internationalization

Internationalization is the conscious integration of global awareness and intercultural competence into student learning.

**Competencies/
Enduring
Understandings**

GLOBAL AWARENESS

Students comprehend the trends, challenges, and opportunities that affect our communities and communities worldwide.

INTERCULTURAL COMPETENCE

Students interact effectively with members of other cultures.

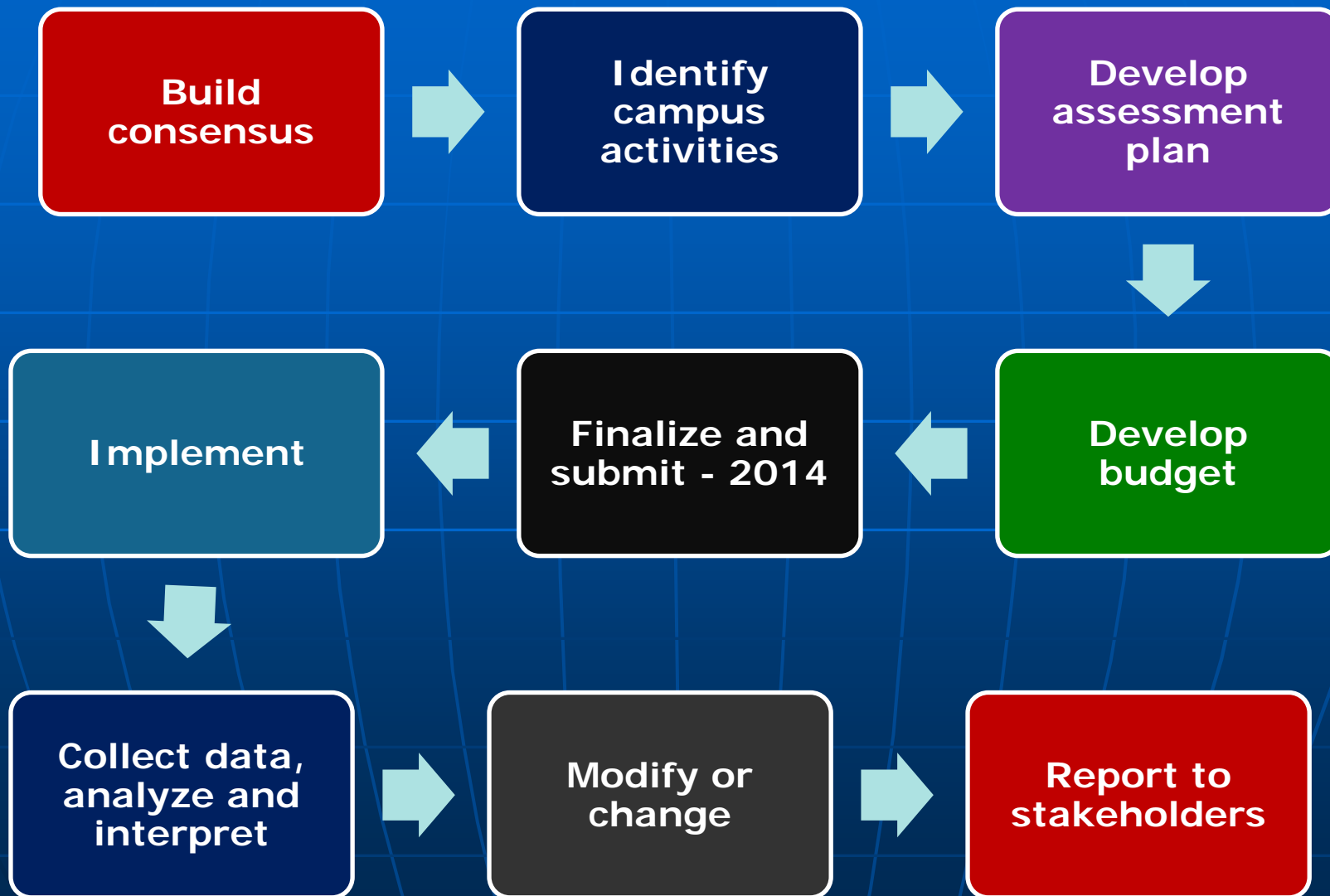
**Benchmarks/
Measurable
Outcomes**

SLO 1. Students demonstrate knowledge of global and Intercultural conditions and interdependencies.

SLO2: Students demonstrate the ability to think critically to interpret global and intercultural issues.

SLO3: Students communicate effectively with members of other cultures.

Our Process



Building Consensus

**Faculty Senate
Approval**

**Presentation to
Community**

**QEP Forum –
faculty and
administration**

Students

QEP Campus Initiatives

Curriculum

Co-Curriculum

International Event Bureau

Study Abroad

QEP Forum

Curriculum

What curriculum activities currently within your unit would impact the SLOs?
What other curriculum activities would you suggest to impact the SLOs?

Co-Curriculum

What co-curricular activities currently within your unit would impact the SLOs?

What other co-curricular activities would you suggest in the curriculum to impact the SLOs?

Engagement

What do you currently do in your unit to engage students, faculty and staff in internationalization?

What other things would you suggest to engage students, faculty and staff in internationalization?

Forum Themes

Courses

1. Good Life
2. International Template Course

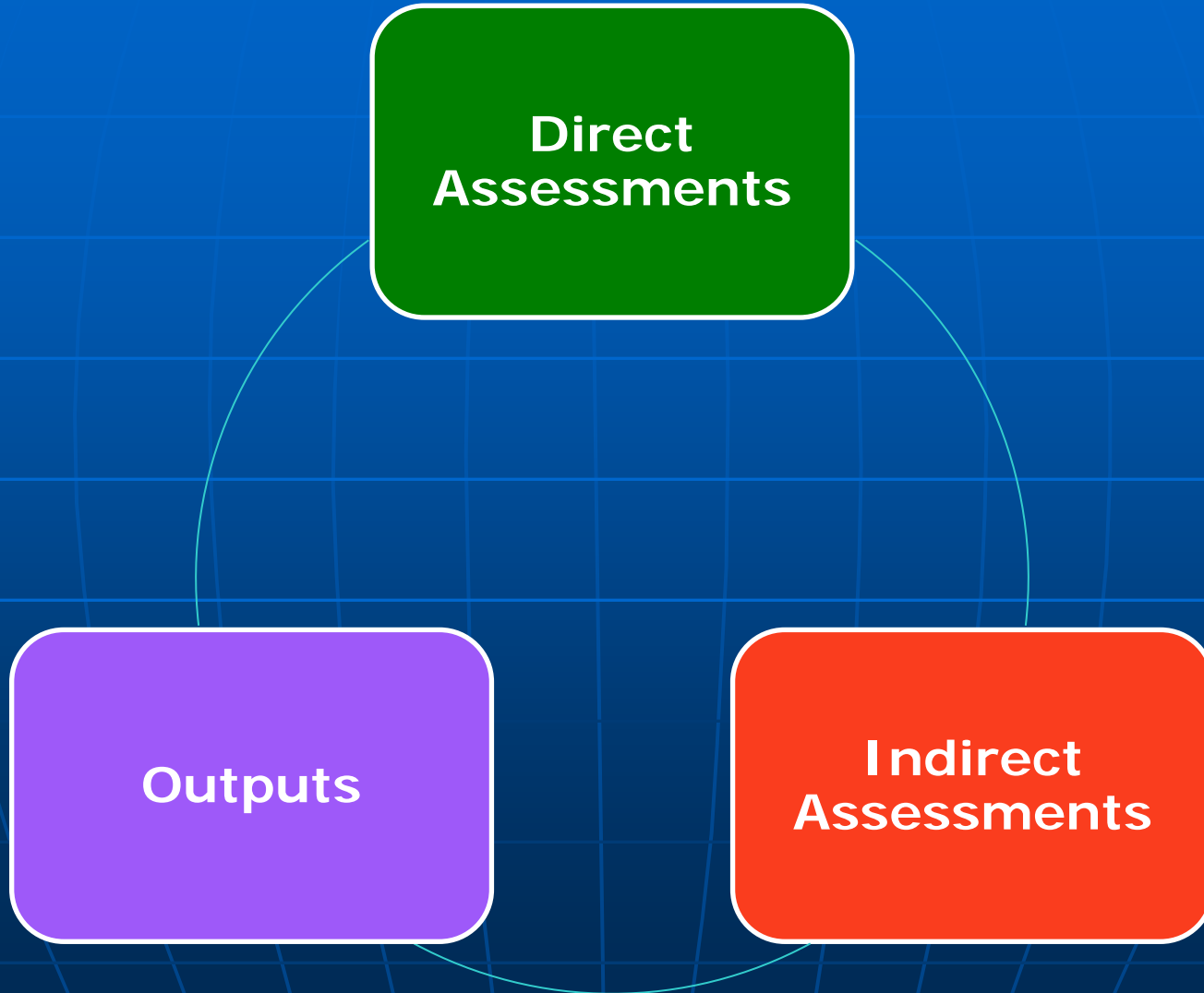
Common Read

1. Freshman Read
2. Expand to all levels

Seminar/Lecture Series

Expand Study Abroad

Assessment



Direct Assessments



Three SLOs

Multiple
Methods

Validity and
Reliability
concerns

SLO 1: Content



Varies by Discipline

Common Rubric

Used with Template Course

SLO 2: Critical Thinking

Components

**Judgment, Analysis,
Reasoning, and Solution Finding**



Item Specifications and Item Writing



Piloting

SLO 3: Communication

Components

Sensitivity, Production,
Awareness, and Adaptability

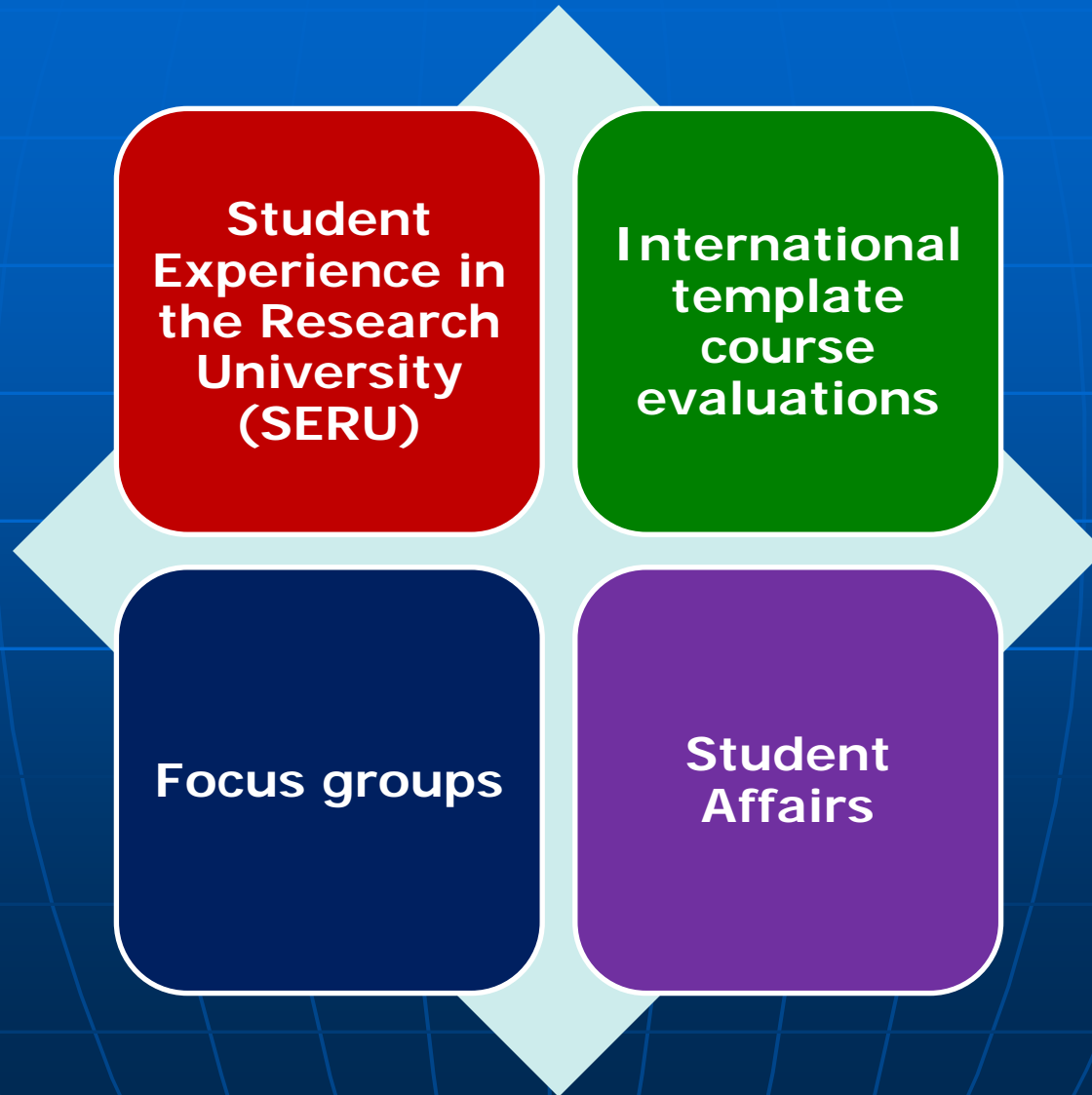


Item Specifications and Item Writing



Piloting

Indirect Assessments



Outputs

Number of Students Participating

Number of International Courses

Number of Faculty Receiving Training

THANK YOU

For information or input contact:

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