Global Programs:

Proposing An Option

for

Queen's University

A Study Leave Project

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1. Introduction

Many universities have a "global program" that offers students the opportunity to become more versed in international or global perspectives and competencies. Generally these programs are known by the names "Global Leadership Program" or "Global Citizenship Program" or "Global Competency Certificate Program". Queen's University is currently in the process of developing an internationalization plan and one significant option for the institution is the development of a "global program".

2. Project Goal

This project aims to research and provide an overview of the goals underlying the establishment of these global programs and the elements defining them. It will also seek to recommend key elements that can make up a framework for a program that may serve the Queen's University student community.

3. Method

I have employed the following approach for this project:
- Research and write an overview of the "global program" phenomenon;
- Develop a number of questions that were used to gather detailed information from the internet on a range of programs that are in place at various universities (some are well known global programs and others will be gleaned from our exchange partner list including the Matariki Network of Universities);
- Compile the information in table format by institution documenting a number of program elements and identifying a web and contact address for securing further information;
  NB - I wish to recognize the work that was done by volunteers of the World Link Program who helped to research the information in the tables for this project.
- Create a reference resource on the project results including hard copies of information on 10-12 key global programs representing both co-curricular and for-credit programs;
- Submit a report on *Global Programs: Proposing an Option for Queen's University* that outlines the results of the project and makes recommendations to Queen's University for implementing a global program appropriate for our needs.

4. Background

Many universities are delivering programs that offer students the opportunity to become more versed in international or global perspectives and competencies. These programs vary widely as to the underlying principles, the goals and the title. This project aims to research and provide an overview of the goals underlying the establishment of these programs and the elements defining them. It will also seek to recommend key elements that can make up a framework for a program that may serve the Queen's University student community.

5. Summary of Global Programs

a. What's in the global program name?

In the case of these types of global programs the name lends some light on the underlying elements. Some of the titles used are:
- Global Leadership Program
- Global Leaders Program
- Global Citizenship Program
- Global Competency Certificate

The words in each of the titles work together to define the program.

The term 'global' implies a planetary and transnational dimension that transcends traditional views that are locked into national and uni-dimensional perspectives. Ideas of 'borderless society' and 'interconnectedness' are implied.

The concept of 'leadership' denotes competency development, the ability to envision and implement new futures, and the application of skills and knowledge in the field of international education and intercultural communication to enhance the social and cultural ethos of an organization or institution.

The concept of 'citizenship' raises the notions of civil society, community service, peace studies, interdisciplinary studies, human rights, and social justice.

Whichever name one creates or selects helps to define the nature of the program. For the purposes of this overview, I will refer to a program encompassed by the titles above as a 'global program'.

b. Why Launch a Global Program?

'Internationalization' is the current catch word for the priority placed on the development of the international dimension of most universities. Global programs offer institutions seeking to internationalize their campuses a cost-effective opportunity to directly impact the student learning environment by massaging existing curricular and co-curricular activities. These programs also build on Internationalization at Home (I@H) practices embraced by those working to develop international education opportunities for the students who are not able to travel internationally on study abroad or exchange programs. In short global programs inject an international dimension directly into the heart of the campus learning environment.

c. What Elements Embody a "Global Program"?

There is a wide range of programs in evidence across the international university community. Each program has been constructed to satisfy the needs of the particular institution. The following list of elements while not exhaustive encompasses most of the characteristics displayed by representative programs from around the world.

> **Principles/Objectives** – Each program identifies and describes the underlying principles and objectives that encompass the "why" of the program and what it offers the students within their overall learning experience at the university.

Academic Interface – Global programs fall either inside the curricular framework of the institution or are encompassed by co-curricular activities approved for the program by the international office or a student service. In either case, there is a relationship with the academic goal of the institution to offer students international education opportunities.

i. Programs are clearly established as either *credit-based or non-credit* in nature. For the purposed of this report I will refer to all *non-credit* activities as *co-curricular* activities. The credit-based programs serve a direct academic need for institutions e.g. these programs may assist institutions that are in the early stages of internationalization to add a dimension to their offerings by pulling together courses from across the university under one umbrella global program. While not normally directly integrated with the academic programs of the institution, the co-curricular programs may help to embellish the international options open to students who may not be able to take advantage of the established international courses through their academic programs.

ii. These programs also have a natural tendency to be *interdisciplinary* in nature. In the case of credit-based programs, the department to which the program relates for their academic recognition may vary depending on the institution.

The framework of a global program encompasses a number of elements that define its particular nature. Programs integrate these elements to create a particular accent that complements the academic and sociocultural ethos of the institution. Generally a program requires a student to enroll and over the period of 2-3 academic years to complete a list of requirements that comprise a program that will introduce the student to various aspects of international education in order to develop and deepen the global competencies of the student. Typically these competencies will be learned through both skills and knowledge development, as well as experiential learning opportunities. Many programs allocate points for the completion of activities or courses leading to a certificate. A minimum number of points is required to complete the certificate before graduation.

i. *Program length* is the length of time that a student who is enrolled in the program can take to complete the requirements. This period can be affected by the admission criteria which may only allow students in 2nd year and beyond to participate. Typically students require 3 years to complete a program.

ii. *Admission Criteria* vary depending on whether the program is credit-based or not. If academic credit is given, admission requirements may be determined by the department(s) that is overseeing the program and there may be some standards that are applied based on previous performance. Co-curricular programs generally have open admission given that one of the goals of the program may be to offer the broader student community an opportunity to internationalize their learning experience at the institution.

iii. *Points Based programs* are fairly common where various components of the program are valued using points of which the students must accumulate a certain number from various categories of activities up to a minimum total to receive the program completion certificate.

iv. *Session/Workshop/Course Requirements* are usually a key part of the program. Programs, whether credit-based or co-curricular, usually involve the completion of some combination of involvement in co-curricular workshops and sessions by the student that have been identified as part of the optional choices for completing the program. When a co-curricular program has been established, the completion of

academic courses related to international topics may parallel the work on the global program certificate, but will not necessarily contribute to its completion. On the other hand, the credit-based programs may use the sessions and workshops to deepen the work that the student has covered in their academic courses.

v. *Service Learning & Community Volunteering* is usually a required element for a global program. This work may be done on campus or in the local community or may be part of an education abroad program that has been approved by the global program coordinating office. This element of the global program aims to take the student outside of the academic setting for an experience based learning opportunity.

vi. *Study /Work Abroad* requirements may be built into the global program as an essential and possibly mandatory element. If this is the case it is usually a requirement of a credit-based global program. In many global programs, there is a recognition that some students may not be able to afford the time or financial cost of a study/work abroad experience so may prefer a local setting in which to complete an international or intercultural internship; thus making the study/work abroad element optional.

vii. *Projects & Assignments* may be required in the global program. These may vary in required length and depth depending on their relationship to a formal academic program requiring credit. For example a student may select to research an international project for credit (as opposed to a more theoretical or domestic focused project) as their final report or thesis for an honours degree in order to gain credit for the project in the global program as well. Student involved in the global program usually have to write a short report on each of the sessions or workshops in order for those sessions to be recorded as completed.

viii. *Additional Language* requirements are often added to the mix of skills that a global program may require a student to achieve. Whether this language can be completed as part of their academic program, or as a study abroad or living abroad experience or as a part of a study group in the local community depends on the nature of the global program.

Each global program will require **administrative support** and a departmental or support unit base from which to manage the program. This aspect of the program should not be omitted as this can be a significant reason the global program to perform successfully. It is fair to say that the more ambitious the program, the more significant the administrative load. Some credit-based programs can piggyback on administrative services of an academic department but this can only result in significant challenges if the department is not given adequate resources to manage the addition of this program to its normal academic load. Service units such as the central international office should also calculate the time required to serve the students involved with a high degree of excellence as global programs have the tendency to become a flagship program for the institutional internationalization strategy. For example, one program that began by estimating the participation goal of 100 students in its first year was soon faced with 600 students enrolling over that period. In another program the university began by allocating existing members of the office staff to cover the administrative aspects of the global program. After two years they had hired two fulltime staff members to cover these responsibilities. Each program requires an official institutional representative, clear contact information (web address, contact email & telephone), and high quality promotional materials both in print and on the website.

6. **Review of Select Global Programs**
   a. **Overview Chart of Co-Curricular Global Programs at Universities**
   b. **Overview Chart of Credit-based Global Programs at Universities**

7. Conclusions

    I.   Global programs have tremendous potential for institutions wishing to launch their internationalization strategy with direct impact on the student learning experience and act directly toward establishing a momentum for implementing Internationalization at Home activities.

    II.   In establishing a global program the choice of the program elements should reflect the nature of the institution, its formal and informal learning environments, and the available resources for supporting the program.

    III.   A fundamental principle for establishing a global program is that it be accessible to all students wishing to become involved whether admission is based on academic merit or open registration.

    IV.   The global program should embody a balance between the acquisition of skills and knowledge and the opportunity for experiential education activities.

    V.   The nature of a 'citizenship' or 'leadership' program will involve the development of competencies. These competencies should be articulated in the literature and built into the program at all levels.

8. Proposed Queen's University Global Citizenship Program

Category of Activity	Criteria	Units	Description	Rationale

Principles/ Objectives			• The Queen's University Global Citizenship Program aims to provide undergraduate students with a co-curricular option to develop international and intercultural competencies that will enhance their sense of global citizenship.	• While not normally directly integrated with the academic programs of the institution, co-curricular programs may help to embellish options open to students who may not be able to take advantage of the established international and intercultural courses through their academic programs.
				• A few of the competencies that a student can develop include:
				  o Increased understanding of ambiguity, conflict and cultural difference
				  o Enhanced skills in working in contexts with various cultural values and identities
				  o Improved interpersonal and intercultural communication skills
				  o Improved language skills
				  o Increased ability to appreciate multiple perspectives and diversity

Program Type			• A Co-curricular Global Program (although some elements of the program may validate course credit or for-credit projects and assignments for completion of the certificate.)	• Co-curricular global programs are less complicated to implement. • The administration of the validated units for the certificate can be done by an international or student service office as an alternative to an academic unit.

Category of Activity	Criteria	Units	Description	Rationale
Program Length			- The program is normally completed over the 3-4 year length of the student's undergraduate program. - A co-curricular certificate is earned over a period of four years during undergraduate studies by any registered undergraduate student - The Certificate recognizes the global competencies – knowledge, skills and attitudes – that are acquired by participants enrolled in the certificate program. - The Certificate will be completed during the UG program by achieving a total number of units as laid out by the program.	- Given the aim of enabling the students to develop international and intercultural competencies, the program requires 3-4 years to complete. - A certificate of completion can be allocated to the participants upon completion that can be used to document the completion of the program. - Most programs in existence use some form of point or unit allocation to record the activities completed by the participants and to indicate their progress toward completion.
Admission & Completion			- The program will be open to all UG students - The participants must attend 2-3 orientation and presentation sessions each term - Each activity completed by the participant requires that a written report (using a downloadable form) be submitted to the program administrator - A compilation of all reports will be added to the final portfolio - Students will over the course of their degree accumulate 40 units in 7 of the 8 activity categories - All reports and presentations must be documented and validated by the program administrator - Units will be allocated for participation in these sessions and for any presentations completed. - Completion of the certificate will be achieved with the acquisition of a target number of units and the completion of all aspects of the prescribed portfolio - An exit interview provides an opportunity for reflection on the process by the student and an opportunity for assessment by the program	- Open Admission for all Undergraduate students offers the widest access to the program - Limited access by final year students indicates that the program cannot normally be completed in one year. - Completion is required by end of year 4 so that students can be recognized for their efforts before they leave campus. - Reports on activity completion are submitted each term. - A portfolio is required documenting all of the activities completed over the 3-4 year period.

Category of Activity	Criteria	Units	Description	Rationale
Elements	QUIC Mandatory Sessions	8	• Core orientation and presentation sessions (2-3) require compulsory attendance by the students during each term. • The sessions can be offered as single large groups, small focus groups or on-line sessions. • The sessions cover some of the key areas of international and intercultural competency as well as build community among the participants	• The core sessions are aimed to provide orientation to newcomers, to offer opportunities for presentations, and to provide a forum for reflection on the various experiences that participants have had
	Service Learning/ Volunteer Placement	1	• A service learning placement or one or more volunteer experiences totaling 100 hours is required • These positions can be on campus or in the local community • Positions must have an international or intercultural focus	• This aspect of the program develops the student's civic responsibility • The placement also allows students to practice the knowledge and skills that they learn in the various mandatory sessions
	Courses on Campus or Away	Up to 4	• Participants can document up to 4 courses that they have selected on campus that have an international or intercultural focus • A study abroad or exchange experience will be awarded units for up to 4 courses upon submission of the transcript from the host university and a copy of the ILOP • Courses at other universities in Canada will qualify for the program if they have an intercultural or international focus and if they qualify for credit through a LOP	• This aspect of the program enables students to fashion their academic experience to assist in building the program competencies.
	Assignments & Projects	10	• Participants can choose to do an assignment or project in any course on an international or intercultural subject • The assignment or project will be documented and added to the portfolio only if it has been awarded a passing mark by the instructor	• This aspect of the program enables students to fashion their academic experience to assist in building the program competencies.
	Events, Seminars & Workshops	10	• Various activities both at the university or away can qualify for units within the certificate. • The activity must be reviewed beforehand so that it can be validated by the program administrator • Each term a list of pre-approved activities will be posted on the program website with their associated unit value	• These activities make use of the wide variety of international and intercultural activities that are generated through other academic and co-curricular channels on campus and in the community.

	Criteria	Units	Description	Rationale
	International / Intercultural Internship experience Abroad or with a Canadian NGO in Canada	1	• An internship or coop placement abroad or with a Canadian NGO or not-for profit agency of a minimum of 12 weeks qualifies for recognition in the program • This placement can be done in conjunction with an academic program or a volunteer agency	• Participation in a study/work abroad activity is optional given the financial and family constraints that many students may have.
	Language (additional)	Up to 3	• Up to 3 courses in a language other than the participant's mother tongue can be added to the certificate completion • A language course will be awarded units upon submission of the transcript from the host university and a copy of the ILOP • These courses cannot be in addition to the academic courses documented above • In total the maximum courses documented for both categories 3 and 7 will be 5.	• Language courses can be combined with a study/work abroad placement but units will be given based on the ILOP credits awarded.
	Portfolio	5	• The submission of a portfolio documenting all activities for review and awarding of units is required for submission at least two months prior to the student's graduation date.	• This portfolio acts as a record of all activities that the student completes.
Administrative Venue			• The global program requires administrative support and a departmental or support office base from which to manage the program. • The administration of the validated units for the certificate can be done by an international or student service office as an alternative to an academic unit. • Each program requires an official institutional representative, clear contact information (web address, contact email & telephone), and high quality promotional materials both in print and on the website.	• This aspect of the program should not be omitted as this can be a significant reason the global program to perform successfully. • Service units such as the central international office should also calculate the time required to serve the students as global programs have the tendency to become a flagship program for the institutional internationalization strategy.

8. **Proposed Queen's University Global Program – Example Student Information**

The Queen's Global Citizenship Certificate Program (QGCCP)

The Queen's Global Citizenship Certificate Program (QGCCP) is available to all undergraduate students. You will customize your program through choosing activities and seminars that suit your needs and will fulfill all of the categories of the QGCCP. You can download the QGCCP program outline here.

What is the Process for completing the Certificate?

1. Enroll in QGCCP here.
2. You will be notified of your admission and the date of your orientation seminar.
3. Attend the introductory orientation seminar.
4. Meet with your advisor and complete your program plan.
5. Start your program and complete your activities and the compulsory seminars as scheduled.
    a. You must complete all aspects of your QGCCP plan within your 4 year university program
    b. You must attend all compulsory orientation and presentation seminars over the period of your plan.
    c. You must obtain a passing grade on all courses and /or course assignments that you submit toward the completion of the "assignment / course" category your plan.
    d. You must acquire 40 units in total in 7 of the 8 categories including full attendance at the mandatory sessions.
6. Submit a copy of the QGCCP completion form no later than the end of the term prior to your graduation date.
7. Attend the final advising session for the certificate to review your portfolio and the validated activities.
8. Submit your completed portfolio no later than two months prior to your graduation date.
9. Attend the final completion ceremony to receive your certificate.

Queen's Global Citizenship Certificate Program (QGCCP)

Enrolment Application

This Enrolment Application allows students to apply for the QGCCP. Upon enrolment the student will be allocated a QGCCP number. Students are required to attend an orientation at one of the times listed in the letter of acceptance that will be emailed to each applicant.

Student name:

Student Net ID

Academic Program

Year of Graduation

Email address

Why do you wish to join the QGCCP?

Student Signature

Date

For QGCCP Office Only

Student QGCCP No.

Queen's Global Citizenship Certificate Program

The Queen's Global Citizenship Certificate Program (QGCCP) is available to all undergraduate students who wish to deepen their international and intercultural skills and knowledge. Once enrolled the student will over the course of their degree accumulate 40 units in 7 of the 8 activity categories. All students will attend the orientation, presentation and advising sessions offered by the QGCCP office. These sessions are mandatory. The submission of a portfolio documenting all activities submitted for review and awarding of units is required for submission at least two months prior to the student's graduation date. Upon completion the student will receive the QGCCP Certificate of Completion.

QGCCP – Program Outline

Activity Category	Units Required	Description
1. QUIC Mandatory Sessions	8	All sessions offered by the QGCCP Office are mandatory for students to attend including the orientation, advising, presentation and portfolio assessment session.
2. Service Learning/ Volunteer Placement	1	At least 100 hours earned in one or more service learning or volunteer placements are required. Positions on and off campus are available. Each placement must have an intercultural or international focus.
3. Courses on Campus or Away	Up to 4	Academic courses in an international or intercultural area may be submitted to earn units (1 per each half course). These courses can be completed on campus of on an exchange/study abroad experience. A LOP or ILOP is required to qualify for review. Courses submitted for review under categories 3 and 7 can only total 5 maximum.
4. Assignments & Projects	10	Participants can choose to do an assignment or project in any course on an international or intercultural subject. The assignment or project will be documented and added to the portfolio only if it has been awarded a passing mark by the instructor. These assignments cannot be those submitted for credit in courses submitted under category 3.
5. Events, Seminars & Workshops	10	Various activities both at the university or away can qualify for units within the certificate. The activity must be reviewed beforehand so that it can be validated by the program administrator. Each term a list of pre-approved activities will be posted on the program website with their associated unit value e.g. QUIC Certificate of Intercultural Competence = one unit.
6. International / Intercultural Internship experience Abroad or with a Canadian NGO in Canada	1	An internship or coop placement abroad or with a Canadian NGO or not-for profit agency of a minimum of 12 weeks qualifies for recognition in the program. This placement can be done in conjunction with an academic program or a volunteer agency.
7. Language (additional)	Up to 3	Up to 3 courses in a language other than the participant's mother tongue can be added to the certificate completion. A language course will be awarded units upon submission of the transcript from the host university and a copy of the ILOP. In total the maximum course units documented for both categories 3 and 7 will be 5.
8. QGCCP Student Portfolio	5	The submission of a portfolio documenting all activities for review and awarding of units is required for submission at least two months prior to the student's graduation date.

9. **Appendices**
    a. Appendix I - Global Programs – Questions for Completing the Institutional Table
    b. Appendix II - Global Programs - Institutional Survey
    c. Appendix III - Institutional Websites Reviewed For Global Program Information
    d. Appendix IV – References & Research Articles

Appendix I - Global Programs – Questions for Completing the Institutional Table

Many universities have a "global program" that offers students the opportunity to become more versed in international or global perspectives and competencies. Generally these programs are known by the names "Global Leadership Program" or "Global Citizenship Program" or "Global Competency Certificate Program".

Through this project, I hope to provide Queen's University with an overview of the goals underlying the establishment of these programs and the elements defining them. It will also assist me in recommending key elements that can be included to make up a framework for a global program that will appropriately serve the Queen's University student community should we decide to develop one.

I have outlined 10 questions below that will assist in reviewing the various university sites and completing the template.

Many thanks

Wayne Myles
Director
Queen's University International Centre

Questions

1. What is the name of the institution?
2. What is the name of the global program?
3. What are the aims of the program?
4. Do students receive academic credit for completing this program?
5. Are there special admissions requirements for the program?
6. How long does it take to complete the program?
7. Does the program have a schedule of activities for which points are awarded?
8. Which academic or administrative department oversees this program?
9. Please note which of the following elements are required as part of the program:
   - **Co-curricular Presentations, Seminars, Sessions or Workshops offered by Guests or Faculty members**
   - **Academic coursework**
   - **Assignments/Projects that are extra-curricular or co-curricular to the student's academic program**
   - **Service Learning**
   - **Volunteering**
   - **Study Abroad Programs**
   - **Additional Language competency**
10. What is the contact information and website for the program?

Appendix II - Global Programs - Institutional Survey

Many universities have a "global program" that offers students the opportunity to become more versed in international or global perspectives and competencies. Generally these programs are known by the names "Global Leadership Program" or "Global Citizenship Program" or "Global Competency Certificate Program". I would like to know if you have a program of this type, why you established it and what elements make up its requirements.

Through this project, I hope to provide my institution, Queen's University, with an overview of the goals underlying the establishment of these programs and the elements defining them. It will also assist me in recommending key elements that can be included to make up a framework for a global program that will appropriately serve the Queen's University student community should we decide to develop one.

I have outlined 12 questions below and would be pleased if you would answer them to assist me with this project.

Many thanks

Wayne Myles
Director
Queen's University International Centre

Survey Questions

1. What is the name of your institution?
2. What is the name of your global program?
3. What are the aims of your program?
4. Do students receive academic credit for completing this program?
5. Are there special admissions requirements for the program?
6. How long does it take to complete the program?
7. Does the program have a schedule of activities for which points are awarded?
8. Which academic or administrative department overseas this program?
9. Does that unit receive additional resources for carrying out the administration of the program?
10. Please mark which of the following elements are required as part of the program:
    o **Co-curricular Presentations, Seminars, Sessions or Workshops offered by Guests or Faculty members**
    o **Academic coursework**
    o **Assignments/Projects that are extra-curricular or co-curricular to the student's academic program**
    o **Service Learning**
    o **Volunteering**
    o **Study Abroad Programs**
    o **Additional Language competency**
11. What is the contact information and website for the program?
12. What two key recommendations would you make to an institution considering the establishment of a global program?

Appendix III - Institutional Websites Reviewed For Global Program Information

1. Boston College
2. Chapman University – Global Citizen
3. Columbia University
4. Cornell University
5. Dartmouth College (MNU)
6. Deakin University – Global Citizenship Program
7. Drake University – Global Ambassador Program
8. Duke University
9. Durham University (MNU)
10. Eastern Connecticut State University – Global Citizenship Program
11. Elizabethtown University
12. Franklin Pierce University – The Global Citizenship certificate Program
13. Georgia Southwestern University – Global Citizenship Program
14. Harvard University
15. John Hopkins University
16. Lehigh University – Global Citizenship Program
17. Macquarie University – Global Leadership Program
18. Metropolitan University of Leeds
19. Michigan State University
20. Middleborough College
21. MIT
22. Nelson Mandela Metropolitan University
23. Penn State University
24. Princeton University
25. Purdue University
26. School for International Training – Brattleboro Vermont
27. St. Olaf's College
28. Thompson Rivers University – Global Competency Certificate
29. University of Alberta – Global Citizenship
30. University of British Columbia – Certificate in Global Issues
31. University of California - LA
32. University of California San Diego – Leadership Program Global Citizenship
33. University of Charleston –Global Citizen Certificate
34. University of Guelph – Global citizenship Certificate (pending)
35. University of Michigan – Ann Arbor
36. University of Minnesota
37. University of Newcastle – International Leadership Experience and Development Program
38. University of Otago (MNU)
39. University of Pennsylvania
40. University of Southern California – Berkley – Certificate in Global Management
41. University of Syracuse
42. University of Tübingen (MNU)
43. University of Victoria in Wellington – Victoria - International leadership Program
44. University of Waterloo – Global Experience Certificate
45. University of Western Australia (MNU)
46. Uppsala University (MNU)
47. Webster University – Global Citizen Program

Appendix IV – References & Research Articles

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6. a. Overview Chart on Co-Curricular Global Programs at Universities

Institution & Program Names	Principles/Objectives	Admission Criteria/ Length	Co-Curricular	Details (Points Based, Sessions, Assignments/Projects, Service Learning, Volunteering, Study Abroad, additional language)	Departmental Base	Website
Deakin University, Australia – Global Citizenship Program	The Global Citizenship Program will instill the values of global citizenship	Open to all Students	While the program is primarily non-credit bearing, students receive certification of completion. Supplements studies and involves a combination of different international activities such as, international study experiences, participation in internationally-focused units, seminars on international topics, international internships, international-centred volunteering along with personal reflection and growth.	Students need to participate in a number of internationally-related activities to develop key personal, academic and careers skills. Each activity is given a point value based on its associated skills and the extent to which each skill is developed. They need to accumulate 100 activities points and 17 of the 20 skills to complete the program. In addition to participating in the designated internationally-related activities, students may be required to reflect on how the activity has contributed to their development as a global citizen.	Deakin International	http://www.deakin.edu.au/current-students/student-exchange/exchange/gcp.php
Eastern Connecticut State University – Global Citizenship Program	Students will develop an increasing awareness of the global society's complexity and interdependence; will learn to appreciate cultural and social differences; and will develop the ability to understand and communicate across cultures.	All students must complete Level I; Levels 2 & 3 are optional	Every Eastern student will complete one Global Citizenship-designated course. Most students will fulfill this requirement with a course selected from the Tier II Cultural Perspectives category of the Liberal Arts Core Curriculum, although other courses might also qualify.	Every student will attend and document four Global Citizenship-designated events and activities within their first 30 credit hours. Global Citizenship activities may include those with a formal connection to University Hour or Arts and Lecture Series events, activities and student programs. Global Citizenship designated events will be noted by an icon on all publicity. Levels 2 & 3 have additional requirements. If the fulfill them they will receive "Global Scholar" designation.	Global Citizenship Council	http://nutmeg.easternct.edu/academicaffairs/documents/University_Meeting_1-11/GCPBrochure10noflipLo.pdf

Institution & Program Names	Principles/Objectives	Admission Criteria/ Length	Co-Curricular	Details (Points Based, Sessions, Assignments/Projects, Service Learning, Volunteering, Study Abroad, additional language)	Departmental Base	Website
Macquarie University, Australia – *Global Leadership Program*	Core concepts of cultural understanding, experiential learning and generic skills training	Open to all students	The GLP awards credit to academic and cultural experiences with an international component. Students must obtain minimum of 200 points of "experiential credit" to fulfill the requirements. Examples include going on a student exchange, undertaking an internship, or participating in an international event	GLP is comprised of: • Participation in colloquia (workshops) on global issues • Attendance and networking at a Distinguished Speaker Series • Engaging in activities at Macquarie and abroad for Experiential Credit	Macquarie International	http://www.international.mq.edu.au/glp
Thompson Rivers University – *Global Competency Certificate*	Formally recognizes the global competencies – knowledge, skills, and attitudes of a globally minded citizen – acquired by students through their educational experiences	Entire student population	Non-credit with certification noted on student transcripts	Students need to acquire 12 points in two or more of these categories: • Take language courses • Have an experience abroad • Intercultural/international focus courses or volunteer work at TRU • Intercultural/International focus in the community	Student Service Office	http://www.tru.ca/global.html
University of California, San Diego- *Leadership Program*	Gain valuable leadership skills, which will give you an edge in applying to graduate or professional schools and in getting a job	Open to all students – does not state otherwise	Certificate of completion, letter of recommendation, one on one life coaching with Student Affairs, invitation to a Leadership Program banquet	There are 4 components to the Leadership Program that you will need to complete: • Personal Development • Team Development • Global Citizenship • Service to the Community There are detailed forms and requirements for each section	Student Affairs	http://roosevelt.ucsd.edu/student-life/get-involved/leadership-program/index.html

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University of Newcastle, Australia - *International Leadership Experience and Development Program (iLEAD)*	Three main themes: Leadership in international context International awareness Community, integration and diversity	Open to all undergraduate students	Participation is recorded on official transcript. All participants receive a letter from iLEAD outlining all the activities that they have undertaken as part of the program Access to special travel grant funding to assist you undertake your international activities	• Interactive skill-building seminars given by international figures to learn about global issues and to build leadership experience (students must attend minimum of three seminars) • Build 100 "points of experience" across three themes (from exchanges to conferences; from intensive programs to volunteering; from internships to community work) • Takes approx. three years	University of Newcastle International Office	http://www.newcastle. edu. au/students/ilead/
University of Victoria, New Zealand – *Victoria International Leadership Programme*	Academically-oriented, focused on international leadership, cross-cultural communication, global connectedness and sustainability	Open to all students There is a tailored version available only to Study Abroad & Exchange students	Extra-curricular program, with participation noted on academic transcript. Final certificate awarded	Students are required to: • complete 12 seminars (some compulsory, others elective) and submit reflective feedback for each • attend 5 speaker events and submit reflective feedback for each • accrue 200 points of experiential activities international in nature • Takes approx. three years	Victoria International	http://www.victoria.ac.nz /home/vilp/

6. b. Overview Chart on Credit-based Global Programs at Universities

Institution & Program Names	Principles/Objectives	Admission Criteria/ Length	Academics Credit-based	Details (Points Based, Sessions, Assignments/Projects, Service Learning, Volunteering, Study Abroad, additional language)	Departmental Base	Website
Chapman University- *Global Citizen*	Does not give many details other than unit requirements	Open to all students	Academic Doesn't mention form of recognition	Students must complete 12 units in a total of 3 areas: • Citizenship, community services (3 units) • Language (3 units) • Global study (6 units) – study abroad, experimental learning is strongly recommended	Academics-General Education Program	http://www.chapman.edu/academics/GE/catalog2007/globalCitizen.asp
Drake University- *Global Ambassador Program*	Provide students with a combination of concentrated study, personal experience, intercultural skills that will allow them to make the most of future international opportunities	Undergraduate students	Academic and co-curricular Doesn't mention form of recognition	Student must fulfill requirements: • Take WLC 148 Intercultural Communication • Complete two semesters of language study through World Languages and Cultures or an equivalent amount of training through study abroad or college transfer credits • Complete any credit-bearing study abroad experience • A minimum of 50 work hours (not credit hours) of service learning. This requirement will most often be met by volunteering for a local community group or organization that has an international focus • Regular attendance at CGC-sponsored events, other internationally-oriented events on campus or in the community (at least four events per semester) and regular participation in the activities of the Global Ambassador program. • Global Ambassador Capstone Experience (2 credits)	International department	http://www.drake.edu/international/cgc/ambassador.php
Franklin Pierce University- *Global Citizenship Certificate*	Focused on cross-cultural connections and being committed to a global community	Assumed open to all students, not otherwise stated	Notification on transcript, a parchment certificate	Students must complete: • 4 courses, including a gateway course called Global Problems • 2 electives • one-credit senior seminar • complete a semester's study abroad of at least 12 credits or an internship in their major program that involves international and citizenship dimensions	Multiple faculty department heads	http://franklinpierce.edu/academics/ugrad/programs_of_study/humanities/global_citizenship/index.htm

Institution & Program Names	Principles/Objectives	Admission Criteria/ Length	Academics Credit-based	Details (Points Based, Sessions, Assignments/Projects, Service Learning, Volunteering, Study Abroad, additional language)	Departmental Base	Website
Georgia Southwestern University- *Global Citizenship Program*	Provide students with an opportunity to engage in courses and experiences that have an international component, better preparing them for our increasingly globalized world	Undergraduate	Will be entered on to final transcript upon graduation	Students are required to complete: • Course work -15 credits with international content • Capstone Project-international experience abroad • Foreign Language-complete second intermediate level	The Center for International Studies serves as administrative home of the certificate program	http://students.georgiasouthern.edu/registrar/2011-2012%20Undergraduate%20&%20Graduate%20Catalogs/17166.htm
Lehigh University- *Global Citizenship Program*	Envisioned as a "backpack" or a set of courses and experiences that any student can fit into her/his major, the program requires students to examine the questions of meaning and value associated with the theme of citizenship within today's global world	Cross-college, multi-disciplinary certificate program designed to accommodate students from all fields	Academic courses, travel experiences and extra-curricular activities Doesn't mention form of recognition	Students are required to: • Attend at least 2 globally-related co-curricular activities each semester and help organize at least one activity per year The requirements span over four years of study, with a total of 22-25 credits – credits are specified on the website	Office of International Affairs	http://www.lehigh.edu/~ingc/frequently_asked_questions.html
University of Alberta- *Global Citizenship* (This is presently in development)	Focus is on educating University of Alberta students to become responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world	Campus wide	Academic credit Inter-disciplinary Certificate (2012)	Required course: • Global Citizenship: Contemporary Issues and Perspectives	Faculty of Education International and Center for Global Citizenship Education and Research and University of Alberta International.	http://www.gccd.ualberta.ca/

Institution & Program Names	Principles/Objectives	Admission Criteria/ Length	Academics Credit-based	Details (Points Based, Sessions, Assignments/Projects, Service Learning, Volunteering, Study Abroad, additional language)	Departmental Base	Website
University of British Columbia – *U21 Certificate in Global Issues*	Knowledge of current theoretical principles relating to globalisation; an ability to evaluate and synthesise the literature relating to globalisation, & its relationship to environmental, economic, political & social change; an understanding of the interconnectedness between individuals, societies, & countries by encouraging students to consider cultural, environmental, economic & political dimensions of globalization	Undergraduates only	For credit	• A multidisciplinary award offered jointly and online by five participating Universitas21 institutions (the universities of Auckland, British Columbia, Hong Kong, Melbourne and Nottingham). • A formal course of study with a choice of 70 courses (15 online). • Completion of the Certificate will normally add one semester to the length of a degree program	U21 Program	http://www.internationalization.ubc.ca/globalcitizenship.htm
University of California, Berkley- *Certificate in Global Management*	Focuses on experience in the theory and application of global business and management principles	Candidates must be currently enrolled in the MBA program at the Haas School of Business in order to be eligible to apply	Academic related Doesn't mention form of recognition	Requirements for the certificate are in 3 areas: • Language requirement • Courses with international content • Overseas experience	Berkley- Haas School of Business	http://haas.berkeley.edu/HaasGlobal/certificate.html

Institution & Program Names	Principles/Objectives	Admission Criteria/ Length	Academics Credit-based	Details (Points Based, Sessions, Assignments/Projects, Service Learning, Volunteering, Study Abroad, additional language)	Departmental Base	Website
University of Charleston –*Global Citizenship Certificate*	Graduates from this program will have greater opportunities in international business and other careers with an international component.	Open to all UG students. UC students must complete an application and an essay.	For credit Non-credit activities as well	Students must assemble a portfolio that shows sequential growth in Global Citizenship across their entire time at the University of Charleston (UC). Students must apply to the program no later than the end of their second semester of study at UC. The student's portfolio will be evaluated by involved faculty at the end of each spring semester. Outline covers items to be completed over 4 year period.	Faculty	http://www.ucwv.edu/major/global_citizenship_certificate/
University of Waterloo-*Global Experience Certificate*	Geared to expand student horizons, learn from direct experience and make a difference in the world	Undergraduate	Academic and extra-curricular Successful completion of the certificate requirements will result in the awarding of a Global Experience Certificate upon graduation	3 components for GEC certificate: • 3 for credit course • 1 international experience • 1 cross cultural volunteer experience	Waterloo International	http://uwaterloo.ca/international/global-experience-certificate
Webster University-*Global Citizen Program*	Aimed to develop knowledge of human cultures and the physical and natural world, intellectual and practical skills, understanding of personal and global responsibility, and the abilities to integrate and apply what is learned	Currently BA; BS degrees 2012 & 2013. Later transfer students and BFA, BSN, and BM) will be included	Academic Doesn't mention form of recognition	Students are required to complete: • 2 seminars, the First-year Seminar as new students and the Global Keystone Seminar as juniors • Complete eight courses of at least three credit hours each in the general education portion of the program	The Global Citizenship Program Committee (GCPC) oversees the Global Citizenship Program	http://www.webster.edu/globalcitizenship/index.shtml