NC GLOBAL DISTINCTION
A Model for University and Community College Collaboration in Global Education

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Davidson County Community College
What is World View?
IMPACT

THROUGH COLLABORATION
World View Partners

148 Partners from North Carolina’s School Districts, Schools, and Community Colleges

Including 74 Charter, Independent, and Single Schools
Fulfilling Public Service

What does World View’s public service mission offer North Carolina K-12 and community college educators?
World View Offers a Connection to University Resources
Faculty Expertise

Dr. Jennifer Ho
English & Comparative Literature

Dr. James Johnson
Kenan-Flagler Business School

Dr. Joseph Jordan
The Sonja Haynes Stone Center

Dr. Louis Pérez
Institute for the Study of the Americas

Dr. Mabel Miguel
Kenan-Flagler Business School

Dr. Phyllis Pomerantz
Duke Sanford School of Public Policy
National Resource Centers

- African Studies Center
- Carolina Asia Center
- Center for European Studies

- Center for Global Initiatives
- Duke-UNC Consortium in Latin American and Caribbean Studies
- Duke-UNC Consortium for Middle East Studies
Christo Brand
Former prison guard and friend of Nelson Mandela

Dr. Niklaus Steiner
Center for Global Initiatives

Dr. Rosemary Fernholz
Duke Sanford School of Public Policy
2016 Community College Global Education Symposium

From Local to Global: Exploring Environmental Sustainability
November 9-10, 2016
COSTA RICA & NICARAGUA
Study Visit 2017
Global Education Leaders Program
For Teachers and Administrators

June 19 – 23, 2017
IMPACT
THROUGH COLLABORATION
NC Global Distinction Program
for Community Colleges

This initiative is developing a state and national model of best practices for globalizing the curriculum and campus programs.
NC GLOBAL DISTINCTION

A partnership between the University of North Carolina at Chapel Hill and NC Community Colleges
GOALS FOR COLLEGES

• globalize the curriculum and campus culture

• increase faculty and student involvement in global issues and dialogue

• create framework to enable students to graduate with global distinction
GOALS FOR STUDENTS

Enable students to

• develop the global competencies and skills needed for the 21st century workforce

• excel at universities that increasingly focus on global issues
NC Global Distinction Components

• Students complete at least 15 credit hours of globally intensive courses

• Students participate in 8 international activities and dialogue: speakers, films, performances (2 per semester)

• Students gain global experience: 30 hours of participation in either study abroad or a domestic intercultural experience

• Students give a capstone presentation related to their global learning participation
World View Support

World View

• organizes and directs the initiative
• provides professional development
• plans and runs workshops and provides resources to create global modules
• supports “passport” global activities and dialogue at colleges
A MODULE IS A SELF-CONTAINED UNIT TO ADD A GLOBAL COMPONENT TO A COURSE

Elements of the Module include

- global learning outcomes
- global student learning activities
- methodology
- evaluation
- resources
YEARS 0 AND 1

- World View organizes initiative, recruits members and secures 4-year funding from UNC and Duke National Resource Centers

- NCGD meets regularly and creates framework and goals

- Colleges organize and establish programs on individual campuses
YEARS 0 AND 1

• Group chooses 6 core courses to globalize, creating global modules for courses through 2 workshops with UNC World View support

• Discipline teams from colleges create global modules with Global Learning Outcomes and Global Student Learning Activities
GLOBAL MODULES CREATED FOR:

YEAR 1

- English 111
- English 112
- Communications 231
- Math 143
- Psychology 150
- Biology 110
GLOBAL MODULES CREATED FOR:

YEAR 2

- MATH 152 Statistical Methods
- ECO 252 Principles of Macroeconomics
- HIS 131 American History
- SOC 210 Introduction to Sociology
YEAR 2

• New colleges join

• Secured continued National Resource Center funding

• More colleges institutionalize program and enroll students

• New modules for core courses created
NC Global Distinction Program
for Community Colleges

First Group 2014:
- Asheville-Buncombe Community College
- Central Piedmont Community College
- Davidson County Community College

Second Group 2015:
- Caldwell Community College
- Forsyth Technical Community College
- Gaston College
- Guilford Technical Community College
- Wilkes Community College
- Pitt Community College

Third Group 2016:
- Durham Technical College
- Nash Community College
- Rowan-Cabarrus Community College
- Sandhills Community College
- South Piedmont Community College

14 Participating Community Colleges
Davidson County Community College
Scholars of Global Distinction

Suzanne LaVenture
Director of International Education
and Faculty, Spanish
NCCCS Mission:

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well being of N.C. citizens.
Davidson County Community College

Davidson County Community College develops minds, inspires imaginations, and prepares students for enhanced career and educational opportunities within a changing global environment.
The mission of the Scholars of Global Distinction program is to develop engaged global citizens who are prepared to be successful in our increasingly interdependent world.
Program Components:

I. 15 hours of Globalized Courses
   a. “Inherently Global” classes

All foreign language (ARA, CHI, POR, RUS, SPA)

ENG-262  World Literature II
GEO-111  World Regional Geography
HIS-111  World Civilizations I
HIS-112  World Civilizations II
HSC-140  Transcultural Healthcare
HUM-120  Cultural Studies
HUM-180  International Cultural Exploration
INT-110  International Business
LOG-235  Import/Export Management
POL-220  International Relations (CAA)
REL-110  World Religions
Program Components:

b. Courses globalized by individual faculty members

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>ACC-221</td>
<td>Intermediate Accounting II</td>
<td>Steve Richards</td>
</tr>
<tr>
<td>CHM-131</td>
<td>Introduction to Chemistry</td>
<td>B. Gordon &amp; M. Liu</td>
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<tr>
<td>COM-120</td>
<td>Intro to Interpersonal Communication</td>
<td>Sylvia Walters</td>
</tr>
<tr>
<td>COM-231</td>
<td>Public Speaking</td>
<td>Sylvia Walters</td>
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<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>S. Scarboro, M. Williamson</td>
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<tr>
<td>ENG-112</td>
<td>Writing/Research in the Discipline</td>
<td>J. Foster, S. Scarboro</td>
</tr>
<tr>
<td>ENG-114</td>
<td>Professional Research &amp; Reporting</td>
<td>Susan Scarboro</td>
</tr>
<tr>
<td>HSE-123</td>
<td>Interviewing Techniques</td>
<td>Elizabeth Schenck</td>
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<td>HSE-210</td>
<td>Human Services Issues</td>
<td>Elizabeth Schenck</td>
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<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>Cat Drader</td>
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<tr>
<td>HUM-220</td>
<td>Human Values and Meaning</td>
<td>Cat Drader</td>
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<td>LOG-250</td>
<td>Advanced Global Logistics</td>
<td>Rodney Reece</td>
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<tr>
<td>MAT-143</td>
<td>Quantitative Literacy</td>
<td>J. Comer, K. Kennedy, C. Thomas</td>
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<tr>
<td>MAT-152</td>
<td>Statistical Methods I</td>
<td>Amanda Klinger</td>
</tr>
<tr>
<td>MED-114</td>
<td>Professional Interaction in Healthcare</td>
<td>Katrena Wells</td>
</tr>
<tr>
<td>NUR-111</td>
<td>Introduction to Health Concepts</td>
<td>All nursing faculty</td>
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<tr>
<td>NUR-112</td>
<td>Health - Illness Concepts</td>
<td>All nursing faculty</td>
</tr>
<tr>
<td>NUR-113</td>
<td>Family Health Concepts</td>
<td>All nursing faculty</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>Donnell Griffin</td>
</tr>
<tr>
<td>PSY-241</td>
<td>Developmental Psychology</td>
<td>Amy Holmes</td>
</tr>
</tbody>
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http://www.davidsonccc.edu/scholars-global-distinction-approved-courses
Criteria for a globalized course

1. Course demonstrates intentional effort to prepare students to live and work in an interconnected world. Such preparation includes the ability to recognize and address issues and phenomena at global, international and local levels, as well as develop intercultural competencies. Course includes a substantial focus on one or more of the above abilities/competencies.

2. Syllabus explicitly lists learning outcomes that involve global learning as a result of participation in the course. One or more of these outcomes should develop cultural competency.

3. Assessment requires students to demonstrate learning that reflects the global dimension of the course.

4. Instructional media (text and/or supplemental resources) help frame the subject of the course in global terms.

5. Course includes assignments requiring students to grapple with global issues related to the subject of the course.

Note: These criteria have been adapted and modified based on the criteria developed by the Association of International Education Administrators (AIEA) and the Association of American Colleges and Universities (AACU).
Program Components:
II. Attendance at eight “passport” events

http://www.davidsonccc.edu/passport-events
Program Components:
III. a. Global Experience: Study Abroad

https://www.davidsonccc.edu/academics/international-education/travel-abroad
Program Components:
III. b. Global Experience: Local Project

http://ethiopianed.blogspot.com/
The Capstone Presentation: Reflect and Connect

I. WHERE did you go (travel experience)? OR WHAT project did you complete (domestic experience)?

II. WHY did you choose this project/trip for your global experience? List reasons why you chose this experience; think of these as your objectives for the experience.

III. a. WHAT did you do? Describe the work you did for this project/ on this trip.

   b. WHAT did your learn? Provide a summary. What is the most important thing you learned through this project/travel experience

   c. WHAT did you learn through this experience that enhanced your academic skills/knowledge? Did it tie into other courses you have taken?

IV. a. HOW did this experience change you? How are you different because you had this experience? What did you learn about yourself? What surprised you? What will you always remember about it?

   b. How did this experience alter your perspective of the world? How did this experience affect your perception of others? How has your perspective on the world changed? What does being a global citizen mean to you? Do you consider yourself to be one?
Statistics

• 238 students enrolled as Global Scholars since program inception in fall 2013
• Approximately 130 of these students currently pursuing GS distinction
• 58 new Global Scholars this academic year so far
• 36 completers in first three years
• Anecdotal completion/retention stories
For more information, contact:
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@UNCWorldView  
pinterest.com/UNCWorldView

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