The Global Infusion: 
Fairleigh Dickinson University Core

A GLOBAL, DIVERSIFIED, EXPERIENTIAL CURRICULUM FOR ALL
MAJORS AND STUDENTS

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The University Core Program

- Established in 1986
- Named by AAC&U as the one of nine programs to serve as a model for other educational institutions in 1989
- Featured in the Journal of Liberal Education in 1997
- Featured in the New York Times in 2002
- Featured in the Pew Learning and Technology Report in 2002
- Supported by grants from the National Endowment for the Humanities, the NJ Department of Higher Education and the Mellon Foundation
Original Core Mission
1986–2000

- dedicated to the education of thoughtful, open-minded, and curious individuals, who will need to deal with the complexity, ambiguity and difficulty of modern life and be able to participate responsibly and effectively in multiple communities.
Original Core Structure
1986–2000

Core I – Perspectives on the Individual
Core II – The American Experience
Core III – Cross-Cultural Perspectives
Core IV – Global Issues
Global Learning – Curricular Change

Senior Administration

Faculty
Reaching for Global Learning
What Occurred in the Curriculum Development?

Three revisions between 2001–2014 to the four year curriculum to

- **provide essential skills** in written communication, reading & ethical & moral analysis;
- **promote an understanding** of individual and societal perspectives;
- **foster a global perspective**; &
- **inculcate an appreciation** for the interrelationships among bodies of knowledge

Changes:
- The redesigned curriculum focuses on Freshmen & Sophomore years.
- Transfer students are required to take all the major courses.
Redesigned Core

The four courses serve to fulfill the promise of the University’s global learning mission

- to prepare students as **high functioning, responsible citizens** in the local as well as the global community and for professional success in the global economy. To be able to think critically and ethically.

- Extend students’ awareness of the world in which they live by opening them to the diverse heritage of human thought, action, and creativity.

AND:

Integration/flow between **curricular and co-curricular program elements**, and with a variety of academic and student support services: promoting student *engagement, *success and *retention.
What is the Core Curriculum?

Approximately 400 sections each year of these courses combined between all campuses

Freshman Year

UNIV1001 Transitioning to University Life

UNIV1002 Preparing for Professional Success

Sophomore Year

UNIV2001 Cross Cultural Perspectives

UNIV2002 Global Issues
Freshman Seminar ➔ Transition to College and Professional Life

- FDU and Freshman Seminar for one semester with a focus on college adjustment (subjectivity)
- Movement to awarding credit
- Need for additional contact based on retention data: connection, engagement, finding a direction.
- Transition to Freshman sequence where the first semester focuses on issues of academic, social and personal adjustment and the second semester, preparation for the future, finding a direction, finding a major and building a portfolio.

In the Freshman year, through UNIV 1001 and 1002:

- self-reflection, participation in the community and understanding global issues are introduced
- becoming a global citizen is a critical goal of our program
FDU’s Model of Global Learning

Civic Model
- Rights and responsibilities
- Community orientation

Economic/Marketplace Model
- Economic success
- Professional orientation
Comprehensive Internationalization

- Commitment in mission and resources
- Signature programs and initiatives
- Curricular development and enhancement
- Faculty and student engagement
- Internationalization → Global Learning opportunities
  - Global Partnerships, Study/Volunteer/Work Abroad, United Nations, Global Virtual Faculty, Global Enterprise Network, Visiting Scholars
Curriculum Rationale and Description

- Learning experiences that support students’ transition and adjustment to university life
- Activities and curricula blend with FDU’s global mission and values—learning experiences that facilitate student growth in the academic and interpersonal areas
- Foster appreciation of individual and cultural differences, the importance of social responsibility from local and international perspectives
- Integration of moral, ethical and critical thinking activities; information and technological literacy competencies
The sophomore year:
UNIV 2001 and UNIV 2002

- Required for all students including transfer students into Fairleigh Dickinson University including all transfer students and adult learners

- Depending on credit entrance some will be waived from the Freshmen classes
### UNIV 2001 & 2002 Themes

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UNIV 2001 Units

- **Work** is a mandatory unit
- **Faith, Spirituality, and Justice**
- **Culture, culture**

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UNIV 2002

- **Sustainability** is a mandatory unit
- **Human Rights**
- **Peace & Conflict**

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UNIV 2001 and UNIV 2002

- Based on an instructor’s background could swap a unit for units two and three that meets the learning outcomes, fulfills the matrix, and has approval from Core Directors.

- Could swap one or more readings

- Common SOL assessment for all sections across the university.
Alternative Learning Venues
For:

- Adult learners
- Transfer students
- Fully online and/or blended sections
- Hacer and Latino Promise Students (Global Core classes)
Important aspects

- Small footprint and *early immersion*
- Additional **focus on student professionalization**, linked to University Mission
- Greater **integration with academic and campus support functions**
- Greater **curricular flexibility** for faculty within outcomes framework
Important aspects

- Same curricula for all undergraduate students across all campuses including online
- Comprehensive and standardized outcome learning assessment
- Strong commitment to interdisciplinary approach
- Administered by FT tenured faculty
- Core curriculum is governed by those who teach it
- The University Core program reports to the University Provost’s Office
- The University Academic Planning and Research Committee serves as faculty committee to evaluate and approve changes.
Finally

- Curriculum Review is ongoing with training sessions and discussion groups for faculty both adjuncts and full time. (from many departments and backgrounds)
- Data is collected from scoring and reviewing the Common Assessments to see what goals, materials, etc. may need to be updated and/or changed.
- Resources to support syllabi and main curriculum are shared on an Organizational Shell in Blackboard to promote team work and shared experiences.
Cultural Immersion in NJ
Opportunities For Students

- Global Virtual Faculty
- Internships at the UN
- Study Abroad Opportunities
- Visit to local mosques, temples, ethnic restaurants
- Visits to Museums in NYC: recent trips include visits to the Museum of Natural History and National Museum of American Indians
Core & the University Mission

“FDU is... dedicated to the preparation of world citizens through global education. The University strives to provide students with the multi-disciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce and culture.
Core & the University Mission

- Founded in 1942 “of & for the world” after Pearl Harbor
- Admitted females 3 decades before Rutgers (& racial diversity)
- First American university with a fully-owned international campus (Wroxton College)
- Dr. Sammartino, Founder of International Association of University Presidents in 1964
- Dr. J. Michael Adams, FDU President, President of IAUP
- Walter D. Head, FDU Provost, 29th President of Rotary International & member of the U.S. delegation for creation of the UN
- Dr. Nasrollah S. Fatemi, first Dean of Graduate Studies, UN Ambassador of Iran & Governor-General of the Fars province
CORE’s three aims

- to foster international & intercultural perspectives that offer students critical ways of looking at the world as well as at their own countries & communities;
- to promote understanding of individual, societal, & global perspectives; and
- to inculcate an appreciation for the interrelationships among bodies of knowledge generated in individual disciplines
Core & Global Campuses

- Wroxton College (England)
- Vancouver Campus (British Columbia)
- Chengdu Study Abroad Center (China)
Core & Global Campuses

- Curriculum
- Truth & Reconciliation Commissions
  - Canada
  - Chile
  - South Africa
Passage to India, Jan. 4–20, 2019

- hands-on sustainability in culture & environment
- 2-day UN heritage sites: ancient caves of Ajanta and Ellora
- experience an eco-forest resort in a treehouse 40 feet up
- explore traditional village life
- $750 scholarship
Cross-Cultural Exercise

- SUNY International Cross-Cultural Experiential Learning Evaluation Toolkit

Acknowledgments:

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