



The Global Option

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Reference: Gottlieb, Esther E. (2020) *Internationalizing the Student Learning Experiences: Why & How*

<https://oia.osu.edu/internationalization/global-option/>



Ohio State Internationalization Plan 2020-2025 INTERNATIONAL EDUCATION & STUDENT EXPERIENCES

We value the inclusion of diverse people, places and ideas and strive to elevate underrepresented populations and experiences in high-impact international education at home and abroad for students

- To be interculturally competent, globally engaged citizens
- To gain global competencies
- To incentivize student participation in high-impact education on campus and abroad.
- To attract and retain diverse population of high-achieving international students

file:///Users/gottlieb.26/Documents/Internationalizing/OSU%20Splan_InternationalE&Student-Experience2020.pdf



Internationalizing the Student Learning Experiences

Developing Competent Globally Engaged Citizens Five Essential Skills

Social dimensions

- Awareness of and adaptability to diverse cultures, perceptions and approaches
- Capacity for effective communication
- Knowledge base
 - Versed in current issues and major global trends
 - Ability to comprehend the international dimension of one's field of study
- Goal
 - Ability to work effectively in international settings

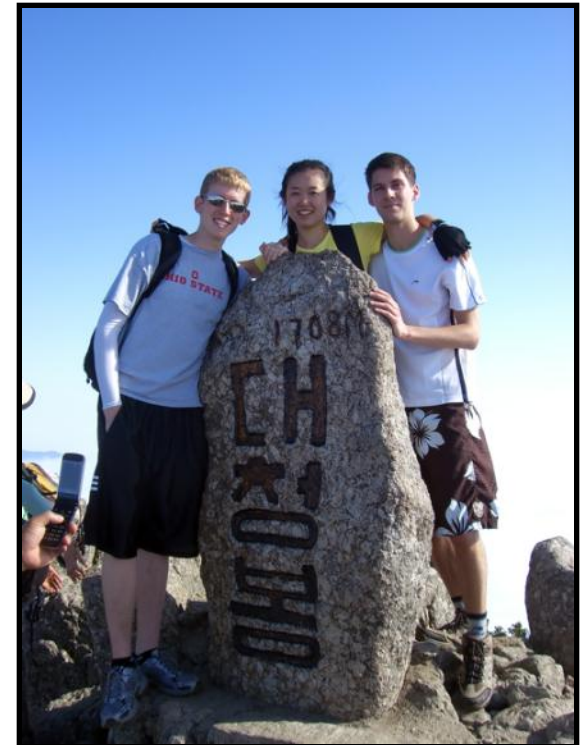


Internationalizing the Student Learning Experience at Ohio State

- International Content in Curriculum & Co-Curriculum
- Dedicated General Education Courses
- Global Teaching & Learning

On Campus and Abroad

- Global May Programs
- Discipline-Based Ed Abroad
- COIL & Virtual Exchanges
- World Languages
- Social and Cultural Events
- Collaborative International Dual-degrees
- Assessment of Global Learning





Global Option (GO)

- Framework for curriculum enhancement program
 - Students acquire a documented international experience
- Open to any student with requirement set by each college/program
- Contract to complete set of requirements
- Satisfactory completion results in an annotation on transcript (“academic plan”)
- Non-completion carries no penalty



Design students at Chungnam National University, Korea



Curriculum

- Defined by college and approved like any other new program
- Part of undergraduate curriculum without adding time to degree
- Develop/identify specific international experiences beyond major requirements
- Global content beyond standards for major
- Designation on transcript
- Evaluation using course/program assessment



Components

- Education abroad or International Experience 'at home' (COIL, VE)
 - Freshmen/sophomore four-week early exposure (Global May)
 - OR- Discipline-related international experience (3+ credits)
 - OR- Requirement set by program
- Two courses with international focus within discipline (6 credits)
- World Language
 - At least GE requirements in language other than English or native language (for disciplines that have no language GE)
 - Addition language training (GE + credits)
- Capstone project in discipline on an international theme
 - Research, internship, service learning (3+ credits)



Feasibility

- No extra burden on students beyond academic challenge
- Time to degree unchanged (integrated in study plan)
- Extra costs for students vary with choices for international experiences
- Full academic control in hands of college/programs
- Flexible framework to fit specific needs of college/discipline
- Academic program does not incur extra costs
- Office of International Affairs collaborated on program planning, implementation and assessment



Significance

- Combining strong international enhancement with major
- Increasing educational attainment with international experience and global perspectives
- Improve global competencies to a higher performance level
- Preparing for a work environment with transnational and global challenges
- Combining academic achievement with active experiences



Buðir, Iceland



Global Option Programs

- College of Education and Human Ecology - [Global Option](#)
- College of Engineering - [Global Option in Engineering](#)
- College of Food, Agricultural and Environmental Sciences ([CFAES Global Option](#))
- College of Nursing - (link forthcoming)
- College of Public Health - [Global Option in Public Health](#)
- College of Social Work - [Global Option in Social Work](#)
- Fisher College of Business - [Global Option in Business](#)
- John Glenn College of Public Affairs - [Global Option in Public Affairs](#)
- Knowlton School of Architecture - Global Option for City and Regional Planning (link forthcoming)
- **Graduate Program:** Health Sciences [Specialization in global health](#)
- Others: West Virginia University [Global Mountaineers](#)



Global Competencies Report Card by Area of Study

University Wide Survey 3338 valid surveys

(2033 US students w/no Ed Abroad, 896 w/Ed Abroad, 409 International Students)

GLOBAL COMPETENCIES		One ³		Two	Three		Four		Five
AREA OF STUDY	N	Ethnocentrism ¹ (-10 to 10)	Chauvinism ¹ (1 to 5)	Intercultural Competency ¹ (1 to 5)	Global Issues Engagement ¹ (1 to 5)	Global Knowledge Score ¹ (0-7)	International Examples ² (0-100)	Classes w/ International Content ² (0-100)	International Aspirations Score ¹ (1-5)
Food, Agriculture, Natural Resources, Environmental Sciences	224	1.6	2.2	3.4	3.6	3.3	51%	42%	3.4
Architecture & Engineering	606	1.4	2.2	3.4	3.4	3.0	45%	40%	3.6
Social Behavioral Sciences / Public Affairs	702	1.2	2.2	3.5	3.8	3.3	49%	53%	3.6
Arts & Humanities	206	.30	1.9	3.6	3.9	3.4	60%	59%	3.5
Natural & Mathematical Sciences	444	1.3	2.2	3.4	3.6	3.1	49%	53%	3.4
Business	524	1.9	2.3	3.4	3.7	3.0	59%	56%	3.7
Health Sciences, Policies, and Social Works	280	1.5	2.3	3.4	3.5	3.0	50%	45%	3.4
Exploration & Independent Majors	180	.70	2.0	3.6	3.7	3.0	48%	49%	3.6
Education & Human Ecology	172	1.3	2.3	3.4	3.4	3.0	38%	38%	3.2
All Respondents	3338	1.2	2.1	3.5	3.6	3.2	50%	49%	3.4

1. Marginal mean reported controlling for sex, survey strata, academic level, and race (white) 2. Percentage of students who reported "right amount" of international examples presented in coursework and taken courses with substantial amount of international content. 3. Scores are reverse-coded, so lower mean scores are optimal



(between area of study marginal scores controlling for individual differences)



Questions, Comments

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Engineering Service-Learning in Choluteca, Honduras
Spring 2021 –Virtually [ENGR 5797.22S Guatemala Service-Learning](#)
[ENGR 5797.21S Sustainable and Resilient Tanzanian Communities](#)