

INTERNATIONAL RESEARCH and REVIEW

**Journal of Phi Beta Delta
Honor Society for International Scholars**

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*Internationalizing the Curriculum:
Implementing a Faculty Mentoring Model for
Student Global Learning*



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Journal Description

International Research and Review is the official journal of the Phi Beta Delta Honor Society for International Scholars. It is a multidisciplinary journal whose primary objectives are to: (1) recognize, disseminate and share the scholarship of our members with the global academic community; (2) provide a forum for the advancement of academic inquiry and dialogue among all members and stakeholders; and (3) cultivate support for international education among campus leadership by working with university administrators to expand the support for international education among campus leaders.

IRR is a peer-reviewed electronic journal that provides a forum for scholars and educators to engage in a multidisciplinary exchange of ideas, address topics of mutual concern, and advocate for policies that enhance the international dimension of higher education. Articles should focus on studies and systematic analyses that employ qualitative, quantitative, or mixed methods, as well as theoretical methodologies, with an international scope. A variety of perspectives in teaching and learning are welcome.

The Journal reaches an audience engaged with all areas of international education, including theoretical, empirical, and normative concerns and concepts, as well as practices. It includes stakeholders, practitioners, advocates, faculty, independent researchers, and staff and administrators of programs and institutions engaged in the field. The editor welcomes manuscripts that address the following concerns:

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Internationalizing of curricula: policies, programs, practices, and impacts
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Other related topics

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International Research and Review is the official journal of the Phi Beta Delta Honor Society for International Scholars. It is a multidisciplinary journal that (1) welcomes the submission of manuscripts reflecting research representing *all areas of study* that promote the international and global dimensions of institutions programs (including both policy, practice, and debates) and individual experience of engaging in international education; (2) welcomes articles on current issues of the day regarding international education: the practice, curriculum, institutional issues, faculty and administration management, and cultural aspects and; (3) welcomes book reviews, and reviews or critiques of current literature.

The increasing interest in international opportunities and the promotion of scholarship in this shrinking world create new challenges. Such a publication aims to contribute to and engage in the conversation on the broad frameworks of international education, internationalization, and international scholars. The Phi Beta Delta annual conference will provide an environment where students, staff, faculty, and interested groups can highlight their scholarship in these areas. The conference also serves as a forum for acquiring new ideas, conceptualizations, and best practices, and for discussion of these and other international education issues.

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Please send your submissions to the Director of Publications at: pbd1986irr@gmail.com

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3. All URL addresses in the text are activated and ready to click.
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Your submission should contain the following:

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- Paper title
- Abstract
- Keywords
- Introduction
- Body of paper
- Tables, figures, etc. (if applicable)
- Conclusion
- Acknowledgements
- Brief bio of each author (one paragraph, no more than 100 words)
- References

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3. Citations from an online source must cite the paragraph: (author, date, para. #).
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Nneka Nora Osakwe, Ph.D.

Albany State University, Georgia

Guest Editor

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Introduction to Internationalizing the Curriculum: Implementing a Faculty Mentoring Model for Student Global Learning

Nneka Nora Osakwe, Ph.D.
Guest Editor

Albany State University (ASU), Georgia is the largest Historically Black University in Georgia, founded in 1903. The university has made giant strides in its global engagement and curriculum internationalization initiatives as it reignites efforts to graduate global citizens. In 2025, Albany State University was recognized as a **Fulbright HBCU Institutional Leader** and recently classified as a Carnegie Opportunity College and University. Two years prior, ASU was one of three universities in the United States that received the prestigious **Senator Simons Award for Curriculum Internationalization initiatives** conferred by the National Association of International Educators (NAFSA), the world's largest nonprofit professional organization dedicated to international education and exchange, with membership across institutions in 170 countries (NAFSA, 2026).

The three prestigious distinctions mark ASU's commitment to global engagement, educational excellence, and the graduation of successful, world-class citizens. The university has been intentional in preparing students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success (History of ASU, 2026).

Part of this strong global preparation has continued with clear articulation of programs and curriculum matched by aligned strategic plans that include campus internationalization, especially focusing on faculty professional development for internationalizing existing courses to include global, international, and intercultural learning. Appendix A shows the ASU framework for internationalizing courses for all students' global learning. Appendices B to D show data from three years of faculty implementation as well as mentors and mentees since the publication of the last Special Issue in 2022.

This current Special Issue is a sequel to two previous Special Issues in 2017 and 2022 in the journal *International Research and Review*. All of the Special Issues have focused on curriculum internationalization by ASU Faculty members.

The 2017 Special Issue features nine articles by faculty members in various disciplines: Two articles on Education, and one article each on the following: Music, Public Speaking, Mathematics, English, and lead articles, Internationalizing Courses: A Professional Development Process at ASU, and The Internationalization of Curriculum at ASU: Personal Reflections on a Disparate Evolution (Osakwe, 2017, pp.1-122).

The 2022 Special Issue features one article from each of these disciplines: Chemistry, Nursing, Psychology, Education-Language Arts, and lead articles:

Introduction to Internationalization for All Learners, and Internationalization for All Students: Global Learning at Home as a Strategic Process (Osakwe, 2022, pp.1-122).

In this 2026 Special Issue, there is a unique caveat in introducing the 6th Phase-Mentoring Faculty Curriculum Internationalization (MFCI). It starts with the article entitled ***Internationalizing the Curriculum: A Faculty Mentoring Model for Student Global Learning*** by Nneka Nora Osakwe, Tracey Simmons-Williams, Andrea Dozier-Adenaike, and Marcia Poulos. This Article reiterates the importance of faculty internationalizing the curriculum for all learners given the need to graduate students with global citizenship skills and knowledge for work and life success. It summarizes the Five Phases of the faculty development process to enhance their knowledge and skills in internationalizing courses at Albany State University, Georgia. Then it introduces the Sixth Phase: Mentoring Faculty Curriculum Internationalization (MFCI), establishing the rationale and details of the process. The rest of the article describes three faculty mentors' discussion of their mentoring processes and outcomes with the lead author's brief analysis, justification, and recommendations.

The second article, entitled ***Internationalizing Graduate Nursing Education: Scaffolding Cultural Competence Through Reflection, Dialogue, and Curriculum Design*** by Deanna Howe, discussed the process of intentionally internationalizing a core graduate Nursing Education course to ensure that students who take the course are well prepared to face cultural diversity and global health challenges that practitioners in the health profession encounter in the field. The article describes the step-by-step process of revising her syllabus, redesigning her curriculum, and aligning course activities and assessments with the discipline's guidelines. The conclusion indicates that the scaffolded integration of global outcomes and cultural competence activities effectively supported students' professional identity formation as inclusive nurse educators. Dr. Howe's article provides great insight for professors in healthcare who might want to replicate her process.

The article ***Internationalizing the Curriculum: Implementing the Fundamentals of Nursing in the Bridge Program through Integrating Global Learning through Multimedia*** by Kristen Hill focuses on the Fundamentals of Nursing course for healthcare professionals enrolled in the Bridge Program. It discusses multiple types of internationalized pedagogy and content interventions integrated in the redesign and implementation of the course. Some of these include a structured multimedia case with reflective journaling; pre-lecture quizzes to cultivate cultural humility, ethical reasoning, systems thinking, and interprofessional collaboration; an article on self-awareness and a chapter on Culturally Respectful Care; and a patient interview assignment. The assessment and conclusion indicate that the creative infusion of global learning outcomes and aligning activities in healthcare courses is highly beneficial for working adult students who never dream of

engaging in study-abroad programs due to time and financial constraints. This article and the previous one are great resources for those in healthcare, especially nursing.

Internationalizing the Curriculum: Implementing the Foundation Year of the Social Work Program by Ihuoma Ohamadike describes the use of Culturagram, a culturally sensitive assessment tool, as an internationalization strategy for a required Foundation Year graduate course in Social Work. The goal was to foster professional growth and strengthen student readiness for culturally responsive practice. Using semi-structured interviews, completion of the Culturagram template, and reflective identity dialogue, it was found that the tool was effective in developing increased cultural awareness, improved self-reflection, and a deeper understanding of how systemic barriers and migration experiences shape clients' worldviews. Dr. Ohamadike's article shares a great model for professors in Social Work and related disciplines.

Internationalizing the Curriculum: Enhancing the First-Year Experience through Integration of Global Learning by Marcia Poulos reports the findings and conclusion of redesigning a First-Year Experience required course to include global learning at the beginning of students' college experience. The method includes using Cultural Analysis Reports and structured debates to guide learners in developing intercultural competence, perspective-taking, and global awareness. She reports that the approach resulted in steady increases in course completion rates, stronger rubric-based proficiency in cultural analysis and reflection, as well as deeper engagement in collaborative learning opportunities. Marcia Poulos' article will be especially useful to professors who teach general education courses.

In the article, ***Internationalizing the Curriculum: The Business Internship – Integrating a Global Mindset for Students at an HBCU***, Dr. Tracy Simmons-Williams exemplified how a Business Internship course could be redesigned and taught using the internationalized pedagogy framework. The process also integrates the PESTLE model to bridge global learning gaps across majors and remarkably enhance global mindsets of students within a semester. The process shared in this article could be replicated by other professors in Business and related disciplines.

In Internationalizing the Curriculum in English Composition: Utilizing Voices of Student Protest to Expand Global Knowledge, Dr. Leah Delaney shares her process in internationalizing a fully asynchronous online English composition course required for graduation. To actualize the identified global learning outcomes for the course, she selected discourse samples of student protest voices. She designed three aligned major assignments and two scaffolding assignments used to meet and assess outcomes. Her findings from students' reflection responses indicated that all students improved in metrics for both "personal and social responsibility" and "cultural awareness and diversity. Her article exemplifies a unique and interesting approach that could be replicated in various English composition and literature courses.

Internationalizing the Curriculum: How Global Learning Outcomes Across Countries Deepen Student Understanding of Psychology describes how Dr Jennifer L. Snelling redesigned an introductory psychology course to provide minority students an opportunity to learn their core psychology course while also acquiring the skills and knowledge of perspective taking and personal and social responsibility. Her findings reiterated the additional benefit of using real-world content to help students learn psychology concepts and theories with confidence. Dr. Shelling's article is highly beneficial for professors in Psychology and beyond.

Bridging the Global Divide: A Framework for Internationalizing Operations Management Course at a Historically Black University. In this article, Dr. Nadeepa Wickramage shares his unique process of integrating diverse global case studies and redesigning assignments and assessments to foster a culturally nuanced understanding of supply chains and service delivery. His findings indicate enhanced student engagement and a deeper understanding of the complexities of managing operations across borders, further buttressing the benefits of creatively exploring varied strategies for including global learning not just in the Business discipline but in all other disciplines.

The appendices below provide a detailed view of curriculum internationalization at ASU. Appendix A shows the ASU framework for internationalizing courses to support global learning for all students. Appendices B, C, and D show data from three years of faculty implementation since the publication of the last Special Issue in 2022. A list of mentors and mentees for the cohorts is shown at the end of Tables B & D.

Appendix A

Internationalizing Course Redesign for All Students' Global Learning Framework for Faculty Implementation Guideline Albany State University-Georgia

To internationalize an existing course for students' global learning, the faculty redesigns six key component areas of the course syllabus to show plans for enhancing students' intercultural and international competencies. The faculty should use the syllabus template or one approved by the college or department, and review and rewrite it to include the following components:

Each of these competencies, developed into global learning outcomes, should be aligned to a specific list of performance expectations for student learning, stated as objectives.

Faculty should consider these nationally recognized global learning outcomes as guidance in their internationalized course development. Additionally, they should consult their own state higher education, colleges, and departments' frameworks on global learning.

These six competencies for Georgia reflect learning goals for

internationalization that state higher education leaders support. Both national and state guidelines on global learning give faculty a vision for framing their own global learning outcomes and course objectives. (Osakwe, NN.; Decuir, E. & Smithee, M. IRR Vol. 11. No. 2. p.33).

Framework for Faculty Internationalization Implementation Guideline Albany State University-Georgia

Framework Component	Implementation Guidelines & Specifications
Syllabus Redesign Component 1 Global Learning Outcome(s)	Select at least one global learning outcome from the national or state frameworks (e.g., AAC&U VALUE rubric or USG core competencies) that aligns with the course scope.
Syllabus Redesign Component 2 Global Learning Objectives	Develop 3 to 5 actionable learning objectives designed to actualize and measure the selected global learning outcome(s).
Syllabus Redesign Component 3 International/Intercultural Content	Integrate specific international, intercultural, or diverse cultural themes and perspectives directly into the core course content.
Syllabus Redesign Component 4 Activities & Projects	Design experiential learning activities, collaborative assignments, or course projects aimed at enhancing students' global competencies.
Syllabus Redesign Component 5 Teaching Materials & Resources	Incorporate international instructional materials, readings, and global digital resources to support learning objectives.
Syllabus Redesign Component 6 Global Learning Assessment	Establish aligned assessment tools (including sample tests, exams, or rubrics) evaluating student performance on global learning goals.
National Benchmarks AAC&U VALUE Outcomes (AAC&U, 2014)	1. Global self-awareness 2. Perspective taking 3. Cultural diversity and awareness 4. Personal and social responsibility 5. Understanding global systems 6. Applying knowledge to contemporary global contexts
State Core Competencies USG Framework (USG, n.d.)	1. Knowledge of cultural self (cultural self-awareness) 2. Knowledge of cultural worldview frameworks 3. Empathy skills 4. Verbal and non-verbal communication skills 5. Attitudes: Curiosity 6. Attitudes: Openness

Created by Nneka Nora Osakwe, Ph.D., Professor of English, Executive Director, Center for Transformative Student Experiences (CTSE), Provost's Special Assistant for Internationalization and Global Engagement

Note: Adapted from Osakwe, N. N., Decuir, E., & Smithee, M. (2022). Internationalizing Course Redesign for All Students' Global Learning. *International Research and Review (IRR)*, 11(2), 33. Contact: Dr. Nneka Nora Osakwe (nneka.osakwe@asurams.edu or nnosakwe@gmail.com)

Appendix B
2025-2026 Cohorts for Internationalized Courses
Albany State University

Table B1

2025–2026 Cohort: Faculty Internationalization Fellows for Global Learning
College of Arts and Sciences

Faculty Fellow	College / Department	Courses Being Internationalized (Code & Title)
Dr. Alex Alochukwu	Math	MATH 1113: Pre-Calculus
Dr. Erikka Edwards	Arts & Sciences	MUSC 4438: Secondary Choral Methods
Dr. Leah Delaney	Arts & Sciences	ENGL 1102: English Composition II
Dr. Autumn Cockrell-Abdullah	Political Science	POLS 1101: American Government
Total Faculty: 4	Total Courses: 4	Total Students: 104 (50 in-person, 54 online)

Table B2

2025–2026 Cohort: Faculty Internationalization Fellows for Global Learning
Darton College of Health Professions

Faculty Fellow	Department	Courses Being Internationalized (Code & Title)
Dr. Michele Monaco	Athletic Training	ATTR 5700: Clinical Professionalism
Dr. Kristen Hill	Nursing	NURS 1301: Pediatrics of Nursing
Total Faculty: 2	Total Courses: 2	Total Students: 48 (23 in-person, 25 online)

Table B3

2025–2026 Cohort: Faculty Internationalization Fellows for Global Learning
College of Business, Education, and Professional Studies

Faculty Fellow	Department	Courses Being Internationalized (Code & Title)
Dr. Cajetan Ihe	Criminal Justice	CRJU 1100: Introduction to Criminal Justice
Dr. Devi Akella	School of Business	MGMT 4110-01: Organizational Behavior
Dr. Victor Williams	School of Business	MIST 4205: Mgt Info System
Dr. Ginger Stewart	School of Business	MGMT 6199: Strategic Management (MBA)
Dr. Albertus Seegars Barnes	School of Business	MKG 4120: Marketing Management MKG 3120: Principles of Marketing
Dr. Uzoma Okafor	Natural Science	FOSC-4090K, FOSC 2130: Controlled Substance Toxicology
Dr. Tinu Neha Miriyam	Criminal Justice	CRJU 3410: Criminal Justice Research
Dr. Dayanand Sundaravadivelu	Criminal Justice	CRJU-3420: Research Statistics
Dr. Bettie Stafford	School of Education	EDUC 5550: Foundation Principles in Education, Growth & Development
Prof. Samuel Ifedayo	Natural Science	BIOL 4401K: Comparative Vertebrate Anatomy
Dr. Addie Campbell-Mungen	School of Business	SOWK 4306: Research II
Dr. Tomeika Williams	School of Business	FINC 3105: Financial Management
Total Faculty: 12	Total College Courses: 13	Total Students: 368
Overall ASU Faculty = 18	Overall ASU Courses = 19	244 in-person, 124 online

Table B4

2025–2026 Cohort: Experienced Faculty Mentors and Assigned Mentees for Global Learning

Faculty Mentor	Faculty Mentees
Dr. Andrea Adenaike Assoc. Professor / Chair, Department of Nursing Darton College of Health Professions	Team 1: • Prof. Kristen Hill (Nursing) • Dr. Erikka Edwards (Arts & Humanities—English) • Dr. Autumn Cockrell-Abdullah (Political Science) • Dr. Uzoma Okafor (Natural Science) • Dr. Tomeika Williams (Accounting) • Dr. Samuel Ifedayo (Natural Sciences) • Dr. Alex Alochukwu (Mathematics)
Dr. Tracy Williams Part-Time Faculty, School of Business College of Business, Education, and Professional Studies	Team 2: • Dr. Addie Campbell-Mungen (Business) • Dr. Tinu Neha Miriyam (Criminal Justice) • Dr. Albertus Seegars Barnes (Business) • Dr. Devi Akella (Business) • Dr. Victor Williams (Business, COPS) • Dr. Ginger Stewart (Business)
Ms. Marcia Poulos Director, Distance Learning and Part-Time Faculty	Team 3: • Dr. Bettie Stafford (Education—Online) • Dr. Leah Delaney (English—Online) • Dr. Dayanand Sundaravadivelu (Criminal Justice) • Dr. Cajetan Ihe (Criminal Justice) • Dr. Michele Monaco (Health & Human Performance)
Dr. Nneka Nora Osakwe Professor of English & Executive Director, CTSE, College of Arts and Sciences—Arts and Humanities (English)	Mentor-Mentee Supervisor

Appendix C
2024-2025 Cohorts for Internationalized Courses
Albany State University

Table C1

2024-2025 Cohort-Faculty Internationalization Fellows for Global Learning:
College of Arts and Sciences

Faculty Member	Status	Department	Course Code(s)
Karen Kai Yuan Yong	Assistant Professor (FT)	Arts and Humanities	MUSC 1100.13 MUSC 1100.6
Dr. Jennifer Snelling	Part-Time	Social Science	PSYC 1101
Rondrea Danielle Mathis	Assistant Professor (FT)	English	ENGL 1102
Dr. Elizabeth Sheffield-Hayes	Instructor (FT)	College of Arts & Sciences	COMM 1110 / COMM 1100
Joel C. Johnson	Associate Professor (FT)	Visual & Performing Arts	—
Dr. Samuel Ifedayo	Lecturer (FT)	Biology	CRN 21013
Kristine Konkol	Assistant Professor (FT)	Natural Science	FOSC 4999
Cassandra Jordan	Instructor (FT)	College of Arts & Sciences	SOCI 2293
Yong Jin Lee	Professor (FT)	Natural Sciences	2211K
Leah Delaney	Instructor (FT)	Arts & Humanities	ENGL 1101
Erikka Edwards	Assistant Professor (FT)	Arts & Humanities	MUSC 1100 FINE 1102

Robert Bennett III	Assistant Professor (FT)	Social Sciences	MUSC 4181
Richard J. Mason, Jr.	—	Natural & Forensic Science	COMM 1000
			CHEM 1211K

Total: 13 Faculty Members | 15 Courses Being Internationalized

Note: FT = Full-Time. Course titles corresponding to selected codes: Music Appreciation (MUSC 1100), Intro to Visual & Performing Arts (FINE 1102), and Concert Chorale VIII (MUSC 4181). Em dashes (—) indicate unspecified data in source documents.

Darton College of Health Professions

Faculty Member	Status	College / Department	Course Code(s)
Dr. Michele Monaco	Assistant Professor (FT)	Health & Human Performance	ATTR 6300
Kristen Hill	Nursing Instructor (FT)	Nursing	NURS 1301
Anna Fazio Gibbs	Assistant Professor (FT)	Health & Human Performance	HHUP 2213
Deanna Howe	Professor (FT)	Nursing	NURS 5950
			NURS 6001

Total: 4 Faculty Members | 5 Courses Being Internationalized

Note: FT = Full-Time.

College of Business, Education, and Professional Studies

Faculty Member	Status	Department	Course Code(s)
Sherryl Johnson	Professor (FT)	Business Administration	MGHC 4211
Dr. Anthony Owusu-Ansah	Professor (FT)	School of Education	POLS 1105
Dr. Nadeepa Wickramage	Associate Professor (FT)	School of Business	MGMT 3106
Dr. Kizzie Donaldson-Richard	Assistant Professor (FT)	Criminal Justice	20747 / 20254
Cajeta Ihe	Assistant Professor (FT)	Criminal Justice	CRN 20746
Edwin Odipo Nyamwala	Assistant Professor (FT)	School of Business	MKTG 4170
			MKTG 3120
Dr. Robert Lee Ausby, Jr.	Assistant Professor (FT)	Criminal Justice	CRJU 4630
Victor Williams	Associate Professor (FT)	Business	MIST 4205
Dayanand Sundaravadivelu	Assistant Professor (FT)	Criminal Justice	CRJU 3420
Dr. Edgars Patani	Assistant Professor (FT)	School of Business	ACCT 2101
			ACCT 2102
			ACCT 4121
Dr. Jim Mayua	Assistant Professor (FT)	Criminal Justice	CRJU 3110
Ihuoma Ohamadike	Assistant Professor (FT)	Social Work	SOWK 6052

Table Total: 12 Faculty Members | 15 Courses Being Internationalized

Overall ASU Total: 29 Faculty Members | 37 Courses Being Internationalized

Appendix D

2023-2024 Cohorts for Internationalized Courses Albany State University

Table D1

2023–2024 Cohort-Faculty Internationalization Fellows for Global Learning:

Darton College of Health Professions

Faculty Fellow & Rank	College / Department	Courses Being Internationalized (Code & Title)
Dr. Veela Hughes Asst. Professor (Full-Time)	Darton College of Health Professions	NURSING 1112: Adult Health II NURSING 4240: Community Health
Robin More Asst. Professor (Full-Time)	Darton College of Health Professions	RESPIRATORY 1131: Patient Assessment and Protocols

Kemesha Spears Instructor (Full-Time)	Darton College of Health Professions	ALLIED HEALTH 1104: Intro to Disease Conditions
Tracy Swift Asst. Professor (Full-Time)	Darton College of Health Professions Health Sciences	DENTAL HYGIENE 2400: Community Dental Health
Quontasha Glover Asst. Professor (Full-Time)	Darton College of Health Professions	MEDICAL LABORATORY TECHNOLOGY 2670: Seminars in Medical Lab Technology
Kacey Davis Asst. Professor (Full-Time)	Darton College of Health Professions	Diagnostic Medical Sonography 1101: Introduction to Diagnostic Med Sonography
Laura James Martin Instructor (Full-Time)	Darton College of Health Professions Health Sciences	MEDICAL LABORATORY TECHNOLOGY 1310: Histology I Lab
Kenny Guy Instructor (Full-Time)	Darton College of Health Professions Health Sciences	ALLIED HEALTH 1110: EMS Systems and Operations
Seketha Silas Asst. Professor	Darton College of Health Professions	NURSING 2210: Pharmacology
Note: Student Enrollment Summary: In-person = 193; Online = 85. Overall Total Students = 278. Total Faculty = 9. Total Courses = 10.		

Table D2

2023–2024 Cohort-Faculty Internationalization Fellows for Global Learning:
College of Business, Education, and Professional Studies

Faculty Fellow & Rank	College / Department	Courses Being Internationalized (Code & Title)
Jasmine Smith Instructor (Part-Time)	College of Business, Education, Professional Studies Psychology	PSYCHOLOGY 1101: General Psychology
Carolyn W. Medlock Asst. Professor (Full-Time)	College of Business, Education, Professional Studies Professional Studies	Leadership Development
Jim Nzonguma Mayua Asst. Professor (Full-Time)	College of Business, Education, Professional Studies Criminal Justice	CRIMINAL JUSTICE 3110: Criminal Law CRIMINAL JUSTICE 4650: The Court System in the United States
Dr. Tracy Simmons -Williams Instructor (Part-Time)	College of Business, Education, Professional Studies School of Business	MANAGEMENT 3100: Business Internship
Dr. LaKeshia Boone Asst. Professor (Full-Time)	College of Business, Education, Professional Studies Criminal Justice	CRIMINAL JUSTICE 2200: Intro to Law Enforcement
Marcia Poulos	College of Business, Education, Professional Studies School of Business	BUSINESS ADMINISTRATION 4105: Introduction to Business ASU University Course 1101: Pathways to Success MARKETING 3134: Principles of Marketing
Eugene Behal Assoc. Professor (Full-Time)	College of Business, Education, Professional Studies	MGMT INFORMATION SYSTEMS TECH 2010: Fundamentals of Computer Applications

Note: Student Enrollment Summary: **In-person** = 258; **Online** = 346. **Overall Total Number of Enrolled Students** = 604. **Total Faculty** = 7. **Total Courses** = 10.

Table D3

2023–2024 Cohort-Faculty Internationalization Fellows for Global Learning:

College of Arts and Sciences

Faculty Fellow & Rank	College / Department	Courses Being Internationalized (Code & Title)
Zaakira Sadrud-Din Asst. Professor (Full-Time)	College of Arts and Sciences Social Science	HISTORY 1002: Intro to African Diaspora HISTORY 2113: Minorities In America
Lashonda Slaughter-Wilson Asst. Professor (Full-Time)	College of Arts and Sciences Social Science	HISTORY 2111: Survey of American History I
Stephanie Erdman Asst. Professor (Full-Time)	Arts and Humanities English	ENGLISH 0999: Support for English ENGLISH 1101: Composition I ENGLISH 1102: Composition II ENGLISH 2131: Survey of American Literature
Rabi'a Hakima Asst. Professor (Full-Time)	Arts and Humanities English	ENGLISH 1101: Composition I
Alisha Marie Cromwell Asst. Professor (Full-Time)	Arts and Humanities History/Social Science	HISTORY 1002: Intro to African Diaspora
Dr. Alex Somto Arinze Alochukwu Asst. Professor (Full-Time)	College of Arts and Sciences	MATHEMATICS 2411: Introduction to Statistics
Kenya Lemon Asst. Professor (Full-Time)	College of Arts and Sciences	BIOLOGY 2107K: Principles of Biology I BIOLOGY 1111K: Introduction to Biological Sciences
Elizabeth Delancy Asst. Professor (Full-Time)	College of Arts and Sciences	DANCE 1100: Dance Appreciation
Ambrus Price, JR. Assoc. Professor (Full-Time)	College of Arts and Sciences Public Administration	PUBLIC ADMINISTRATION 5262: Public Human Resources Management
Dr. Anta'Sha Jones Asst. Professor (Full-Time)	College of Arts and Sciences Natural Sciences	BIOLOGY 2107K: Principles of Biology
Kimberly Allen Instructor (Part-Time)	College of Arts and Sciences	ASU University Course 1101: Pathways to Success
Steve Transou Instructor (Part-Time)	College of Arts and Sciences	ASU University Course 1101: Pathways to Success
Kimberly Whifers Instructor (Part-Time)	College of Arts and Sciences	ASU University Course 1101: Pathways to Success
Vanessa Anagbo-Dowetin Instructor (Part-Time)	College of Arts and Sciences	ASU University Course 1101: Pathways to Success

Note: College Total Enrolled Students: In-person = 424; Online = 242; Total = 666. 2023–2024
Grand ASU Total Number of Enrolled Students: In-person = 875; Online = 673;
Overall Grand Total = 1,548. Total Faculty = 14. Total Courses = 19.

Table D4

2023–2024 Cohort Experienced Faculty Internationalization Mentors for Global Learning

Faculty Mentor & Rank / Title	College / Department	Courses Internationalized (Code & Title)
Andrea Dozier Assoc. Professor / Chair (Full-Time)	Darton College of Health Professions Nursing	NURSING 4140: Principles of Leadership and Management
Zephyrinus Okonkwo Professor (Full-Time)	College of Arts and Sciences Mathematics, Computer Science, and Physics	MATHEMATICS 4330:

Patrick M. Whitehead Asst. Professor (Full-Time)	College of Arts and Sciences Sociology and Psychology	PSYCHOLOGY 1101: General Psychology PSYCHOLOGY 2103: Human Growth and Development
Dorene Medlin Assoc. Professor / Chair (Full-Time)	College of Business, Education, Professional Studies School of Education	EARLY CHILDHOOD EDUCATION 4354: Science for the Young Child
Anthony Owusu-Ansah Professor (Full-Time)	College of Business, Education, Professional Studies School of Education	ASU University Course 1101: Pathways to Success
Tiffany Pogue Staff (Full-Time) / Instructor (Part-Time)	College of Business, Education, Professional Studies University Studies	ASU University Course 1101: Pathways to Success
Erica L. Decuir Professor	College of Business, Education, Professional Studies School of Education	EARLY CHILDHOOD EDUCATION 5512: Cultural Diversity in Elementary Education
Nneka Nora Osakwe Professor & Provost Special Assistant for Internationalization & Global Engagement	College of Arts and Sciences Arts & Humanities—English	ENGL 3204: Rhetoric & Advanced Writing ENGL 1102: English Composition II

Internationalizing the Curriculum: A Faculty Mentoring Model for Student Global Learning

Nneka Nora Osakwe, Ph.D.
Tracy Simmons-Williams, Ph.D.
Andrea Dozier-Adenaike, Ed.D.
Marcia Poulos, M.B.A.
Albany State University, Georgia

Abstract

A common goal of most institutions of higher education is to graduate students with a quality education for career and workforce success. A key component of this quality is enhancing students' international and intercultural competencies, which is a great asset when students enter the workforce. These competencies ensure that they are equipped with the knowledge, skills, and attitude to relate amicably with workmates from various environments and cultures. The initiative emphasizes faculty redesign of their courses to include developing learners' intercultural and international knowledge, skills, and attitudes. This article re-centers attention on faculty course internationalization as a key process for enhancing all students' global competencies. It reemphasizes the value of the five-phase process model for faculty professional development, as discussed in previous articles. The concept of mentoring faculty internationalization, the process, and the rationale are discussed. Through direct-response evaluative questions, the Faculty Fellows who served as mentors describe their mentoring process and experiences while working with their assigned faculty mentees during the implementation stage of course internationalization. In addition, this article introduces *a sixth phase*, Mentoring Faculty Curriculum Internationalization (MFCI), to strengthen faculty instructional skills and accountability in achieving set global learning outcomes. The synthesis of mentors' qualitative narratives provides evidence of the value of adding faculty mentoring as the sixth phase in faculty professional development for institutions whose goal is to enhance the global competencies of all enrolled students.

Keywords: Internationalization at Home (IaH), Internationalizing course, HBCU internationalization, global competencies, faculty development/mentoring, business internationalization, and mentoring strategies.

Introduction and Background to Mentoring a Faculty Internationalization Process

Nneka Nora Osakwe, Ph.D.

Lead Faculty Author

In the two previous special issue publications with the *International Research and Review* Journal, I discussed the rationale for Internationalization of Curriculum at Home (IaH) and why the faculty is at the core of this initiative, especially at universities with very few students participating in study abroad (Osakwe, 2017, and Osakwe, 2022a). If the goal is to graduate high-quality students whose knowledge and skills go beyond the mastery of their content specialties to mastery of international and intercultural competencies that place them at the forefront of the global market, ethical living, and life success, then institutions must do something transformational; they should engage faculty to redesign their existing courses and instructional approaches and infuse global learning strategies into their courses.

Internationalizing existing courses, especially the core ones required for graduation, has been recognized as an effective approach to ensuring that the majority of the student population acquires global citizenship skills before they graduate (Osakwe, 2017; Leask, 2015 & 2014; Olson et al., 2006). Internationalization is a classroom approach for activating learners' global competency. The approach enables, for example, an understanding and acceptance of diversity, openness, and curiosity about the unknown. It enhances communication skills in diverse settings and inspires learners to engage responsibly and make a positive impact, regardless of context. Internationalizing a course requires the faculty to revise the syllabus to include global learning outcomes, materials, activities/projects, and assessments that help learners simultaneously gain knowledge and skills in both their main content area and international/intercultural areas, including the development of positive attitudes toward global living. The method involves intentional redesigning and re-strategizing instruction.

To be successful, instructors need to imbibe these global competencies through what Sanderson described as the "internationalization of the academic self" (2007). Undertaking this transformational change is an additional task for all faculty members who choose to internationalize their courses. Osakwe et al provide examples of 14 activities and engagements for internationalizing the academic self (2022, pp. 30-31). While some faculty can initiate this process themselves, some initiatives in U.S. institutions of higher education have established strategies to help faculty internationalize themselves. For example, the Fulbright Faculty Program in over 160 countries is an initiative of the United States government that promotes the internationalization of its faculty recipients. Faculty members who participate in this program help advance knowledge and American culture across communities and improve lives around the world while learning the culture and people of these countries. This fully funded program requires faculty members to internationalize

their campuses and curriculum on return to the United States. They disseminate the international and cultural knowledge from their Fulbright program to students through their courses and campus activities. In addition to Fulbright, organizations like the American Council on Education (ACE) organize annual institutional learning laboratories to help higher education institutions internationalize their campuses.

In one of its “Global Learning for All” series on Internationalizing Higher Education in the United States, the American Council on Education (ACE) documented reports from dozens of colleges and universities that shared their internationalization strategies. One thing was apparent from their feedback: different institutions have unique approaches and rubrics for their curriculum internationalization process. However, they are all consistent in their goal: what students should learn to acquire knowledge, skills, and attitudes for global citizenship. Regarding knowledge, many institutions agree that students should “understand the diversity found in the world in terms of values, beliefs, ideas, and worldviews.” For critical attitudes students should develop as they graduate, the following were highly rated: the institution's identity, “tolerance of ambiguity and unfamiliarity,” as well as “self-awareness and self-esteem about one’s own identity and culture” (Olson et al., p. 88).

In summation, the ACE institutional conferees identified the most important competencies that globally competent learners should acquire as follows:

1. Be empowered by the experience of global education to help make a difference in society.
2. Be committed to global, lifelong learning.
3. Be aware of diversity, commonalities, and interdependence.
4. Recognize the geopolitical and economic interdependence of our world.
5. Appreciate the impact of other cultures on American life.
6. Accept the importance of all people.
7. Be capable of working in diverse teams.
8. Understand the nonuniversality of culture, religion, and values.
9. Accept responsibility for global citizenship. (Olson et al., 2007, p. 87)

Albany State University (ASU), Georgia, also participated in the ACE conference, represented by a team of faculty administrators, with me serving as the team lead. We later participated in the ACE institutional learning community as one of the 11 institutions in ACE Cohort-16 (2018-2020). The goal was campus internationalization and the graduation of global citizens. Thereafter, the university’s curriculum internationalization task force developed a strategic plan with goals that embody the graduation of world citizens.

A major component in actualizing its goal was faculty professional development geared towards revising existing courses to include global and intercultural perspectives, as well as transformational resources/materials, and approaches to achieve desired global learning outcomes. This is the key to the model. For over two decades, Albany State University has held annual professional

development workshops and symposia to enhance faculty expertise in internationalizing courses for global learning, targeting all students. In the article “Internationalizing Courses: A Faculty Development Process” (Osakwe, 2022b), I provided a detailed description of the five-phase process, which evolved. This methodology includes:

1. Project planning and pre-workshop process for internationalizing a course
2. Faculty-intensive workshop engagement for knowledge and skill enhancement
3. Faculty instructional implementation of the revised courses
4. Sharing implementation results through the faculty annual symposium (Appendix A: Shows Guideline for PowerPoint Presentation to Show Implementation Process)
5. Publicizing outcomes through a reviewed journal article publication (Optional)

As the number of faculty members who internationalize their courses each year increases, Albany State University has also developed a cohort of expert faculty internationalization fellows who have completed the five-phase professional development model and now serve as mentors, providing one-to-one guidance to faculty members seeking to internationalize their courses for the first time. For clarity, this model is related in purpose to Leask’s five-phase model, which provided a conceptual framework to guide faculty and institutions on how to internationalize the curriculum (2015). The phases include: 1. review and reflect, 2. imagine new possibilities, 3. revise learning outcomes and content, 4. teach and support learning, and 5. evaluate and enhance.

On the other hand, the **Five-phase** model referenced at Albany State University extends this conceptual and hands-on approach. The Albany State University model now introduces a **Sixth phase**: a step-by-step practical implementation process for experienced faculty to mentor other faculty members. This sixth phase includes the process found in Table 1. Its steps were framed at first as five phases, and now include a sixth phase: 1) planning and pre-workshop process (two-month process researching, reading, modifying syllabus with checklist and liaising with administration and committee, 2) faculty intensive workshop with expert presenters covering basic internationalization concepts, six components, pedagogy with aligned assessment, 3) faculty implementation of a semester course revision with access to reading materials for internationalizing curricula and consultants for questions as they implemented, 4) sharing implementation results through the annual faculty symposium, explaining their course and syllabus revision process, global learning outcomes with objectives, international and intercultural course components, research activities, projects, aligning assessments with learning outcomes, challenges, and future intended modifications in subsequent semesters, 5) publishing outcomes through journal articles is an optional phase to encourage dissemination of experience for replication of the process by future Albany State University cohorts and colleagues in other institutions (Osakwe, 2017, pp. 10-19). The experiences gained

from implementing the five phases at Albany State University called for the introduction of faculty mentoring. This is the **Sixth Phase**, known as Mentoring Faculty Curriculum Internationalization (MFCI).

Table 1
The 6-Phase Albany State University Internationalization Model

Phase	Phase Name	Focus & Description
Phase 1	Planning & Pre-Workshop Process	A two-month research and preparation process involving syllabus modification using a checklist and coordination with university administration and committee members.
Phase 2	Faculty Intensive Workshop	Interactive sessions with expert presenters covering foundational internationalization concepts, six core components, and pedagogy aligned with assessment strategies.
Phase 3	Semester Course Revision & Implementation	Active implementation of course revisions over a semester, supported by curated reading materials and access to expert consultants.
Phase 4	Sharing Implementation Results	Dissemination at the annual faculty symposium, presenting syllabus revisions, global learning outcomes, intercultural components, research projects, assessments, challenges, and future plans.
Phase 5	Publishing Outcomes (Optional)	Dissemination of implementation experiences through peer-reviewed journal articles to enable replication by peer colleagues in their disciplines and external institutions.
Phase 6	Mentoring Faculty Curriculum Internationalization (MFCI)	A step-by-step practical implementation process in which experienced faculty mentor other faculty members in internationalizing their courses.

Note. Adapted from Osakwe (2017). Phase 6 (MFCI) builds directly upon experience gained during earlier iterations to embed structured peer mentorship across internationalization cohorts

Mentoring is an established concept in education where a more experienced peer or mentor guides another toward proficiency, with a primary focus on methodology. Anderson and Shannon define it as a “nurturing process in which a skilled or more experienced person teaches, sponsors, encourages, and counsels a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development” (1988, 38-42). In the higher education context, it is also an intentional, structured process. Tovey sees it as “...the process by which an expert person facilitates learning in the mentee through arrangements of specific learning experiences” (1999).

Mentoring as a strategy for enhancing performance is well documented in various research works, especially those on program and curriculum development. It has been used by various school systems, colleges, and universities to train new teachers/faculty/peers and to improve performance (Daresh & Miller, 2003; Wood, D. et al., 2019; Orsini et al., 2019). Some works have also described best practices in mentoring, providing frameworks, stages, and various designs and platforms for the process, especially related to faculty professional development.

David Clutterbuck (2004) discusses two frameworks: the integrative mentoring framework, which combines multiple mentoring approaches (formal, informal, peer, developmental, coaching) into a comprehensive developmental

system, and developmental mentoring, which facilitates reflection, growth, and self-directed learning rather than simply providing advice. Higgins and Kram's developmental network perspective also discusses individuals developing through multiple mentors rather than relying on a single mentor (2001). In the technology world, there is existing commercial mentoring software like MentoringComplete, developed by Engagedly (2023), which is a platform used by organizations to administer mentoring programs.

By introducing mentoring, we acknowledge the importance of leveraging the knowledge and skills of experienced faculty, who have already internationalized their courses, to nurture and develop inexperienced faculty in this process. The selected internationalization faculty mentors are faculty fellows who have completed the process of revising, teaching, and sharing the outcomes of their course internationalization at the annual symposium. They are encouraged to use mentoring frameworks that they prefer and that work well with their team. This is an intentional goal to strengthen faculty instructional skills, ensure accountability in actualizing stated global learning outcomes, and stimulate continuous faculty development in the process. Ultimately, faculty mentoring ensures quality assurance in the course internationalization process. Faculty members who sign up to internationalize their courses need more than professional development seminars, workshops, and reading guides; they need one-to-one expert advice and ongoing clarification as they begin teaching redesigned courses infused with global learning outcomes.

In mentoring for internationalizing the curriculum (IoC), the focus on achieving global learning outcomes is on both creative methodology and the infusion of international, intercultural, or global perspectives into course planning and delivery. Numerous works guide the mentoring process in this area. The American Association of Colleges and Universities (AAC&U), which commits to academic quality, provides the Global Learning VALUE Rubric, a tool that mentors use to help faculty define and assess "global learning" in their various disciplines. In her *"IoC Process Model"* discussed earlier, Leask describes a *5-stage framework (Review, Reflect, Imagine, Design, Assess)* that mentors can use to guide faculty in internationalizing the curriculum (2015). In an earlier work, she and Brewer noted that mentoring and collaborative structure are critical structures for supporting transformation in instruction and actualizing long-term change (2012). Equally, Deardorff & Arasaratnam-Smith (2017) provide guidance for mentors to assist faculty in designing assessments that align with and measure the actual growth of intercultural learning rather than mere content knowledge. Agnew & Kahn (2014) underscore the importance of ensuring quality as faculty internationalize their courses, arguing that mentoring must focus on shifting faculty members' mindsets and "global soul" rather than merely adding global readings to their syllabi. The observations in these works support the rationale for developing a clearer mentoring process that outlines steps or stages to guide faculty members as they internationalize their courses, ensuring that target global learning outcomes are achieved.

At Albany State University, unofficial mentoring has been in place since the inception of campus-wide projects on the internationalization of faculty curricula over two decades ago. However, in 2023, it became necessary to establish a framework to ensure that all faculty members who enroll in internationalizing their courses each academic year receive structured one-to-one mentoring. Once a new cohort of faculty is selected through “a call for internationalizing an existing course” and the main professional development is completed, the new cohort is placed in groups of five to eight members with an assigned faculty mentor. Each group could be a team of related disciplines or from the same college. As much as possible, mentors are assigned to faculty mentees in their discipline or college, though this has not always worked. Some colleges tend to have more applicants than others. In the first meeting with selected mentors, the mentoring process was discussed as a way to foster faculty skills in implementing an internationalized curriculum. This process involved holding the first general meeting with assigned mentees and informing them of the mentoring process. The mentors’ responsibilities include:

1. Reviewing mentees’ revised syllabi and providing feedback, especially ensuring that mentees follow the framework, which includes identifying at least one global learning outcome and some global learning objectives for implementing the outcome, identifying global content, instructional materials/resources, activities/projects/anticipated research work, assessment and evaluation. These are all pre-planned or tentatively sketched for further revision.
2. Sharing insights about internationalizing courses and their characteristics.
3. Establishing regular communication/check-ins with mentees and holding group and one-to-one sessions, meeting with assigned mentees
4. Holding updates, discussions, and feedback sessions during the course instruction/implementation phase.
5. Guiding mentees in aligning assessments with identified objectives and assigning valid points and final percentage grade (ensuring a minimum of 30% of the total grade points is assigned to the global learning component)
6. Guiding the mentees in preparing their final presentations for the annual symposium.
7. Attending the annual symposium where their mentees present their outcomes to graduate as Faculty Internationalization Fellows.

As I prepared for this report, I first held an in-person discussion and reflection meeting with each mentor. During the session, I provided the following guiding thoughts about their experiences mentoring their colleagues. These served as points to consider when sharing their mentoring experiences in this article.

Guiding Thoughts on Mentors’ Writing of Their Experiences

1. **Mentee and Team Context:** Provide mentee demographics and highlight any unique dynamics of your mentoring team.

2. **Mentoring Process and Stages:** Outline your process and describe actions and evaluations.
3. **Management and Progress Tracking:** Explain your monitoring and feedback components.
4. **Value and Justification of Mentorship:** Reflect on the necessity of mentoring faculty during course internationalization.
5. **Challenges and Solutions:** Describe obstacles faced, how you overcame them (or plan to in the future). Detail difficulties experienced by mentees.
6. **Mentee Feedback and Reflections:** Provide evaluative feedback from your mentees.
7. **Recommendations and Advice:** Offer general advice for faculty at Albany State University and other institutions looking to replicate your model.

The data for this study were drawn from three representations of the implementation of the Mentoring Faculty Curriculum Internationalization (MFCI) framework across three distinct academic divisions. The broad demographic reach and core structural objectives of these participating mentee cohorts are summarized in Table 2.

The mentors were not all from the same college or department as their mentees, who are 26 in all (see Table 2). Each mentor had to decide which mentoring framework worked best for them and their groups. Each mentor was experienced in

Table 2

Faculty Enrollment and Course Delivery Format by Sector Division

Sector Division	Faculty Mentees	Primary Course Delivery Format	Target Global Learning Outcome (GLO) Focus
Professional Studies	13	Traditional Face-to-Face / Hybrid	Macro-Environmental (PESTLE) Integration
Health Professions	7	Clinical Rotations & Lab Practicums	Cross-Cultural Patient Assessment Alignment
Distance Learning	6	100% Asynchronous Digital	Globalized Instructional Module Architecture

Note: This table was created by Gemini AI using the author's narrative (July 2026)

the process of internationalizing the curriculum. One has published her experience, and two have articles in press in a peer-reviewed journal. Faculty Mentor #1 has internationalized a Business Internship Course required of all business majors, and she elaborates on the details of her mentorship process. She adopted an integrative mentoring process and included the PESTLE model, which is described later. Faculty Mentor #2, who is also the Chair of the Nursing Department, has internationalized several required Nursing Courses. She used the Mentoring Complete and explained the details of her process, outcomes, and challenges. Faculty Mentor #3 is the Director of Distance Learning at Albany State University and has also internationalized the Business Management and First-Year Experience required courses. She and her mentees are teaching online in a multidisciplinary manner.

The authors of the commentaries in this paper, which begin below, have also served as Faculty Mentors. They represent the disciplines of Business and Professional Studies (Faculty Mentor #1), Nursing and Health Professions (Faculty Mentor #2), and multi-disciplines through online instruction (Faculty Mentor #3). Their commentaries below provide insight into the value of adding the 6th Phase to the Albany State University Faculty development process, as it enhances faculty pedagogic competence in equipping students with comprehensive knowledge, skills, and attitudes for living, working, and relating successfully in an interconnected universe.

Faculty Mentor #1 Commentary

Tracy Simmons-Williams, Ph.D.

The steps discussed highlight a mentor's experience employing integrative mentoring with 13 seasoned professors across course offerings in business, social work, and criminal justice degree programs and outline ways to transfer knowledge in a timely manner to support faculty in the process of course internationalization from a faculty mentor's perspective. As research on mentoring continues to evolve, innovations arising from new techniques improve practices and processes that enable faculty mentors to guide faculty mentees through integrative mentoring featuring mentoring episodes. This process involves traditional, educative, and responsive approaches to provide comprehensive mentoring while focusing on the critical areas of information sharing and continuous improvement in a timely manner.

Mentees Background:

The faculty mentees included two cohorts within a college focused on professional studies, with disciplines in business, social work, and criminal justice delivering courses in person and online over a 16-week term. The majority of faculty have taught the selected internationalized course repeatedly for more than three academic terms prior to expanding the curriculum and introducing internationalized learning objectives and outcomes. There was one instructor who agreed to internationalize two courses within a concentration; one course is newly developed; one course is taught by a new faculty member; and one course was transitioned from a faculty member who taught the course over the years to another instructor who assumed the course, without prior experience delivering the content due to a major health issue. Of the thirteen courses, nine were delivered online, and five were offered in person. Each of the courses chosen for internationalization is required for degree completion, which is important as Albany State University targets all learners.

Faculty members were excited to update and upskill the selected course content during the initial mentee meeting. This was due to the emphasis that the selected courses would place on offering the students greater insights and cultural awareness, helping them adopt a more informed, globalized outlook. These were shared as the benefit(s) of internationalizing the identified courses.

The Integrative Mentoring Framework Guided the Cohort

The approach followed two overarching elements: *what and how* in the mentoring process. *Educative mentoring*, advanced by Kavanaugh et al (2023), is an intentional practice that supports learning new techniques using evidence from practice, through inquiry and professional dialogue –rather than helping someone “get through” this method offers the goal of gaining perspective to support the learning process to identify opportunities to improve professional judgment, adaptive expertise, and reflective habits –**the what** in the mentoring strategy. *Responsive mentoring*, according to Gardiner and Weisling (2020), focuses on **how** to do it or on integration. The “actions dynamic” is being adaptive to real situational factors that often impact a mentoring model – availability, responsiveness, and unplanned

Table 3

Characteristics of Mentees Cohorts as Detailed in the Background

Discipline	Rank, years of experience on campus	Experience teaching course	Type of Course Internationalized	Mode of Instruction
COHORT-I				
Business	Assistant professor, Less than 3 years	Taught repeatedly	Marketing, required for degree at undergraduate level – single course	In-person
Business	Assistant professor, + 5 years	Taught repeatedly	Accounting, required for degree at undergraduate level – two courses	In-person (#2102) Online (#4121)
Business	Associate professor, +5 years	Taught repeatedly	Management, required for degree at undergraduate level – single course	In-person
Business/ Healthcare	Professor, 30+ years	Taught repeatedly	Management – Healthcare, required at undergraduate level	On-line
Business/ Healthcare	Assistant professor, +7 years	First time	Management – Healthcare, required at undergraduate level	On-line
COHORT-II				
Business	Professor, + 18 years	Taught repeatedly	Management, required for degree at undergraduate level – multiple sections	In-person
Business	Assistant Professor, + 2 years	Taught repeatedly	Marketing, required for degree at undergraduate level – single course	In-person

Business	Assistant Professor, +1 year	First time	Management, required for degree at undergraduate level –multiple sections	In-person & Online
Business	Associate professor, +5 years	Taught repeatedly	Management, required for degree at undergraduate level – single course	In-person
Social Work	Assistant professor, + 5 years	First time	Social Work, required for degree at undergraduate level –single course	In-person
Social Work	Assistant professor, + 3 years	Taught repeatedly	Social Work, required for degree at undergraduate level –single course	On-line
Criminal Justice	Assistant professor, + 4 years	Taught repeatedly	Criminal Justice, required for degree at undergraduate level – single course	In-person
Criminal Justice	Assistant professor, + 4 years	Taught repeatedly	Criminal Justice, required for degree at undergraduate level – single course	On-line course

NOTE: This table was created by Faculty Mentor #1 (2026)

disruptions in the learning environment that require immediate or consequential updates to the course.

The cohorts were mentored using an integrative framework, as the instructors were seasoned in delivering course content and had years of experience in classroom settings, both online and in-person. For the two cohorts, an *integrative mentoring* framework was established and refined to meet instructors' emerging needs through focused, meaningful events that address four key areas, with a flexible iteration component to accommodate varying levels of guidance and diverse schedules. Rather than focusing on a single function or interaction, the mentee participants engaged in an integrative mentoring process. The process is layered as a multi-level, dynamic system that draws on a scaffolded framework of traditional, responsive, and educative models, including mentoring episodes as an integrative approach. Integrative mentoring refers to approaches that synthesize multiple dimensions of mentoring into a unified understanding of mentoring practice and outcomes. The techniques deployed in this mentoring effort made it easy to operationalize the internationalization requirements through a scaffolded approach integrating traditional, educative, and responsive practices.

The mentor and mentee established communication windows, i.e., mentor hours (days and times) that are convenient for mentees to reach out, allowing for focused, quick responses with the mentor. The mentees who were assigned to this cohort participated in meeting sessions with the mentor for over five months. Each month, I guided the mentees through a different focus, such as revising the course syllabus, global learning outcomes, activities, assignments, and checking how items align with assessment.

Mentoring faculty across disciplines—as knowers of the specific content of the identified courses for this internationalization effort draws from mentoring literature that combines integrative mentoring and assignments, embedding broader standards for assessments, and adaptively layering assignments with real-world situations, through mentoring episodes based on content/context specific dialogue and professional inquiry to that were scheduled on a routine basis by the mentees through an academic semester mentoring period.

Pre-planning Meeting

The pre-planning step before the orientation meeting may take up to four hours, with less time required for repeat events as the faculty mentor becomes more seasoned, including assembling meeting materials. The agenda, along with other materials, should be provided to mentees at the orientation meeting. It should outline the internationalization process for a course, organized as a process flow or checklist, and be thoughtfully reviewed to address mentees' questions and concerns. While the information may be shared in advance, a careful review is necessary to align expectations and reassure mentees that support is available. Subsequently, check-ins or one-on-one meetings are scheduled before the end of the orientation meeting with mentees, including an overview of expectations for the individual sessions.

The Orientation Meeting

The orientation served as an introduction meeting for mentees and the mentor to share the flow of the process over the six-month calendar, which included: general insights about course updates, preparing the course map—aligning the learning outcomes with the globalized learning objective(s), assignments with course points or weighting, and a mentoring meeting schedule. The agenda for the orientation meeting is outlined and planned by the faculty mentor through both a reflective and forward-thinking exercise. This one-hour meeting was held virtually to allow all participants to receive a concise message and address any questions at the beginning of the process. The presentation used to guide the orientation session was then emailed to participants as a recap, including an overview of the process.

During the orientation meeting, the faculty mentor provided an overview, reviewing the levels of organizational alignment and goals of internationalizing course(s), which include the frameworks from the campus office of international education (OIE at Albany State University), along with the approved campus framework for the comprehensive internationalization strategy plan (CISP). Resource location(s) on the campus LMS platform were navigated. The faculty mentor led discussions to outline plans/ideas for course assignments, reviewed school/college assurance of learning (AoL) goals, the structure of internationalization LOs, confirmed course(s), and the group developed a shared thematic goal for internationalizing courses.

Cohort I was comprised of business faculty who all agreed to operationalize globalized learning activities for the semester course(s) using a singular, common

business model, the PESTLE analysis, to introduce internationalized concepts across the curriculum. A PESTLE analysis or model (Makos, 2011) is a widely accepted business model that offers a critical analysis of various processes or practices, based on a framework that is inherently globally focused at the micro- and macro-levels of business activities through six lenses. These are political, economic, social, technological, legal, and environmental, spanning from an employee or worker perspective to governance practices. An important aspect of the collaborative approach using the PESTLE model for faculty was the utility to support globally focused learning outcomes, build cultural awareness and appreciation, while expanding self-awareness, analysis, and actions to become informed, open-minded, and attentive to diverse patterns across different perspectives and to understand the universal through the particulars of connectedness (Green, 2019) in a variety of assignments. While the courses represented different majors, the universality of the PESTLE model enabled all students to engage in global learning. It helped them to co-develop rich global learning experiences across business fields. This activity proved easier for the mentees as well as the mentor, given the unique aspects of this decision to broaden the use of a model for students taking multiple internationalized courses.

Faculty collaborated over the semester and innovated assignments to avoid replication while deepening interest and participation in course activities focused on understanding global perspectives and intersections, intercultural capabilities, and responsible citizenship, addressing different value systems and subsequent actions to expand appreciation (Renfors, 2021). Faculty collaborated to avoid clustering assignment due dates, offer different types of assignments to allow students to build learning bandwidth, and consider broader applications of the globalized learning objectives and outcomes, providing more dynamic, transformational learning and engagement among students. This cohort was held in person because all faculty were collocated.

The orientation for cohort II was more generalized as faculty from other disciplines joined. The structure of the orientation meeting remained the same, with more generalized questions and answers using a presentation to guide the discussion. This meeting was held virtually and covered common objectives.

Table 4 presents the components of the mentoring flow for the thirteen mentees, using examples of activities faculty used during the internationalization period. In the four phases of the mentoring process, faculty deliverables are shown with examples.

Check-in meetings and support

Check-in meetings were held monthly as individualized coaching sessions to provide customized support to mentees, whether to work through a challenging situation or to offer a new perspective. Spending time with each mentee allowed the faculty mentor to gain a greater understanding of educational plans for the respective courses and activities. This time was set aside to participate in brainstorming or

ideation on individual aspects of each course and to offer targeted support through high-impact tutoring during mentoring episodes. Scheduled for one-hour sessions.

Table 4

Highlights Mentoring Flow Components Through Examples of Activities Used

Learning Architecture	Transferring knowledge	Alignment Strategies	Appropriate Resources
Examples			
• Formatting the course with globalized learning outcomes • Course Map, highlighting the globalized learning objectives and assignment alignment • Assignment weights • Rubric selection	• Sharing through examples of • assignments • schedules • rubric • other prior mentee artifacts • Talking through the student assignments to align outcomes • Journaling or note-taking to document learning experiences of instructor and students	• Monitoring progress for each mentee • Documentation collection to establish participation • Reminders to inform students of the benefits of expanded course context and permissions to use student submissions in the research and presentation	• Sharing templates, reviewing resources together to provide clarity and wayfinding • Collecting Internationalization artifacts from mentees for recordkeeping and submission

Source: Author

the actual timeframe fluctuated to address individual areas of opportunity for faculty mentor support. Using the work of scholars such as Baciú (2026) and Drake (2024), five key dynamics were developed. During the mentoring episode, the integrative mentoring method improved the practice and enhanced the learning for both the mentor and mentee through the five key dynamics:

1. Intentional (structured episodes with goals)
2. Reciprocal (mutual learning and co-design)
3. Contextual (discipline- and identity-aware)
4. Action-oriented (focused on real teaching/learning artifacts)
5. Globally connected (drawing on international perspectives and networks)

The areas were covered across the integrative mentoring framework, focusing on the four phases shown in Table 4 above of the embedded model for each mentoring episode. The format was conceived to ensure that any challenges experienced were addressed in a timely manner and to serve as an embedded tool for both the mentor and mentee. This process allowed the faculty mentor to document

conversations using the model as a checklist and follow-up tool. The simplicity of the tool can serve as an artifact to highlight areas of focus for different faculty to create a thematic guide after the mentoring cycle as a reflective tool for future planning.

The faculty mentor's role is to support mentees through the course internationalization process, offering information, insights, and recommendations that address the needs of individual mentees with the resources and knowledge available, while guiding the process throughout an academic semester. Continuous improvement by cohort, from the mentor's perspective, primarily involves setting expectations and encouraging faculty collaboration on assignments. For Cohort I, using a common model without discussing redundancy in assignment types across courses was problematic, as there were duplicate papers and presentations, and students could not resubmit the same assignment to multiple courses. This was corrected midway through the activity period.

For Cohort II, scheduling conflicts and meeting consistency posed key concerns. Several faculty members were conducting research or field observations that interfered with the workday schedule, preventing them from collaborating and meeting as a group. The mentor became more intentional about meetings in alternative formats, more one-on-one sessions, and well-crafted emails to share insights while explaining deliverables and deadlines. Faculty were very receptive to flexible dialogue and engagement in Cohort II.

To provide the most beneficial assistance to colleagues taking on a new initiative, such as internationalizing a course, is to offer an instructional intervention that integrates three practices of support and development into a strategy that fosters self-guided learning to achieve a goal, with scaffolded support for instructional implications. Reflecting on a recent opportunity in which two esteemed colleagues encouraged me to internationalize a course, I found that confidence and creative energy were high. However, I lacked prior knowledge to guide the process. Engaging mentoring episodes using the integrative mentoring model facilitated timely responses from the mentor to mentees. The internationalized course project worked after tweaks and modifications over semesters; key activities for new faculty offer greater utility to less-experienced faculty for transforming a course, building self-confidence, and ensuring continuity in course assignments.

The guidance received using the integrative model for new mentees was relevant, at the individual level, in emphasizing effectiveness through a one-on-one relationship (Gamage et al., 2021). Both leaders shared comprehensive overviews, including feedback on the internationalization of pedagogy, process, and effective practices that led to the construction of specific, measurable global learning outcomes to frame the course. Solicited feedback from students during and after the course informed the instructor's academic self, provided insights from a learner perspective that led to critical modifications to improve course content and activities, and shaped the timing of assignments.

While there were not high levels of anxiety during the trial-and-error phase of internationalizing the course, as indicated by dialogue with mentees, a more thoughtful outline would have reduced the challenges and general misses experienced during the first semester for a faculty member new to course internationalization. Mentee faculty commented that they “persevered” and that each cohort of students learned well, achieving objectives and stated outcomes.

As a novice faculty mentor to other faculty colleagues, new to course internationalization, I share strategies that may offer value and utility to others internationalizing courses, highlighting three key focus areas. This summary is offered to support professional development and serve as a guide for both mentors and mentees in a higher education work setting.

Recommendations for Mentors

- The focus of the orientation meeting is to calibrate and provide insights and strategies. For business students in the same degree program who take several courses in the same semester and whose faculty use common business models, this meeting helps reduce duplication and repetitive ideas for course activities. It offers insights across the curriculum, identifies assignment replications, and brainstorms innovative activities that could achieve common learning outcomes through differentiated approaches/activities.
- Develop a course map to outline activities aligning with learning outcomes, objectives, and other course milestones. This map can be used to document the flow of the process for mentoring, coaching, and high-impact tutorial sessions.
- Use/introduce a course prep checklist as a resource tool to ensure course assignments are thoughtfully designed, to reduce “aww events” or afterthought assignments, and to ensure (all) expectations are clear and understood as the process of sharing unfolds.
- Share that there should be at least two or more cumulative assignments, strategically positioned during the school term, varied in application (papers, presentations, discussion posts, case study analysis, interviews, etc.) and methodology - individual and group assignments.
- Use one or more of the assessment rubrics or customize a rubric to assess the evidence of growth in skills, attitude, knowledge, and perspective-taking as students develop a globalized lens.
- Become familiar with the different aspects of mentoring –especially integrative mentoring to support mentees throughout each stage of the process. Each mentee has different strengths and progresses at different rates using a self-directed approach, requiring varying levels of support to optimize time and build a relationship with each mentee.
- Be consistent with check-ins; ensure sessions occur. Once a month was indicated as optimum.

Many resources exist to improve course planning and delivery. These steps offer a simple strategy for mentors and faculty to confidently internationalize new courses, reduce ambiguity, and streamline the process.

Faculty Mentor #2 Commentary

Andrea Dozier-Adenaike, Ed.D.

While I had been involved in several mentoring initiatives before, I had never used a specific, structured approach to mentoring. However, I wanted the mentoring for this cohort of Internationalization Fellows to be different by adopting a distinct outline. This meant that I would have to conduct inquiries to familiarize myself with various mentoring tools. Much to my surprise, I found a plethora of mentoring materials online. These included mentoring platforms and conceptual frameworks.

After spending some time researching online mentoring tools, I decided to follow the four stages of the mentoring process by Mentoring Complete, an online mentoring consulting service. Mentoring Complete (2024) outlines four stages of mentoring: Initiation, Negotiation, Growth, and Closure. I chose the model because it was easy to follow and aligned with what I wanted to accomplish in my current mentoring project. The steps in Figure 1 below show how I intertwined each stage for this project.

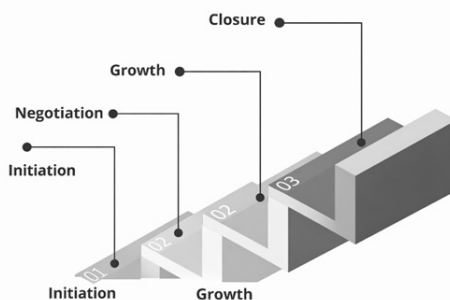
Initiation stage

The initiation stage is the introductory phase of the relationship. Trust develops here. I had worked on projects with two of the mentees before, so I felt we already had a solid foundation for building a trusting mentor-mentee relationship. I consider myself to be somewhat of a friendly person, so I was eager to meet the other mentees and establish new working relationships.

For the current project, I gathered vital information about the mentee's background and scheduling during the initiation phase. Since my background was in healthcare and education, I knew I needed to consider that not all my mentees had the same background, which meant I could not assume anything about what I thought they should already know. I had to assume that no one was familiar with the internationalization process.

Figure 1

Four Stages of the Mentoring Process from Mentoring Complete (2023)



Mentee Background

One of the preliminary tasks was to gather educational knowledge and background information for each assigned mentee. This was important to ensure each mentee received tailored assistance. Of the seven mentees assigned, I was shocked to discover that only two had prior knowledge of learning outcomes and measurement. The mentees with prior knowledge had experience with program accreditation and professional organization membership requirements and expectations. These specific mentees had healthcare backgrounds. Furthermore, all of them worked at the university's Healthcare College. From a mentor's viewpoint, this was helpful because it gave me a starting point for the mentees.

I also noted that four mentees held terminal degrees. Exposure to data collection and extensive writing are common requirements for acquiring a terminal degree. This would be important at the end of this internationalization project. I was optimistic that data collection, presentation, and publication would result from this project for my mentees. So, as I began the project, I kept the end goal in mind.

I observed that not all mentees are familiar with learning outcomes and measurement, so I noted the need to provide them with additional information to bring them up to speed with the others. Aside from the college healthcare professions noted earlier, other mentees were from the criminal justice and biology departments.

Despite my mentee-background findings, I did not find the mentees' knowledge challenging. My extensive teaching experience and background in curriculum and instruction may have influenced my comfort level with my assigned groups. Also, my mentee group was diverse, comprising mentees of different nationalities: American, African, and Asian. Additional faculty characteristics are noted in Table 5 below.

Table 5

Showing Characteristics of Mentees by Degree and Title

Rank	Master's	Terminal	Total
Instructor	1	0	1
Lecturer	1	0	1
Assistant Professor	0	4	4
Full Professor	0	1	1
Total	2	5	7

Of the seven participants, five (71.4%) held terminal degrees and two (28.6%) held master's degrees. Academic ranks included assistant professor (n = 4, 57.1%), instructor (n = 1, 14.3%), lecturer (n = 1, 14.3%), and full professor (n = 1, 14.3%).

Scheduling

I conducted an initial poll to determine the mentee's availability for group meetings. I learned early in the process that attempting to hold asynchronous

meetings with seven terribly busy faculty members was almost impossible. I anticipated beforehand that scheduling would be a challenge for my mentees, but I underestimated how complicated it would really become.

Personally, my work schedule was already very full of obligatory work items. Two mentees taught didactic courses only. This meant these were on campus at some point during the week. One mentee was fully online and resided about 12 hours away. Two had clinical and lab courses in addition to their in-class course assignments. One had didactic and practicum classes at an outside organization. Some mentees had a credit-hour overload for the semester, even without the additional expected scholarship associated with internationalization.

After two introductory meetings online, I met with the mentees one-on-one, either face-to-face or online, based on their preference. I provided mentees with the mentor's contact information and a semester schedule so they could reach out at any time for additional assistance.

Unsurprisingly, mentees with no prior knowledge of learning outcomes preferred face-to-face meetings. Those with knowledge felt comfortable meeting online. One mentee preferred email, text communications, and phone meetings. Thankfully, although my schedule was packed, it was flexible enough to accommodate everyone.

I created a Google Doc to help track everyone's progress. The goal of the document was to track each mentee's progress and meeting times. I also wanted the document to help me get and stay organized. Initially, this worked well, but over time, I became lax and did not always keep the document up to date. Nevertheless, I was able to keep the document current regarding each mentee's online submission of requirements to the internationalization office, such as course syllabi, mentee bios, and professional headshots. See Table 6 below.

Table 6
2024-2025 Faculty Internationalization Fellows Monitoring Grid

Mentee	Course to be internationalized	Has the original syllabus been sent?	Has the course internationalization application form been submitted?	Has the redesigned syllabus been submitted?	Meetings	Comments

Negotiation Stage

In this stage, the mentor and mentee collaborate to set goals, develop plans, and define target outcomes (from here through the closure stage, Gemini AI was used as a tool to summarize the author's narrative).

Develop Plan

- **Course Selection & Activities:** Mentees chose both online and face-to-face courses across various disciplines (e.g., Nursing, Biology, Law Enforcement) and selected diverse global learning activities such as international professor interactions, case studies, documentaries, and reflections.
- **Mentor Guidance:** The mentor shared examples of their own previously internationalized assignments to help mentees visualize how to incorporate global components into their coursework.

Growth Stage

This stage focuses on project development through open communication, feedback, and alignment of course components with internationalization goals. The mentor emphasizes course mapping, updated syllabi, and assessment and recommends keeping objectives to a manageable count (2–3) to avoid overwhelming the mentees.

Course Mapping

- **Aligning Competencies & Outcomes:** Mentees should map courses to Global Learning Outcomes, select 1–2 core competencies (such as empathy or cultural self-knowledge), and create content-aligned global objectives.
- **Assessment & Rubrics:** The mentor provided the AAC&U Global Learning Value Rubric and online resources to ensure accurate assessment of global learning, drawing from their own past experience. Mentees found these rubrics very helpful for making connections.
- **TILT Framework:** To clarify assignment goals and expectations for students, the mentor encouraged using a modified Transparency in Learning and Teaching (TILT) framework (covering assignment name, instructions, grading criteria, learning outcomes, and due dates).
- **Mapping Chart:** The mentor created a sample mapping chart to visualize outcome and assessment alignment; while optional, mentees who utilized it reported it was extremely helpful.

Assessment

I advised mentees to conduct a pre-test and a post-test in their chosen class to measure students' knowledge levels before and after taking an internationalized course. The data collected from these pre-and post-tests could be used for publication and future course improvements. Sadly, not all mentees were interested in publication and did not pursue it. In the future, it would be useful to focus more on the value of pre- and post-measurements as a means of providing feedback to students and faculty on their achievement and competencies, rather than as a path to publication. However, some did take advantage of this research and publishing opportunity, using it as part of their scholarly work. Although not all mentees collected pre- and post-

test data, successful completion of student internationalization assignments and projects can be used to demonstrate student participation and willingness to engage in internationalized courses.

Closure Stage

During the closure stage, the mentor-mentee relationship allows both individuals to reminisce about accomplishments and the application of the project. Both individuals engage in dialogue to assess project outcomes and identify areas for development and future partnerships. I have noted my reflections below.

Reflections

Reflections can be used to help recall knowledge and deepen understanding. Mentees were encouraged to keep a reflective journal of their course internationalization process. One mentee reported that keeping a journal helped prevent feelings of anxiety and being overwhelmed. I encouraged mentees to collect student reflections at the end of the course to inform feedback and improvements for future course offerings.

When asked about the entire experience as a mentor, I heard nothing but positive responses from my group. One mentee told me the following” *I would not have been able to complete the internationalization without you.*” Receiving positive feedback meant a lot to me because, as noted earlier, this was the first time I implemented a mentoring framework.

I feel that faculty interested in internationalizing their courses should all have an assigned mentor to assist them. Individuals are more likely to complete the internationalization project successfully with proper guidance. The presence of a mentor can help the mentee meet their goals and, hopefully, alleviate associated stress by answering questions and addressing concerns.

As a mentor, I wanted to be sure I was offering the support needed to all mentees. I wanted our mentor-mentee relationship to be one of trust, professional development, and encouragement. Therefore, I took the position that mentees are experts in their courses, and, as such, I sought to keep disruptions to their course design and processes to a minimum.

Challenges

Finding common times for synchronous meetings proved extremely difficult for me as the mentor. Numerous scheduling conflicts arose due to class offerings, clinical and lab schedules, and other previously obligatory mentee-mentor activities. Nonetheless, mentees reported that I was very accessible and helpful, and that I provided constructive feedback.

Tracking mentees' progress was detailed, time-consuming, and in addition to one's own work. I had to create a Google document to track them.

A few mentees preferred meeting face-to-face. I suppose this was due to the newness of internationalization experience or varying personality types. Others

preferred email, online, or text messages for assistance. Fortunately, I was comfortable with all the meeting preferences.

There was a significant learning curve for experienced mentees in course outcomes and course mapping compared with mentees without this experience. Because of this, I decided to meet experienced and inexperienced mentees separately most of the time. I was afraid the ones with previous experience would grow weary when meeting with inexperienced mentees and their questions and issues.

Recommendations

Future mentorships could be organized differently, with greater effort to find a mutually convenient time for everyone to meet. Additionally, time should be set aside for mentees to interact with each other during a meet-and-greet session. An interactive brainstorming session among mentees would also be beneficial, allowing them to share ideas. Arranging cohorts with mentees with similar experiences would also be beneficial.

Faculty Mentor #3 Commentary

Marcia Poulos, M.B.A.

As the Director of Distance Learning and a fellow of curriculum internationalization, the author facilitated a multi-phase mentoring model consisting of onboarding, structured virtual meetings, individualized coaching, midpoint reviews, and dissemination through a culminating symposium. The mentored faculty taught courses in Business, English Composition (a core course), Mass Communication, and Psychology. The goal was to support them as they infuse global learning outcomes (GLOs) with objectives, including cultural awareness, perspective-taking, and reflective practice, into fully online courses. In this regard, it was critical to ensure that the faculty mentees designed global learning content, activities/projects, and assessments that all aligned with the identified GLOs and objectives.

My mentoring approach aligns most closely with David Clutterbuck's Developmental Mentoring Framework (2004). My work focused less on directing faculty and more on facilitating their growth through reflection, collaboration, individualized support, and helping them develop their own internationalization strategies within the context of their disciplines.

There is also strong alignment with Lois Zachary's Reciprocal Mentoring (2012) because the mentoring relationship was collaborative. Faculty brought their disciplinary expertise while I supported the internationalization process, and we learned from one another throughout the project.

Finally, Kram's (1985) Career and Psychosocial Mentoring Functions also fit aspects of my work, particularly in providing ongoing encouragement, confidence-building, and professional support as faculty redesigned their courses and pursued presentations and scholarly dissemination.

Together, these 3 best reflect how I mentored my cohort by partnering with faculty to integrate global learning into their courses while preserving disciplinary expertise, encouraging reflective practice, supporting authentic assessment development, and fostering opportunities for continuous improvement and scholarship.

All mentoring occurred virtually, intentionally aligning faculty development practices with the asynchronous online environments in which instruction was delivered.

Within the context of distance education, this work required integrating curriculum internationalization with online pedagogy. Faculty were supported not only in revising course content but also in intentionally designing asynchronous learning environments that foster engagement, interaction, and reflection through structured instructional design.

Findings indicate that sustained mentoring increased faculty confidence, strengthened alignment between assignments and global learning outcomes, and supported the development of scaffolded, reflective learning activities designed for online engagement. Evidence of success included revised syllabi that included the six global learning components (Osakwe, 2022a), rubric-aligned assessments, faculty reflective narratives, and symposium presentations. The study demonstrates that structured mentoring offers a scalable and sustainable approach for advancing curriculum internationalization in online higher education while strengthening faculty capacity for globally engaged teaching.

Faculty Mentoring in Online Learning Environments

The mentoring program was implemented during the 2024-2025 academic year. All mentoring activities were conducted virtually, intentionally modeling the communication, engagement, and instructional design strategies expected in asynchronous online instruction.

Following such scholars as Baciú (2026) and Drake (2024), the Faculty Mentoring Model was designed as a structured, multi-phase process rather than a single intervention. Faculty participated in onboarding, early redesign sessions, individualized coaching, midpoint reviews, final reflection and dissemination meetings, and symposium preparation. This sequencing supported sustained engagement across the full cycle of course redesign, implementation, and evaluation.

Onboarding reintroduced faculty to curriculum internationalization, a concept already discussed in the main professional development workshop, and the three GLOs. The faculty mentees also reviewed existing courses and identified opportunities to embed global learning into assignments, discussions, and assessments, with explicit attention to how asynchronous learners would experience engagement, interaction, and reflection.

Early redesign sessions focused on moving beyond content infusion toward intentional instructional design. Faculty developed initial drafts of assignments,

discussion strategies, and assessments aligned with GLOs and objectives, emphasizing coherence between learning outcomes and online pedagogical design.

Individualized coaching was central to the model. Each faculty member participated in at least two one-on-one sessions; two faculty engaged in four sessions, and one completed seven sessions due to the complexity of course redesign. Coaching addressed syllabus alignment with GLOs, assignment redesign, scaffolded learning activities, and implementation challenges specific to online environments.

Midpoint reviews functioned as structured checkpoints for assessing progress and refining implementation. Faculty examined student engagement, clarity of assignments, and early assessment outcomes, with particular attention to how global learning was experienced through discussion boards, reflective prompts, and scaffolded activities. Adjustments were made iteratively to strengthen engagement and instructional clarity.

Final meetings focused on evaluation, reflection, and dissemination. Faculty compiled instructional artifacts, reviewed assessment evidence, and prepared presentations for the Albany State University Annual Internationalization Symposium, contributing to broader scholarly conversations on teaching and learning, especially global learning, in online higher education.

Evidence from the mentoring initiative indicates successful integration of Global Learning Outcomes across participating faculty courses and measurable instructional transformation within fully online environments. Faculty reported a progression from initial uncertainty to confident and intentional integration of global learning into asynchronous course design.

Instructional redesign shifted from adding content to intentionally structuring pedagogy. Faculty developed comparative cultural analysis assignments, global case study discussions, reflective writing activities aligned with intercultural themes, multimedia engagement with global perspectives, and scaffolded assignments that support the progressive development of global learning competencies.

Revised syllabi demonstrated clear alignment with cultural awareness, perspective-taking, and reflective practice. Faculty also developed rubric-based assessments that provided structured and transparent measures of student engagement with these outcomes.

The online learning environment functioned as both a constraint and a design catalyst. Faculty consistently addressed how to foster engagement, interaction, and reflection in asynchronous contexts where physical presence is absent. With mentoring support, they developed structured discussion prompts, reflective assignments, and scaffolded learning strategies that strengthened intercultural engagement in virtual settings.

Evidence of success was demonstrated through revised syllabi, implemented assignments, rubric-aligned assessments, faculty reflective narratives, and symposium presentations. Collectively, these indicators demonstrate that mentoring supported sustained instructional change and meaningful internationalization of the curriculum in online courses.

The mentor-mentee model demonstrates that structured faculty mentoring is an effective and scalable strategy for advancing the internationalization of the curriculum in full online higher education. Through a sequenced model of onboarding, coaching, iterative feedback, and dissemination, faculty were supported in embedding Global Learning Outcomes into intentional and sustainable course design.

Findings underscore that internationalization requires more than content integration; it requires deliberate instructional design, sustained faculty development, and alignment between outcomes, pedagogy, and assessment. The online environment further shaped this process by requiring purposeful design for engagement, interaction, and reflection in asynchronous settings.

With several years of teaching and serving as a director of online learning, I consider the structured mentoring process to provide a practical and scalable framework for strengthening faculty capacity and advancing global learning initiatives. This approach contributes to both instructional improvement and the broader institutional commitment to preparing students for participation in an interconnected world.

Synthesis

Nneka Nora Osakwe, Ph.D.

Lead Faculty Author

Considering the three mentors' narratives, it is evident that Phase 6, the Mentoring Faculty Curriculum Internationalization process, contributes to faculty effectiveness in implementing internationalized curricular change. Table 7 below provides a comparative summary of faculty mentors' approaches, showing the disciplines and contexts for each mentor. It shows that each mentor used a different mentoring framework, followed a specific primary delivery mode, and provided for tracking and managing data as they assisted mentees to ensure efficient and effective internationalization of their courses and actualize their target global learning outcomes. Each team also had a cohort strategy and an assessment and research focus. The table also shows that the three mentors each adopted different mentoring frameworks that align with their team's purpose, environment (teaching mode), and convenience. Their descriptions show that implementing the Mentoring Faculty Curriculum Internationalization strengthened the process of curricular change. While mentors #1 and #2 use a hybrid (in-person and virtual) delivery mode due to the need for flexibility in assisting all mentees, mentor #3 uses a 100% online mode for the same reason; all mentees and faculty members teach online. Essentially, mentoring effectiveness requires flexibility aligned with mentees' environments and purposes. For assessment, rubrics and reflections are common elements used by all mentors to ensure effective measurement of global learning outcomes.

Table 7

Comparative Summary of Faculty Mentors' Approaches to Mentoring

Methodological Axis	FAC Mentor #1 DOCX	FAC Mentor #2 DOCX	FAC Mentor #3 DOCX
Disciplines & Context	Business, Social Work, Criminal Justice (In-person & Online)	Nursing, Health Professions, Biology, Criminal Justice (In-person & Online)	Business, English Composition, Mass Communication, Psychology (100% Online)
Mentoring Framework	Integrative Mentoring Model: Synthesizes traditional, educative, and responsive mentoring via cyclical "mentoring episodes".	4-Stage Model (Mentoring Complete): Initiation, Negotiation, Growth, and Closure.	Multi-Phase Online Model: Onboarding, early redesign, coaching, midpoint review, and final reflection/symposium prep.
Primary Delivery Mode	Hybrid (In-person orientation/meetings for local cohorts + virtual check-ins).	Flexible / Person-Choice (In-person or virtual 1:1 session based on mentee preference).	100% Virtual (Synchronous and Asynchronous models of online teaching practices).
Tracking & Management Tools	Monthly structured calendar, pre-planning checklists, and episode logs.	Google Docs tracking grid, sample outcome alignment matrices, TILT framework.	Instructional design reviews, syllabus auditing tools, iterative feedback loops.
Cohort Strategy	Collaborative Model: Used a shared PESTLE model across business courses to align themes and prevent assignment duplication.	Differentiated/Tiered Model: Separated experienced vs. inexperienced mentees to accommodate varying learning curves.	Individualized Asynchronous Coaching: Tailored coaching frequency (2 to 7 sessions) based on course redesign complexity.
Assessment & Research Focus	Course mapping, rubric selection, and student reflective feedback.	AAC&U Value Rubrics, TILT assignment design, pre- and post-testing for publication/growth.	GLO-aligned rubric assessments, asynchronous interaction design, reflective writing.

Note. Table created from the authors' narrative using Gemini AI (July 2026).

The faculty mentoring model as the **Sixth Phase** of course internationalization was initiated to strengthen faculty course internationalization, accountability, and quality assurance to ensure attaining students' global learning outcomes. Mere reading about internationalization and attending workshops is not enough to bring about changes in faculty behavior and approaches. Introducing structured mentoring (Phase 6) serves as the necessary bridge between a faculty member's *theoretical understanding* of internationalization (gained in workshops and through provided reading resources) and its operational execution in the classroom. The mentors' narrative descriptions provide detailed insight about their process and experiences as they worked with their assigned faculty mentees during the implementation stage of their course internationalization.

Though a work in progress, the Mentoring Faculty Curriculum Internationalization approach bridges the existing efficiency gap in faculty

implementation of course internationalization. The faculty mentees are provided with anchors through mentors, who are always on standby to provide any needed help. The narratives make it apparent that the mentoring process benefited not only the faculty who internationalized their courses for the first time but also the faculty mentors who guided the faculty mentees. Faculty Mentor #2 was precise about some of her surprises and insights. The mentors gained by further honing their knowledge and skills through the process, especially by drawing on the mentees' reflections. Their narrative provides evidence of the value of adding faculty mentoring as the sixth phase of faculty professional development for institutions seeking to enhance the global competencies of all enrolled students.

A major recommendation is that institutions considering implementing a professional development program on curriculum internationalization should consider avoiding a "one-size-fits-all" framework as they review mentoring frameworks to adopt. Instead, they should authorize mentors to adapt the core Global Learning Outcomes (GLOs) to their delivery modes—using unified structural models (like PESTLE), as Faculty Mentor #1 did for colocated professional cohorts, split tracks for varying experience levels, and deep asynchronous instructional design for online programs, as Faculty Mentor #3 did.

In closing, these insights underscore the importance of reiterating what Phase 6 of faculty mentoring means. It means close monitoring of the implementation process, providing faculty with additional support, answering questions, and ensuring effectiveness that results in achieving the intended global learning outcome and student success. Faculty mentoring transforms faculty teaching from an isolated, optional approach into an institutionalized, quality-assured mechanism that guarantees at least 30% of course engagement is dedicated to measurable global competency.

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Appendix A

PowerPoint Preparation and Presentation Guidelines to Share Process and Outcomes

Albany State University 10th Curriculum Internationalization Symposium:
Faculty Implementation of Outcomes and Reflections

1. Prepare for a 12-15 minute presentation of 12-20 slides.
2. Cover slide to include presentation title, course title and course code, number of students, your name, email, department, and date.
3. State presentation objectives.
4. Include at least one Global learning outcome and some global learning objectives for the course.
5. Show the course planning stage (How you prepared for the course internationalization with revision of the syllabus).
6. Indicate global learning/intercultural/content covered.

7. Show the course internationalization process/ method.
8. Indicate global and research learning materials/guest speaker/documents/videos added for course internationalization activities.
9. Show class organization for activities/project/ research. For example, in groups, pairs, or individually.
10. Share guidelines provided to students for activity/ assignment/ research.
11. Share the process for assessment of work/project/research.
12. Share rubric(s) for assessment.
13. Share results/ achievements.
14. Indicate how you know students acquired both course content and global/cultural learning.
15. Share Reflections, challenges, and plans to overcome in future implementations.
16. Share References.

NOTE: Developed by Faculty Mentor #1, Annual Symposium Organizer and Executive Director, Center for Transformational Student Experiences-CTSE

Appendix B

Internationalizing Course Activities Justification

The following internationalizing course activities are required to be completed by mentees.

Mentees' Justification:

1. Attend Curriculum Internationalization Training Symposium.
2. Read all special issue publications by Albany State University Faculty members, read peer-reviewed articles/resources, workshop PowerPoints, and symposium presentations posted in the Faculty Internationalization Training Portal in the State DB.
3. Redesign course syllabi and implement course execution to include:
 - At least one global learning outcome.
 - Two or more global learning objectives.
 - Global learning content.
 - Global Learning activities/projects/research/tasks.
 - Interactive/integrative learner-centered methodology.
 - Global Learning assessment that aligns with objectives and reflects at least 30% of total course points.
4. Attend scheduled faculty mentoring sessions.
5. Implement the instruction of internationalized course(s).
6. Share the implementation outcome in the annual curriculum internationalization symposium.
7. Continue teaching internationalized courses in subsequent semesters

Mentors' Justification

1. Attend Curriculum Internationalization Training Symposium with faculty mentees.
2. Read all special issue publications by Albany State University Faculty, posted reviewed articles/resources, workshop PowerPoints, and symposium presentations posted in the Faculty Internationalization Training Portal in State DB.
3. Hold at least one general session with assigned mentees to guide them in course redesign and classroom instruction implementation (in-person or online).
4. Hold one-to-one sessions with each mentee to ensure effective implementation (in-person or virtually).
5. Attend to mentees' questions through calls, emails, or WebEx.
6. Guide mentees in planning a dissemination symposium presentation - Spring or Summer.
7. Attend mentee implementation presentations- Spring or Summer.

NOTE: Developed by Faculty Mentor #1, Annual Symposium Organizer and Executive Director,
Center for Transformational Student Experiences-CTSE

About the Authors

Dr. Nneka Nora Osakwe is the Executive Director for the Center for Transformational Student Experiences (CTSE), and a Professor of English at Albany State University (ASU), Georgia. In her current role, she oversees the ASU undergraduate research program, faculty professional development on curriculum internationalization for global learning, and other international engagements, such as Fulbright. As a former director of International Education for over 10 years, she led ASU's first study abroad programs to China, Peru, and Ghana, and in 2023 directed a program in London, France, and Italy. She created ASU faculty professional development on internationalizing the curriculum and the annual Symposium on Internationalizing the Curriculum, now in its 10th year. She has engaged and mentored scores of faculty members in internationalizing home courses to support all students' global learning. As a result, over 160 courses have been internationalized, all culminating in ASU's 2023 NAFSA Senator Simon Spotlight Award for Curriculum Internationalization. Dr. Osakwe has over three decades of experience in higher education and specializes in Rhetoric and Advanced Writing, Discourse Analysis, International Education, and Internationalizing the Curriculum.

She has presented papers at several national and international conferences and has published numerous articles, book chapters, and reports. She is the editor and co-editor of books and articles and currently serves on the editorial board of *International Research and Review (IRR)*, Journal of Phi Beta Delta, Honor Society for International Scholars. She initiated the publication of this current Special Issue and the two previous ones on Internationalizing the Curriculum with 14 articles by ASU Faculty members. Dr. Osakwe consults on international education and faculty professional development. She has served on American Council on Education Campus Review Teams. In 2021, she was named a University System of Georgia (USG) Leadership Fellow and is the recipient of the 2022 NAFSA Region VII Award for Diversity, Equity, and Inclusion in International Education. She is a recipient of the Fulbright-Hays Faculty program in Malaysia and Singapore, a Post-doctoral Research Fellow of the American Association of University Women (AAUW) at the Houston Research Center, Clemson University; a Rockefeller Foundation Resident Fellow of the Bellagio Study & Conference Center, Italy; and equally a Study Fellow of the British Council/ODA at the University College of St Mark and St John, Plymouth, United Kingdom. Most recently, she received the Fulbright International Education Administrators Award to France and Senegal (2025-2026).

Dr. Tracy Simmons-Williams has taught management courses for more than 10 years at Albany State University's business school in Georgia. She received her undergraduate degree in marketing from Albany State College and her graduate

degrees in management (with a concentration in human resources management) from Troy State University and in public administration (with a concentration in human resources management) from Albany State University. She completed her Ph.D. in Leadership from Capella University. She also previously served as director of career services at Albany State University.

Dr. Andrea Dozier-Adenaike is the Chair of the Nursing Department at Albany State University and holds a Doctorate in Curriculum and Instruction from Valdosta State University, along with nursing degrees from Darton State College, Georgia Southwestern State University, and Albany State University. A Registered Professional Nurse since 1996, she has taught in higher education since 2002. Her areas of expertise include teacher efficacy, instructional design, course development, and course internationalization. Dr. Adenaike has successfully internationalized NURS 3630: Conceptual Basis for Nursing and NURS 4240: Community Health Nursing, integrating global learning experiences that prepare nursing students for culturally responsive practice. As a Faculty Internationalization Mentor, Dr. Adenaike has mentored faculty from multiple disciplines in internationalizing their courses for several years. She delivered numerous local and national presentations on course internationalization. She has published on her course internationalization process, entitled “A Design Process for the Internationalization of Conceptual Basis of Professional Nursing,” in *International Research and Review Journal of Phi Beta Delta, Honor Society for International Scholars*, Vol. 11, No. 2, Spring/Summer 2022.

Marcia Poulos, M.B.A., is a Doctor of Public Administration candidate whose research examines the application of citizen-centered public service principles to first-year programming in higher education. She is Director of Distance Learning at a State University in Georgia. She teaches business, economics, and first-year courses within the USG and TCSG systems, with expertise in quality course design, online learning strategy, faculty development, and performance assessment aligned with compliance and accreditation standards. Her work spans higher education policy, civic engagement, organizational behavior, and operational effectiveness. She has published and presented on first-year experiences, online teaching and learning, leadership, instructional technology, and systems thinking. She is also a certified Lean Six Sigma Black Belt.

Internationalizing the Curriculum in Graduate Nursing Education: Scaffolding Cultural Competence Through Reflection, Dialogue, and Curriculum Design

Deanna Howe, Ph.D.
Albany State University, Georgia

Abstract

Preparing nurse educators to address cultural diversity and global health challenges requires intentional curriculum design that incorporates cultural competence and internationalization. This project aimed to embed global learning outcomes into a graduate-level nursing course by including self-assessment, applied case studies, and reflective practices. A curriculum development and evaluation design was employed, aligning course activities with the *AACN Essentials (2021)* and *NLN Nurse Educator Core Competencies (2023)*. Students (n=6) completed a Cultural Competence Self-Assessment in Module 1, a case study and peer discussion on curriculum inclusivity in Module 5, and a final case study in Module 8. Individualized rubrics assessed knowledge, skills, and attitudes (KSAs) related to cultural self-awareness, inclusivity, perspective-taking, empathy, and curriculum design. Qualitative reflections were analyzed to identify changes in perceptions and attitudes. Baseline self-assessment scores indicated strong initial skills ($M = 67.2/80$, about 84%), though there was some variation among individuals. In Module 5, students demonstrated proficiency in critiquing curricula and suggesting inclusive strategies, supported by qualitative reflections that emphasized the importance of diverse instruction and faculty development. In Module 8, performance averaged 70.3/75 (about 93.8%), with the median at 100%. Reflections highlighted the importance of fostering increased empathy, open-mindedness, and an awareness of diversity in educational practice. The scaffolded integration of global outcomes and cultural competence activities effectively supported students' professional identity formation as inclusive nurse educators. This project offers a model for internationalizing graduate nursing curricula by aligning course design with national standards, global learning outcomes, and evidence-based evaluation.

Keywords: Cultural competence; Nursing education; Curriculum design; Internationalization; Global learning outcomes; Nurse educator preparation

The globalization of healthcare delivery has heightened the need for nurse educators who can lead in increasingly diverse academic and clinical environments. Graduate nursing education, especially the Master of Science in Nursing (MSN) Nurse Educator program, is vital in preparing faculty to create curricula that respond to changing demographics, global health issues, and the ethical duty for equitable care. As future academic leaders, MSN-trained nurse educators must not only excel in curriculum development but also incorporate intercultural competence, inclusivity,

and global viewpoints into their teaching. These skills are crucial for ensuring that nursing graduates are ready to provide person-centered care in multicultural healthcare systems and to promote nursing education worldwide.

The internationalization of curriculum has become a crucial strategy for achieving these goals. Moving beyond mobility-focused initiatives, the concept of “Internationalization at Home” (IaH) redefines how institutions prepare students to be globally aware, especially in programs with limited student mobility. Integrating international and intercultural learning outcomes into existing courses enables students to critically engage with diverse perspectives without leaving their home institutions. In nursing education, this means aligning cultural competence frameworks, transformative learning, and inclusive teaching methods with course goals, teaching practices, and assessment strategies to foster a culture of inclusivity. When used deliberately, these frameworks promote reflective practice, cultural humility, and professional identity development—essential elements for preparing nurse educators to help students navigate increasingly complex and multicultural healthcare environments.

This project explores the internationalization of an MSN Nurse Educator curriculum design course, focusing on two main areas: incorporating cultural diversity and global learning outcomes, and preparing future nurse educators to develop curricula with a global focus. Based on the AACN Essentials (2021) and the NLN Nurse Educator Core Competencies (2023), the project used evidence-based teaching methods, including the Transparency in Learning and Teaching (TILT) framework and the Collaborative Online International Learning (COIL) approach. The process involved curriculum mapping, creating rubrics, and conducting pre- and post-assessments of cultural awareness to ensure alignment with accreditation standards and to measure outcomes. By viewing internationalization as both a curricular innovation and a professional development strategy, this project provides a scalable model for nursing programs aiming to prepare future educators to design, implement, and evaluate curricula that are academically rigorous, globally informed, and socially responsible.

Literature Review

The internationalization of nursing curricula has become a vital goal in preparing nurse educators for increasingly multicultural and globally connected healthcare settings. Instead of depending solely on mobility-based programs, modern strategies focus on “Internationalization at Home” (IaH), which involves integrating global and intercultural elements into local curricula (Leask, 2015; Beelen & Jones, 2015). This approach is crucial for MSN-level online and adult-focused programs, where student mobility is often limited. Incorporating intercultural learning outcomes into the design of local

courses ensures that students are exposed to diverse perspectives, regardless of their physical location.

In nurse educator preparation, multiple studies have identified both opportunities and barriers to integrating international elements into the curriculum. Svensson and Wihlborg (2007) found that faculty interpretations of internationalization were often shaped by personal values and lacked consistency across institutions. Gradellini et al. (2021), Green (2018), and Phan (2018) each provide unique insights into cultural competence and inclusive education, particularly within global and healthcare contexts. Gradellini et al. emphasize that cultural competence in nursing education must be approached holistically, including self-awareness, practical skills, intercultural interactions, and intrinsic motivation, all grounded in a thoughtfully designed curriculum. Green (2018) supports this by promoting a “students as partners” approach in global learning, highlighting shared responsibility and mutual respect to foster culturally inclusive and transformative educational experiences. Phan (2018) offers a digital perspective, examining how massive open online courses (MOOCs) can meet the needs of global learners through adaptive strategies such as culturally relevant content, flexibility, and personalized learning pathways. Together, these studies highlight the importance of moving beyond passive cultural awareness and adopting proactive, student-centered, and contextually responsive teaching practices that effectively prepare learners for cross-cultural engagement in a globalized world. These findings emphasize the need for structured pedagogical strategies that align international learning outcomes with professional expectations in nursing education.

Campinha-Bacote’s (2018) model of cultural competence in healthcare delivery describes it as an ongoing process that encompasses cultural awareness, knowledge, skills, encounters, and desire. The model emphasizes that health professionals must continually reflect on and practice cross-cultural skills to provide equitable care. The scoping review by Gradellini et al. (2021) examines how cultural competence and sensitivity are integrated into university-level nursing education programs at both undergraduate and postgraduate levels. Using Campinha-Bacote’s model as a guide, the study reviews 105 academic sources published between 2003 and 2020, focusing on five main areas: cultural awareness, knowledge, skills, encounters, and desire. The review finds that, although there is a growing emphasis on preparing nursing students to work effectively in diverse settings, teaching methods remain inconsistent and lack standardization. Grandelline et al.’s study highlights the need for comprehensive, standardized approaches to fully embed cultural competence into nursing curricula, ensuring equitable and culturally responsive healthcare.

Transformative Learning Theory (TLT), as outlined by Mezirow (1997), remains a central concept in nursing education, encouraging deep reflection and the development of professional identity. Shen et al. (2025) used TLT to explore the emotional and cognitive growth of nursing students during honor-walk rituals for organ donors, finding that these experiences enhance critical thinking and empathy. Likewise, Lampropoulos et al. (2025) examined the use of augmented reality in health science education, noting that technology-driven simulations foster learner agency

and personal transformation by connecting theory with immersive practice. These peer-reviewed studies demonstrate that TLT is adaptable across various cultural and technological settings and is essential for preparing nurses to navigate the social, emotional, and ethical complexities of 21st-century healthcare. Curriculum redesign models grounded in adult learning theories also promote cultural responsiveness. For example, TLT encourages deep reflection and critical thinking, particularly when students are exposed to diverse perspectives (Mezirow, 1997; Merriam, 2004). This approach supports practices like reflective journaling and self-assessment, prompting students to consider how their cultural backgrounds influence their teaching philosophies and interactions with learners. Dozier (2022) underscores the importance of incorporating cultural humility, social justice, and reflective practice into nursing education, especially to prepare nurses to serve diverse and underserved populations. Her emphasis on transformative learning and critical pedagogy aligns with reflective journaling and culturally grounded learning strategies, including student-authored case studies and guided peer feedback.

Pedagogical strategies such as the Transparency in Learning and Teaching (TILT) framework (Winkelmes, 2023) and Collaborative Online International Learning (COIL) models (Spieler et al., 2025) have been shown to improve transparency, student engagement, and cultural responsiveness. These methods are especially effective for graduate nursing students, many of whom are adult learners with prior clinical and educational backgrounds. Research shows that online assignments that clearly link course content to intercultural and global learning goals—such as creating global case studies and shared student reflection activities across institutions—are advantageous (Erez et al., 2013; Guo-Brennan, 2022).

Finally, Osakwe et al. (2022) emphasize that meaningful internationalization requires both institutional commitment and culturally responsive pedagogy. A key part of their framework is ongoing faculty development, including mentorship and training, to help educators incorporate global learning outcomes and equity-focused practices into their course design. Building on Osakwe et al.'s emphasis on equity-based faculty development and Dozier's (2022) call for justice-oriented pedagogy, culturally responsive MSN curriculum design should include cultural humility, social accountability, and intercultural learning.

Methods

Before designing and implementing the internationalized curriculum, university faculty applied, and those accepted were invited as Faculty Internationalization Fellows through the Office of the Provost's Special Assistant for Internationalization and Global Engagement. Participation in the fellowship included structured training that provided tools, resources, and

mentorship to help embed global learning into course design. Fellows were introduced to the fundamental principles of curriculum internationalization, including frameworks that emphasize the development of intercultural competence and global learning outcomes.

As part of the fellowship, participants examined the AAC&U VALUE rubric for Global Learning (2007-2009), which highlights six core outcomes: global self-awareness, perspective taking, cultural diversity and awareness, personal and social responsibility, understanding global systems, and applying knowledge to contemporary global contexts. Fellows also learned about the University System of Georgia's global learning competencies, which emphasize cultural self-awareness, understanding cultural worldview frameworks, empathy, verbal and nonverbal communication, curiosity, and openness to new perspectives. These frameworks guide the development of course-level learning outcomes and related objectives.

The fellowship provided access to digital training materials hosted on the university's learning platform, examples of internationalization projects for courses, and personalized mentorship for faculty. The mentoring was essential in specifying suitable global learning outcomes that matched course content and program goals. With guidance from mentors, the faculty member created a course map that linked program-level outcomes, course outcomes, and module objectives to ensure alignment with professional standards.

For course approval, Fellows had to submit a revised syllabus along with detailed documentation showing how the course would include global learning. This documentation covered global learning outcomes, measurable objectives, intercultural content, instructional resources, and learner-centered activities. Fellows also needed to identify course activities such as assignments, case studies, and assessment strategies (e.g., surveys and rubrics) that directly supported global learning outcomes. The Office of Transformative Student Experiences (CTSE) reviewed the submission to make sure that internationalization was systematically incorporated into the course design. This organized approval process ensured accountability and confirmed that the project met both institutional and state standards for internationalizing the curriculum.

Design

This project used a curriculum development and evaluation approach to integrate internationalization into a graduate-level nursing course. The design was carefully aligned with the AACN Essentials (2021) and the NLN Nurse Educator Core Competencies (2023) to ensure compliance with national professional standards. Importantly, the project was not conducted as a formal research study but as an academic effort aimed at internationalizing courses, improving curriculum design, and recording outcomes. A structured process involving curriculum mapping, assignment development, and reflective student assessments was employed to incorporate global perspectives and cultural competence throughout the course.

Course Context

The focal course was a graduate-level curriculum design class in the MSN Nurse Educator track. Usually, the course focused on curriculum theory, planning, and evaluation; however, for this project, it was revised to clearly include global learning outcomes, professional skills, and accreditation standards. These global learning outcomes were based on the American Association of Colleges and Universities (AAC&U) VALUE rubric for Global Learning (2007-2009) and the University System of Georgia (USG) global skills. Global learning outcomes and skills were connected to the MSN Program Learning Outcomes (PLOs), the Nurse Educator-specific outcomes (PLO-NEs), and the course objectives (CLOs). Additionally, the course remained aligned with professional standards, the AACN Essentials, and NLN competencies. Table 1 demonstrates how these levels of alignment were intentionally designed to integrate global perspectives into the course structure.

This structured alignment ensures that students not only develop technical skills in curriculum design but also learn to evaluate and apply educational theories and strategies from a global and intercultural perspective. For example, program outcomes emphasizing evidence-based practice and culturally responsive pedagogy are reinforced at the course level through objectives focused on inclusivity and international viewpoints. These objectives are then implemented at the module level through specific assignments, case studies, and reflection activities. Although the module-level outcomes (MLOs) are not listed in Table 1, they will be detailed in the course activity descriptions to demonstrate how students have measurable opportunities to show intercultural competence and global awareness in practice.

Frameworks and Pedagogical Strategies

The course's internationalization relied on evidence-based pedagogical frameworks to ensure both academic rigor and inclusivity. Three primary approaches guided the redesign: the Transparency in Learning and Teaching (TILT) framework, Transformative Learning Theory (TLT), and elements of Collaborative Online International Learning (COIL). These frameworks together promoted transparency, reflective engagement, and exposure to global perspectives, allowing MSN students to critically analyze curriculum design through a culturally responsive lens.

This level of transparency was valuable in an online graduate program where students came from diverse professional and cultural backgrounds. By making course activities more transparent, TILT encouraged fair student achievement and highlighted best practices that future nurse educators could adopt in their teaching.

Table 1

Alignment of Global Learning Outcomes with Program and Course Outcomes, AACN Essentials, and NLN Competencies

Global Learning Outcomes (AAC&U) and Global Skills (USG) DOCX	Program Level Outcomes (PLOs) DOCX	Course Outcomes (CLOs) DOCX	AACN Essentials (2021) DOCX	NLN Nurse Educator Competencies (2023) DOCX
Global self-awareness;	N/A	CLO8: Engage in reflective practice to continuously evaluate and improve curriculum design and teaching methodologies	Domain 10: Personal, Professional, and Leadership Development; 10.2g	Competency 8: Function effectively within the organizational environment and the academic community.
Knowledge of cultural self) cultural self-awareness)				
Perspective taking;	PLO2- Integrate scientific, theoretical, and person-centered knowledge with critical thinking and clinical reasoning to improve outcomes across diverse settings	CLO5: Incorporate strategies for cultural diversity and awareness in curriculum design to address the diverse needs of student populations	Domain 1: Knowledge of Nursing Practice. 1.1- 1.1f	Competency 1: Facilitate Learning;
Empathy skills;				Competency 2: Facilitate Learner Development and Socialization
Attitudes (curiosity);	PLO-NE1- Apply educational theories, teaching-learning principles, and culturally responsive pedagogy to design, implement, and evaluate nursing curricula that address diverse learner needs and promote student success.	CLO5: Incorporate strategies for cultural diversity and awareness in curriculum design to address the diverse needs of student populations.	1.2- 1.2h	
Attitudes (openness)			Domain 9: Professionalism. 9.6- 9.6f; 9.6h	Competency 2: Facilitate learner development and socialization;
Cultural Diversity and Awareness				

Global Learning Outcomes (AAC&U) and Global Skills (USG) DOCX	Program Level Outcomes (PLOs) DOCX	Course Outcomes (CLOs) DOCX	AACN Essentials (2021) DOCX	NLN Nurse Educator Competencies (2023) DOCX
Empathy Skills; Skills in verbal and non-verbal communication;	PLO3- Lead and advocate for equitable, person-centered care and education by collaborating across disciplines and influencing systems-level change.	CLO7: Critically assess and articulate the various forces and issues influencing curriculum development in nursing education.		Competency 4: Participate in curriculum design and evaluation of program outcomes
	PLO-NE-3- Integrate evidence-based strategies and current research findings into teaching and curriculum development to enhance nursing education outcomes and support the transition from student to competent practitioner.			
Knowledge of cultural worldview framework		CLO8: Engage in reflective practice to continuously evaluate and improve curriculum design and teaching methodologies.		Competency 7: Engage in continuous professional development

Source: Author

The integration of Transformative Learning Theory (Mezirow, 1997) laid the foundation for the course's reflective journaling and self-assessment components. Transformative learning emphasizes critical reflection and the reevaluation of assumptions, both of which are vital for preparing nurse educators to lead in diverse cultural settings. Students were asked to analyze how their cultural values and professional identities influence their teaching methods and curriculum development. This reflection not only increased self-awareness but also fostered empathy and cultural humility, which are essential skills in global nursing education.

Finally, strategies from Collaborative Online International Learning (COIL) (Spieler et al., 2025) were adapted to fit the asynchronous online format of the MSN program. Although students were not paired with international peers in real time, COIL principles guided the use of global case

studies, international readings, and opportunities to analyze curriculum challenges from multiple cultural perspectives. These strategies fostered perspective-taking and intercultural engagement even within a domestic, online classroom setting. In doing so, COIL complemented TILT and TLT by ensuring that global learning was integrated not only into content but also into the processes of teaching and learning.

Assignments and Assessment

In this course, cultural competence and inclusivity were promoted through structured learning activities integrated across multiple modules. To ensure alignment with course goals and provide meaningful feedback, **individualized rubrics assessed each activity, capturing both content mastery and** students' development of KSAs in knowledge, skills, and attitudes.

In Module 1, students completed the *Cultural Competence Self-Assessment Checklist*, which helped them critically evaluate their own cultural awareness and readiness to work with diverse populations. This reflection tool provided a starting point for growth throughout the course. Students were also asked to write about how the activity influenced their knowledge, skills, and attitudes (KSAs), including cultural self-awareness, curiosity, openness, empathy in communication, and understanding of cultural worldview frameworks.

In Module 5, titled "*Cultural Competence and Inclusivity in Curriculum Design*," students participated in a case study called "*The Impact of Cultural Awareness on Curriculum Development*." This activity guided students through three main areas: curriculum evaluation, teaching methods, and inclusivity in education. For example, students were asked to hypothetically identify gaps in the curriculum related to cultural diversity and suggest specific, evidence-based changes. Additional prompts encouraged them to consider various teaching strategies for engaging diverse learners and to examine how alienation affects the educational outcomes of non-traditional students. Students shared their analyses in a discussion forum, where they also responded to at least two peers, promoting dialogue and collaborative learning on culturally responsive practices.

To support student learning, Module 5 included three scholarly sources on cultural competence and culturally responsive curriculum design, along with a Quality Matters–based presentation on inclusive course design models and a YouTube video emphasizing curriculum considerations for diversity and inclusion. These resources provided students with evidence-based frameworks and practical examples, improving their ability to connect theory to curriculum evaluation and design. As part of this module, students reflected on how these activities and resources influenced their strategies for integrating cultural diversity and inclusivity into curriculum design, while also fostering attitudes of curiosity and openness toward including global perspectives in nursing education.

In Module 8, students completed a second case study assignment titled *Supporting Cultural Competence in Nursing Education*. This activity required them to analyze the impact of cultural diversity within the student body, evaluate faculty roles in

promoting inclusivity, and suggest support strategies for diverse learners. They also identified specific curriculum changes to enhance inclusivity, proposed modifications to collaborative learning projects, and recommended outcome measures to assess the success of these strategies. Importantly, students considered how ongoing student feedback could be integrated into curriculum development to support continuous improvement. In their reflections for this module, students explored how the activity improved their empathy skills in both verbal and nonverbal communication, deepened their understanding of cultural worldview frameworks, and strengthened their ability to apply inclusive strategies in curriculum design.

Collectively, the activities in Modules 1, 5, and 8 created a purposeful progression that guided students from personal self-assessment to applied analysis and peer exchange, culminating in curriculum-level innovation and outcome evaluation. This scaffolded design not only improved student understanding of cultural competence but also directly aligned with program goals, emphasizing evidence-based curriculum design, inclusive teaching strategies, and the development of culturally responsive nurse educators. By incorporating individualized rubrics, scholarly and practical resources, and reflective exercises focused on knowledge, skills, and attitudes (KSAs), the course ensured students demonstrated measurable growth in cultural self-awareness, empathy, openness, and the ability to integrate inclusivity into nursing curriculum development. In this way, the course provided both theoretical grounding and practical application, preparing graduates to lead nursing education with a focus on cultural responsiveness and global awareness.

Table 2

Alignment of Course Assignments with Global Learning Competencies, Outcomes, and Activities

Module	MLO	Global Learning	Core Competency	Activity for Evaluation
1. Foundations of Curriculum Development	MLO3	Global self-awareness	Knowledge of cultural self	Completion of the Cultural Competence Self-Assessment Checklist
5. Cultural Competence and Inclusivity in Curriculum Design	MLO1 MLO2 MLO3 MLO4 MLO5	Perspective taking	Attitudes (curiosity); Attitudes (openness)	- Completion of Case Study with analysis and evaluation: The Impact of Cultural Awareness on Curriculum Development. - Discussion activity
8. Reflective Practice and Professional Development	MLO1	Cultural Diversity and Awareness	Empathy Skills; Skills in verbal and non-verbal communication;	Completion of Case Study-Supporting Cultural

	Knowledge of the cultural worldview framework	Competence in Nursing Education, with analysis and evaluation, scholarly paper
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Source: Author

Results

At the start of the course, students completed the *Cultural Competence Self-Assessment Checklist* to establish a baseline of their cultural skills. Scores from six respondents showed strong initial competencies, with an average Awareness score of 31.8/40 (79.6%) and a Skills score of 35.3/40 (88.3%), resulting in an overall mean of 67.2/80 (84.0%). However, because students began with relatively high scores, the variation among individuals (range: 57–80) highlighted areas for growth, especially in cultural self-awareness.

Qualitative reflections supported these findings, with one student noting: “After completing the cultural self-assessment, I recognize that I can improve every day, especially regarding diversity and adversity. I want to address any experiences that arise to make things better for the next generation of nurses.” This reflection shows both self-awareness and motivation for continuous growth, emphasizing that cultural competence is a lifelong journey.

In Module 5, students explored *The Impact of Cultural Awareness on Curriculum Development* and participated in peer discussions. Rubric-based evaluation showed strong performance in identifying curriculum gaps, suggesting alternative teaching strategies, and analyzing the effects of alienation among non-traditional learners. All students met or exceeded expectations, using scholarly evidence and resources to support their inclusive curriculum design. Reflections demonstrated a growing application of concepts.

- *Adjusting the nursing curriculum to be more culturally comprehensive and responsive to diverse learning styles is fundamental for improving student engagement and preparing graduates to serve an extensive range of patients.*
- *Offering diversified instruction modes allows nursing instruction to offer equal and engaging possibilities for every student.*
- *I think educators should receive training in culturally responsive teaching methods that recognize and value the diversity of their students’ origins.*

These comments reveal that students not only acknowledged the significance of inclusive strategies but also proposed practical methods to integrate cultural responsiveness into curriculum design and faculty development.

In Module 8, students finished the final case study assignment, *Supporting Cultural Competence in Nursing Education*. They were graded based on five rubric criteria: Cultural Diversity Impact, Faculty Role in Inclusivity, Support for Students, Curriculum Design, and Outcome Design. Scores across these areas consistently demonstrated high performance, with an overall group average of 70.3/75 (93.8%)

and a median of 75/75 (100%). All students earned perfect scores on *Outcome Design*, with only minor differences seen in *Cultural Diversity Impact* and *Faculty Role in Inclusivity*.

Reflections demonstrated a high level of empathy, open-mindedness, and respect.

- *I improved my understanding of cultural diversity and its fundamental role in promoting empathy, respect, and open-mindedness.*
- *I recognize that embracing diversity is essential for creating inclusive environments and enhancing cross-cultural communication skills. It is clear to me that diversity drives the world forward.*
- *Although my perspective may not always align with that of others, I have noticed more cohesiveness than division*

This qualitative evidence shows the shift from initial self-awareness to applied cultural competence, as students explain how diversity influences their professional practice. The combination of quantitative scores and qualitative reflections clearly demonstrates student growth throughout the course. Students progressed from self-awareness and identifying areas for improvement (Module 1) to using inclusive curriculum strategies (Module 5) and, finally, to displaying advanced empathy, open-mindedness, and outcome-focused cultural competence (Module 8). This progression confirms that the scaffolded design, which includes reflection, peer engagement, and rubric-based assessment, effectively encourages both measurable skill growth and the development of a meaningful professional identity in cultural responsiveness.

Discussion

The results of this project demonstrate that a scaffolded course design that includes self-assessment, applied case studies, peer discussions, and reflective practice can effectively improve cultural competence among graduate nursing students while also supporting the broader goal of internationalizing the curriculum. Findings showed high initial scores and significant growth, suggesting that although students started the course with a solid foundation, structured activities and guided reflection further enhanced their knowledge, skills, and attitudes (KSAs) related to inclusivity, global perspectives, and curriculum design.

The Module 1 self-assessment showed that students already see themselves as skilled in cultural awareness and cross-cultural skills, with average baseline scores above 80%. However, reflections indicated an understanding that this process is ongoing and developmental. Their responses match Campinha-Bacote's (2018) model of cultural competence as a lifelong journey, illustrating the global learning outcome of cultural self-awareness.

By Module 5, results indicated that students were applying these concepts to curriculum development in ways that support the project's goals

for internationalization. Case studies and peer discussions highlighted the importance of inclusive curriculum design, addressing diverse learning styles, and using culturally relevant teaching strategies. Reflections emphasized the need to adapt the curriculum to be culturally responsive and to train faculty in culturally responsive teaching methods. These responses directly contribute to global learning outcomes, such as perspective-taking and the fostering of curiosity and openness, while also advancing internationalization through curriculum-level changes.

The final Module 8 case study asked students to apply their knowledge and recommend strategies to enhance cultural competence in nursing education. Students excelled across all five rubric criteria (Cultural Diversity Impact, Faculty Role in Inclusivity, Support for Students, Curriculum Design, and Outcome Design). Reflections demonstrated students' integration of empathy, respect, and global-mindedness. This growth demonstrates achievement of global outcomes, including empathy, intercultural communication skills, and an understanding of cultural worldview frameworks, highlighting how the course's internationalization supports both professional and global learning objectives.

Implications for Nursing Education and Internationalization

The findings have significant implications for enhancing how nurse educators prepare students and for integrating global health and inclusivity perspectives into graduate nursing programs. First, incorporating structured reflection and self-assessment at the beginning of the course helped students critically evaluate their own positions and establish a baseline for developing cultural self-awareness. Second, using case studies and peer discussions gave students opportunities to apply global and cultural frameworks to curriculum design, thereby improving their ability to promote inclusivity in teaching and learning. Third, implementing personalized rubrics increased accountability and transparency, enabling assessment of both global learning outcomes and professional skills. This approach fosters best practices in competency-based and globally oriented nursing education. Simultaneously, the project advances global learning outcomes, including cultural self-awareness, perspective-taking, openness, empathy, and intercultural communication, as outlined in the AAC&U VALUE Rubrics. These outcomes support the project's main goal: to internationalize a graduate-level nursing education curriculum-design course by integrating global perspectives and inclusive teaching methods into its design and evaluation.

Future Directions

Future work should expand the use of international case studies and global health examples, enabling students to apply principles of inclusivity beyond the U.S. context. Long-term research could follow graduates into their teaching careers to assess how they implement and maintain these skills in real-world nursing education. Using standardized cultural competence measures (e.g., the IAPCC-SV) along with global outcome rubrics would enhance the accuracy of outcome assessments. Additionally, expanding this model across multiple institutions or international

collaborations could provide stronger evidence for the effectiveness of curriculum internationalization in nursing education.

Conclusion

This project illustrates how integrating global learning outcomes and cultural competence into a scaffolded course design can effectively support the internationalization of graduate nursing curricula. Students demonstrated measurable growth, advancing from self-awareness to applying curriculum evaluation and synthesizing outcome-driven strategies, as evidenced by both quantitative scores and qualitative reflections. The integration of global outcomes, AACN Essentials, and NLN Core Competencies within course activities ensured alignment with national and international standards, while fostering the development of a professional identity rooted in inclusivity and global responsibility. Ultimately, this project affirms that internationalization, when implemented through reflection, applied learning, and outcome-focused evaluation, enhances both cultural competence and global readiness among future nurse educators.

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About the Author

Deanna Howe, PhD, RN, CNE, ANEF, is a Professor of Nursing at Albany State University, where she contributes to the graduate Nurse Educator program and leads curricular initiatives, including the development of a Nurse Educator Capstone Course. She is a Fellow of the National League for Nursing Academy of Nursing Education. She serves nationally as a Commissioner on the NLN Commission for

Nursing Education Accreditation (CNEA) Board of Commissioners (2025–2027). Her scholarship focuses on quality in online teaching and learning, culturally responsive teaching in online nursing education, and the development of open educational resources to support student learning.

Internationalizing the Curriculum: Implementing the Fundamentals of Nursing in the Bridge Program by Integrating Global Learning Through Multimedia

Kristen Hill, MSN, RN
Albany State University

Abstract

This article reports on the design, implementation, and evaluation of an internationalized curriculum embedded within a Fundamentals of Nursing course for healthcare professionals enrolled in an LPN/paramedic-to-RN bridge program. The pedagogical innovation centered on the limited series Five Days at Memorial as a structured multimedia case, supplemented by reflective journaling, writing assignments, and pre-lecture quizzes to cultivate cultural humility, ethical reasoning, systems thinking, and interprofessional collaboration. Additional activities included integration of Younas' (2020) article on self-awareness, Taylor's Culturally Respectful Care chapter, and a patient interview assignment. Participants ($n = 20$) engaged in structured reflection and assessment designed to align with Student Learning Outcomes (SLOs) (American Association of Colleges of Nursing [AACN], 2021) and the NCSBN Clinical Judgment Measurement Model (National Council of State Boards of Nursing [NCSBN], 2023). Using thematic analysis, four overarching themes were identified. Findings suggest that intentional internationalization at home can approximate many of the developmental outcomes of study abroad, while remaining accessible to non-traditional students balancing employment and family obligations.

Keywords: Internationalization; cultural humility; RN bridge program; nursing curriculum

Healthcare is global in scope. Nursing practice is shaped every day by forces that reach across borders, including the movement of people, global supply chains, climate-related disasters, and emerging infectious diseases. Preparing students for this reality means going further than offering a stand-alone cultural unit. Instead, international perspectives need to be integrated into the curriculum in ways that encourage humility, ethical reasoning, and a genuine awareness of the global context of care. Bridge students, licensed practical nurses, and paramedics offer unique perspectives from urgent care, EMS, long-term care, home health, and hospital practice. This study reports on embedding global learning in a Fundamentals of Nursing bridge course.

Course Context and Global Learning Objectives

The Fundamentals of Nursing bridge course enrolled 20 students for the Spring 2025 semester in Fundamentals of Nursing. Sessions met weekly in person. A global outcome of Cultural Diversity and Awareness was selected, with objectives tied to the following Student Learning Outcomes (SLOs):

1. Discuss the nursing process with cultural sensitivity (SLO 4 & 5).
2. Practice cultural respect when assessing and providing care (SLO 1, 3, & 7).
3. Identify barriers and facilitators to culturally competent care (SLO 3, 4, & 7).

Literature Review

Internationalization in higher education is commonly described as the intentional integration of international, intercultural, and global perspectives into the mission, teaching, and learning of postsecondary institutions (Knight, 2004, 2008, 2020). Rather than serving as an optional enrichment, scholars now view internationalization as a core element in preparing students for a global workforce. Nursing, a profession grounded in multicultural encounters and deeply connected to global health systems, is especially shaped by these developments. As Cho et al. (2021) observe, nurses are increasingly called to address health needs that cross cultural, linguistic, and national boundaries.

For nursing education, internationalization strengthens graduates' ability to deliver equitable, person-centered care in diverse settings. Common approaches include study abroad, global health electives, and international clinical placements (Leask, 2015). While effective, these opportunities are often out of reach for nontraditional students who face barriers such as cost, work schedules, and family responsibilities (Ellison et al., 2020). Students in bridge programs—licensed LPNs and paramedics advancing their education—frequently fall into this category, underscoring the importance of creating meaningful “internationalization at home” strategies.

Internationalization at home involves embedding global and intercultural perspectives directly into regular coursework, ensuring all learners benefit regardless of their mobility (Beelen & Jones, 2015).

Research also highlights the importance of reflective learning strategies in internationalization. According to Anfuso (2022), reflective journaling enables students to connect cross-cultural encounters with personal biases and the development of professional identity. Reflection bridges the gap between theory and practice, fostering deeper awareness of implicit assumptions and ethnocentric perspectives. Within nursing, reflective activities have been shown to cultivate cultural humility, a lifelong commitment to self-evaluation and

redressing power imbalances in patient care (Campinha-Bacote, 2002; Tervalon & Murray-García, 1998).

The use of narrative media as a pedagogical tool is another promising avenue for internationalization at home. Well-produced documentaries, films, and episodic series provide learners with complex, real-world scenarios that simulate the ambiguity of global health crises (Braun & Clarke, 2006). Media-based learning aligns with Kolb's (1984) experiential learning theory, which theorizes that knowledge emerges through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Within nursing, this approach has been successfully applied in courses on ethics, cultural diversity, and disaster preparedness (Jeffreys, 2015; Tuckman, 1965). In particular, dramatizations of health system failures—such as those seen in disaster contexts—highlight the interplay between resource constraints, ethical decision-making, and systemic inequities (WHO, 2021).

Frameworks central to this study include the American Association of Colleges of Nursing (AACN) Essentials (2021), which emphasize competencies in population health, equity, quality and safety, person-centered care, and interprofessional partnerships. These domains establish clear expectations for preparing graduates to care for diverse populations. Similarly, the NCSBN Clinical Judgment Measurement Model (National Council of State Boards of Nursing [NCSBN], 2023) articulates clinical judgment in observable phases: recognizing cues, analyzing cues, prioritizing hypotheses, generating solutions, taking action, and reflecting. Embedding internationalized learning experiences within the Fundamentals course provided students with opportunities to rehearse these phases in simulated global contexts.

Transcultural nursing theories also inform this work. Leininger's (1991) Culture Care Diversity and Universality theory emphasizes culturally congruent care as a professional imperative. More recent scholarship highlights cultural humility as an ongoing process rather than a static competency (Foronda et al., 2016). In practice, cultural humility requires both recognition of one's own biases and the willingness to adapt care in collaboration with patients and communities. For bridge students, who already deliver direct patient care in diverse environments, curricular interventions that make these processes explicit can deepen professional development.

In summary, the literature demonstrates that internationalization at home, reflective journaling, and narrative media are effective strategies to prepare nurses for global practice. Embedding these approaches into foundational nursing courses, such as Fundamentals of Nursing, ensures equitable access for all learners from the very beginning of their nursing curriculum. This study builds on these frameworks by evaluating a structured,

multimedia-based activity that integrates reflective practice, cultural humility, and systems-level awareness into the early stages of RN preparation.

Internationalization in higher education is defined as “the intentional integration of international and intercultural dimensions into curricula” (Knight, 2004; 2020). In nursing, internationalization supports readiness for equitable, person-centered care (Jeffreys, 2015). Study abroad remains valuable, but is inaccessible and impractical for many bridge students due to family and employment constraints. Narrative media has proven effective for embedding global learning, prompting ethical reasoning, empathy, and recognition of systemic inequities (Braun & Clarke, 2006; WHO, 2021). The American Association of Colleges of Nursing (AACN, 2021) emphasizes population health, interprofessional collaboration, and systems thinking. The National Council of State Boards of Nursing (NCSBN, 2023) provides a framework for observable steps in clinical judgment. Transcultural nursing theories and cultural humility frameworks reinforce the need for lifelong reflective practice.

Instructional Materials and Activities

Four strategies supported internationalization:

1. Five Days at Memorial Multimedia Activity – Guided reflection journals after each episode (graded 100 points each).
2. Pre-Lecture Quiz – Ten-item quiz assessing baseline knowledge of culturally responsive care.
3. Writing Across the Curriculum Assignment – Cultural interview, analysis of family roles, beliefs, and healthcare practices, presented in class.
4. Younas (2020) Article and Group Reflection – Discussion using CULTURE mnemonic (Challenge, Uncover, Listen, Tune in, Use, Respect, Evaluate).

Methods

A qualitative descriptive design was employed to capture the breadth of students' experiences and perceptions regarding the intervention. This approach was chosen for its suitability for studies that seek to provide a straightforward description of participants' perspectives without heavy theoretical interpretation. Data were collected from reflective journals (n = 20), quizzes, structured writing assignments, small-group reflections, and a post-series survey. The survey included Likert-scale items on knowledge, confidence, and cultural awareness, along with open-ended questions to capture narrative detail. This combination allowed for analysis of both cognitive outcomes and affective responses.

Findings

Themes from Journals and Surveys

Four major themes emerged: (1) re-centering the patient and family, (2) navigating scarcity and moral distress, (3) recognizing inequities through a global lens, and (4) shared leadership and teamwork.

Survey Results

Students frequently described the series as transformative, noting:

- “It showed how health disparities stem from systemic failures.”
- “This series changed my outlook on care in disasters.”
- “The series made me question what kind of nurse I want to be.”

Reflections and Assignments

Students reported greater appreciation for cultural humility and offered strategies such as involving families in care, respecting traditional health practices, and using open-ended questions to reduce bias. Many noted the need to recognize their own cultural assumptions before entering patient encounters.

Pre-Lecture Quiz

Baseline quizzes revealed gaps in understanding of cultural imposition, intersectionality, and social determinants of health. Despite confidence in their abilities, students lacked knowledge of frameworks for adapting care to diverse populations, underscoring the importance of embedding cultural content early in the curriculum.

Discussion

Integrating multimedia, reflective writing, and group dialogue provided a multidimensional model for internationalization at home. Students connected *Five Days at Memorial* to their own practice: EMS participants linked disaster triage to daily time and resource constraints, while long-term care nurses compared systemic inequities to challenges faced by older adults. These parallels demonstrate how narrative media can bridge global health issues with local nursing realities, reinforcing the value of reflective, contextually relevant learning. The results mirror findings from Leask (2015) and Cho et al. (2021), who argue that internationalization at home can replicate many of the benefits of global immersion.

Another important outcome was students’ enhanced recognition of systemic inequities and disaster vulnerability. The post-series survey revealed strong evidence that learners not only identified disparities but also considered strategies for advocacy and patient-centered interventions. This demonstrates how internationalization prepares students to challenge inequities in healthcare systems.

The integration of multiple modalities (media, reflective journaling, quizzes, writing assignments, and group discussion) provided learners with

layered opportunities for engagement and deep learning. This design follows Kolb's experiential learning cycle and supports multiple learning styles. For bridge students, who often balance work and study, such multimodal strategies offer flexibility and maximize impact within limited classroom time.

This study reinforces that internationalization at home is a vital tool for equitable, accessible nursing education. By using structured multimedia cases, reflective writing, and competency mapping, educators can cultivate cultural humility, ethical reasoning, and systems thinking among students unable to participate in study-abroad experiences.

Limitations

This study has several limitations. This study has several limitations. It drew mainly on self-reported reflections and survey responses, which can be influenced by social desirability. Even though journals were submitted anonymously, students may still have written with faculty expectations in mind. The sample was also small, comprising 20 bridge students in a single course at a single institution, so the findings should be interpreted cautiously. In addition, the qualitative, descriptive design provides insight into perceptions but does not allow causal claims.

Because of limited time and resources, the study did not include direct observation or performance-based measures. Future work should incorporate multiple evaluation methods, such as simulations, clinical performance assessments, and standardized patient encounters, and consider longitudinal designs to assess whether skills and attitudes carry over into practice.

Finally, the faculty member's perspective shaped both the design of the activity and the interpretation of the results. Including multiple educators from different programs would add depth and strengthen the applicability of future findings.

Conclusions

Internationalizing a Fundamentals of Nursing bridge course is both feasible and impactful when supported by intentional instructional design. Multimedia case studies, reflective journals, writing assignments, pre-lecture quizzes, and group dialogue proved effective in fostering cultural humility, ethical reasoning, and systems-level thinking. This approach was especially valuable for working adult students who often cannot participate in study-abroad programs because of time or financial constraints, yet still need access to meaningful global learning. The results show that internationalization at home should not be viewed as a secondary option but as a strong complement to traditional immersion. With careful design, these strategies can provide many of the same developmental benefits, such as empathy, global awareness, and critical thinking. Embedding these activities in core nursing courses ensures that

international perspectives are part of the foundation of nursing education rather than treated as optional enrichment.

Looking ahead, internationalization in nursing education can be strengthened through emerging tools such as virtual reality, digital exchange platforms, and immersive simulation. These approaches expand access to global learning by opening opportunities to students from a wide range of geographic, economic, and professional backgrounds. Faculty development and institutional support will also be essential to sustaining these efforts.

Ultimately, preparing nurses to provide culturally responsive, equitable, and safe care requires a commitment to global perspectives at every stage of education. By embedding internationalization within bridge programs, nursing educators can ensure that non-traditional students are fully prepared to meet the demands of an interconnected world.

Faculty Reflection and Future Directions

Faculty observed genuine growth in cultural humility and systems thinking among the cohort of students. Student journals reflected meaningful shifts in perspective and deep critical thinking. While the outcomes were encouraging, the process of designing and implementing this type of internationalized learning experience also provided important insights for the future.

I believe that any internationalization content added to a nursing curriculum must remain connected to nursing and healthcare. For students to truly engage, they need to recognize the relevance to their profession. The use of *Five Days at Memorial* worked well because students could easily picture themselves in the roles of the nurses, physicians, and patients. The fact that it was based on real historical events gave it a sense of weight and authenticity that students respected.

I also learned that immersive visual content has a greater impact than traditional “read and write” assignments. Nursing students tend to respond best when activities mirror the reality of clinical practice: fast-paced, unpredictable, and filled with human complexity. The series was not only educational but also engaging to watch, which kept students invested in the material.

The reflection piece mattered just as much. Most of nursing education is built around questions with a single correct answer, leaving little room for students to wrestle with uncertainty or explore their own values. This assignment gave them that space. Their journals showed that when encouraged to pause and reflect, they developed empathy and began to shape a stronger sense of professional identity. That experience reminded me that as nursing faculty, we need to create more intentional opportunities for this kind of reflection.

Next, I plan to pilot virtual reality simulations that will allow students to experience global health scenarios in an even more immersive way without leaving the classroom. If I were redesigning the course, I would weave these kinds of internationalization elements throughout the semester rather than concentrating them in a single unit. That shift could help students see cultural perspectives as an ongoing part of nursing practice, rather than a separate add-on.

Overall, this first attempt confirmed for me that internationalization in nursing education is most effective when it is profession-specific, immersive, and reflective. The key is choosing content that resonates with students' future practice while also challenging them to think critically about culture, systems, and their own professional formation. There is more to refine, but this pilot offers a model that can be adapted and expanded across nursing curricula.

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Appendix A

Figure A1

Reflection Rubric for Memorial Series Assignments.

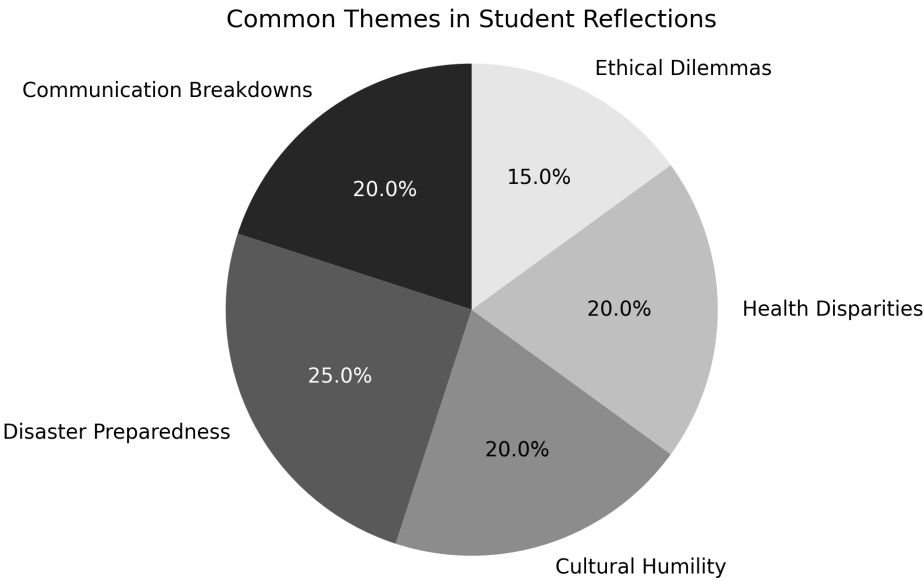
Criteria	Excellent (25–30 pts)	Proficient (20–24 pts)	Basic (15–19 pts)	Needs Improvement (0–14 pts)
Critical Thinking & Insight	Demonstrates deep understanding and original insight; shows thoughtful analysis of cultural, ethical, and professional issues.	Demonstrates good understanding and some critical thinking; responses are mostly analytical.	Demonstrates surface-level understanding; little analysis or insight.	Lacks critical thought; responses are vague, incorrect, or off-topic.
Support & Relevance	Specific examples from the episode strongly support responses; they clearly connect to healthcare and cultural themes.	Responses are mostly supported by episode details and relevant connections to course themes.	Limited references to episode content; weak or unclear connections to themes.	No or minimal reference to the episode; content is irrelevant or incorrect.
Clarity & Organization	Writing is clear, well-organized, and free of errors; complete sentences are used throughout.	Writing is generally clear and organized with few errors; complete sentences are used.	Writing lacks clarity or structure; some grammar/mechanical errors.	Writing is unclear, disorganized, or incomplete; frequent errors.

Criteria	Excellent (25–30 pts)	Proficient (20–24 pts)	Basic (15–19 pts)	Needs Improvement (0–14 pts)
Completion & Effort	Fully answers the prompt; goes beyond basic expectations; demonstrates strong engagement.	Fully answers the prompt; meets expectations.	Partially answers the prompt; minimal effort shown.	Prompt is not adequately addressed; effort is lacking.

Source: Kristen Hill, with assistance from AI for graphic design.

Appendix B

Figure B1
Common themes identified across student reflections

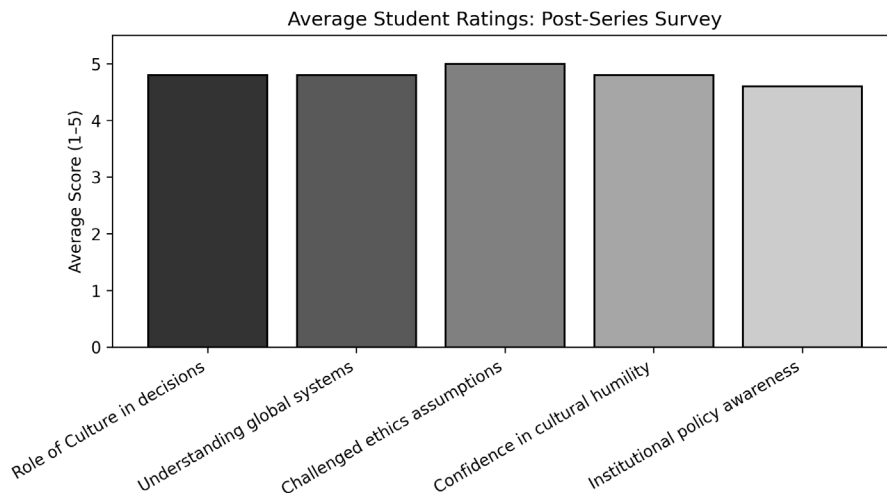


Source: Kristen Hill, with assistance from AI for graphic design.

Appendix C

Figure C1.

Average student ratings (1–5 scale) across post-series survey domains



Source: Kristen Hill, with assistance from AI for graphic design.

About the Author

Kristen Hill, MSN, RN, has been a nurse for 14 years, serving as a bedside nurse primarily in Neonatal Intensive Care, as well as in hospital education and academia. Kristen began her career in education in 2015, serving as the Neonatal Intensive Care Nurse Educator for 2 years, during which she provided education to staff nurses. Kristen began her transition to academia in 2017 as a part-time clinical instructor and transitioned to classroom education full-time in 2018. She currently teaches in the Health Care Professional to Registered Nurse Bridge Program at Albany State University, where she teaches across the nursing curriculum. Kristen is a published author and has presented at the state and local levels. In 2023, Kristen became a founding member of the Southwest Georgia Nurse Honor Guard and serves as Co-chair. In 2025, Kristen was named Albany Under 40 Young Professional of the Year for her outstanding achievements in education.

Internationalizing the Curriculum: Implementing the Foundation Year of the Social Work Program

Ihuoma Ohamadike, D.B.H., LCSW
Albany State University, Georgia

Abstract

In an increasingly globalized world, social work education must prepare students to engage effectively with culturally diverse populations. This paper explores integrating the Culturagram—a culturally sensitive assessment tool—into field education as a strategy for promoting global learning and cultural humility. The literature on the internationalization of the Social Work field education is limited. This research explores the internationalization of Social Work through students' participation and field experience. The research objectives are to broaden students' attention and participation in a structured project that combines field practice, reflective exercises, and classroom learning. The methodology included semi-structured interviews, completion of the Culturagram template, and reflective identity dialogues. Findings highlight the tool's effectiveness in bridging theory and practice, fostering professional growth, and strengthening student readiness for culturally responsive practice. Results demonstrated that students developed increased cultural awareness, improved self-reflection, and a deeper understanding of how systemic barriers and migration experiences shape client worldviews. Challenges included difficulty accessing immigrant clients, overlapping domains within the Culturagram, and the sensitivity of discussing topics such as legal status and discrimination. Overall, Culturagram offers an effective framework for internationalizing social work curricula and advancing culturally competent practice. Recommendations include strengthening community partnerships, refining curriculum design, and embedding trauma-informed practices to enhance the project's long-term impact.

Keywords: Culturagram, global learning, cultural humility, social work education, field practice.

The Council on Global Learning and Practice (CGLP), a council of the Commission on Global Social Work Education (CGSWE, 2025), is charged with developing opportunities to promote cultural humility by including experiential learning opportunities and diverse teaching modules to create course content that advances global issues. Introducing social work students to global learning prepares them to recognize how local issues are tied to global contexts (e.g., migration, poverty, climate change); encourages them to develop cross-cultural competencies and skills for working with diverse populations, and helps them understand global social justice frameworks such as human rights, sustainability, and equity.

To implement this practice successfully, it is essential to demonstrate an understanding of cultural differences and engage in thought-provoking interactions with individuals and families from diverse backgrounds. Culturagram provides a well-structured assessment framework that visually depicts cultural factors affecting individuals and families (Congress, 1994). It is one tool that has proven particularly valuable in promoting integration of the “principles of anti-racism, diversity, equity, and inclusion within the context of global positionality and experiential learning” (Nuss, 2023). This visual assessment framework has assisted practitioners in exploring the many dimensions of a client’s cultural identity, including values, beliefs, traditions, migration experiences, and family structure (Congress, 2004).

For social work students in field education, the use of the culturagram provides a structured yet flexible method for deepening cultural understanding and reflection. It not only enhances assessment and engagement skills but also encourages students to move beyond surface-level observations toward a more in-depth appreciation of how culture shapes individual and family dynamics. By integrating the Culturagram into field education, social work programs foster cultural humility, strengthen critical thinking, and prepare students for effective practice in diverse contexts (Curling, Osazuwa & Bhandal, 2023). From a global learning perspective, the Culturagram aligns with pedagogical approaches that stress experiential, relational, and critical learning across cultural contexts (CSWE, 2021). Students participate in a client-centered process that considers cultural narratives and encourages awareness of personal biases and assumptions. Nevertheless, introducing this assessment tool into social work field education positions students not only to assess cultural factors but also to engage with clients in ways that affirm identity, promote dignity, and strengthen the effectiveness of practice in an increasingly globalized world (NASW *Code of Ethics*, 2008).

Literature Review

As emphasized by Council on Social Work Education, the highest accrediting body of social work education in the United States, integrating global learning in social work education promotes student experiences that cultivate an understanding of the interconnected systems, human rights and responsibilities across borders and developing the knowledge, skills and values and attitudes required to solve shared problems (Council on Social Work Education CSWE, 2022, 2025). The National Association of Social Workers (NASW) Standards for Cultural Competence underscore the essential role of cultural humility and ongoing education in preparing social workers to engage effectively with an increasingly diverse client population. These standards emphasize that cultural humility, grounded in continual self-reflection, awareness of power dynamics, and openness to learning from clients, must coexist with cultural competence, which involves acquiring culturally relevant knowledge and skills. According to Nuss (2023), structured pedagogical practices increase global consciousness and socio-cultural responsibility in adult education. Campus-based global models, including comparative social policy courses, faculty-

led study abroad opportunities, and service-learning and community-engaged activities as experienced in field education, are the pedagogical practices used to promote global learning.

Social work, grounded in its practice-oriented foundation, must preserve its professional integrity while simultaneously embracing the dynamism required to meet emerging and future challenges. Additionally, the NASW (2008) *Code of Ethics* clearly states, “Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries” (p. 14). By introducing curricula and co-curricular activities, faculty members can promote students’ engagement in enriching knowledge, skills, and values, thereby ensuring international/intercultural competencies that align with the proposed competencies of social work education (CSWE, 2021). This approach not only educates students but also ensures that the professor is cognizant of multicultural perspectives and can reflect on their own cultural awareness and personal biases that may hinder an objective perception of others (Pine & Drachman, 2005). Social work-specific studies report gains in cultural competence, adaptability, and human rights awareness among participants in short-term programs. However, mixed findings caution against assuming automatic growth and highlight the need for reflective, critical pedagogy (Nolan, 2024).

According to Osakwe (2016), the internalization of a course necessitates that instructors engage students in creative and innovative activities designed to cultivate cultural competence through global learning opportunities. Using tools such as the Culturagram facilitates curriculum integration that assesses cultural and global influences on clients while anchoring practice in the ethical principles embodied in the National Association of Social Workers (NASW) Code of Ethics.

The *Culturagram* was first developed (Congress, 1994, 1997) and later revised (Congress, 2002, 2008b) to help understand the role of culture in families. This tool has been used to promote culturally competent practice (Lum, 2010) and in work with battered women (Brownell & Congress, 1998), children (Webb, 1996), older people (Brownell, 1997; Brownell & Fenly, 2008), immigrant families (Congress, 2004, 2010), and families with health problems (Congress, 2004). This article uses the Culturagram to broaden the scope of global learning by focusing on immigrant and refugee families and highlighting cultural factors across 10 areas, including migration, language, health beliefs, legal status, and experiences of discrimination. While the Culturagram is a family assessment instrument designed to “individualize” culturally diverse families and help social workers tailor practice to immigrant and diverse families, it is important to assess the family within its cultural context. However, considering a family solely in terms of a generic cultural identity may lead to overgeneralization and stereotyping (Congress, 2008b). The Culturagram promotes cultural humility by emphasizing learning as ongoing and relational rather than as a fixed skill set. The need to utilize the Culturagram assessment tool to internationalize field work education grew out of the recognition that culturally diverse families are growing in leaps and bounds, which comes with the need to

prepare future social work professionals who must apply the implications of cultural differences among families in their practice (Congress, 2008b).

Methodology

This project employed a qualitative, experiential learning design embedded within a social work field education seminar. The study emphasized the use of the Culturagram assessment tool (Congress, 1994, 2004, 2008b) to promote global learning, cultural humility, and culturally responsive practice. The methodology was structured around both classroom- and field-based activities, allowing students to bridge theory and practice and develop the competencies outlined by the Council on Social Work Education (CSWE, 2021, 2025).

Participants

The participants consisted of 22 Master of Social Work (MSW) students enrolled in the Generalist Practice Field Experience course. All participants were in the foundation year of their field education and were required to complete 450 hours of field instruction across the academic year (CSWE, 2022). Students were placed in diverse practicum sites under the supervision of Master-level social workers with at least 2 years of post-graduation experience.

Procedure

The methodology was implemented in four stages:

1. Orientation & Training – Students were introduced to the concept of global learning and the theoretical foundations of the Culturagram. The instructor provided training sessions on cultural humility, ethical considerations, and culturally sensitive interviewing (Yeager & Bauer-Wu, 2013).
2. Client or Country Selection – Students either engaged with immigrant or refugee clients at their practicum sites or, when direct access was limited, selected a country of interest to research cultural dimensions. This ensured inclusivity for students whose placements did not provide access to immigrant clients.
3. Data Collection – Students developed semi-structured questionnaires based on the ten domains of the Culturagram (e.g., migration history, language, health beliefs, family values, legal status, impact of trauma, cultural and religious institutions—oppression, discrimination, bias and racism, reasons for relocating, values about work and education). Data were gathered through interviews with clients, supplemented with secondary research on the selected cultural context (Pomeroy & Bradford, 2017).
4. Culturagram Development & Presentation – Each student completed a Culturagram template, mapping cultural factors holistically. Findings were presented through oral presentations and written submissions,

ensuring peer-to-peer learning and faculty feedback (Congress & González, 2020).

Tools

Culturagram Template (Congress, 1994, 2008b) served as the primary assessment tool.

- “Who Am I?” Identity Dialogue – a reflective self-assessment exercise to promote self-awareness of biases and cultural identity (Ouellette, 2022).
- Interview Questionnaires – designed by students to elicit client narratives while respecting cultural values and communication styles.

Data Analysis

A thematic analysis approach was applied. Students and faculty identified recurring cultural themes across projects, including challenges of migration, health beliefs, family dynamics, and experiences of discrimination. Student reflections were also analyzed to assess personal growth, skill acquisition, and cultural humility development (Zárate, Shaw, Marquez & Biagas, 2012; Yasui, 2015).

Ethical Considerations

In compliance with the NASW Code of Ethics (2008, 2017), students were instructed to maintain confidentiality, use pseudonyms for clients, and respect client autonomy during interviews. In cases where clients were unavailable, students relied on secondary research to avoid ethical dilemmas while still engaging in cross-cultural exploration (Comas-Díaz, 2011).

Course Overview

The Generalist Practice Field Seminar II course syllabus was modified to include global learning as part of the social work curriculum. This field course, offered in the second semester of first-year MSW field education, links classroom theory with practical field experience. This one-credit-hour field seminar course runs concurrently with a three-credit-hour course, Generalist Practice Year Field Experience, which offers MSW students the opportunity to integrate their classroom learning and to demonstrate their abilities to apply generalist social work knowledge, values, and skills in practice to enhance the well-being of the clients served in their practicum sites. Field placements are under the supervision of an experienced professional master social worker to provide a wide range of learning opportunities to support the development of generalist practice. Students complete 225 clock hours of field work in the Fall semester and another 225 clock hours of field work in the Spring semester to complete the required 450 clock hours of foundation field instruction.

The global learning goals for this course are to ensure that MSW students understand how policy and its implementation mediate human rights, social justice, and social welfare and services at the federal, state, and local levels across the various countries of their choice. Secondly, to ensure that MSW students are knowledgeable about and sensitive to the intersection of multiple life experiences

such as poverty, marginalization, alienation, privilege, power, and claims based upon such factors as age, class, color, culture, ethnicity, gender, immigration status, race, religion/spirituality, and tribal sovereign status. To ensure strict adherence to the Council on Social Work Education's competency-based approach, the outlined course aims to capture the student's ability to synthesize and integrate social work knowledge, skills, values, cognitive, and affective processes for the purposes of a practice situation in a professional, purposeful, intentional, and culturally responsive manner to enhance human and community welfare (see Figure 1).

The following global learning objectives, which represent the focal point of internationalizing this course, were developed to raise awareness of the cultural and traditional practices that reflect the changing and dynamic nature of values in the context of global learning.

Practicing cultural Humility: Introduce in-class activities that promote respect, build trust, and strengthen relationships by acknowledging the limits of one's own knowledge and experiences, encouraging self-reflection on biases, and fostering a lifelong process of learning and adapting to the diverse needs and identities of others (Yeager & Bauer, 2013).

Assessing cultural influences: This involves introducing a systematic approach to gather information about a client's cultural identity, including their migration history and their degree of acculturation.

Understanding cultural diversity: By not only acknowledging the presence of various cultural groups in a society but also by recognizing these differences and appreciating the values that make each group unique (Lin, 2020).

Figure 1

CSWE MSW Program Competencies



Source: Created by author, 2025.

Applying the Culturagram tool: This tool assists social workers in gathering detailed information about a family's cultural background by assessing ten key areas, including reasons for relocation, legal status, language, health beliefs, family

dynamics, and experiences with trauma and oppression. This data is examined to determine the relationship between these factors and family well-being and resource access.

Assessing Cultural Influences: This involves using surveys, interviews, and observations to evaluate how cultural factors such as values, beliefs, customs, and communication styles impact individuals, organizations, or even proposals. Developing culturally sensitive interventions

Improving Intercultural Communication: Students will develop the skills needed to interact effectively with individuals from diverse cultures by practicing active listening, enhancing cultural awareness, and adapting their communication style. Individuals cultivate an understanding of their personal biases, pursue knowledge of various cultures, and proactively solicit feedback to improve their awareness of how others interpret their communication.

The global learning course goal for this internationalization is to prepare students to develop cultural humility and deepen their understanding of how cultural factors influence the assessment, planning, and provision of culturally sensitive interventions for individuals and families, especially immigrant or refugee families. Following the implementation of course activities and strategies to promote global learning, students are expected to understand the unique needs of clients from backgrounds different from their own and to gain a deeper understanding of cultural values, experiences, and challenges, resulting in more personalized and effective support plans for their clients.

Course Internationalization Process

It is a central priority to internationalize this social work field seminar course to ensure that students are adequately prepared for global integration and professional practice across diverse contexts. One effective method of fostering intercultural competence is through curriculum modification and the integration of culturally responsive classroom activities (Edwards, 2008). To accomplish this objective, the internalization process incorporated cultural awareness, evidence-based practices, and experiential learning through the following measures. Using tools such as the Culturagram, students developed both self-awareness and global perspectives, ensuring their learning extended beyond theory into applied practice.

Course Syllabus Modification

This step involved updating the existing course syllabus to incorporate cultural awareness explicitly throughout the curriculum. Key elements projected in the modification included (Course Syllabus, 2025):

- Competency 2: Engage Diversity and Difference in Practice: Which enjoins social workers to practice the following skills:
 - Apply and communicate an appreciation of the importance of diversity in building life experience at the micro, mezzo, and macro levels in practice;

- ⊖ Present students as learners while enabling them to communicate with clients and constituents as skilled professionals through their acquired experience;
 - Employ self-awareness and self-regulation to resolve possible effects of personal favoritism when working with diverse groups of clients and individuals.
- Competency 7: Assess individuals, families, groups, organizations, and communities.
 - The social worker is encouraged to employ knowledge of human character and social environment, person-in-environment, and other disciplines' theoretical frameworks in examining assessment data from groups of individuals, clients, and constituents; and
 - A mutually agreed-upon intervention goal and objectives would be developed with an evaluation of strengths, needs, and tasks within constituents. Thus, appropriate intervention is chosen based on strategies, experience, research knowledge, and values of constituents and clients (CSWE, 2022).

Integrative Activities and Progress Monitoring

These activities incorporate culturally sensitive, integrative activities from the course textbook. This inclusion in the syllabus helped to foster a more inclusive environment and allowed students to practice applying theories in diverse contexts.

Included periodic updates on the data collection for the country of choice. These structured progress checks supported continuous evaluation of students' understanding of the global learning goals.

Weekly Activities, Readings, and Recommendations

Recurring activities kept the students engaged and encouraged consistent reflection on cultural topics. To reinforce the theoretical foundation of cultural competence, the syllabus included a carefully selected range of readings and learning materials. These recommendations encompassed:

1. Textbooks and Concept Applications: The students were assigned relevant topics in the recommended course textbook that promote cultural diversity and awareness.
 - Evidence-Based Practices that identify and integrate research-based methods into classroom discussions and assignments.
 - Worldview Perspectives: Incorporated assignments that allow students to analyze and compare global perspectives during classroom discussions.
 - Cultural self-Awareness: Incorporated reflective exercises that motivated students to identify and examine their own cultural assumptions.

Class Activities

Internationalization is further strengthened through classroom activities that foster critical reflection and dialogue. Examples include:

2. Introducing the culturagram assessment tool to explore individual and cultural differences;
3. Assigning individual research projects on countries of students' choice to enhance their worldview and global knowledge;
4. Facilitating classroom discussions on field experiences with immigrant clients;
5. Encouraging students to share personal experiences of working with clients from diverse cultural backgrounds;
6. Projects and tasks: The final component of the internationalization process involved structured projects and tasks that integrate learning into practical outcomes;
7. Conducting a self-awareness assessment to critically examine one's cultural identity, and subsequently selecting a country of choice to serve as the foundation for a targeted cultural analysis;
8. Students completed a culturagram template, synthesizing cultural factors affecting individuals and families;
9. Students delivered oral presentations of the culturagram findings to their peers
10. Students utilized technology software for voiceover presentations, reinforcing digital literacy while communicating complex cultural insights.

Overall, the course internationalization initiative entailed purposeful redesign of the syllabus, strategic inclusion of culturally responsive readings, and the adoption of reflective and interactive pedagogical practices. This approach ensured that students gain the opportunity to connect theory with practice and included activities that prepare them for professional roles that demand global awareness.

Guideline for a culturagram

The comprehensive project selected for the students to exhibit a practical example of the global learning experience was to complete a culturagram. The project requires students not only to gather and analyze cultural data but also to reflect critically on how cultural systems intersect with individual experiences and community life. The project guidelines included the following steps:

- **Country Identification:** Since the majority of the students do not have clients from different countries in their practicum sites, they were given the option to select to work with a country of interest as the focus of their cultural exploration. To help them narrow down their choices, students were encouraged to pick a country they have visited, have read about, or plan to

visit. Students with immigrant clients at their practicum site were encouraged to complete the project for those clients.

- Client engagement: The initial interactions between the social worker and the clients set a strong foundation for the work they will do together. At this stage of the project, students are guided to cultivate rapport with a client from the selected country, thereby promoting an atmosphere of respect, cultural sensitivity, and psychological safety that facilitates meaningful. (Pomeroy & Bradford, 2017). Students who are unable to identify individual clients from their countries of choice are encouraged to begin research on those countries using the guidelines below.

For the country of interest, students are guided to investigate critical domains, including:

- The political system and the names of major political parties,
- Religions and faith traditions;
- The national and local economy;
- Cultural elements such as sports, exercise, and recreational practices,
- The role of languages and ethnic groups, and
- Major holidays and cultural celebrations.

Conduct an assessment using the culturagram: Each student conducts an assessment using the culturagram tool to systematically explore cultural factors. Culturagram is a family assessment tool developed to help social workers better understand families from different cultural backgrounds. The culturagram examines the following 10 areas. (See Figure 2).

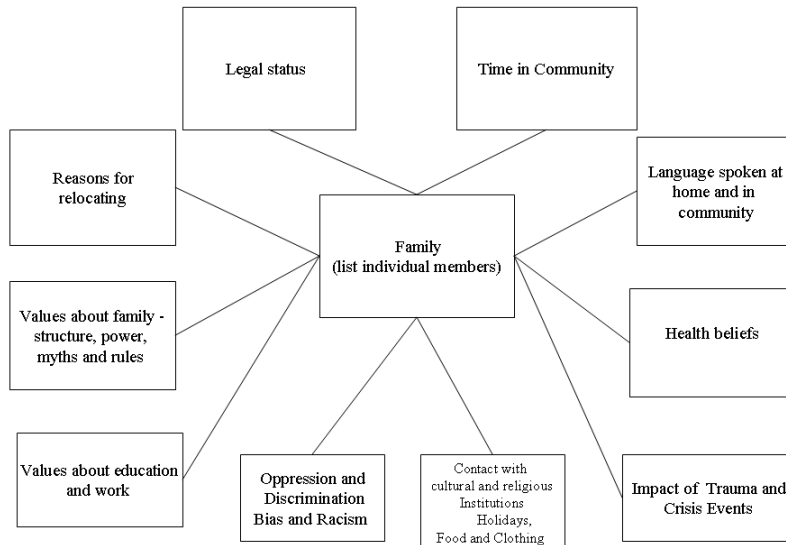
Develop a questionnaire: Students design a unique semi-structured interview questionnaire to address the 10 areas covered in the culturagram. The questionnaire had to devise appropriate, unique questions from the relevant content areas and also reflect the respondent's culture and functioning level. Sample questionnaires (two of them) that reflect the culturagram are found below.

Assessment Prior to Practicum Assignment

To ensure that internationalization efforts are effectively measured by student growth in knowledge, skills, values, and applied competencies, a comprehensive assessment approach was implemented in the course.

Self-awareness Assessment: The first step toward intercultural competence is self-awareness, as students understand how their experiences shape their perspectives and gain insights into their cultural frameworks (American Association of Colleges and Universities [AAC&U] Global Learning VALUE Rubric, Framing Language Section, 2014). Students were asked to complete a self-awareness assessment to evaluate their own cultural identity, biases, and perspectives (Ouellette, 2022). To this end, students completed the "Who am I Identity Dialogue". (See Figure 5 below) where they listed twelve identities that describe them. Afterward, they answered the following questions.

Figure 2
Culturagram Template



Source:
From
“Visual
Assessment
Tools: The

Culturagram,” Will Ward, 2008, (<https://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools>). Copyright 2008 by The Social Work Podcast.

1. In reviewing the figure, which three identities are the most important to you?
2. Which one identity is shaped by the values of your ethnic/ cultural membership? In what ways?
3. Looking at the figure again, which identity are you most comfortable with? Why? Which one identity are you most proud of? Why?
4. Which one identity are you least comfortable with? Why?
5. If someone wanted to find out more about who you are, how should they approach you? How should they begin? What are the best ways to get to know you?

Completion of the Culturagram Template on a Client: Students will apply the Culturagram framework to analyze a client’s cultural background across ten distinct domains, ensuring a holistic perspective:

Reasons for relocation: Relocation to the United States comes in various forms for different families; some people are in search of greener pastures, others relocate due to political and religious discrimination, and social unrest in their countries of origin. Some immigrants decide to make the US their permanent homeland, while others travel back and forth for holidays and

Figure 3*Who am I? Identity dialogue*

Assessment Criteria Who am I? Identity Dialogue			
Rubric	High (2)	Med (1)	Low (0)
"Who am I?" figure	completed 12 lines or identities or more	completed 12 lines or identities	completed less than 12 lines or identities
Identity dialogue	completed 6 items with clarity, depth, and self-perception	completed 4 to 5 items with clarity, depth, and self-perception	Did not complete 4 items; thinking is unclear and shallow; lacks self-perception



Source: Created by author, 2025

- special occasions (Congress & Gonzales, 2020). To ensure immigrants maintain continuous, close ties with their families and cultural heritage, the social worker encourages connections with their ethnic communities in the US. Modern means of communication, such as WhatsApp, Facebook, and Video calls, make it easier for immigrants to stay connected with relatives who still live in their countries of origin.
- Legal status: can affect both individuals and their families. Within the same family, there may be members who are citizens, those who are “green card holders” with the legal right to remain in the United States and to proceed toward citizenship, and those who are undocumented and without legal status. Typically, undocumented families may be hesitant to engage with community members or outsiders due to fears that disclosing personal information could expose their legal status and increase the risk of deportation.
- Time in the community: The length of time in the community may differ for the clients and the families, and often makes a difference in their level of assimilation in the new country. Children often make a quicker transition than do adult immigrants (Congress, 2021; Sciarra, 1999).
- Language spoken at home and in the community: Determining the language spoken more frequently at home or outside the community helps to determine how involved the immigrants are in relating with the community. In some instances, the children will serve as interpreters for their parents in schools or even hospitals.
- Health beliefs and access: Since different cultures have varying ideas about health, diseases, and cures. Diverse immigrants are more likely to use home

remedies or procedures from their home country as their primary health care methods rather than traditional Western European medical care for diagnosis, pharmacology, x-rays, and surgical procedures (Congress & Lyons, 1992). Other immigrants may choose to use a combination of Western medicine and traditional folk beliefs. The social work practitioner must be aware of ethical dilemmas that may arise, such as when the immigrant's health beliefs contradict those of the Western medical team (Congress & Lyons, 1992).

- Impact of trauma and crisis events: Developmental crises may occur when a family moves from one life cycle stage to another. According to Wang, Zhai, and Pei (2020), a family's reaction to crisis events is largely shaped by culture, environment, and values.
- Communicate with cultural and religious organizations: The social worker needs to learn the cultural significance of important holidays for the patient and family, as they are indicative of what families see as major transition points within their family. It may be particularly traumatic for culturally diverse patients who are too ill to participate in an important family celebration.
- Experiences related to cultural bias and discrimination may occur, but access to cultural institutions can play a significant role for immigrant patients and their families. Family members may use cultural institutions differently.
- Values about education and work: All families have differing values about work and education, and culture is an important influence on such values. Economic and social differences between the country of origin and America can affect immigrant families.
- Values about family structure—power, hierarchy, rules, subsystems, and boundaries: the social worker will be mindful that each family has its unique structure, beliefs about power relationships, myths, and rules. A family's cultural background may influence specific factors.
- Integrative Activities: Classroom and field activities designed to enhance cultural competencies through experiential and interactive methods.
- Questionnaire Development: Students design and implement questionnaires to gather relevant cultural information, applying research and communication skills.
- Oral Presentation of the Culturagram: As a culminating task, students present their culturagram findings to peers and faculty to enhance both analytical and communication skills while fostering cross-cultural dialogue.

Sample Students' Questionnaire

To prepare for the initial assessment session with the client, students are required to develop appropriate, personalized questions based on the Culturagram's key content areas. The questions should reflect cultural responsiveness and respect

for the client's cultural context, while also being framed in a way that is understandable and appropriate to the client's language proficiency, cultural norms, and level of comprehension. Below is an example of a questionnaire prepared by Student X for a client from the United Kingdom.

Sample questionnaires from Student X

Personal Background

1. Can you tell me about your experience growing up in London?
2. What brought you to the United States, and how has your transition been so far/
3. How would you describe your current living situation?

Community & Social Support

4. How connected do you feel to your local community here in the U.S.?
5. Do you have a support system, such as friends, family, or community groups?
6. Are there any cultural or religious organizations you participate in?

Legal & Immigration Status

7. What is your current immigration status, and how does it impact your daily life?
8. Have you faced any challenges navigating the U.S. immigration system?

Family & Relationships

9. How often do you communicate with your family in London?
10. Have you experienced any cultural differences in family values between the U.K. and the U.S.?
11. What role does family play in your personal and professional life?

Education & Work

12. What is your educational background?
13. How have your experiences been in the U.S. job market compared to London?
14. Do you feel supported in your workplace, or have you faced challenges such as discrimination or bias?

Experiences with Discrimination & Bias

15. Have you experienced racism, discrimination, or bias in the U.S.?
16. How do these experiences compare to those you faced in London?
17. Have these challenges affected your mental health or sense of belonging?

Health & Well-being

18. How would you describe your current health and access to health care in the U.S.?
19. Do you have any ongoing physical or mental health concerns?
20. Are you aware of available resources for health and well-being?

Trauma & Crisis Support

21. Have you experienced any major crisis or trauma related to your relocation or life experience?

22. Have you sought support for these challenges? If so, what kind of support has been most helpful?
23. What coping strategies do you use to manage stress or trauma?

Language & Cultural Adaptation

24. What language do you primarily speak at home?
25. Have you faced any language or communication barriers in the U.S?
26. How comfortable do you feel navigating cultural differences in the U.S?

Future Goals & Needs

27. What are your personal and professional goals for the future?
28. What are your barriers to achieving them?
29. What support or resources would help you feel more stable and successful in the U.S.?

Sample Students' Presentation

In the oral presentation, the student gives a detailed and substantial reason for selecting the country in which they plan to work. The presentation follows a logical structure, beginning with a detailed introduction to the client family, using pseudonyms to ensure privacy, and explaining the culturagram's purpose and reviewing the key components of the culturagram template. The student will suggest culturally sensitive interventions for the problems noticed during the assessment. The presentations should explicitly link cultural findings to their relevance in the social work context, such as practice with immigrant families, community outreach, or culturally responsive interventions. (NASW Code of Ethics, 2017).

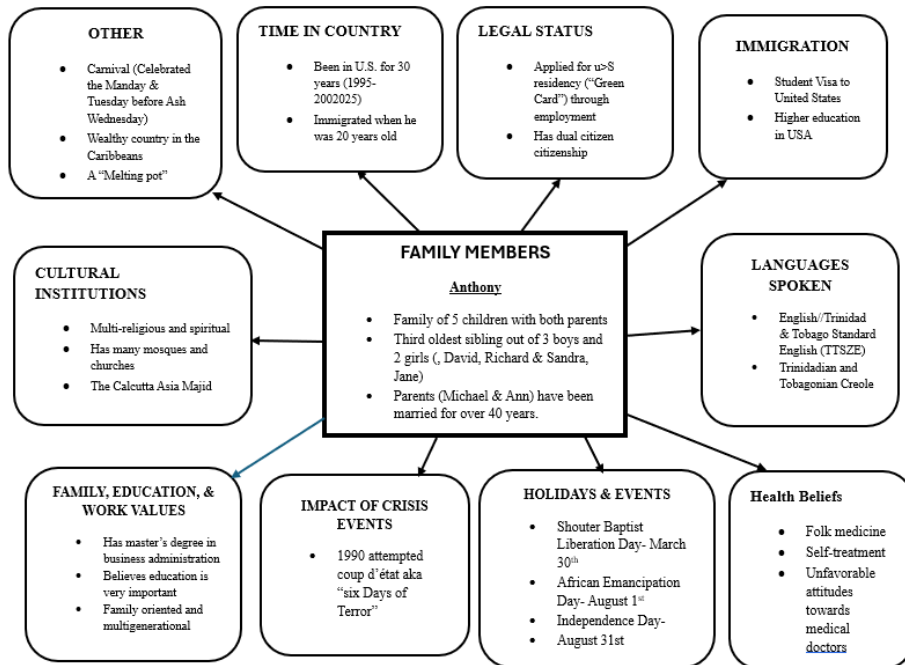
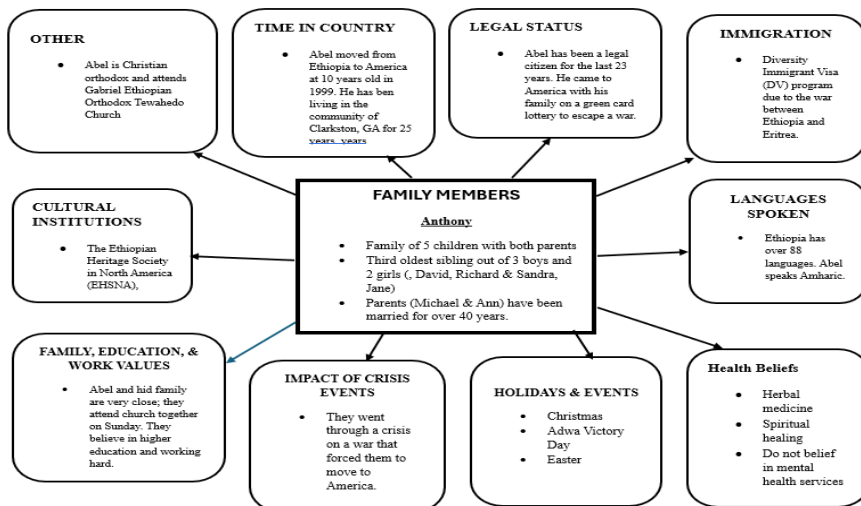
Students are expected to evaluate their ongoing progress during the project, methodically document advancements in cultural awareness, and identify avenues for continued development.

Table 1

Culturagram Presentation Rubric

- Questionnaire (20 points)
Unique, original, and individualized for the client.
- Culturagram (20 points)
Culturagram is complete and provides an in-depth overview of the interviewee's migration and cultural situation.
- Self-Assessment & Learning (20 points)
Reviews in-depth learning to reveal significantly changed perspectives about immigration issues and cross-cultural communication, which provide the foundation for expanded knowledge, growth, and maturity.
- Application to practice (20 points)
Presents novel, unique, and specific applications at macro, mezzo, and micro levels derived from the interview/culturagram.
- Presentation Style (20 points)

Communicates meaning clearly, fluently, and with almost no errors.

Figure 4a*Sample of completed culturagram**Source: Created by author, 2025.***Figure 4b***Sample of completed culturagram**Source: Created by author, 2025.*

Results & Achievements

The implementation of the course internationalization process produced measurable outcomes that highlight students' academic and professional growth.

Table 2

Category and results

Category	Result
Student Participation	100% of students fully participated in the project
Mastery of Culturagram	98% demonstrated mastery of using the culturagram as an assessment tool for immigrant clients
Identity Dialogue (“Who Am I?”)	90% found the dialogue beneficial as a self-awareness tool
Understanding Immigration Process	98% reported a strong understanding of the immigration process and how cultural orientation shapes client behavior
Cultural Knowledge	100% reported increased knowledge of political systems, health beliefs, food, and cultural markers tied to clients’ countries of origin

Student Participation: This is a mandatory course for graduation from the MSW program, and all students registered for the class fully participated in the project. The students were quite enthusiastic about the project.

Mastery of Culturagram: 2 % of the project participants did not demonstrate a comprehensive understanding of using the culturagram as an assessment tool. These students could not identify clients from the selected countries, so they struggled to provide specific information as their internet research was limited to general country data.

Ninety percent of the students reported that the self-awareness assessment was beneficial for identifying their personal biases and for helping them avoid judgment in their client assessments. The other 10% shared that the awareness test did not provide any new information about themselves. Nevertheless, every student in the class reported increased knowledge of the political and social contexts of their chosen country and, above all, an increase in applying global learning skills to social work practice.

To promote global learning objectives, students were advised to select countries different from their own countries of origin. Since all 15 students in the class identified the United States as their country of origin, they were encouraged to explore cultural contexts beyond their personal lived experiences. Each student

selected a unique country to ensure a broad range of cultural perspectives and to avoid duplication.

The 15 countries examined were Barbados, Ethiopia, Indigenous Native American communities, Italy, Jamaica, Japan, Mexico, Morocco, Nigeria, Portugal, Thailand, Trinidad, the United Arab Emirates, the United Kingdom, and Vietnam. This approach supported the course's global learning goals by exposing students to diverse cultural norms, family structures, migration histories, and social systems. Through this process, students deepened their cultural competence and applied culturally responsive questioning while developing their Culturagram, strengthening their ability to engage effectively with clients from diverse cultural backgrounds.

Reflections

The final stage of the course internationalization process centers on student reflections, which reveal both personal growth and the development of professional competencies. Reflections highlight the transformative impact of cross-cultural learning and demonstrate the effectiveness of experiential assignments.

Increased Cultural Awareness

Completing the Culturagram project deepened the students' understanding of how culture shapes individual and family experiences. By systematically exploring dimensions such as immigration history, values, education, language, and health beliefs, most students reportedly gained a more nuanced appreciation of how culture informs clients' worldviews and influences their engagement with services. This process reinforced the idea that culture is not a static category but a living, evolving part of people's lives (Zarate et al, 2012; Sasaki & Baba, 2024).

Application to Social Work Practice

The project highlighted the importance of moving beyond surface-level cultural competence to cultural humility and responsiveness (Congress, 1994). The students shared their ability to identify the strengths and challenges that their client overcame using the Culturagram assessment tool. This allowed for more holistic assessment and intervention planning. The tool prompted important conversations around family dynamics, community ties, and systemic barrier conversations, which they reportedly would have overlooked without a proper understanding of the clients' contexts (Yasui, 2015; Ducklow, 2017).

Personal and Professional Growth

One of the strongest outcomes students reported was increased self-awareness. The students who reported an improved self-awareness from the "Who am I" dialogue project expressed in-depth appreciation of how that activity required them to reflect on their own cultural lens, biases, and assumptions (Brownell, 1997). This introspection highlighted that effective social work practice is not only about "knowing" another's culture, but also about being open, curious, and respectful of

each client's lived experience (Comas-Diaz, 2011). This project buttressed the students' active listening skills, ensuring they became accustomed to listening rather than assuming by asking open-ended questions. This provided the students with an opportunity to adjust to the clients' worldviews rather than expecting the clients to assimilate to theirs. Working with culturally diverse clients not only benefits clients but also transforms practitioners, challenging biases and fostering empathy. I have included some direct quotes from students about the lessons learnt and reflections on participating in the global learning project:

What I Learned: Immigration Issues

"Immigrants from Japan frequently encounter difficulties integrating into society, including language barriers, a lack of social support networks, and feelings of cultural isolation. These challenges can affect their ability to secure housing, pursue education, and find employment."

What I Learned: Cultural Interaction

"I learned that being culturally sensitive requires understanding not just language differences, but subtle norms, values, and social expectations that influence how people express needs and build relationships".

Application to Social Work Practice

"Macro: I will continue to practice cultural humility and avoid assumptions about clients' values, communication styles, or help-seeking behaviors."

"Mezzo: I will help connect clients to community resources that align with their cultural and linguistic needs, such as culturally specific support groups or interpreters."

"Micro: I'll promote education and awareness around immigration issues to reduce stigma and increase cultural competency in service systems."

Challenges Encountered

While the Culturagram proved highly effective in promoting global learning in field education, several challenges emerged during implementation. The students highlighted difficulties in identifying immigrant clients in their immediate vicinity, which limited opportunities for direct engagement. As a result, several students resorted to conducting internet searches about their selected countries. This approach undermined the unique purpose of using the Culturagram as a culturally grounded, client-centered assessment tool. In such cases, students relied on secondary research, which sometimes resulted in less nuanced data. Another challenge was the large class size, which limited the ability to provide individualized feedback and supervision. Additionally, some domains of the Culturagram overlapped, and certain clients expressed discomfort sharing sensitive information, particularly regarding legal status and religious practices. As noted by Fox (2025), in the aftermath of Executive Order 14148, which authorized expanded Immigration and Customs

Enforcement (ICE) access to schools and hospitals, both undocumented and documented immigrants experienced heightened anxiety and adopted more guarded behaviors to avoid potential exposure and deportation risks. These challenges underscore the need for flexibility, positioning the Culturagram as a guide rather than a rigid checklist (Fox, 2025). Addressing these limitations in future course iterations may involve expanding access to community partners, reducing class size where possible, and incorporating trauma-informed approaches when discussing sensitive cultural topics.

Personal Reflections

Ensuring that social workers have the necessary education and a comprehensive understanding of clients' cultural backgrounds is critical to effective practice. As emphasized by the National Association of Social Workers (NASW), culturally informed knowledge equips practitioners to respond more sensitively to the complex needs of vulnerable populations. It enhances the overall quality and effectiveness of service delivery (NASW, 2021). By learning to identify factors such as cultural values, immigration backgrounds, language, and family dynamics that influence a client's behavior, social workers can more effectively act ethically, establish trust, and design services that respect every client's cultural identity. This commitment to culturally grounded practice strengthens outcomes and promotes equitable access to care for marginalized communities. The use of the Culturagram within social work education directly supports these standards by providing a structured, client-centered assessment tool that highlights immigration history, family values, language, legal status, and other cultural domains essential for understanding the experience of immigrant families. Through this lens, students learn to approach clients as experts of their own cultural narratives, while cultivating global learning competencies that deepen their understanding of transnational experiences, cultural diversity, and global interdependence. Integrating the Culturagram into a global learning framework, therefore, reinforces the dual goals of cultural competence and cultural humility. This equips emerging social workers with the analytical, relational, and reflective capacities needed to deliver culturally attuned and ethically grounded services in an increasingly interconnected world.

This project functioned as a virtual journey, allowing students to "travel" to the countries they selected while sitting at their computer desks. The internationalization of the field seminar course provided a powerful opportunity to expose students to the cultural norms, practices, and worldviews that shape clients' behaviors and decision-making processes. By engaging in culturally sensitive, globally informed learning activities, students developed a deeper appreciation of the diverse contexts shaping immigrant clients' experiences. Such exposure prepares emerging social workers to become competent practitioners capable of delivering ethical, responsive, and effective services to immigrant individuals and families who are navigating the challenges of acculturation in a new, unfamiliar environment.

Conclusions

The integration of the Culturagram into social work field education provided a meaningful and effective avenue for cultivating cultural humility, critical reflection, and global learning among MSW students. Through structured assessments and guided reflective exercises, students deepened their understanding of global perspectives. They learned to recognize the intersections among migration, culture, identity, and systemic barriers that shape clients lived experiences. This project broadened students' appreciation of cultural diversity while fostering empathy, self-awareness, and a more nuanced grasp of how sociocultural contexts influence client functioning. Overall, the outcomes affirm the Culturagram as a valuable pedagogical and practice-based tool that equips emerging social workers for ethical, culturally attuned, and globally informed practice in an increasingly interconnected world (Congress, 1994).

Recommendations

In the future, before internationalizing this course, faculty should ensure that students have the opportunity to conduct assessments with actual immigrant clients rather than relying solely on secondary sources. This will require collaboration with local immigrant- and refugee-serving organizations to increase access to diverse client populations and expand opportunities for experiential learning. Reducing class sizes or integrating small-group facilitation may further enhance individualized feedback and mentoring, allowing for more personalized guidance. Additionally, faculty should ensure that students receive training in trauma-informed interviewing, particularly when exploring sensitive topics such as legal status, discrimination, and crisis experiences. Embedding more structured reflective activities—such as journaling, guided prompts, and peer discussions—can deepen self-awareness and reinforce lifelong learning in cultural humility. Encouraging students to connect their Culturagram findings with current scholarship on migration, human rights, and cultural competence will strengthen both academic rigor and professional application. By implementing these recommendations, social work education can continue to advance the internationalization of its curriculum, thereby preparing students to navigate cultural complexity and practice ethically within diverse global contexts.

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About the Author

Dr. Ihuoma Ohamadike is a Licensed Clinical Social Worker (LCSW). She is currently an Assistant Professor and MSW Field Coordinator in the Department of Social Work at Albany State University. She received her MSW from Albany State University and a doctoral degree in Behavioral Health (Clinical) from Arizona State University. She is committed to educating and equipping future social workers with a global perspective on behavioral health.

Internationalizing the Curriculum: Enhancing the First-Year Experience through Integration of Global Learning

Marcia Poulos, M.B.A., DPA Candidate
Albany State University, Georgia

Abstract

Recognizing the growing importance of preparing learners for an interconnected world, this study investigates the integration of internationalization into the curriculum of a first-year seminar, ASU 1101, at Albany State University, Georgia, with a focus on course design, scaffolding, and assessment. Although prior research highlights the value of internationalized curricula in higher education, much of the existing scholarship centers on upper-division courses, study-abroad models, or institution-wide initiatives, leaving limited attention to how internationalization can be meaningfully embedded in first-year seminars, particularly at a Historically Black College or University (HBCU). This lack of empirical work on early-college, course-level interventions creates a gap in understanding how structured instructional design can introduce global learning from the outset of a learner's academic journey. To address this gap, this study examines the implementation of internationalized course design in ASU 1101 across multiple course offerings from Fall 2023 to Spring 2025, enabling analysis of learner engagement and the development of global competencies over time. Through the Cultural Analysis Report and structured debates, learners were guided in developing intercultural competence, perspective-taking, and global awareness. Findings indicate steady increases in course completion rates, stronger rubric-based proficiency in cultural analysis and reflection, and deeper engagement fostered by scaffolded and collaborative learning opportunities. The results underscore the value of embedding global learning outcomes into early undergraduate curricula as a foundation for intercultural growth, persistence, and success in higher education.

Keywords: curriculum internationalization, first-year experience, global learning outcomes, intercultural competence, scaffolded assignments

The first-year experience represents a critical period for shaping learner identity, persistence, and long-term success in higher education. For many learners, ASU 1101 provides an initial encounter with academic expectations, collaborative learning, and exposure to diverse perspectives. Embedding global learning outcomes at this foundational stage helps learners begin their undergraduate journey with the capacity to engage with cultural differences and develop the skills necessary to navigate globalized contexts. Unlike advanced courses, which often assume prior disciplinary grounding, first-year curricula provide a space to introduce global perspectives through general education frameworks. This rationale reflects the growing consensus in higher education that internationalization should extend

beyond study abroad to include classroom-based experiences accessible to all learners (Deardorff, 2006; Kahn & Agnew, 2017; Leask, 2015). Building on this rationale, the study implemented an internationalized course design in ASU 1101 across multiple course offerings from Fall 2023 to Spring 2025. Examining these course sections over time allowed for analysis of learner engagement and the development of global competencies as students progressed through scaffolded learning experiences.

Global Learning Goals

The global learning goals embedded in ASU 1101 were aligned with the AAC&U VALUE rubric on global learning (AAC&U, 2014) and the University System of Georgia's (USG) global competencies. As this course represents the first-year experience, intentionally integrating these outcomes was essential for providing learners with an early foundation in intercultural awareness and global citizenship. The study emphasized embedding outcomes that moved beyond abstract ideals and instead guided learners through structured activities, reflective writing, and scaffolded assignments that connected directly to measurable skills.

To operationalize these outcomes within the internationalized course design implemented during the study period, three Global Learning Goals (GLGs) were established to guide course content, assignments, and assessment strategies that measure learners' intercultural awareness and application of knowledge in global contexts:

- GLG 1: Develop self-awareness of cultural identity and assumptions through reflective activities.
- GLG 2: Demonstrate the ability to analyze cultural practices, artifacts, and perspectives from multiple worldviews, particularly through the scaffolded Cultural Analysis Report.
- GLG 3: Apply intercultural frameworks to evaluate issues of global significance in discussions, debates, and a written assignment.

This framework for internationalization at the first-year level ensured that learners engaged with diverse perspectives and developed the capacity to apply intercultural frameworks early in their academic careers. By grounding the ASU 1101 First-Year Experience curriculum in these global learning goals, the study enhanced learner engagement and reflective practice. It contributed to Albany State University's mission of preparing culturally aware and globally competent graduates (Albany State University, 2024).

Research Questions

Guided by the integration of global learning into first-year learner experiences, this study was structured around the following research questions, rather than instructional objectives alone. Scholarship on curriculum internationalization highlights the importance of embedding global perspectives not merely as enrichment, but as a foundational element that equips learners to navigate culturally diverse and interconnected contexts (Brewer & Leask, 2012; Jones & Killick, 2013).

Within this framework, course design in the first-year seminar serves as a vehicle for fostering critical self-reflection, perspective-taking, and intercultural competence. Structured assignments, such as the Cultural Analysis Report, and classroom activities, including debates over individual versus group projects, provide learners with guided opportunities to analyze cultural components, evaluate societal impacts, and construct meaningful cultural insights. In situating ASU 1101 within this literature, the study's research questions aimed to intentionally align course design, learner engagement, and assessment strategies with institutional goals for fostering global awareness, reflective practice, and academic success among first-year learners.

To operationalize these aims, the study focused on three primary research questions aligned with the previously described Global Learning Goals (GLGs):

- RQ1 (GLG 2, 3): How do first-year learners analyze cultural components, such as language, customs, and traditions, through a scaffolded Cultural Analysis Report?
- RQ2 (GLG 2, 3): How do learners evaluate the impact of cultural elements on societal norms and behaviors through debates, reflective assignments, and discussions?
- RQ3 (GLG 1, 2, 3): How do learners construct meaningful cultural insights that demonstrate intercultural awareness, perspective-taking, and reflective growth?

Taken together, these research questions provided a framework for embedding global learning into the first-year seminar experience. They guided course design, informed scaffolded instruction and assessment, and ensured alignment with institutional goals for developing culturally aware, reflective, and globally competent graduates. Linking course objectives directly to GLGs, ASU 1101 operationalized the principles of curriculum internationalization in measurable, learner-centered ways.

Significance of the Study

The significance of this study lies in the internationalization of ASU 1101, providing first-year learners with early and consistent opportunities to develop intercultural awareness, reflective skills, and analytical perspectives. Embedding global learning goals and objectives into a required first-year course, the study therefore promotes learners, not only those participating in electives or study abroad programs, to engage with global perspectives from the very start of their academic journey (Beelen & Jones, 2015; Knight, 2021; Kahn & Agnew, 2017; Leask, 2015).

Internationalizing ASU 1101 establishes intercultural competence early in the undergraduate experience, ensuring that global learning is not limited to upper-division coursework. This approach contributes to scholarship on first-year curriculum design, general education reform, and intercultural pedagogy, demonstrating how early curricular interventions can support learner retention, persistence, and identity formation (Arnett, 2016; Clifford & Montgomery, 2017; Osakwe, 2017). Situating global learning within ASU 1101 highlights the potential of first-year, disciplinary-neutral courses to serve as foundational spaces for cultivating intercultural skills and positions curriculum internationalization as a critical strategy

for preparing learners to engage thoughtfully and effectively in an interconnected world.

Literature Review

First-Year Experience Courses

First-year transition courses are critical for supporting students' academic, social, and personal adjustment to higher education. Research consistently shows that these courses ease the transition from secondary to postsecondary education by providing structured exposure to academic expectations, campus resources, and community-building opportunities (Pascarella & Terenzini, 2005; Tinto, 2012; Upcraft et al., 2005). Holistic first-year programming attends not only to academic skills but also to social integration, personal development, and civic engagement, fostering persistence, institutional attachment, and reflective learning (Kuh, 2008; Aramburuzabala et al., 2019).

Embedding global and intercultural perspectives within first-year courses enhances these outcomes by providing access to foundational global learning. First-year seminars, which are typically required and disciplinary-neutral, then offer all students opportunities to develop cultural awareness, perspective-taking, and reflective skills early in their academic journey (Li & Lee, 2024; Maymon et al., 2019; Stokoe et al., 2024). Integrating global learning into transition programming, therefore, ensures that students begin their undergraduate experience with the skills and mindset necessary to navigate complex cultural contexts and participate responsibly in diverse communities.

ASU 1101: First-Year Experience - Pathways to Success exemplifies an effective first-year transition course. This one-credit, 16-week course supports students' adjustment to college by developing academic skills, introducing campus resources, fostering a connection to the institution, promoting self-exploration and personal development, and emphasizing health and wellness behaviors. The overarching goal for all Albany State University First-Year Experience (FYE) courses is To Create an Engaged Golden Ram (Albany State University, 2023):

- That pursues Academic Excellence;
- Becomes a Self-Regulated Learner; and
- Exemplifies Personal, Professional, and Leadership Dispositions.

To accomplish this goal, the ASU FYE has the following learning objectives:

- Students will receive direct instruction related to enhanced communication, critical thinking, and problem-solving skills to support career development.
- Students will be exposed to evidence-based strategies related to study skills, conflict resolution skills, time management, leadership, global citizenship, and financial literacy.
- Students will participate in activities designed to expose them to campus life and resources,

- Students will be immersed in the history and tradition of Albany State University.
- Students will be exposed to nationally and internationally recognized leaders and scholars through the FYE Kika Heritage Author Series and Common Reading program.

Situating ASU 1101 within the broader literature on first-year transition courses highlights its dual role as a support for student adjustment and a platform for intentional global learning. Through combining traditional transition outcomes with scaffolded intercultural and reflective activities, the course addresses both foundational student needs and emerging competencies in global citizenship. This integration demonstrates how early, structured interventions in first-year seminars can foster engagement, persistence, and the development of skills essential for navigating an interconnected world (Kuh, 2008; Tinto, 2012).

Integrating Global Learning Goals and Objectives

Internationalizing the curriculum has become a strategic imperative for preparing learners to participate effectively in an increasingly interconnected world. Leask (2015) describes curriculum internationalization as the intentional incorporation of international, intercultural, and global dimensions into a program's content, learning outcomes, assessments, and pedagogical strategies. This comprehensive approach ensures that global competencies are not peripheral but central to the learner experience. Similarly, Knight (1994) emphasizes that internationalization entails embedding intercultural perspectives into the core functions and delivery of post-secondary education, signaling institutional commitment to preparing globally competent graduates.

Embedding global learning outcomes within core courses, rather than limiting them to electives or study abroad programs, enhances their reach and impact. Clifford and Montgomery (2017) argue that integrating internationalized learning into the foundational curriculum democratizes access to global perspectives, allowing all learners, not just those who participate in mobility programs, to develop intercultural competence. This approach is particularly relevant for first-year seminars such as ASU 1101, where learners from diverse backgrounds encounter a shared learning environment, providing a rich context for fostering cultural awareness, perspective-taking, and critical reflection (Brewer & Leask, 2012; Stohl, 2007). Deardorff (2006) further contends that global learning outcomes should be purposefully integrated into course design to ensure that learners develop both cognitive understanding and affective engagement with cultural diversity, foundational skills for lifelong global competence.

Aligning course-level internationalization with national and state-level educational frameworks further reinforces its value. For example, the American Association of Colleges and Universities (AAC&U, 2014) advocates embedding global learning into general education to prepare learners for active participation in a diverse society. In mapping course objectives to these frameworks, institutions not

only enhance the relevance and rigor of their curricula but also demonstrate their commitment to cultivating globally competent graduates.

Intercultural and International Course Design

Redesigning course content and instructional strategies to embed intercultural and international perspectives is central to cultivating a global mindset among learners. Leask (2015) positions the curriculum itself as a tool for enabling encounters with diverse cultural perspectives, ensuring that learners develop the competencies necessary to navigate complex global environments. Rizvi (2015) emphasizes that internationalizing the curriculum requires intentional restructuring of assignments, discussions, and learning activities to encourage critical examination of cultural assumptions, thereby fostering meaningful engagement with global perspectives. Altbach (2016) further asserts that exposure to international perspectives combined with structured reflection cultivates perspective-taking, deepens intercultural understanding, and equips learners to apply knowledge in diverse contexts.

Within ASU 1101, the Cultural Analysis Report exemplifies this approach by guiding learners to investigate cultural components, assess societal impacts, and construct meaningful insights. This assignment, scaffolded throughout the course, allows learners to engage with unfamiliar cultural contexts, enhancing empathy, critical thinking, and analytical skills. Structured classroom activities, including debates about individual versus group assignment completion, provide additional opportunities for learners to negotiate differing viewpoints and develop collaborative problem-solving skills while reinforcing intercultural competence. Selecting readings, case studies, and course examples that represent global issues further ensures that learners encounter a variety of perspectives, challenging ethnocentric assumptions and encouraging critical evaluation of cultural norms (Stohl, 2007).

Incorporating international perspectives aligns with institutional goals to cultivate global citizenship. Higher education institutions increasingly aim to produce graduates who can navigate and contribute meaningfully to global challenges. Through redesigning ASU 1101 to embed intercultural learning into core assignments and classroom interactions, the course fulfills its role as a foundational site for first-year learners to develop competencies in cultural awareness, reflection, and ethical engagement with diverse perspectives (Clifford & Montgomery, 2017).

Assessing Learners' Global Competence

Assessment is critical to evaluating the effectiveness of curriculum internationalization. Deardorff (2006) highlights the need for systematic measures of intercultural competence, including learners' ability to demonstrate cultural self-awareness, perspective-taking, and application of knowledge in diverse contexts. In ASU 1101, rubric-driven assessments were utilized to provide clear expectations and evaluate growth across multiple dimensions of global competence. MacCleoud (2018) emphasizes that structured rubrics enable instructors to quantify learning outcomes while fostering reflective engagement with course content. Leask and

Bridge (2013) further note that transparent and scaffolded criteria reinforce learners' understanding of the relevance of global competencies to both academic and personal development.

Incorporating reflective components into assignments encourages learners to connect theoretical knowledge with real-world cultural contexts, deepening understanding and promoting metacognitive skills critical for lifelong global competence (Arnold et al., 2021; Doo et al., 2020). Aligning these assessments with institutional learning outcomes ensures consistency across courses, facilitates tracking of learner progress, and informs future curriculum improvements, supporting the overarching goal of producing globally aware graduates.

Integrating Global Competence into Higher Education

Integrating global competence into higher education is essential for preparing learners to navigate and contribute to an increasingly interconnected world. This integration involves intentional course design, scaffolded assignments, aligned lecture and materials, and reflective practices. The ASU 1101 project exemplifies how embedding measurable global learning goals and objectives cultivates an educational environment that advances intercultural awareness, critical reflection, and perspective-taking.

Intentional course design is fundamental in embedding global competence. Leask (2015) emphasizes the need for curricula that incorporate international, intercultural, and global dimensions across learning outcomes, assessments, and teaching strategies. This approach ensures that global competencies are central to the educational experience, rather than peripheral. Similarly, Knight (1994) advocates for integrating an international or intercultural dimension into the purpose, functions, and delivery of post-secondary education. In the ASU 1101 project, intentional course design involved aligning syllabi with global learning goals and objectives and incorporating activities and an assignment that promote cultural awareness and critical self-reflection.

Scaffolded assignments play a crucial role in developing global competence. According to Simolo (2022), scaffolded assignments help learners build skills progressively and reduce anxiety associated with larger assessments. This approach allows learners to engage deeply with complex global issues over time. In the ASU 1101 project, the Cultural Analysis Report and peer debates provided learners with opportunities to critically examine cultural assumptions and perspectives, fostering intercultural competence.

Aligned assessments are vital for measuring learners' global competence. Deardorff (2006) identifies intercultural competence as a key outcome of internationalization, emphasizing the need for assessment methods that accurately measure this competency. Effective assessments provide evidence of learners' ability to understand and navigate cultural differences. In the ASU 1101 project, rubric-driven evaluations aligned with global learning outcomes offered a structured approach to assess learners' intercultural competence, including criteria such as cultural self-awareness and perspective-taking.

Faculty reflection is essential for sustaining internationalized practices beyond individual course iterations. Sanderson (2008) highlights the importance of faculty engaging in reflective practices to understand how their identities influence their teaching and interactions with learners. This self-awareness enables educators to create connected learning environments that acknowledge and respect diverse cultural perspectives. The ASU 1101 project then demonstrates that by prioritizing these strategies at the first-year level, institutions can prepare learners to thrive in a diverse, interconnected world. Moreover, the project reinforces the capacity to sustain global learning across disciplines and modalities, contributing to the broader goal of integrating global competence into higher education.

Methods

The methodological framework for this study was designed to examine the effectiveness of internationalizing the first-year seminar, ASU 1101, through intentional course design, interactive lectures and activities, a scaffolded assignment, and targeted engagement strategies. The study adopted a course-level action research approach, allowing the instructor-researcher to iteratively implement, observe, and refine curricular interventions while assessing learner outcomes in real time. The project focused on integrating global learning goals and objectives directly into the ASU 1101 classroom and providing intentional opportunities for learners to develop cultural awareness, intercultural competence, and reflective practice.

Course Design and Scaffolding

ASU 1101 served as the foundational site for implementing curriculum internationalization, targeting first-year learners across diverse academic programs. The course was designed using a scaffolded model in which the assignments, discussions, and activities built progressively toward increasingly complex demonstrations of global competence. Core scaffolding strategies included embedding internationalized content into weekly topics, guiding learners through structured reflections, and sequencing activities to move from foundational knowledge of cultural norms to deeper analysis and synthesis.

Key components of the course design included integrating global learning goals and objectives into the syllabus, aligning learning objectives with the Cultural Analysis Report, and incorporating interactive discussions and debate formats to enhance learner engagement. Weekly course topics provided learners with readings and multimedia content that represented diverse global perspectives, encouraging critical engagement with material beyond their personal cultural experience. The scaffolded design emphasized cumulative skill development, with later tasks requiring evaluation, analysis, and synthesis of intercultural knowledge.

Cultural Analysis Report

The Cultural Analysis Report served as the central summative assessment of global competence in ASU 1101. The report was a structured academic paper requiring learners to produce a multi-section cultural analysis that synthesized course

readings, guided prompts, and reflective components, culminating in a written document evaluated using a standardized rubric aligned to global learning outcomes. This multi-component assignment required learners to select a country or cultural group, identify key cultural elements (including language, customs, and societal norms), evaluate the impact of these elements on societal behaviors, and construct meaningful insights linking cultural understanding to broader global contexts. The assignment was scaffolded over the semester through formative activities such as discussions, reflective debates, and peer feedback, ensuring that learners developed critical thinking, analytical skills, and intercultural awareness incrementally.

Rubrics aligned with the Global Learning Goals (GLGs) guided the evaluation of the Cultural Analysis Report, assessing learners' ability to demonstrate cultural awareness, perspective-taking, and critical reflection. Criteria included the accuracy and depth of cultural analysis, the capacity to draw connections across cultural contexts, and the ability to reflect on personal learning and intercultural growth. This assessment provided structured opportunities for learners to internalize course content while allowing the instructor to track development of global competence across the cohort. The complete rubrics used to evaluate the Cultural Analysis Report and related course activities are provided in Appendix A, Appendix B, and Appendix C.

Group Versus Individual Assignment Debate

An integral component of the course design involved exploring the relative benefits and challenges of individual versus group work in fostering global learning. Learners were assigned both individual and collaborative tasks, including the Cultural Analysis Report (completed individually) and discussion debates (completed in small groups). The structured debate format required learners to engage with multiple perspectives, negotiate differing viewpoints, and practice intercultural communication within a collaborative setting.

Comparing individual versus group assignment formats enabled the study to assess variations in engagement, completion rates, and demonstrations of intercultural competence. Individual assignments emphasized personal reflection, analytical rigor, and accountability for demonstrating understanding, while group connections promoted negotiation, consensus-building, and exposure to diverse viewpoints. Observations and reflections were collected to inform iterative adjustments in course design, ensuring that scaffolding and instructional strategies aligned with the overarching goal of cultivating global competence among first-year learners.

Data Collection and Analysis

Data for this study were collected through a combination of quantitative and qualitative measures. Quantitative data included completion rates, rubric scores for the Cultural Analysis Report, and participation metrics from discussions and debate activities. Qualitative data were gathered from instructor observations of group interactions and classroom discussions.

The mixed-methods approach enabled a comprehensive understanding of both measurable outcomes and experiential aspects of learner engagement. Quantitative analyses provided insights into trends in performance and achievement of learning outcomes. In contrast, qualitative analyses offered depth in understanding learners' reflective growth, engagement with diverse perspectives, and challenges encountered during the course. The integration of these data sources supported triangulation and enhanced the credibility and trustworthiness of the findings.

Ethical Considerations

As the sole instructor-researcher for ASU 1101, ethical considerations were carefully observed to maintain transparency, confidentiality, and fairness. Learner identities were anonymized in all submissions and data analyses. All course activities and data collection adhered to institutional policies and best practices for research in educational settings.

Findings

Implementation of the Cultural Analysis Report and classroom activity yielded measurable gains in learner engagement and global competency within ASU 1101. In response to RQ1, learners demonstrated increasing ability to analyze cultural components, such as language, customs, and traditions, through the scaffolded Cultural Analysis Report. Completion rates rose steadily, increasing from 57% in Fall 2023 to 75% in Spring 2024, then to 86% in Fall 2024 and 92% in Spring 2025, illustrating consistent improvement in participation and accountability. These data suggest that scaffolded assignments and structured instructional support enhanced learners' ability to engage effectively with cultural content.

For RQ2, learners demonstrated the ability to evaluate the impact of cultural elements on societal norms and behaviors through debates, reflective assignments, and guided classroom discussions. Rubric scores indicated growth in critical reflection and application of intercultural frameworks. These evaluations were guided by the Cultural Impact Evaluation Rubric (Appendix B), which assessed learners' ability to connect cultural practices with broader societal behaviors and institutions. These gains were identified by comparing learner performance across successive course offerings and against rubric benchmarks established during the assignment's initial implementation, enabling analysis of progression in cultural analysis and reflective depth over time. Structured debates comparing individual versus group work provided an opportunity for learners to negotiate perspectives, practice intercultural communication, and apply theoretical frameworks to real-world cultural scenarios, strengthening both cognitive and social dimensions of global learning. During these discussions, learners were prompted to examine how cultural values influence attitudes toward collaboration, independence, and decision-making across different societies.

Examples of instructor prompts and representative learner discussion themes observed across multiple course offerings are presented in Table 1. These structured discussions provided opportunities for learners to practice respectful debate, evaluate

multiple perspectives, and develop collaborative decision-making skills that are foundational to both intercultural competence and success in first-year academic environments.

Table 1

Discussion Prompts and Learner Perspectives from Structured Debates

Instructor Prompt	Examples of Learner Responses and Discussion Themes Observed Across Semesters
<i>Many first-year students say they prefer working alone. What might be the benefits of group work during the first year of college?</i>	Across course sections, learners reflected on how group work can support the transition into college by building communication skills, accountability, and peer connections. Discussions often emphasized that collaborative assignments encourage students to hear new perspectives, develop confidence when sharing ideas, and learn strategies for working effectively with others.
<i>If a group initially disagrees on a solution, how can healthy debate help the team reach a better outcome?</i>	Learners across semesters frequently noted that respectful disagreement can encourage deeper thinking and lead to stronger solutions. Discussions highlighted the value of listening to alternative perspectives, refining ideas through dialogue, and ultimately reaching collective decisions that incorporate multiple viewpoints.
<i>In some cultures, group success is prioritized over individual recognition. How might this influence attitudes toward teamwork in academic or professional settings?</i>	Across multiple course sections, learners discussed how collective cultural perspectives may emphasize shared responsibility and group achievement, while more individualistic contexts often highlight personal initiative and recognition. Learners frequently connected these ideas to classroom experiences, noting how grading structures and project expectations can shape preferences for individual or collaborative work.
<i>Consider a workplace scenario where a team must make a decision. How might cultural expectations about hierarchy or consensus influence how that decision is reached?</i>	Learners commonly explored how hierarchical cultural contexts may rely more heavily on leadership direction, whereas other environments prioritize collaborative discussion and consensus-building. Across semesters, discussions often addressed how communication styles, such as direct versus indirect feedback, influence how ideas are shared and evaluated in group settings.
<i>What are the potential advantages and challenges of group work in culturally diverse teams?</i>	Learners frequently identified benefits such as exposure to multiple viewpoints, shared problem-solving, and opportunities to learn from peers with different experiences. At the same time,

discussions across course offerings acknowledged challenges related to communication styles, accountability expectations, and differing approaches to conflict resolution.

Source: Author

Regarding RQ3, learners constructed meaningful cultural insights that reflected perspective-taking, intercultural awareness, and reflective growth. Observations of classroom discussions, reflective writing, and individual assignment submissions revealed increased depth in connecting cultural analysis to personal and societal contexts. These reflections were evaluated using criteria aligned with the Cultural Insights and Reflection Rubric (Appendix C), which measures intercultural awareness, reflective insight, and connections to global contexts. These outcomes reflect achievement of learning indicators associated with intercultural awareness, perspective-taking, and reflective growth, as defined in the Global Learning Goals and assessment rubric criteria. Scaffolded reflections and iterative feedback supported learners in integrating knowledge, analyzing societal impacts, and drawing thoughtful conclusions that demonstrate both self-awareness and broader intercultural understanding.

Examples of reflective themes identified through analysis of learner coursework and written submissions across multiple course offerings are presented in Table 2. Collectively, these defined themes illustrate the progression of learner understanding from initial cultural awareness toward deeper analysis of societal impacts and the development of reflective intercultural insight.

Table 2
Reflective Themes Identified in Learner Coursework and Written Reflections

Analytical Focus Observed in Learner Work	Representative Reflection Themes Observed Across Semesters
<i>Recognition of Cultural Assumptions</i>	Learners frequently demonstrated increased awareness of how their own cultural background influences the interpretation of global practices and societal norms. Across course offerings, reflective writing often indicated that examining other cultural contexts encouraged learners to reconsider previously held assumptions about what is considered typical or universal.
<i>Connection Between Cultural Practices and Societal Outcomes</i>	In analyzing cultural artifacts and social practices, learners commonly connected traditions, values, and institutional structures to broader societal outcomes such as community engagement, economic priorities, or educational expectations. These reflections often demonstrated an emerging ability to link cultural practices with larger social systems.

<i>Application of Intercultural Perspective-Taking</i>	Many learner submissions reflected an ability to consider multiple viewpoints when interpreting cultural differences. Across semesters, learners demonstrated increasing comfort with acknowledging alternative perspectives and recognizing the complexity of cultural interactions in global contexts.
<i>Personal and Academic Reflection on Global Awareness</i>	Learners often concluded assignments by reflecting on how their understanding of cultural diversity had evolved. These reflections frequently emphasized increased openness to different perspectives, greater appreciation for cultural complexity, and recognition of the value of intercultural awareness in academic and professional environments.

Source: Author

Taken together, the findings show that intentional curricular enhancements, coupled with scaffolded support and structured engagement opportunities, advanced learner competencies across all three research questions. Learners not only met course requirements at increasing rates but also demonstrated stronger reflective practices, analytical skills, and intercultural growth, highlighting the effectiveness of ASU 1101’s first-year seminar design.

Discussion

The findings highlight that intentional internationalization of ASU 1101, through scaffolded assignments, reflective practices, and structured debates, yielded tangible gains in learner engagement, intercultural competence, and critical reflection. By triangulating completion trends, rubric-based performance data, and qualitative evidence from reflections and discussions, the study demonstrates that these gains reflect not only increased participation but also measurable learning aligned with RQ1, RQ2, and RQ3. Regarding RQ1, the consistent improvement in completion rates and rubric-based analysis confirms that learners effectively analyzed cultural components, demonstrating growth in both accuracy and depth of understanding.

Addressing RQ2, learners’ performance in debates and reflective activities indicates that they were able to evaluate the societal impact of cultural elements, apply intercultural frameworks, and connect theoretical concepts to real-world contexts. The combination of individual and collaborative tasks promoted both independent analysis and collective negotiation of perspectives, facilitating richer intercultural engagement.

For RQ3, learner reflections and insights demonstrate that they were able to construct meaningful cultural understandings, showing evidence of perspective-taking, self-awareness, and reflective growth. These outcomes align with prior research emphasizing the importance of scaffolded and experiential learning in developing intercultural competence (Deardorff, 2006; Kahn & Agnew, 2017).

Challenges did appear, particularly related to group dynamics and participation. Some learners struggled to contribute fully to collaborative tasks or meetings, highlighting the need for continued scaffolding and structured support. These challenges echo concerns raised in the literature regarding connectedness in collaborative work and the necessity of guidance in first-year interventions (Rizvi, 2015; Brewer & Leask, 2012).

Overall, these findings suggest that embedding global learning outcomes into a first-year seminar can meaningfully advance intercultural competence, reflective practice, and analytical skills across diverse learner populations. The use of scaffolded assignments, structured debates, and reflective activities provides a replicable model for first-year programming that aligns with institutional goals for global awareness and learner success. In explicitly tying instructional strategies to RQ1, RQ2, and RQ3, ASU 1101 demonstrates how research-informed course design can support the development of globally competent, reflective, and academically engaged first-year students.

Conclusion

This study examined the internationalization of ASU 1101 through global learning goals, a scaffolded Cultural Analysis Report, reflective activities, and structured debates. Guided by RQ1, RQ2, and RQ3, the findings demonstrate that embedding global perspectives in foundational coursework enabled first-year learners to analyze cultural components, evaluate the societal impact of cultural practices, and construct meaningful cultural insights. The Cultural Analysis Report proved particularly effective in fostering intercultural competence and reflective growth, illustrating how scaffolded assignments promote both cognitive and affective development aligned with GLGs 1-3.

Despite challenges with group dynamics and participation, the study confirms that intentionally embedding internationalization at the first-year level enhances learner engagement, critical reflection, and the application of intercultural frameworks. Learners developed perspective-taking skills, deeper cultural awareness, and the capacity to connect global knowledge to personal and societal contexts. ASU 1101 provides a replicable model for integrating global learning into general education, showing that internationalization can be effectively achieved within first-year seminars rather than being limited to study abroad programs or upper-division coursework. Through intentionally aligning course design, scaffolded instruction, and assessments with RQ1, RQ2, RQ3, and GLGs, the course supports the development of culturally aware, reflective, and globally competent learners.

Ultimately, embedding global learning outcomes early in the undergraduate experience equips students to navigate an interconnected world, strengthens academic engagement, and lays a foundation for continued intercultural growth throughout their college careers. This approach underscores the importance of first-year curricular interventions as a strategic vehicle for fostering lifelong global competence and reflective citizenship.

Faculty Reflections

Engaging in the internationalization of ASU 1101 has been both an intellectually rewarding and personally transformative experience. As the instructor-researcher, I found that intentionally embedding global learning goals into a first-year seminar challenged me to examine my own assumptions about how learners encounter cultural difference, how they construct meaning from it, and what types of instructional support they need to do so with confidence. Although I approached this redesign with a clear pedagogical vision, the process required ongoing reflection, adaptability, and a willingness to rethink aspects of my teaching practice to ensure that global learning felt accessible, relevant, and meaningful to all learners.

One of the most significant challenges involved balancing the introduction of global concepts with the realities of first-year learners transitioning into academic life. Many learners entered the course with limited exposure to intercultural frameworks or experience analyzing cultural perspectives beyond their own communities. This required me to be intentional in sequencing content, designing scaffolding that reduced anxiety, and selecting examples that felt both engaging and developmentally appropriate. I also had to navigate moments of uncertainty when learners expressed hesitation, held conflicting viewpoints, or struggled to connect with the material. These moments pushed me to deepen my facilitation strategies, create more space for guided reflection, and reaffirm the importance of building trust and intellectual curiosity early in the semester.

Yet the successes far outweighed the challenges. Watching learners move from surface-level observations to nuanced cultural understanding affirmed the value of structured, scaffolded assignments like the Cultural Analysis Report. Their willingness to engage in debates, question assumptions, and reflect critically on their own cultural identities demonstrated that first-year learners are fully capable of engaging in global learning when given clear expectations and supportive frameworks. The steady increases in completion rates and the richness of reflective responses reinforced the idea that internationalization, when intentionally woven into course design, can meaningfully enhance both academic engagement and personal growth.

This work also reshaped my professional identity. It strengthened my commitment to inclusive, globally informed pedagogy and encouraged me to think more deeply about how I cultivate intercultural learning environments. It expanded my understanding of the first-year seminar as a powerful space, not merely available for orientation or transition, but for planting the seeds of global citizenship and cultural awareness that can influence learners' trajectories throughout their time at the university and beyond. Ultimately, the experience affirmed that faculty, regardless of formal title, play a vital role in modeling openness, curiosity, and ethical engagement with difference.

In reflecting on this process, I recognize that internationalizing a course is not a single act but an ongoing practice. It requires patience, iterative design, and a sustained commitment to learner growth. It also offers profound rewards: the

opportunity to guide learners toward a broader worldview, the ability to foster more inclusive and empathetic classroom communities, and the satisfaction of contributing to an institutional culture that values global learning. As I continue this work, I remain encouraged by the potential of first-year courses to catalyze intercultural development and inspired by learners who continually demonstrate their capacity to engage in meaningful global inquiry from the very start of their academic journey.

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Appendix A

Cultural Components Analysis Rubric (RQ1/GLG 2)

Purpose: Evaluate learners' ability to identify and analyze cultural elements such as language, customs, and traditions.

Criteria	Beginning (1) (10 pts)	Developing (2) (15 pts)	Proficient (3) (20 pts)	Advanced (4) (25 pts)
Identification of Cultural Elements	Identifies few or unclear cultural elements of the country or region.	Identifies some cultural elements but explanations are limited or inaccurate.	Clearly identifies key cultural elements such as language, customs, and traditions.	Thoroughly identifies and contextualizes multiple cultural elements with clear explanation.
Cultural Understanding	Demonstrates minimal understanding of the selected culture.	Shows emerging understanding but lacks depth or clarity.	Demonstrates clear understanding of cultural characteristics and practices.	Demonstrates nuanced understanding of cultural context and relationships among cultural elements.
Use of Research Sources	Uses limited or unreliable sources.	Uses some appropriate sources but integration is weak.	Uses credible sources that support cultural analysis.	Integrates multiple scholarly sources effectively to support cultural interpretation.
Clarity of Analysis	Cultural analysis is unclear or descriptive only.	Some analytical thinking is present but inconsistently applied.	Cultural components are analyzed clearly and logically.	Demonstrates strong analytical thinking and meaningful cultural interpretation.

Appendix B

Cultural Impact Evaluation Rubric (RQ2/GLG 2 & 3)

Purpose: Evaluate learners' ability to examine how cultural practices influence societal behaviors, norms, and institutions.

Criteria	Beginning (1) (10 pts)	Developing (2) (15 pts)	Proficient (3) (20 pts)	Advanced (4) (25 pts)
Connection Between Culture and Society	Limited or no connection between cultural elements and societal behavior.	Attempts to connect culture to society but explanations are unclear.	Clearly explains how cultural elements influence societal norms or behaviors.	Demonstrates strong understanding of how cultural systems shape social structures and practices.
Critical Evaluation	Describes cultural practices	Some evaluation present but lacks depth.	Provides thoughtful evaluation of	Demonstrates deep critical thinking about cultural

Criteria	Beginning (1) (10 pts)	Developing (2) (15 pts)	Proficient (3) (20 pts)	Advanced (4) (25 pts)
	without evaluating their impact.		cultural influence on society.	impact and broader implications.
Evidence and Examples	Few or no supporting examples.	Examples are present but underdeveloped.	Uses relevant examples to support analysis.	Uses strong examples and research to illustrate cultural impact effectively.
Participation in Discussion/Debate	Limited engagement in discussions or debates.	Participates occasionally but contributes minimally.	Actively contributes ideas supported by cultural analysis.	Demonstrates leadership in discussions and integrates multiple perspectives.

Appendix C

Cultural Insights and Reflection Rubric (RQ3/GLG 1, 2, 3)

Purpose: Evaluate learners' ability to synthesize cultural understanding and demonstrate intercultural awareness.

Criteria	Beginning (1) (10 pts)	Developing (2) (15 pts)	Proficient (3) (20 pts)	Advanced (4) (25 pts)
Intercultural Awareness	Shows limited awareness of cultural differences.	Recognizes cultural differences but reflection is surface-level.	Demonstrates awareness of cultural perspectives and differences.	Demonstrates strong intercultural awareness and empathy across perspectives.
Reflection and Insight	Reflection is minimal or descriptive.	Reflection shows some insight but lacks depth.	Reflection demonstrates thoughtful interpretation of cultural experiences.	Reflection demonstrates deep personal and intercultural insight.
Connection to Global Context	Does not connect cultural analysis to broader contexts.	Attempts to connect cultural insights to global perspectives.	Connects cultural insights to global issues or perspectives.	Demonstrates strong ability to link cultural understanding to global citizenship.
Quality of Written Synthesis	Writing lacks organization and clarity.	Organization is inconsistent.	Writing is clear and organized with logical synthesis.	Writing demonstrates strong synthesis and articulation of cultural insights.

About the Author

Marcia Poulos is a candidate for the Doctor of Public Administration whose research examines the application of citizen-centered public service principles to

first-year programming in higher education. She is the Director of Distance Learning at Albany State University in Georgia. She teaches business, economics, and first-year courses within the USG and TCSG systems, with expertise in quality course design, online learning strategy, faculty development, and performance assessment aligned with compliance and accreditation standards. Her work spans higher education policy, civic engagement, organizational behavior, and operational effectiveness. She has published and presented on first-year experiences, online teaching and learning, leadership, instructional technology, and systems thinking. She is also a certified Lean Six Sigma Black Belt.

Internationalizing the Curriculum: The Business Internship – Integrating a Global Mindset for Students at an HBCU

Tracy Simmons-Williams, Ph.D., MS HRM, SHRM-SCP
Albany State University, Albany, GA

Abstract

The purpose of this article is to present the steps involved in the internationalization of a required business internship course and to highlight key lessons learned. The course redesign followed the internationalized course framework for faculty at Albany State University, Georgia, using the mechanism of an internship experience – domestic and virtual – to evolve a global mindset among college students attending a historically Black college or university (HBCU) within a sixteen-week semester. This article adds to the literature by recognizing the research gap(s) exploring experiential learning, global mindset among students attending an HBCU, domestic and virtual internship experiences, and the effectiveness of course assignments in establishing and extending three central competencies of a global mindset – intellectual, social, and psychological capital. The course redesign produced assignments that reflected growth in three navigational capital dimensions: behavioral, social, and cognitive, which are associated with competency acquisition, promoting a global mindset. Student reflective summaries are shared on self-guided transformational activities that bridge global learning outcomes through an internship course framework with kinetic learning assignments in an internationalized course. The course modifications offered activities that aimed to impact and intersect global thinking to prepare business students to navigate more intentionally – with a deeper set of perspectives and awareness of a hyper-connected world – as they satisfy the course objectives and learning outcomes. This article offers broader applicability for faculty at other institutions beyond the focal HBCU context.

Keywords: business internship internationalization; global mindset; HBCU internationalization; self-directed learning; career readiness.

Literature Review

Understand Internationalization

Course internationalization is the process of integrating international and intercultural components into course content, teaching methods, resources, assignments, and assessment measures (Knight, 2004; Renfors, 2021). Internationalized courses focus on providing students with a broader perspective (Cseh & Crocco, 2020; Bancoro & Bancoro, 2025). Learning through multicultural (Childress, 2006), globalized framework(s), transforms students' views of situations (Osakwe, DeCuir, & Smithee, 2022; Green, 2019), from a myopic focus to more intentional awareness of self, others, cultural differences, appreciative discourses, and

strategic views on issues -whether local, regional, or global (Banker & Borchardt, 2024; Green, 2019).

Student Readiness

Fewer than half of college students report feeling prepared for a career immediately before and after graduation, according to a study by McGraw-Hill Education, a leading publisher of educational resources (McGraw-Hill Education, 2018). While student confidence continues to trend upward according to survey results from the 2024 National Association of Colleges and Employers (NACE) Employability Survey, mixed results are observed among business students by degree field in terms of readiness (NACE.org). Since March 2020, the COVID-19 pandemic has ushered in significant workplace and learning disruptions, disrupting normalized educational paradigms for employability and career readiness. According to NACE for 2023, a shrinking percentage, 61.3%, of students at the tertiary level had an internship experience. As 2024 data emerge, NACE predicts a 3.1% decline in the number of students participating in the traditional internship experience. Statistics on students of color, specifically African American or Black, participation rates in experiential learning or high-impact practices (HIPs) such as internships, which offer greater benefits for students of color, more so than peers, continue to produce data that reveals participation lags at lower rates (41%), compared to non-Black peers, as of 2023. Financial barriers often preclude many students from participating in experiential learning through internships, both domestically and abroad (Fees & Perchiniak, 2023).

These opportunities, such as sponsored internships or study-abroad experiences, remain out of reach for a significant population of students. Search results indicated that very few studies have sought to measure causal interpretations of student development specific to participation in internships, either domestic or international, or to examine the interval effects of acquiring a global mindset through experiences before, during, and after the internship. What has been found in studies is the positive effects of experiential learning – focused reflection, critical analysis, and knowledge application navigating social and workplace dynamics (Narayanan et al., 2010). Strong empirical support exists to suggest internships are a highly effective mechanism (Gault et al., 2000) for developing a global mindset due to the required immersion in a cross-cultural environment that includes intersections of complexity to build intellectual, social, and psychological capital as students navigate transformational assignments (Navio-Marco et al., 2023; Klussman et al., 2021).

Campus Resources

The Office of International Education (OIE) at Albany State University, Georgia, has established a robust environment for faculty and students to develop and embrace a global mindset; to appreciate cultural diversity and self-awareness through international travel and study abroad; to pursue investigation and research through training, undergraduate research symposia, and conferences; and to support

internationalization of courses. The OIE at Albany State University, Georgia designed a comprehensive internationalization strategy plan (CISP) and a standardized course shell; monitors, reviews levels of organizational alignment and goals of internationalizing course(s), and offers a plethora of resources to include professional development, grant funding, and oversight of all course internationalization through faculty participation to achieve university goals (Osakwe, 2022, p.11).

As internationalization through instruction has evolved, the focus on delivery strategies has become more intentional (de Wit et al., 2015; Wihlborg & Robson, 2018). Several individual strategies are woven into this framework, developing a comprehensive approach to learner development that engages campus resources. *Internationalizing the Curriculum* (IoC) provides a methodological framework for redesigning learning outcomes as part of academic transformation. At the same time, *Internationalization at Home* (IaH) serves as a delivery framework to operationalize kinetic learning outcomes for students within the home institution or domestic campus, ensuring that global competencies are locally accessible and that internationally focused perspectives are developed.

Internationalizing curriculum in higher education currently involves bringing the world to the learner. Course internationalization may be attained through one or a combination of several modifications such as tweaking courses, changing the elements of the course design or curricular infusion, and course transformations that provide learners with a new perspective of self and other cultures, world views, environments (political, social, technological), and application methods or designs for learning (Bond et al., 2003; Green, 2019; Osakwe et al., 2022). Internationalizing the curriculum (IoC) has evolved into a replicable process to expand students' critical analysis of concepts and perspectives of culturally different others without mobility concerns to meet global learning outcomes (Beelen & Jones, 2015; Osakwe et al., 2022), advancing to more focused intercultural learning, whether face-to-face or virtual (Ogden & Hulse, 2021; Wihlborg & Robson, 2018; de Wit et al., 2015; Osakwe et al., 2022).

Each delivery strategy is central to developing a well-organized framework that supports dynamic learning for students as the world becomes more multipolar rather than US-centric unipolar. Students can then expand their habitus and worldviews. The process of internationalizing the curriculum can be understood in three overall stages: *preparing* or the front-end of course internationalization; *planning* or the impact of expanding intercultural learning through course content and resources, activities, and the delivery of an instructional process; and *assessing* or the back-end of the course, which disseminates the results; that encompass evaluating, data analysis, reflecting, and mitigating challenges (Osakwe et al., 2022; Knight, 2004; Ogden & Hulse, 2021; Wihlborg & Robson, 2018; de Wit, et al., 2015; Beelen & Jones, 2015). Each stage is critical and integral to achieving the desired outcomes.

Experiential Learning

According to the *Association for Experiential Education* (AEE) which offered its version of a definition of experiential learning as “... a philosophy of teaching where educators purposefully engage and plan through multiple methodologies, the learning that students participate in, to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their learning” (Association for Experiential Education, n.d.). While this definition appeared on the association’s website, Itin (1999) analyzed this exact definition to distinguish the “philosophy” from the “methodology” in articles found in the *Journal of Experiential Education*. Business education needs experiential learning (Bratianu et al., 2020; Renfors, 2021). Experiential learning offers both internal and external activities in the classroom or learning space, including internships, study abroad, research, and extracurricular activities or planned assignments, which are transformative for students as they learn and are recognized as forms of kinetic learning.

According to AAC&U, an internationalized curriculum is considered a High-Impact Practice (HIP) supported by both blended and experiential learning. These methods foster deep learning in students while increasing engagement through awareness practices such as self-reflection, self-directed learning, and self-assurance (Eid et al., 2024). Improved confidence and academic focus promote academic success by incorporating global perspectives, skills, and interactions into the educational experience, particularly through “*internationalization at home*” (IaH) initiatives (Knight, 2004). Internationalizing a required internship course operationalizes the current definition proposed in a 2015 publication, *The European Higher Education Area: Between critical reflections and future policies*, which states: “Internationalisation at Home (IaH) is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments...” (Renfors, 2021).

Internships offer students new frontiers of knowledge that prioritize impacts across the personal, interpersonal, academic, employment, and civic engagement domains of professional development (Akhtar & Parkar, 2025; Alnajjar, 2020; Beard & Morton, 1998; Ivana, 2019). This study aims to highlight strategies that improve navigational capital for instructors to deliver relevant, focused, and dynamic learning, and for students to receive high-quality learning that is relevant, rigorous, and real-world-focused, thereby enhancing their professional attributes, competencies, knowledge, cultural, and self-awareness, which positively affect employability and confidence. These capabilities improve a global mindset. As students embrace a more globally focused perspective, student-centered, self-guided approaches that produce global thinkers offer parallel outcomes – where students become more cognizant of perspectives, including self and culturally diverse others, through a business model, PESTLE, to navigate global organizations (Summit, 2021) as well as local sites to expand students’ career focus and employability within a sixteen-week semester.

Summit (2021) infers that students who gain cultural navigational capital and acquire abilities to think beyond their current circumstances gain strength in aspirational capital, which is helpful when transitioning into adulthood, making career choices, gaining exposure, and opening their minds to more possibilities –as a globalized thinker.

Self-Directed Learning Models in Business

Self-directed learning (SDL) is a student-centered learning method (Stein, 2021; Woods, 2024) that encourages individual learners to take control of their learning process, deciding what and how they learn. College students benefit from experiential learning opportunities that strengthen skills and boost employability (Banker & Borchardt, 2025). Research on self-directed learning points to better outcomes for students in three ways: building agency and resiliency as independent, lifelong learners; learning authentically, where students decide and prioritize *what and how* they learn; and as twenty-first century learners, considering the impact of global issues on professional career opportunities and personal lives, through multicultural interactions and environments (Childress, 2006; Osakwe et al., 2022) as these experiences shape career paths. Internationalizing a required course in the business curriculum becomes a transformational learning experience (Fees & Perchiniak, 2023).

Cox (2021) outlines the utility of the PEST or extended PESTLE model as a long-established business methodology for clarifying and analyzing the environments in which an organization operates. The methodology or learning activity involves considering issues and solutions through analysis of political, economic, social, technological, legal, and/or environmental or employee aspects, with a focus on understanding or innovation (Casan et al., 2021; Cox, 2021; Makos, 2011). The model focuses on influences, internal or external, and the impacts those influences may have, generally on an organization. The PESTLE framework offers significant benefits for students, enabling them to develop problem-solving skills through active-learning methods that support probabilistic thinking (Casan et al., 2021). Benefits of using this model include guiding strategic decision-making, understanding and gaining a competitive advantage, evaluating alignment, and avoiding errors that could compromise desired outcomes (Cox, 2021; Makos, 2011), all of which are important skills for business students. The PESTLE model/tool enables simultaneous micro- and macro-level assessments and multidisciplinary analysis to study and evaluate practices within an organization or other phenomena. For students, the model supports a didactic approach to teaching skills and applying learning from workplace observations (Casan et al., 2021). Integrating the PESTLE model/tool is a kinetic learning practice that enables students to explore globalized connections through a self-directed approach to understanding the impacts of globalization at the micro, mezzo, and macro levels, thereby situating learning at home within internationalized learning objectives.

Identifying Gaps in Research

While the literature on global mindset capital and internationalized curricula is robust, there remains a profound empirical deficit concerning the application of these frameworks within the context of Historically Black Colleges and Universities (HBCUs). It is essential for business students attending an HBCU to understand how local workplace tasks are influenced by global impacts. Decision models and actions guided by a global mindset, as a multidimensional construct rather than a single learning objective, ensure that the internship experience is theoretically grounded, making it both a rigorous academic and professional experience (Banker & Borchardt, 2025). Updating an existing course allows the instructor to practice constructive alignment—ensuring that the learning activities (internships), the theoretical frameworks (PESTLE/Global Mindset), and the assessments (Reflection/Action) are synchronized in a transformative, cross-cultural, dynamic reality. This research included 155 students across business concentrations over multiple semesters and used a qualitative approach to inform the literature on the benefits of internationalizing a required internship course. This research is beneficial for academics interested in elevating the internship experience, providing meaningful learning outcomes that result in enhanced globalized mindsets of business students (Banker & Borchardt, 2025) attending HBCUs.

Methodology and Objectives

Methodology

Qualitative inquiry, as a methodology and practice, aims to understand the meaning of human action through implicit and explicit comparisons of behavior, cognition, understanding, and kinetic actions to explain or acknowledge worldviews. Elliot Eisner's work sought to define and illustrate how qualitative aspects of the experiences and settings of teaching and learning are perceived, interpreted, understood, and assessed (Schwandt, 2015). Schwandt (2015) denoted that the qualitative approach for research is an inherent or phenomenal, essential understanding of the characteristics of something; an object, process, or experience. The objectives of this research followed a qualitative approach: to guide students in expanding their globalized perspectives, which shape their worldviews (experiences), using the PESTLE business model (process) through a kinetic learning internship (purpose/object) over a semester. The data collected for this research comprised a sample of 155 students across four semesters. The data sources included assignments and discussions along with a scoring process to assess changes in students' points of view using the ICS rubric.

BUSA 3100 Overview

The BUSA 3100 catalog description:

...Introduces business students to business environments in their aspiring professional careers with an opportunity to gain valuable insights into actual

organizational and managerial practices and operations. It enables students to integrate their academic experiences with the expectations of their future professional careers and provides them with practical experiences in business.

The BUSA 3100 Internationalized learning objective:

Integrate a global mindset into perspectives, analysis, and actions based on enhanced self-awareness and cultural awareness through appreciative strategies using the PESTLE model within business environments and beyond.

The business internship course affords students a unique opportunity to bridge global learning gaps across majors in a single course through a self-directed learning experience. Students across different concentrations shared common learning objectives, producing nuanced, individualized, and specific outcomes tailored to their major fields while establishing enriched branches of knowledge within the business domain, with an emphasis on both domestic and international contexts. The BUSA 3100 course is required for students with concentrations in accounting, marketing, management, and supply chain management.

The decision to internationalize the internship course, BUSA 3100, was a focused effort by the instructor to adopt a more self-directed, learner-centered approach to prepare students to navigate across business fields with a more expansive, globalized mindset, in which students co-create their learning across the cognitive domain within their major field. Students can build skills and knowledge, increase aspects of career development, and explore multiple geographically diverse cultures, guided by a common coach/instructor, flourishing where they are, on-campus and internationalized at home (IaH) through campus-based activities (Renfors, 2021). Global perspectives introduced in curricula, pedagogies, and assessments that improve globalized thinking and understanding have been instrumental in expanding students' outlooks as globally minded citizens, as their intercultural capabilities address differing value systems and actions through the purposeful integration of internationalized contexts (Renfors, 2021; Green, 2019). To address research gaps that include course design, learning processes and methodologies, and student engagement (Renfors, 2021; Summit, 2021), this course received an initial redesign offering two tracks to collect internship hours; Track P remained the physical, onsite approach, and Track R, a new option, to collect internship hours using a remote approach. A feature of the remote option was for students to select a company with a global footprint as a case study and include the PESTLE business model in the Track R option to assess the organization's global footprint.

The PESTLE model served as a rich resource for students to gain a deeper understanding (Makos, 2011; Cox, 2021) of the globalized workplace through the business model's operation, utility, and application, while acquiring a globalized lens through reflective and appreciative self-awareness components embedded in the course assignments. The learning outcome, expressed as the global learning outcome,

for this course was to integrate a global mindset into perspectives, analyses, and actions for assignments based on self-awareness and cultural awareness, using the PESTLE model in three of four assignments.

This effort served as a high-impact practice (HIP) within the experiential learning realm to mitigate personal, financial, and mobility gaps associated with students attending an HBCU while gaining broader, globalized perspectives of self, others, and cultural awareness through a set of business lenses to increase respective and a globalized mindset (Renfors, 2021; Summit, 2021; Green, 2019). Students actively participated in a constructivist perspective; analyzed new information, improved knowledge, skills, and abilities (KSAs), discovered or addressed learning and social biases, and emerged with a pronounced sense of awareness for self and culturally different others. Critical analysis skills were strengthened by incorporating the PESTLE model in several assignments.

Original Course

The course BUSA 3100, initially a face-to-face course, became an independent study course with minimal assignments, designed to provide on-campus students with localized internship opportunities to collect contact hours with minimal oversight. During the pandemic, courses were pivoted to virtual delivery, necessitating that the internship experience be reformatted to support online delivery. Students were able to choose their learning option – a traditional internship experience at a site, on-campus, or within the employer community in a volunteer status, the Track P option, or through a remote experience, the Track R option, guided by the faculty member as the site supervisor; the student assumed the role of a junior consultant assessing an organization with a global footprint. Each track offered different assignments with the same learning outcomes and objectives to support competency acquisition and career readiness, aligned with the track preference. For Track R, the faculty member awarded equivalent hours as the student assumed the role of a junior consultant, strategically assessing more than 30 generic business concepts against the selected organization's operations, including the organization's focus/impact on globalization, diversity and inclusion practices, and sustainability practices through elements of the PESTLE model. The PESTLE model, a longstanding business practice for assessing operational effectiveness (Makos, 2011; Cox, 2021), was integrated into the revised assignments to achieve the course's internationalized learning outcomes. The internship tracks offer students a self-paced, self-directed learning schedule during the internship collection period (Track P, 10 weeks; Track R, 8 weeks). Each track offers students specific assignments to gain understanding of business concepts and models, apply the models through assignments based on real-world workplace situations, investigate globalized operations and systems to increase business acumen, and reflect and apply critical analysis to conflicts and challenges to operationalize the business concepts, models, and best practices and benchmarking to solve problems identified by the faculty member through assignments.

Preparing

The Office of International Education (OIE) at Albany State University, Georgia, outlines a framework for initiating course internationalization, from a standardized course shell and the Comprehensive Internationalization Strategic Plan (CISP). The faculty orientation to these resources begins the preparation phase. This phase challenges the faculty member to consider the academic self and to engage in global reflection(s) on a selected course or courses and a review of the course(s) syllabus (Osakwe et al., 2022). Preparation requires the faculty member to reflect on and assess one's cultural and global perspectives, beliefs, attitudes, worldviews, and understanding of biases, using ways of thinking to effectively guide students through transformative activities that lead to global learning (Sanderson, 2008; Agnew & Kahn, 2014). Internationalization of the academic self is a continuous learning process, rooted in growth-mindset practices.

Kahn (2014) posed a series of questions for the faculty member to address reflectively as the course is being internationalized. These questions are focused and prompt the faculty member to consider learners and their learning styles, and to design content and assignments that build perspectives and knowledge. The questions offer the faculty member an opportunity for thoughtful awareness or a renewal lens to "see or consider" students individually, as every semester new students with new dispositions join the course. The prompts encourage the faculty member to determine modifications and updates necessary to enhance learning and outcome attainment, and to also focus on continuous improvement efforts to keep the course fresh, regarding the pedagogical framework:

- What situational factors might impact achievement of global learning goals?
- What activities might promote self-reflection and cross-cultural understanding?
- What are my student demographics?
- What learning styles do my students reflect?
- What resources are available for classroom instruction?
- What has changed in the learning environment that would impact student success?
- What should I stop, start, or refine to improve course delivery?

The course syllabus should include globally focused-revisions or be redeveloped to ensure there are intercultural or global dimensions for six key areas which include: (1) learning outcome(s) and (2) course objective(s); (3) course specific and globally-focused learning content; (4) activities (assignments, projects, discussions) and a focused methodology that supports globalized applications; (5) materials and resources (textbook); and (6) assessments and evaluative tools. As these areas are developed for the course, core competencies of the academic discipline should be included as goals to ensure that the skills students are expected to attain are actionable and support employability within the specific field of study.

In the state of Georgia, six core competencies for global learning were established, which align with this course redesign, centered on three areas: *knowledge*-cultural self-awareness and cultural worldview frameworks; *skills*-empathy, understanding, verbal, and non-verbal communication; and *attitudes*-curiosity and openness (USG, n.d.). Accordingly, the outcome of an internationalized course's learning outcome(s) *should not* offer a narrow focus on the content rather, a broader focus on the long-term goals for student success and achievement as global-thinkers, a larger educational purpose, as emphasized by Suskie (2004) as habits of the mind that learners take with them through the transformative process of acquiring knowledge, skills, and attitudes. The learning outcome(s) and course objectives must therefore be actionable, measurable, and performance-based, yielding discipline-specific attributes.

The front end of the course consisted of establishing a global focus on learning outcomes and objectives. The next central phase was preparing the syllabus and activities after an instructor's academic self-assessment to thoughtfully plan the course, incorporating the internationalized framework to enhance intercultural aspects. Aligning competencies at Albany State University, Georgia, at the institutional, state, and global levels, as well as through NACE, supports students' career readiness and professional development.

Empirical research suggests that consensus on the benefits of internship experiences and career readiness competencies defines the scope of required skill adoption in real-world work environments for students (Ivana, 2019; Hora et al., 2017). According to the latest NACE career readiness competencies from 2024, the eight areas highlighted include: critical thinking and problem-solving based on situational contexts and logic using information strategically; clearly and effectively exchanging information through communication channels and methods; knowing and demonstrating appropriate work habits across work situations; forging collaborative relationships, understanding group dynamics, and teamwork; recognizing and equitably engaging people from different cultures and backgrounds through awareness in attitudes and civility practices; self-leadership and achieving results through team strengths; continually and proactively developing oneself through relationships, networking, career, and self-development within the context of organizational dynamics, socially and professionally; and leveraging technology—these competencies—broadly prepare the college educated to demonstrate foundational skills and attitudes for success in workplaces.

The American Association of Colleges and Universities (2014) identified six global learning outcomes that provide a framework for connecting course activities and outcomes to foster deeper learning. Course activities are to be intentionally developed and planned to demonstrate effective skill development, knowledge acquisition, and habits of the mind, including broader perspectives, relevance to the learning process, and a globalized lens and appreciation for diverse cultural perspectives and operational aspects for business students. Emphasizing these competencies aligns with state and national guidelines on global learning, thereby

improving expectations for student learning. These competencies include global awareness, perspective-taking, cultural diversity and awareness, personal and social responsibility, understanding of global systems and operational practices, and the application of knowledge to contemporary global contexts (AAC&U, 2014).

Planning

According to Musil (2006), the planning phase of course internationalization requires the faculty member to investigate and select resources and materials, including the internet and searches that link to impactful learning content (TED Talks, YouTube videos, or LinkedIn Learning), as well as articles and textbooks, to plan course activities deliberately. The framework in Table 1 represents a pedagogical architecture to ensure comprehensive coverage of the nuanced requirements for advancing this course from a localized experience to a transformative, integrated, and internationalized experience, thoughtfully outlined to eliminate planning deficiencies. Intentionally focused assignments should align with the course learning outcomes and with assessments that measure culturally relevant practices, competencies, skills, attitudes, and knowledge acquired by learners, whether through formative, summative, or a combination of both.

The original course included learning outcomes established by the college's Assurance of Learning (AoL) committee, focused on professional growth demonstrated through reasoning, writing, and presentation skills. Table 1 outlines and maps the framework to support an evolved mindset, guiding the instructor to create course assignments that engage students in transformational, experiential learning activities. Table 1 summarizes the course objective and the globalized learning objective required to use the Albany State University, Georgia framework to internationalize the internship course, along with learning outcomes for each assignment. Competencies for the state-focused indices and internationally supported global areas of focus (AAC&U) are also shared in Table 1. Table 1 includes the three dimensions of acquiring a globalized mindset through student capabilities – behavioral, cognitive, and emotional as elements of each learning outcome from the respective assignments. Utilizing a scaffolded approach to internationalization, as outlined in Table 1, ensures that the instructor is not just teaching concepts but specifically assessing students' ability to apply them to cultivate the initial shift in perspective. The student no longer only analyzes global trends but acts with a globalized intuition.

Implementation of the Revised Course

The two-track option was updated during the fall semester of 2023 to support the course's internationalization. To ensure continuity of learning in a dynamic course, the faculty member decided that all students should participate in the same assignments. Three assignments were configured from a single learning outcome; each would operationalize a measurable aspect of intercultural learning that supports the identified competencies. Over the sixteen weeks of the semester, it was decided

that each assignment would be a cumulative component, building skills, knowledge, attitudes, and habits of the mind as students gained intercultural perspectives, conducted analysis on respective organizations with an evolving focus on globalization, and became more aware of self and culturally diverse others within a work environment, as the semester progressed.

Table 1

Learning Objectives and Outcomes for Business Internship – Internationalized course

Course Objective:		
To develop students' professional skills through work-based professional experiences in business		
Globalized Objective:		
Integrate a global mindset in perspectives, analysis, and actions based on self-awareness and cultural awareness using the PESTLE model.		
Learning Outcomes		
Assignment #1	Assignment #2	Assignment #3
LO: Integrate global mindset in perspectives	LO: Globalized mindset in analysis, using the PESTLE business model	LO: Integrate global mindset in actions based on cultural awareness
Core Competencies – GA	Core Competencies – GA	Core Competencies – GA
Attitudes Skills Knowledge	Knowledge Skills Attitudes	Knowledge Attitudes Habits of the Mind
Global Competencies AAC&U	Global Competencies AAC&U	Global Competencies AAC &U
Personal & Social Responsibility Cultural Diversity	Applying Knowledge to Contemporary Global Contexts Understanding Global Systems	Global Self-Awareness Perspective Taking
Global Mindset Capital Dimensions		
Social capital	Intellectual capital	Psychological capital
Behavior dimension	Cognitive dimension	Emotional dimension

Source: Author

The content of the common assignments included the three assignments and class discussions. The *first assignment*, a paper, required students to focus on self-awareness and to understand the definition of globalization and its influences on their respective concentrations. The *second assignment* required students to consider the broader community at work, assessing the organization using a business model and PESTLE through a globalized lens. The *third assignment*, a reflective paper, required

students to consider themselves and others through a forward glance, anticipating the work environment and perspective-taking. The *fourth assignment* was an additional discussion in which all students participated in reviewing and commenting on a summary of the reflective paper. The discussion posts were included to extend learning from an individual perspective to the class community. Students were able to share insights and reflections and learn from others within the course. Each class consisted of students representing diverse backgrounds—ethnically, culturally, religiously, and by country of origin, including those with generational diversity.

These interactions through posts and responses offered students the opportunity to synthesize knowledge and improve communication skills. Students developed broader perspectives over the sixteen-week semester. Both tracks require students to juxtapose the organizations' business operations with the influences, impacts, and trends of globalization through the lens of self- and cultural-awareness to understand business practices. Students use search engines, social media, website visits, and following leading news outlets to understand the organizations' activities. Participating in discussions with diverse others in a forum facilitated the exchange of ideas, perspectives, and insights gained from the course experience.

Table 2

Internationalization Assignments Course Activity Guide

Week 3 of Semester	
Assignment #1 – Paper	
Understanding Globalization in my major field of study using the PESTLE model:	
Assignment Elements	
○ Students prepare a multi-page paper (six pages, double-spaced) due at the end of week three of the course. ○ The assignment comprises five components, with a summary discussion post for the first four components. ○ The faculty member overviews this assignment in the first week of the course, and students may begin immediately, working individually at their own pace until the due date. ○ The assignment is scored using the ICS Rubric, designed for internationalized course assignments, as an overlay of the course assignment rubric.	● Define globalization, then develop your own definition based on your major field of study and your current perspective. ● Identify three to five business trends in your field and discuss the impact of globalization on these findings. ● Analyze and anticipate what impact globalization will have on your field of study in the next five years. ● Analyze the impact of globalization on each of the current generations in the workplace using the terms marketing segmentation and culture, share your perspective on your lived experiences (<i>habitus</i>) as globalization expands, and you recognize cultural diversity. ● Prepare a short summary as your conclusion and post to the discussion forum, commenting on at least three (3) peers' posts with well-reasoned responses.

Week 8 of Semester

Assignment #2 – PESTLE Analysis - Midterm

Using the Midterm Assignment presentation template, complete the analysis following the slide headers to provide the requested info/data.

Assignment Elements

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Students customize the Midterm template for the PESTLE analysis using the selected organization (Track R) or site (Track P). ○ The faculty member overviews this assignment in the first week of the course, and students may begin immediately, working individually at their own pace until the due date. ○ The assignment is scored using the ICS Rubric, designed for internationalized course assignments, as an overlay of the course midterm assignment rubric. ○ The midterm assignment explored the PESTLE model elements for the student selected organization through searches of both historical and current activities related to the elements of the model. ○ This was a partial analysis culminating with the final exam project presentation, which included other business concepts and analysis, to achieve the overall course objectives, inclusive of the globalized learning outcomes. ○ | <ul style="list-style-type: none"> ● Explain the aspects of business operations in a globalized work environment for your major, with a <i>definition of business globalization from an individual perspective based on respective concentration</i> within the business degree. ● Using the PESTLE model, explain for your selected organization/site three key observations for each of the components of the model within the US and three observations for each of the components of the model in the greater world – using the assignment template. ● Prepare a short summary, at 100 words, responding to the prompt: <i>How Did You Recognize Globalization in Your Assessment and Review?</i> Post your summary to the discussion forum and comment on at least three (3) peers' posts with well-reasoned responses. |
|--|---|
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Week 15 of Semester

Assignment #3 – Paper - Final Exam

What I Know Now: Acquiring a Globalized Lens in Business

Assignment Elements

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Students prepare a reflective paper responding to four prompts, at least two pages, double-spaced. ○ The paper is summarized into a discussion post. ○ The faculty member overviews this assignment in a class meeting during week twelve (12) of the semester. | <ul style="list-style-type: none"> ● Revise your definition of globalization based on your cumulative learning from this course. ● Reflect and evaluate on at least two aspects of the PESTLE analysis for your organization/site from your experiences or new knowledge from this internship. ● How and what has changed in your worldview as a learner, business |
|---|---|
-

○ Students may begin this assignment and thereafter work individually at their own pace until the due date. ○ The assignment is scored using the ICS Rubric, designed for internationalized course assignments, as an overlay of the course final assignment rubric.	• student, and future employee/leader at the end of the course? • Prepare a summary of your paper, including each of the three prompts (at least 150 words and your revised definition of globalization). Post your summary to the discussion forum and comment on at least three (3) peers' posts with well-reasoned responses.
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Week 16 of Semester

Assignment #4 – Paper summarized into a discussion post.

What I Know Now: Acquiring a Globalized Lens in Business is posted as a class discussion post.

Assignment Elements

○ Students prepare a reflective paper responding to four prompts, at least two pages, double-spaced. ○ The paper is summarized into a discussion post. ○ The faculty member overviews this assignment in a class meeting during week twelve (12) of the semester. ○ Points are only awarded for three complete posts, as this assignment receives a pass or fail grade (a bonus grade of 100 or a grade of zero).	• Prepare a summary of your paper, including each of the three prompts (at least 150 words and your revised definition of globalization). • Post your summary to the discussion forum and comment on at least three (3) peers' posts with well-reasoned responses. There should be four identified components to receive a grade of 100.
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Source: Author

Assessment

The back end of internationalizing the course is as critical as the preparation phase; it is essential to ensure that the desired outcomes are achieved and to demonstrate what students should know and be able to do by the end of the course. Course assessments and evaluative practices should be measurable to confirm that students achieve global learning outcomes and objectives through participation in an internationalized course. The course was revised through a series of modifications, beginning with the back end and focusing on the assessment tool.

There are a variety of approaches to internationalizing a course, but more attention is needed to assess learning outcomes and students' competencies. Assessment validates learning. Continuously improving the quality and rigor of course activities and clarifying intercultural aspects within the course provides a positive effect on learning. Assignments challenge students to embrace diverse perspectives, acquire and strengthen critical analysis skills, and develop foresight. Assessments measure students' strengths and learning gaps. Students gain educational value from course internationalization (Jibeen & Khan, 2015) across all learning domains. Course assignments aligned with strategic learning outcomes that achieve and assess one or more global learning objectives improve global,

international, intercultural, and self-awareness across student knowledge, development, attitudes, skills, and actions.

Assessment rubric

The faculty member used the Internationalization Curriculum Scoring (ICS) Rubric, as presented in Table 3, to determine the level of perspective, assessing the strength of the point of view students exhibited when sharing their understanding, insights, and appreciation of cultural awareness. The *rubric* was developed to assess *evidence of students gaining perspective, enhanced global self-awareness, and the tone of responses to diversity and cultural awareness in* composing assignments and discussion posts. The rubric can be used alongside other assessment tools, as it focuses on assessing students' responses to each of the four assignments using *reasoned responses to prompts*. Students' work/submissions assessed as "*not evident*"—in need of improvement—received detailed feedback from the instructor, with an opportunity to improve the assignment and resubmit within a remediation window. Not all students took advantage of the opportunity. The course map for this class included student performance targets and course proficiency goals for meeting several assurances of learning outcomes. This rubric offered narrow achievement metrics for written assignments, where students demonstrated a clear point of view in their responses based on the assignment prompts: *not evident, evident with a (general) point of view, and evident with a compelling point of view*.

Table 3

Internationalized Curriculum Scoring (ICS) Rubric

Assessment of student accomplishments in assignments – below , paper/presentation, and through reasoned responses to prompts.	Does not address topic/concept with a point of view. Not evident	Offers insights that reflect some relevancy, some reasoned response(s) Evident – with a point of view	Offers clear, relevant, specific, and rich reasoned response(s) Evident – with a Compelling point of view
Assignments:			
#1 - Understanding globalization in my major field of study: Paper			
#2 - Analysis of globalization and mindset using the PESTLE model: Midterm			
#3 – What I know now, acquiring a globalized lens in business: Final Exam Paper			
#4 – Discussions for assignments #1-3			

Source: Author

Each course activity included components of the course learning outcome. The course redesign included six key components to internationalize the course,

ranging from updating the syllabus to recommendations to continuously improve the learning process for students. The assignments (Table 3) required students to identify self and cultural awareness, a clear point of view using a business model to assess the intersections of business strategies and cultural dynamics, while problem-solving, analyzing business concepts through critical assessment, and dissecting emotional dimensions through self-awareness and deep self-reflection to foster resilience and confidence, improving professional skills and career readiness, and evolving a globalized perspective, thinking broadly to complete transformational assignments to build skills, knowledge and abilities to compete in a global work environment. The assignments included several prompts to address, as well as cumulative components that expanded the prior assignment, with a reflective summary to connect learning, global thinking, a globalized mindset, and analysis using the PESTLE model to anchor a business worldview. The following findings and observations were highlighted from this study:

- Internships positively interacted in the development of specific global traits, such as intercultural communication, flexibility, and a broadened perspective, which collectively form a global mindset.
- Internships are a highly effective mechanism for developing a global mindset due to the required immersion in a complex, cross-cultural environment.
- Experiential learning is directly connected to a tangible activity or outcome; students became more motivated and found the subject matter more interesting.
- Students are more engaged and intrinsically motivated when they work on real-world, meaningful problems. They took ownership of their learning process and can see the direct relevance of their coursework.
- This course experience provided a safe space to fail and learn. The findings from the totality of assignments indicated that this internationalized course advanced students' self-efficacy, self-awareness, cultural awareness, and broader, globalized thinking.

Findings and Discussion

Internship experiences provide opportunities to integrate career exploration and experiential learning, preparing students through action-based, hands-on, immersive practices to adapt to workplace dynamics in formal and informal settings (Green, 2019). The internationalization project for the internship fostered growth in students' skills, perspectives, and sensibilities, making them more culturally aware and more proficient in applying business tools, practices, and acumen, while maintaining professionalism through self-awareness. Student performance on the third and fourth assignments, in acquiring discernible clarity in possessing a global mindset, was evident and compelling. While the challenges of this effort were minimal, mostly in the administration of the course, there were three opportunity gaps over the four-semester period:

- *Timing of the first assignment.* Acclimating students to the time required to prepare a strong response should not occur during the first week of the course. The timeframe for the first writing assignment should be set after the first week of course administration to maximize student participation and support student success in completing the assignment as requested, thereby improving assignment quality.
- *Quality of assignment submissions.* Providing students with exemplary artifacts/examples to guide their understanding of assignment expectations substantially improved the quality of student submissions.
- *Struggles with assignments.* Emphasizing course expectations that all student assignments must be completed, especially the internationalized components, was an initial challenge. This issue was addressed by adding an additional class meeting focused on the key assignments, which included the internationalized focus, after the first cohort, and this continues with classes currently. In the latter two semesters, a significant number of sophomore students enrolled in the course were not academically prepared to complete the assignments, resulting in the highest number of unsatisfactory assignment grades. While this situation was beyond the faculty member's control, it was addressed with the department chair and the student advising team.

Over four academic semesters, more than 155 students participated in four assignments with the assessment results using the scoring rubric – the data follows:

Assignment #1: Multi-page paper titled: *Understanding Globalization in My Major Field of Study*. Observations:

- *This assignment for the Fall 2023 was assigned to students during the first week of the course. Submission rates were less than expected due to institutional operations of drop/add.*
- *Spring 2024, the paper was scheduled for the third week of the semester, with significantly better submission rates, and 90% of the submissions were assessed at the Evident—with a point of view or Evident—with a compelling point of view.*
- *Fall 2024, the paper remained as a week three assignment, with 80% of the students achieving the Evident—with a point of view or Evident—with a compelling point of view.*
- *Spring 2025, the writing prompts for the assignment components were changed due to DEI. The current writing prompts will remain. Experienced a high level of non-submissions by sophomore-level students, who struggled with business concepts and assignment submissions.*

Assignment #2: Midterm - Analysis of Globalization using the PESTLE model

Presentation - Observations:

- *This assignment for Fall 2023 allowed students to create their own presentation. The quality of the presentations varied significantly. The faculty member created a template based on exemplary student submissions from prior terms for Fall 2023.*
- *Spring 2024, the presentation template resulted in higher quality submissions, with 85% of presentations assessed as Evident, with a compelling point of view for the assignment.*
- *Fall 2024, the presentation template resulted in higher quality submissions, with 82% of the class being assessed as Evident, with a compelling point of view for the assignment.*
- *Spring 2025, the presentation template was tweaked to include more slides, with 68% of the class being assessed as Evident, with a compelling point of view for the assignment. Experienced a high level of non-submissions by sophomore-level students; these students struggled with business concepts and assignment submissions.*

Assignment #3: Final Exam Reflective Paper: What I Know Now, Acquiring a Globalized Lens in Business. Observations:

- *Fall 2023, The Reflective paper assignment was unrestricted without prompts using the title. The quality of the submissions varied significantly.*
- *Spring 2024, The Reflective paper assignment remained unrestricted without prompts using the title, but a class was scheduled to review expectations for the assignment. The quality of submissions improved significantly, with 90% of the submissions rated at: Evident – with a point of view or a compelling point of view.*
- *Fall 2024, The Reflective paper assignment remained the same as the prior semester, with 83% of the submissions rated at: Evident – with a point of view and a compelling point of view.*
- *Spring 2025, The Reflective paper assignment was revised to include three writing prompts, 68% of the submissions rated at: Evident— with a compelling point of view. The conclusion of the Reflective paper asked students to offer at least two favorable and two unfavorable aspects of the course for feedback to the faculty member. This semester saw a high rate of non-submission among sophomore-level students, who struggled with business concepts and with submitting assignments.*

Assignment #4: Companion Discussions:

- *Companion discussions were included as summaries to the aforementioned three assignments as a reflection assignment. Students were to prepare summaries of assignments and post takeaways in the discussion forum, in their own words.*

- *Graded as pass or fail, the student must participate in each of the three discussions to gain a score of 100 or 0 (zero).*
- *As of Spring 2025, more students participated.*

In Spring 2025, the fourth semester, student artifacts of their experiences were collected as data for BUSA 3100. There were four course discussions that required students to prepare summaries of all assignments and posts and to respond to peers. Seventy percent of students participated in the discussion forums. The conclusion of the Reflective papers offered no unfavorable feedback (to the instructor) regarding the three assignments and discussions, with overwhelmingly positive feedback regarding the prompt: *What I Know Now, Acquiring a Globalized Lens in Business*.

Feedback – Student Perspectives

The following remarks are from students who granted the instructor permission to use their statements before the end of the semester, Spring 2025:

- “My views have changed. My definition of globalization guides me, as do the basic rules that all business students should know and use. I will apply everything I learned in the course to my everyday life.”
- “I, now, view business through a more globalized lens. I now recognize that successful business professionals must be culturally intelligent, adaptable, and strategic thinkers who can collaborate across borders.”
- “One of the most important things I gained from this internship course was a better understanding of globalization and its impact on business.”
- “Track R learning method was good for a few reasons. I was permitted to select a company that I was genuinely interested in and to use that information for this course. Track R allows students to gain substantial knowledge that in-person internship students might not receive. (I had an in-person internship for comparison.) Overall, my level of cultural awareness had dramatically improved. I recognize the importance of understanding cultural differences and how management styles can affect outcomes. A globalized lens equips me to consider broader perspectives when making decisions, ensuring they are inclusive and well-informed. Thank You!”
- “I now understand the importance of cultural sensitivity, global market trends, and diverse customer behaviors in shaping business strategies. This global mindset will help me.”

Limitations

The limitations in this experience mainly consisted of not teaching all sections of the BUSA 3100 course, as in prior years. In Fall 2024, a large number of

sophomores (up to 21% of the total class size) registered for this course, which is generally reserved for upperclass students, juniors, and seniors. These students had not yet enrolled in 3000- or 4000-level courses in their major, were perplexed by the assignments, and had not yet completed the business survey courses. These students either did not submit or performed poorly on the key internationalized assignments for the internship course.

Conclusions

The decision to internationalize the internship course, BUSA 3100, enhanced learning outcomes through real-world critical analysis by students, achieved through a refreshed curriculum that pivots to a more self-directed learning framework, producing a more learner-centered approach in which students co-create their learning across the cognitive domain within their respective major field. Students' perspectives and practices of analysis are actioned through a global lens. These course activities offered a broader perspective on the world and the organization, at both micro and macro levels, to understand, analyze, and evaluate operations and the perspectives of people, the self, and culturally diverse others. Course enhancements that require students to conceptualize and apply real-world assessment strategies and analysis lead to a more dynamic, rigorous course.

This research highlighted the importance of preparing students to acquire knowledge that incorporates a globalized mindset. Faculty can use internationalization as a pedagogical practice to enhance the relevance and effectiveness of course development, ensuring that what and how students learn content meet expectations that they acquire the necessary knowledge and skills for success in an interconnected, global setting, irrespective of location (Eid et al., 2024). Students actively participated in a constructivist perspective, analyzed new information, improved KSAs, became aware of learning and social biases, and emerged with a pronounced sense of awareness of self and culturally different others. For this study, the students' feedback collected was overwhelmingly positive.

Experiential learning allows students to experiment and make mistakes in a low-stakes environment, teaching them to analyze consequences and appreciate diverse environments by connecting them to concrete and abstract real-world contexts. This approach can reinforce concepts and strengthen memory connections to the course materials and learning objectives. Students develop a stronger sense of cultural awareness and appreciation through reflective observation and active experimentation, thereby gaining greater self-awareness, deeper conceptual understanding, and stronger retention, which in turn builds self-efficacy and adaptability.

Teaching staff or faculty must possess the competencies to constantly innovate and adapt (Kaçaniku, 2024). As stated by the European Commission (2012), teachers' professional responsibility includes maintaining critical, evidence-based attitudes that enable them to respond to students' outcomes, to engage with new evidence from inside and outside the classroom, and specifically, to engage in professional dialogue, to adapt their own practices (Caena, 2013). Reflective thinking and research actions

are central to competency-oriented frameworks, emphasizing teachers' ability to navigate change through research and collaborative learning experiences, and to maintain a critical stance (Niemi et al., 2016). There are several benefits realized by instructors who facilitate experiential learning through purposeful activities that improve the practice of teaching—personal and professional growth, curriculum relevance, more nuanced understanding of student learning, engagement, knowledge application, and comprehension while improving collaborative activities through innovative projects or assignments at a greater level of participation through role enhancement—as a guide, mentor, co-inquirer, and facilitator.

Internationalizing a business internship course offered a unique opportunity to bridge global learning gaps across majors in a single course through a self-directed learning experience that remarkably impacted HBCU students' global mindsets within a sixteen-week semester. Improving students' navigational capital to gain greater insights into global organizations can be achieved by internationalizing the curriculum. The opportunity to internationalize the curriculum, especially for business education, is of great benefit to all business students (Bratianu et al., 2020). In summary, this study underscores the perceived benefits of experiential learning, from both instructors' and students' perspectives, as a transformative, active learning experience.

Instructor Reflection

Reflective practices are level-setting as an instructor. As I reflect on my growth during the BUSA 3100 course's internationalization experience, I learned, as my students did, through a fundamental shift in pedagogical practice. Three key shifts I experienced were *being comfortable with self-discovery* – I refined the content of assignments within the course and moved the assignment delivery dates until it worked for the students rather than a limited scope view and, not being the primary authority on the cultural context – allowing my students to create their learning narratives; *integrating an adaptive mind-set*, and refining the assignments within a scaffolded framework; and *open to dimensions of learning* as students were no longer just trying to be "right"; they were trying to understand the "why" behind the assignments along with differing viewpoints as discussions were assigned. Reflecting on my own thoughts and revisiting my journal notes allowed me to improve my (critical) thinking about my critical assessment of the course and delivering on the objectives and outcomes with thoughtful modifications to assignments.

I learned my students make connections with globalized assignments from their lived experiences and worldview – not biased versions, based on (my) generational cohort views of the world, or through a dated practice of instructor-led practice. The process served as more than a curriculum update; it was a fundamental shift in approach by de-centering traditional frameworks and inviting more student self-direction and pace, broadening assignment parameters, and embedding a global perspective, which allowed students to center their interests within a prescriptive framework. I learned how to better engage my students –explaining the why, how,

and WIIFM for them in terms of self-growth. My growth also included intentional focus on strategies to transform the course into a dynamic exchange curated by student interest – I am now more content observant, culturally responsive, more readily invite inquiry, and open to new dimensions of learning engagement –as students acquire broader perspectives using a globalized lens to see and understand business operations at the micro to macro levels. Through the course's internationalization, I have become a more versatile instructor, regardless of the institution's focus. Self-reflection and advancing a globalized mindset as an instructor, transcending location and institution-serving designations, courses, or concentrations, becomes more intentional in the curation of learning, benefiting all involved.

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About the Author

Dr. Tracy Simmons-Williams has taught management courses for more than 10 years at Albany State University's business school in Georgia. She received her undergraduate degree in marketing from Albany State College and her graduate degrees in management (with a concentration in human resources management) from Troy State University and in public administration (with a concentration in human resources management) from Albany State University. She completed her Ph.D. in Leadership from Capella University. Dr. Simmons-Williams has over twenty-five years of experience as a practitioner in human resources across business sectors; she holds SHRM-SCP credential, other complementary certifications in HR, a member of the class of 2018, Executive Leadership Institute (ELI) of the League for Innovation, and more than ten years in leadership roles in higher education at the two- and four-year levels. She also previously served as director of career services at Albany State University.

Internationalizing the Curriculum in English Composition: Utilizing Voices of Student Protest to Expand Global Knowledge

Leah Delaney, Ph.D.
Albany State University, Georgia

Abstract

Black students study abroad at far lower rates than their non-Black counterparts. HBCUs have an opportunity to directly impact the internationalization of Black students for whom study abroad is not accessible by incorporating an internationalized curriculum into our classrooms. Research on internationalization at home has grown rapidly, particularly since the COVID-19 pandemic. However, there remains significant room for faculty to publish their curricula and best practices as models and guides for educators seeking to internationalize their own curricula. This paper outlines how English 1102 was internationalized and analyzed using global learning outcomes. This was a fully online asynchronous course with 24 students enrolled, most of whom were dual-enrollment students from across Georgia. After reviewing the relevant literature on internationalization, this paper expands on the three major assignments and two scaffolding assignments used to meet and assess global learning outcomes. Final reflection responses from students indicated that all students started with minimal or no awareness of the current genocide in Gaza or of the international student movements presented in this course, and that all of them improved in metrics for both “personal and social responsibility” and “cultural awareness and diversity.” These findings suggest that engaging students in rhetorical analysis and research-style written assignments on topics related to student protest movements is an effective way for faculty to internationalize English composition classrooms. More research and further attempts to internationalize this course are needed to improve the assessment of global learning outcomes and increase student engagement.

Keywords: Internationalization at home, HBCU, English composition, first year composition, student protest

Exposing university students to international perspectives through an internationalized curriculum is a growing practice (Osakwe et al., 2022). In 2020, when the global COVID-19 pandemic began, people were simultaneously shut into their homes while being digitally thrust into numerous national and international spaces through social media platforms like TikTok, revolutionizing how people around the world participate in protests. When Derek Chauvin murdered George Floyd, a spark ignited among a worldwide citizenry that was angry at police violence, afraid of dying from a virus we still knew too little about, and, with masks on, we took to the streets. Likewise, in the fall of 2023, students on campuses across the

globe took to their classrooms and outdoor common spaces to set up signs and camps in protest of Israel's genocide of Palestinians. The generation of students currently entering our classrooms has grown up amid years of international political events unfolding on live feeds, with news platforms and political pundits targeting users for political gain. It is thus more crucial than ever that students develop the skills to unpack media biases, understand rhetorical devices, and conduct effective research. Furthermore, such analysis and research skills improve students' global cultural knowledge.

To address the need for students at Albany State University, a public HBCU in southern Georgia, to develop media literacy, analysis, and research skills, I chose to internationalize the curriculum of my English Composition II course (ENGL 1102). At ASU, many of my students come from the surrounding cities and have not traveled internationally. Further, their K-12 experiences have been rife with challenges. Many come from school districts that were underprepared for online teaching during the pandemic and where Black history is actively and legislatively being erased from the curriculum, thus resulting in education gaps and feelings of powerlessness. The overall goal of the internationalized curriculum was to increase students' sense of personal and social responsibility and their cultural awareness. To do this, the core content of the internationalized curriculum was centered on student protest movements across a variety of spaces and time periods. Additionally, it was important for me to ensure the students could see themselves in the movements they were studying.

This study aimed to internationalize my English Composition 1102 course. This was a fully online, asynchronous course with 24 students enrolled, most of whom were dual-enrollment students from across Georgia. After reviewing the relevant literature on internationalization, I will expand on the three major assignments and two scaffolding assignments I used to internationalize my course, each tied to three distinct global learning outcomes. Final reflection responses from students indicated that all started with minimal or no awareness of the current genocide in Gaza or the international student movements presented in this course, and that all feel they ended the course with greater awareness of these international topics.

Literature Review

Internationalization of the Curriculum and Internationalization at Home

Two definitions provide a useful starting point for understanding how institutions of higher education aim to meet internationalization goals. The first, provided by Leask (2009, 209), is the definition of internationalization of the curriculum: "the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study." Beelen and Jones (2015) refine this definition to apply to internationalized curriculum occurring in classrooms within a student's home country rather than studying abroad. They define "internationalization at home" (IaH) as "the purposeful integration of international

and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments” (8). This definition, which began to take shape in 1999, emerged as new universities in Europe opened that did not yet have established study abroad partners. While this was the original usage of the term, and students were unable to study abroad due to systemic relationships within universities, the applicability of the practice of internationalizing at home (IaH) for HBCUs is evident (Agnew & Kahn, 2014).

HBCUs and Internationalization

In the Institute of International Education’s 2013-2014 report, 1605 students from HBCUs studied abroad. This number increased to 2036 in the 2015-2016 report. Whereas Black students made up 12.3% of higher education students in 2021, they accounted for 6.1% of study abroad students in the 2017-2018 report and 6.4% in the 2018-2019 report. While this number is rising, it remains significantly lower than the rates among non-Black students. HBCUs, then, are uniquely positioned to address this discrepancy. While efforts to increase study abroad opportunities are necessary, internationalization at home also offers faculty at HBCUs an additional way to expose their students to international content and coursework.

Osakwe (2022) argues for implementing global learning outcomes in internationalized courses. Pulling from the global learning outcomes laid forth by the American Association of Colleges and Universities—global self-awareness, perspective taking, cultural diversity, personal and social responsibility, understanding global systems, and applying knowledge to contemporary contexts—Osakwe (2022) urges faculty to develop global learning outcomes that align with our respective fields and are “broad, yet actionable” (34). As Hope (2022) points out, HBCUs are sites rich in opportunities for internationalization due to their legacy of dedication to social justice. Bista and Pinder (2022) assert that “HBCUs aim to reinforce and deepen certain socio-ethical impulses of their students, which should be inherent in a globally competent citizen” (9-10). Indeed, internationalizing the curriculum in writing classrooms by utilizing the AACU’s Global Learning Classroom is one way HBCU faculty can uphold the legacy of socio-ethical and socio-emotional growth in our students.

Internationalization in English Classrooms

Much of the current literature on internationalizing the curriculum in first-year writing classrooms is rooted in the field of composition studies. Much of the focus has been on L2 learners—that is, learners whose first language is not English—and international students on campuses in the United States (Romero & Shivers-McNair, 2018; Donahue, 2009). While this is important work, more work is needed to consider content selection and assignment creation to address global learning objectives.

One study conducted at Albany State University implemented internationalized content in two courses: World Literature and English 1102 (Pitts, 2017). While my study also internationalizes English Composition (ENGL 1102) at the same institution, I aim to offer an alternative, updated perspective that builds on Pitts' (2017) work. One of the core components of Pitts' (2017) study was the use of multimodal content. Students engaged with various international news broadcasts, travel agency websites, and "adformercials" (131). Technology, of course, has come a long way in the past eight years, offering even more ways in which to utilize multigenre, multimodal tools in the classroom to achieve global learning objectives.

Methodology

At Albany State University, the core learning objectives for English Composition II are:

1. Develop effective critical thinking and writing skills
2. Engage in the reading, thinking, and writing processes central to academic research: paraphrase, summary, analysis, synthesis, and critique
3. Demonstrate the ability to gather and evaluate information and use it for their rhetorical purposes
4. Learn strategies of academic library research, techniques for understanding and evaluating academic sources, alternative methods of taking useful research notes, the logic and forms of documentation, and strategies for planning and developing the research paper

While meeting these objectives, this course aimed to integrate internationalized content and curriculum to support the development of the core skills. Therefore, in addition to these four core learning objectives, I added two internationalization learning outcomes: "personal and social responsibility" and "cultural diversity and awareness". These correspond to the global learning outcomes published in the American Association of College and University's Global Learning VALUE Rubric. There are three objectives for the course that correspond to these two global learning outcomes:

1. "Identify basic ethical dimensions of some local or national decisions that have global impact and issues related to personal and community participation in social justice movements" (Personal and Social Responsibility)
2. "Identify and evaluate the efficacy of rhetoric in news and popular media surrounding issues related to personal and community participation in social justice movements and local or national decisions that have global impact". (Personal and Social Responsibility)
3. "Describe the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews". (Cultural Diversity and Awareness)

To address these core learning objectives and the internationalized learning objectives, students completed two essays, a rhetorical analysis, a research paper, and one multimodal project, along with related scaffolding activities.

Assessments

The first essay that all students completed was the rhetorical analysis. In this assignment, students were required to compose a 1200-1500 word essay that comparatively analyzed how two rhetors utilized ethos, pathos, and logos to persuade their respective audiences. They had to analyze two compositions, a text-based artifact and a non-text-based artifact. There were three options that they could choose from for the text-based artifact: a Fox News article entitled "[College Students Express Concerns as They Expect Anti-Israel Protests to Return to Campus](#)", an article from NPR entitled "[‘Institutional Neutrality’: How One University Walks a Fine Line on Gaza Protests](#)", or an article on Al Jazeera entitled "[The Harvard Graduating Students Denied Their Degrees Over Palestine Protest](#)". There were two options that they could choose from for the non-text-based artifact: a video of Macklemore performing "Hind's Hall—The Free Palestine Song" or a video of a clip from The Daily Show entitled "Pro-Palestinian College Protests Grow as Police Crack Down." I selected these specific compositions as the options for students to choose from because each one deals with the same general international topic: the involvement of the United States in the Palestinian genocide and the role of American students and campuses in protesting that involvement. Therefore, this assignment aligns with internationalization objectives one and two. It aligns with objective one because it asks students to engage with materials discussing the national decisions that the United States has made in providing funding and arms to Israel, as well as both national and local decisions that governments and university administrators have made to punish student advocates who protest Israel's genocide. It aligns with objective two by directly asking them to analyze the rhetoric in news articles and YouTube videos covering this topic, and to frame the student protests in ways that align with the political affiliations of their respective media outlets.

To prepare students to complete this essay, they were assigned four scaffolding activities, two of which align with the internationalization objectives. Because the essay instructions required them to choose a text-based and non-text-based artifact from the selected list, the first scaffolding activity focused on rhetorically analyzing a text-based artifact, and the second scaffolding activity required them to rhetorically analyze a non-text-based artifact. The first scaffolding activity required students to review a recent news article, "[Everything Trump did in the first executive orders and actions of his presidency](#)," by Bill Barrow published on APNews.com. The article broke down the recent executive orders Trump established, particularly those relating to immigration policies, international trade, and other policies that highlight the role of the United States in the international sphere. Students were specifically asked to choose individual quotes that appeal to their emotions (pathos), logic (logos), and the rhetor's credibility (ethos). They were then

required to find another article from a different news outlet that also covered Trump's recent executive orders, and identify specific quotes from that article that appeal to the three rhetorical appeals. By requiring them to read another article from a different news source covering the same events, students were able to unpack potential biases in the articles and evaluate their use of rhetorical appeals, aligning with Objective One.

The second scaffolding activity required students to watch Kendrick Lamar's Super Bowl LX halftime performance. In this performance, Kendrick employed numerous rhetorical strategies and referenced the experiences of Black people throughout history. Because of the content of this performance, analyzing it required students to engage with both domestic and international perspectives on Black experiences. This activity is primarily aligned with internationalization objectives 2 and 3. The assignment met objective two by requiring them to analyze the efficacy of rhetoric in a popular media source related to personal and/or community involvement in social justice movements (Lamar's performance). This assignment addressed objective three by requiring them to research one additional article on the performance that speaks to its broader historical and political context, demonstrating openness to diverse cultures and worldviews.

The second essay that the students completed was a research essay. For this essay, students were instructed to compose a 1500-word essay using at least six outside sources (three scholarly and three popular) on an international student protest movement. I provided them with a list of movements to choose from. This list included The White Rose (Germany, 1942-1943), The Tlatelolco Massacre (Mexico, 1968), The Soweto Uprising (South Africa, 1976), The Velvet Revolution (former Czechoslovakia, 1989), Tiananmen Square (China, 1989), and The Kent State University Shooting (1970). I included the Kent State University Shooting as an option because, while it did not take place internationally, the cause for the protest was the United States' participation in invading Vietnam and thus had major international impacts. In the essay itself, students were required to address the historical context of the movement, evaluate its effectiveness, discuss the ethical implications of the methods used by protestors, examine the opposition and issues the movement faced, and discuss the movement's long-term legacy. This assignment aligned with objective 1 by requiring students to identify the ethical implications of the methods used by protestors and counter-protesters (often police or government agencies) during the movement. This assignment aligned with objective 3 by asking students to engage with the movement's historical and cultural context and to identify its lasting impacts.

The third internationalized project students composed was multimodal. This project required them to translate their research essay into two new modalities for two new audiences. Ultimately, this project builds on the knowledge students gained from the research essay project and also meets objective 2. While students are not evaluating the effectiveness of popular media in this project, they are composing their

own media to address two specific audiences. They then compose an artist statement that explains their rhetorical decisions and evaluates their own rhetorical effectiveness. While students had total freedom to choose which audiences to address, they had to select modalities and genres best suited to those audiences and explain their genre choices. For example, some students chose an audience of their peers, young adults attending university. The two most popular genres students chose to compose for that audience were social media posts (both TikTok and Instagram) and interactive slideshow presentations.

In Figure 1, I have charted each international assessment, along with the core objectives and global learning objectives to which it corresponds. Please note, however, that scaffolding activities that only correlated with core learning objectives and not global learning objectives were omitted from this section and this chart.

Figure 1

English 1102 Assessment Map

Assignment	Major Project or Scaffolding Activity	Core Learning Objectives Assessed	Internationalization Global Learning Objectives Assessed
Comparative Rhetorical Analysis	Major Project	1, 2	1, 2
Written Article Analysis Practice	Scaffolding (for Comparative Rhetorical Analysis)	1, 2	1
Video Analysis Practice	Scaffolding (for Comparative Rhetorical Analysis)	1, 2	2, 3
International Student Protest Research Project	Major Project	1, 2, 3, 4	1,3
Multimodal Project	Major Project	3	2

Source: Author

Evaluation

To evaluate students' scaffolding assignments, there are only two criteria on which they are graded: the degree to which they followed the assignment instructions and the thoroughness of their responses. These are intentionally low-stakes practice assignments, and as such, the rubric did not specifically assess for the internationalization objectives. It is important to note that even though their analyses could be shallow or incorrect, they still received passing scores on these scaffolding assignments. I provided feedback on the assignments to help them improve their analytical skills. Furthermore, in addition to the scaffolding assignments, each of the three major projects underwent a rough draft process, during which each student

received thorough feedback on their analytical skills to improve their final drafts of the essays.

To evaluate the essays, I used rubrics aligned with the assignment's specific requirements. For the comparative rhetorical analysis essay, students were primarily evaluated on their ability to identify and analyze each rhetor's use of ethos, pathos, and logos by providing and analyzing individual examples from each composition. For the research essay, students were evaluated on how thoroughly they addressed each of the core investigative questions from the prompt, and on how well they conducted and implemented research. For the multimodal project, students were evaluated on their artist statements and how effectively they employed appropriate rhetorical skills for their intended audience.

Overall Assessment

In addition to the individual assignment rubrics, I created an end-of-semester reflection essay assignment to assess the overall impact of the internationalized content in the course. In this assignment, students were asked to compose 6 paragraph-length responses reflecting on various elements of the course. One of these paragraphs required them to produce approximately 200 words responding to the following four questions:

- What knowledge did you have about the university protests for Gaza prior to this class, and what knowledge do you have now after completing the rhetorical analysis?
- What student protest movement did you choose for your research essay?
- Had you heard about that protest movement prior to this class? If so, what knowledge did you have?
- How knowledgeable do you feel about your chosen student protest movement now?

Of the 24 students enrolled in the course, 15 submitted a reflection essay, and 9 did not complete the assignment. Of the 15 students who submitted reflections, 2 completed other elements of the reflection essay but did not compose the section related to internationalization.

One student wrote:

Before this class, I did not know much about student protests or how they work. I didn't know about the protests for Gaza or why students were upset. After reading and writing about them, I understand more about how students want to use their voices to speak up for what they believe in. For my research essay, I chose the Soweto Uprising. I had heard a little bit about it before, but I didn't know it was led by students. Now I feel like I really understand how brave those students were and how much they changed things. They stood up for their rights, even when it was dangerous. I feel like I learned a lot about how young people can make a big difference in the world. I didn't realize how powerful student protests could be until I studied them more closely.

A second student wrote:

My knowledge on student protest movements has increased since the beginning of the semester. I had no prior knowledge of the Pro-Palestinian and Israeli occupied Gaza protests on college campuses before taking this course. However, now I know there is extreme turmoil on college campuses in the United States based on the conflict in Gaza, which has caused a rise of anti-Semitism on these campuses. Before choosing the Kent State massacre as my student protest movement, I had never heard of it. After researching this topic, I now know four innocent lives were lost because of the National Guard's response to the students protesting Richard Nixon's announcement to invade Cambodia. I feel very knowledgeable about the Kent State shootings as I have now completed two assignments about it.

A third student wrote:

"For my research essay, I chose to focus on the Soweto Uprising. I had heard about apartheid before, but I did not fully understand how students were involved or how powerful their movement was. After completing the rhetorical analysis and my research, I learned how brave and organized the students were, and how their protest helped push global awareness of injustice in South Africa. I now understand the legacy of their resistance and how it inspired other student movements. This assignment helped me connect the idea of protest to education and realize how important young voices can be in creating change."

In total, 13 students participated in the assessment of their progress toward meeting the course's internationalization objectives. Of the 13 students, 6 stated that they had only engaged with general coverage of the genocide in Gaza but minimal or no knowledge of the protests, and 7 stated they had no knowledge at all of the genocide itself or the protests surrounding it prior to taking this class. When asked about their prior knowledge of their chosen protest movement, only 2 stated they had even heard the movement's name before this class. None of them had any significant knowledge of the details of their chosen movement. All 13 indicated they felt more knowledgeable about both the Gaza genocide and their chosen movement after taking this course.

Discussion

Successes

The biggest success that this course had was in exposing students who had little to no knowledge about the genocide in Gaza, the student actions responding to that genocide, or about the history of the international protest movement, each of whom chose to research. Given that this is an English 1102 course, many students

were either dual-enrolled high school students or first-year college students. In addition to grappling with new information on international issues, students began interrogating the media they consume and unpacking the rhetorical strategies that news outlets such as NPR (radio), Fox News, AP News, and Al Jazeera (all TV) use to persuade their audiences. Additionally, students began evaluating the ethical implications of various forms of protest and responses to protest. Rather than merely viewing coverage of the protest itself, they began to ask questions about why students were protesting, what “violence” and “non-violence” in protest mean, and why a protest may escalate from non-violence to violence in the face of violent actions from the state.

Challenges

Admittedly, given that this was a first run of the internationalized version of the course, I faced several challenges at every stage of its development. The first key challenge was that this course was a fully online, asynchronous class. This limited my ability to use classroom discussions and content delivery in fully online formats. Because class discussions could not occur in real time, there were delays in student engagement with the material, and I was unable to witness dialogue among the students. In the future, it would be beneficial to offer meeting time options for students—in an online format such as Webex or Zoom—to have a live discussion of the content of the internationalized materials and enhance their understanding.

The second challenge that I faced was with student engagement. Out of 24 students enrolled in the course, only 13 submitted relevant final reflections. Additionally, it is possible that the number might be lower if any of them used AI to complete portions of the reflection rather than actively and accurately representing their learning and reflecting on it. Likewise, particularly for the rhetorical analysis essay and corresponding scaffolding assignments, there was a significant number of students whom I suspected of using AI, making an accurate assessment of their engagement with the internationalized material difficult.

The final challenge I faced was in the assessment. I struggled to incorporate internationalized objectives as criteria in the individual rubric assignments. I initially envisioned only the final reflection to account for their progress toward the internationalized objectives, but this proved less successful than I had hoped. Additionally, the specific questions I included in the final reflection essay did not align exactly with the objectives. Thus, the assessment of the success (or lack thereof) of the internationalized curriculum's impact on students may have been incomplete.

Reflections on the Academic Self

As a scholar and activist, it has always been important for me to develop an internationalized self-identity, one that actively explores the world and seeks out knowledge of other people and places. As a professor, I have always aimed to include

international content in my classrooms, paying particular attention to having class discussions that situate readings and assignments within a larger global and historical context. With this course, however, I had the opportunity to internationalize it more structurally, with designated global learning outcomes developed by internationalization scholars and direct access to one such scholar at my university, Dr. Osakwe.

Conclusions

Best Practices

Three best practices worked well in this course, and I would recommend them to other scholars/instructors, particularly those in the literature and composition fields, who aim to internationalize their curriculum. The first best practice is to incorporate a final reflective essay at the end of the semester to assess internationalized student learning. The reflective essay allowed students to expound upon their own knowledge of both the student protests for Gaza and their chosen international student protest movement. One item from my own prompt that I would recommend changing is the wording of the third question: “Had you heard of that protest movement prior to this class?” I would recommend phrasing it as an open-ended question rather than a yes/no question. Second, if the curriculum has an objective for students to analyze international news media across multiple modalities rhetorically, it helps reach multiple types of learners while simultaneously accounting for the various modalities in which students naturally engage with news content. Third, choosing internationalized content that reflects students' identities. Many of the students commented on how surprised they were by the persistence and power of the students in the various movements they studied, reinforcing and reminding them of the power of academic campuses as sites of resistance and sociopolitical transformation.

Revisions for Next Time

The most poignant revision I will make in future iterations of this course is to include a survey at the beginning of the course that specifically assesses the extent to which students are currently meeting the global learning objectives. While I did ask students in the final reflection to identify what they knew about the internationalized topics prior to this course, a better approach would be to have the actual data from the beginning, rather than a post hoc self-report.

The second major revision I would make concerns the individual rubrics for the internationalized assignments. The rubrics in place for these assignments primarily addressed and evaluated writing and research broadly. It would be beneficial to revise them or add criteria that better align with the assessment of global learning outcomes.

As I noted in the previous section, a best practice is to incorporate multiple news modalities for students to analyze. While I did this to some degree in this iteration of the course—students reviewed comedy-sketch-style news, short online

news articles from organizations with a broad spectrum of political leanings, and two musical performances on YouTube—there is still much room to include more media pieces across various platforms and organizations. Therefore, the third major revision I would make is to add scaffolding assignments to the rhetorical analysis module that expose students to more international news organizations. Al Jazeera, the BBC, Euronews, and IOL are a few examples of potential news organizations to source from. In this iteration of the course, when using content from official news outlets, I chose only text-based news (articles). In future implementation of this course, I recommend implementing various modalities from reputable news organizations. Most major news outlets have YouTube and TikTok channels that might present students with the same content as an article, in a modality they are more familiar with. Incorporating social media-style news artifacts from reputable news sources would also provide an opportunity to teach students to distinguish between reputable and non-reputable news organizations.

Finally, the scaffolding exercises for the major research project primarily focused on building up to the main essay. Students were asked to create a research proposal and an annotated bibliography before submitting their rough drafts. A key revision I will make to this module will be to add activities on using TikTok for primary and secondary sources. As a platform, TikTok is rife with personal accounts of people living through moments of protest, both nationally and internationally, giving students access to primary sources on a scale never before seen. Likewise, given the platform's popularity, news stories and content from other creators, professionals, and academics are using it to report and educate viewers in short-form formats. Given that the students we teach spend significant time on platforms such as TikTok and Instagram, specifically integrating videos from those platforms would make the skills feel more relevant to them.

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Appendix A

Assignment Sheet for Rhetorical Analysis

Key Requirements:

Students will compose a 1200-1500 word essay comparing the rhetoric in two different compositions: a text-based composition and a non-text-based composition.

- You will choose one text-based composition from the following list:
- <https://www.foxnews.com/media/college-students-express-concerns-expect-anti-israel-protests-return-campus>
- <https://www.npr.org/2024/08/28/nx-s1-5090178/college-returns-campus-protests-gaza-war-israel>

- <https://www.aljazeera.com/news/2024/6/9/the-harvard-graduating-students-denied-their-degrees-over-palestine-protest>

You will choose one non-text-based composition from the following list:

- <https://www.youtube.com/watch?v=X08SH1MBBxg>
- https://www.youtube.com/watch?v=7WR_HEGVcnE

Tips for Success:

- Review the slideshow on rhetoric and rhetorical analysis given to you in this module
- This is not a summary of the text. This is an analysis of how the text is composed to serve a purpose for an audience.
- You are not just describing your observations. You are making claims about what the text is doing (purpose), whom the text is intended for (audience), and the composing strategies used to achieve that purpose for that audience.

Suggested Essay Organization:

Paragraph One: Introduction paragraph where you introduce the two compositions that you have chosen to compare. You will include a thesis that indicates to your reader that you will be comparing the rhetoric that each composer uses to persuade their audience

Paragraph Two: identifying the key purposes and audiences of each composition and comparing them with one another.

Following 1-2 paragraphs: comparing the ethos of each composition

Following 1-2 paragraphs: Comparing the pathos of each composition

Following 1-2 paragraphs: comparing the logos of each composition

Final Paragraph: conclusion (2-4 sentences) giving a tidy wrap-up reiterating your thesis and key points.

Appendix B

Assignment Sheet for Internationalized Scaffolding Assignment 1 for Rhetorical Analysis

Assignment Instructions

Step One:

Read the following article: <https://apnews.com/article/what-has-trump-done-trump-executive-orders-f061f08c08d81509a6af20ef8fc0>.

Step Two:

Identify 3 phrases or short quotes that give you an emotional response. For each one, paste the quote and then answer the following questions-What specific emotion does the quote elicit? Why? Why might the author want you to feel that emotion?

Quote One:

What specific emotions does the quote elicit? Why?:

Why might the author want you to feel that emotion?:

Quote Two:

What specific emotions does the quote elicit? Why?:

Why might the author want you to feel that emotion?:

Quote Three:

What specific emotions does the quote elicit? Why?:

Why might the author want you to feel that emotion?:

Identify 2 quotes that make you trust or distrust what the author is saying in the article? For each one, explain why the quote builds your trust or impedes it.

Quote:

Why does this quote build or impede your trust?

Quote:

Why does this quote build or impede your trust?

Identify 3 quotes where it seems like the author is trying to get you to use logic or come to a conclusion about the issue based on what they are presenting to you. For each one, indicate what the logical "conclusion" is that they want you to come to.

Quote:

What logical conclusion do they want you to come to?

Quote:

What logical conclusion do they want you to come to?

Quote:

What logical conclusion do they want you to come to?

Step Three:

Go to your Google machines and find another article from a different news outlet on the same topic/incident as the original. Paste the link here:

Step Four:

Repeat the above steps for the article that you found.

Identify 3 phrases or short quotes that give you an emotional response. For each one, paste the quote and then answer the following questions-What specific emotion does the quote elicit? Why? Why might the author want you to feel that emotion?

Quote One:

What specific emotions does the quote elicit? Why?:

Why might the author want you to feel that emotion?:

Quote Two:

What specific emotions does the quote elicit? Why?:

Why might the author want you to feel that emotion?:

Quote Three:

What specific emotions does the quote elicit? Why?:

Why might the author want you to feel that emotion?:

Identify 2 quotes that make you trust or distrust what the author is saying in the article? For each one, explain why the quote builds your trust or impedes it.

Quote:

Why does this quote build or impede your trust?

Quote:

Why does this quote build or impede your trust?

Identify 3 quotes where it seems like the author is trying to get you to use logic or come to a conclusion about the issue based on what they are presenting to you. For each one, indicate what the logical "conclusion" is that they want you to come to.

Quote:

What logical conclusion do they want you to come to?

Quote:

What logical conclusion do they want you to come to?

Quote:

What logical conclusion do they want you to come to?

Note: To submit this assignment, please copy the entire assignment into a Word document and fill it in.

Appendix C

Assignment Sheet for Internationalized

Scaffolding Assignment 2 for Rhetorical Analysis

After completing the assignment ["Rhetorical Analysis: Lecture Notes,"](#) complete the following activity.

Step One: On YouTube, find a short news video clip of your choosing and paste the link.

Step Two: Describe the purpose of the video.

Step Three: Who is this video's audience?

Step Four: What other contextual information is necessary or helpful to understand this video?

Step Five: Identify at least one instance where the video uses ethos.

Step Six: Identify at least one instance where the video uses pathos.

Step Seven: Identify at least one instance where the video uses logos.

Appendix D

Assignment Sheet for Internationalized

Scaffolding Activity 3 for Rhetorical Analysis

To complete the following activity, you might need to rewatch the lecture video and your notes from ["Rhetorical Analysis: Lecture Notes."](#)

Step One: [Review Kendrick Lamar's halftime performance here.](#)

Step Two: Describe the purpose(s) of the performance.

Step Three: Who is this video's audience? Identify both primary and secondary audiences. (For a refresher on this, review the lecture video.) What about the performance indicates that those are the primary and secondary audiences?

Step Four: What other contextual information is necessary or helpful to understand the performance?

Step Five: A LOT of people are talking about this performance, and there are already tons of articles and posts about it. Find at least one article that unpacks some of the symbolism of this performance and post the link. Use the article you find to help you with step 4 if necessary, and with steps 6-8.

Step Six: Identify at least one instance where Kendrick uses ethos.

Step Seven: Identify at least one instance where Kendrick uses pathos.

Step Eight: Identify at least one instance where Kendrick uses logos.

Note: While the article you find may HELP you identify ethos, pathos, and logos in the performance, you should be identifying your own examples of these, too- do not rely entirely on the article to do that.

Appendix E

Assignment Sheet for Persuasive Research Essay

Instructions for Student Persuasive Essay:

Review the following brief descriptions of student protest movements across the world:

The White Rose (1942-1943- Germany)

The White Rose was a peaceful resistance group in Nazi Germany. The group's founders, who were medical students, watched SS troops murder Jewish civilians on the Eastern Front. Upon returning to Munich, the group joined with other students and began anonymously publishing leaflets opposing the Nazi regime they had once supported. Siblings Hans and Sophie Scholl were central figures in the group. By 1943, the White Rose was painting graffiti on buildings around Munich with phrases like "Down with Hitler."

The group was caught spreading leaflets and arrested. They went through a sham trial and were beheaded. On the day before her execution at 21 years old, Sophie wrote the word "Freiheit" on the back of her indictment. Freedom. Today in Germany and abroad, the White Rose resistance is highly respected and inspiring to young activists.

The Kent State University Shooting (1970)

Protests against the Vietnam War persisted through the 1960s, many of them led by students. When Richard Nixon was elected in 1968, he promised to end the war, but in 1970, the US invaded Cambodia. Protests began the next day, including at Kent State University. Over the next few days, tension built up between police and protesters. On May 4th, university officials tried to ban a scheduled protest, but around 3,000 people showed up anyway. They were greeted by 100 Ohio National Guardsmen armed with military rifles. When the crowd started shouting and throwing rocks, the Guardsmen opened fire, killing four students and wounding nine. The most

famous image of the carnage, a Pulitzer Prize-winning photo by John Filo, shows a 14-year-old girl crouched over the body of one of the victims. The Kent State campus shut down, and a nationwide student strike with nearly 4 million participants took place. Anti-Vietnam War protests like the one at Kent State changed student activism forever, raising the stakes of protesting and cementing an anti-war sentiment in millions of Americans.

The Tlatelolco massacre (1968, Mexico)

The 1960s were a tumultuous time worldwide, including in Mexico. The student protests began after riot police were sent to deal with a fight between high school students. When the police failed, the army arrived, killing a handful of students after blasting open a campus door. Students quickly organized, and over the next few months, protests against oppression and violence took place. The government, however, refused to meet the students' demands, and on October 2, 1968, thousands gathered at the Three Cultures Square in the Tlatelolco housing complex. Soldiers showed up to arrest the student leaders, but when gunshots rang out, the soldiers began shooting.

Government sources claimed only four people were killed, but witness accounts describe hundreds of bodies. A formal investigation did not take place for decades, and it is still unclear how many died. However, official documents suggest a special branch of the military posted snipers to provoke the troops. Today, October 2, is recognized as a National Day of Mourning and a symbol of resisting authoritarianism, with Mexicans saying, "October 2, never forget."

The Soweto Uprising (1976- South Africa)

In South Africa, the apartheid system fueled violence and discrimination against Black South Africans from 1948 to 1991. Unequal education was a major part of apartheid. In 1953, the Bantu Education Act brought Black South African education under the national government's control. The schools were poorly maintained, and in 1961, only 10% of Black teachers had graduated from high school. In June of 1976, between 3,000 and 10,000 students marched in protest of a specific educational directive and unequal education as a whole. Armed police attacked the march, killing between 176 and 700 people and injuring about 1,000. Students continued to organize, and anti-apartheid protests spread across the country, drawing international attention and condemnation of the apartheid regime. Groups around the world began pushing universities to drop their investments in corporations supportive of the South African government, setting the stage for the end of apartheid. Today, June 16th, is National Youth Day in South Africa.

The Velvet Revolution (1989- former Czechoslovakia)

Since the end of WWII, the Czechoslovak government had been controlled by the Communist Party, which suppressed criticism. In 1989, nine days after the

Berlin Wall fell, students gathered in Prague to recognize the 50th anniversary of a protester's death during a demonstration against Nazi occupation. The protest transformed into an anti-government event with students chanting anti-Communist slogans. The police responded with violence, but protests grew and spread to other cities. On November 20, 500,000 protesters gathered in Wenceslas Square. Eight days later, the Communist Party leadership resigned, making way for a new anti-communist government. Václav Havel, a poet, playwright, and major leader of the democratic movement, was elected president. The Czech and Slovak regions were separated, and in 1993, Havel was elected as the first president of the Czech Republic. Because the students peacefully overthrew the government, those critical weeks of protests became known as the Velvet Revolution.

Tiananmen Square (1989-China)

In spring 1989, Chinese students were growing eager for political and economic reform. Despite relative prosperity, high inflation and corruption sullied the government's reputation. Students began protesting for more individual freedoms and human rights. When one official supportive of democratic reform – who had been forced to resign – died, huge numbers of student protesters gathered. In Tiananmen Square, a demonstration grew to one million. To disperse the crowds, the People's Liberation Army arrived with tanks and tear gas. It is unknown how many were killed or wounded, but thousands were arrested and some executed. The protesters were eventually cleared, though not before a photographer snapped a picture of a lone man squaring up to a row of tanks. The photo quickly became legendary and was censored within China. The man has never been identified, but his image lives on as a symbol of resistance.

After you have read these descriptions, you will choose ONE of these student protest movements and compose a 1500-word essay arguing for or against its effectiveness.

Your essay should present a clear thesis and use well-researched evidence to support your position. Consider addressing the following:

Historical Context: What issue led to the protest, and why was it significant?

Effectiveness: Did the movement achieve its goals? What measurable changes did it bring about?

Methods and Ethics: Were the protestors' tactics justified? Were they peaceful, disruptive, or violent, and how did this impact public perception?

Opposition and Counterarguments: What challenges did the movement face? How do critics argue against its success or legitimacy, and how can you refute them?

Legacy and Influence: Did the movement create lasting change, or was its impact temporary?

Your essay should be well-researched, using sources to support your argument. Be sure to acknowledge opposing viewpoints and counter them with persuasive reasoning and evidence.

- Length: 1500 words (5 double-spaced pages)
- Sources: Minimum of 6 sources (3 scholarly and 3 popular)
- Citations: MLA or APA
- Note: The rough draft only needs to be 1000 words.

Appendix F

Assignment Sheet for Internationalized Multimodal Project & Artist Statement

Multimodal Project Instructions:

This assignment asks you to consider how you would go about informing two unique audiences about the protest movement that you wrote about in your research essay.

Drawing from your research and your analysis of the rhetorical strategies in project one, you will compose two new genre compositions to inform your audience.

To begin, you will identify your audiences; that is, you will decide what audiences would (or should) be informed about your chosen student protest movement. For this project, you are required to address at least two unique audiences. Making your audience more concrete and specific will make your rhetorical task easier and will result in a more successful project.

Once you have identified your audiences, consider which genre will be most effective for engaging and reaching each distinct audience. Your genres are your choice, but your analysis and assessment should inform this choice of your rhetorical situation.

Finally, you will compose your two genres that will target the specific audience you identify. The total word count between your two genres should be approximately 350-400 words. This is loose, though—you might have one genre that is 50 words and another that is 350—do not expect or try to make each one 200.

Artist Statement Instructions:

You will write a rationale that explains the rhetorical choices you made when composing in each genre and how you see those choices as effective for your purpose, audience, and context. You should explain not only **what** you did but also **why** you did it. Finally, your rationale should **evaluate** the effectiveness of your choices (as indicated by feedback you received on drafts), acknowledging when something did not work as you intended.

[Here is an example of an artist statement](#) (also known as a rhetorical rationale). Please review it to understand the level of depth I expect in your submissions.

- Your final submission should be 600 words. Here is the suggested Layout:

- Paragraph One: Explain the first genre you composed, who your audience for that genre is, and why you chose that particular genre to appeal to that particular audience.
- Paragraph Two: Unpack the rhetorical decisions that you made in designing/composing that genre. Be sure to mention if/when you used ethos, pathos, or logos and why.
- Paragraph Three: Explain the second genre you composed, who your audience for that genre is, and why you chose that particular genre to appeal to that particular audience.
- Paragraph Four: Unpack the rhetorical decisions you made in designing your 2nd genre composition. Be sure to mention if/when you used ethos, pathos, or logos and why.
- Paragraph Five: Evaluate the effectiveness of both genres in appealing to your intended audiences.

About the Author

Dr. Leah Delaney is a Professor of English at Albany State University. She teaches first year composition, African American literature, and American literature. Her research interests include abolition feminism, African American autobiographical writing, and non-carceral approaches to healing and justice. She is particularly interested in the intersection between academia and community activism.

Internationalizing the Curriculum: How Global Learning Outcomes Across Countries Deepen Student Understanding of Psychology

Jennifer L. Snelling, Ph.D.

Albany State University, Georgia

Abstract

Internationalizing a psychology course often starts with developing a plan at the departmental level, giving students content to learn about psychological concepts and issues in other countries compared to the United States. There is a need to learn about psychology-related issues across different cultures, including American cultures, because there has not been enough exposure to how psychological concepts are taught and learned. The purpose of this research is to present how an introductory psychology course at a Historically Black College and University (HBCU) in the southeastern United States during the Spring 2025 semester gave students an opportunity to learn psychology by applying the objectives of perspective taking and personal and social responsibility. The importance of this research lies in demonstrating how internationalizing a psychology course can foster students' academic and professional awareness. Data were collected through a fresh structure implemented differently from previous semesters using the university's Learning Management System (LMS). Findings include midterm and final exam scores, indicating that students were able to make connections between psychological concepts/theories and the cultures/countries in which they were applied. The limitations of the research include a more ambiguous definition of "internationalization" and an exploration of the appropriate content to deliver instruction with a global theme that alleviates culture shock and linguistic barriers. The implications of researching course internationalization include ensuring engagement and consistency throughout the semester and exploring real-world content that helps students learn concepts and theories with confidence.

Keywords: global perspectives, internationalization, personal and social responsibility, perspective taking, psychology

The Global Perspectives on Psychology is an internationalized version of an introductory psychology course taught during Spring Semester 2025 at a Historically Black College and University (HBCU) in the southeastern United States. Thirty-five students enrolled in this course in an online delivery format. This paper contains the following components necessary for the author to discuss the process and the findings that validated the effectiveness of course internationalization: (1) the outcomes/objectives used in this course; (2) how the course was planned in global format; (3) the course internationalization content covered, the process/method used, and the assignments surrounding the format; and (4) the overall data analysis of

assessments – a midterm and a final – and an analysis of results from the course internationalization survey that was offered along with the final exam. The global learning outcomes and objectives for this course served as the foundation for internationalizing this introductory psychology course.

Global learning outcomes that were used in internationalizing the General Psychology course were Perspective Taking and Personal and Social Responsibility, in which the descriptions associated with them, as aforementioned, aligned with the context of teaching and learning psychology as well as the concepts taught (“Global Perspectives on Psychology”, 2025; PSYC 1101, 2025a, b). These Global Learning Objectives (GLOs) were adapted from a Global Learning rubric created by the American Association of Colleges and Universities (AAC&U) (n.d.). The rubric that accompanies this will follow in Appendix A (see Figure 1, Appendix A). Not only were the two global learning outcomes added to the regular student learning outcomes, but the Psychology Program Learning Objectives (PLOs) were also modified to touch on the following areas: (1) communication skills, (2) application, and (3) critical thinking (PSYC 1101, 2025 a, b, “Psychology Program Learning Objectives”).

Osakwe, DeCuir, and Smithee (2022) introduced six global learning competencies, or objectives, which were necessary for internationalization. These objectives consist of: (1) cultural self-awareness, (2) knowledge of cultural worldview framework(s), (3) empathy skills, (4) skills in verbal and non-verbal communication, (5) attitudes (curiosity), and (6) attitudes (openness) (Osakwe et al., 2022). The author chose to incorporate both **curiosity and openness** because both were needed for students to learn about global perspectives in psychology (Global Perspectives on Psychology, 2025; PSYC 1101, 2025a).

The purpose of this study is to present how an introductory psychology course at an HBCU in the southeastern United States during the Spring 2025 semester provided students with an opportunity to learn psychology by applying the GLOs of perspective-taking and personal and social responsibility (AAC&U, n.d.). The importance of this research lies in demonstrating how internationalizing a psychology course can foster students' academic and professional awareness. The literature review consists of research supporting the purpose. The literature review consists of research prior to supporting the purpose.

Literature Review

According to Bartolini et al. (2023), internationalizing a psychology course oftentimes starts with developing a plan at the department level by (1) forming a departmental task force, consisting of faculty members, to select a list of core courses for establishing a global perspective in order to determine student learning outcomes (SLOs) that align with international themes; and (2) once the core courses are selected and SLOs are established, the departmental task force/faculty will have to develop assessments and assignments that align with the SLOs necessary with the course(s) as well as the internationalization foundation [see also American

Association of Colleges and Universities (AAC&U), n.d.; Bartolini et al., 2023]. Bikos et al. (2013) indicate that interest in internationalizing the undergraduate psychology curriculum is evident in issues occurring in the United States compared with other countries.

Five domains were of focus through qualitative research and interviews with 15 faculty members (12 U.S. citizens and 3 dual citizens): (1) establishing “Internationalizing the Psychology Curriculum”, (2) anticipated outcomes for students, (3) instructional strategies, (4) obstacles to an internationalized curriculum, and (5) university structural development (Bikos et al., 2013). The main purpose of internationalizing a psychology course is to increase students' awareness of how psychological concepts/issues are embraced across different countries and cultures for academic and career development (Bartolini et al., 2023; Bikos et al., 2013; Pickren, 2011; Takooshian et al., 2016). Further research is needed on internationalized education in undergraduate psychology. The consideration of the need for internationalization in psychology is reflected through historical milestones made since psychology was inception in the 1870s in Germany by Wilhelm Wundt and was spread worldwide throughout the 20th and 21st centuries; however, American psychology was deemed a monolith with little to no reflection of international collaboration (Singh et al., 2023; Takooshian et al., 2016).

Although psychology is widely popular worldwide, there is little to no reflection of internationalization in the American psychological research realm (Singh et al., 2023). Takooshian and others (2016) note that there are approximately 1 million psychologists worldwide (230,000 in the U.S., 330,000 in Latin America, 330,000 in Europe, and 100,000 in other regions of the world. Psychology Today (2025) and Singh and others (2023) note that American psychological research reaches the WEIRD (Western, Educated, Industrialized, Rich, and Democratic) countries but does not reach non-WEIRD countries, due to various biases and limitations. These barriers and limitations include: (1) global variation in research capacity; (2) limited diversity of voices exercising a curiosity for psychological research; (3) research determined by gatekeepers, such as journal editors, conference committees, professional organizations, and higher educational institutions to make decisions and inclusion; (4) variation of English proficiency; and linguistic barriers (Singh et al., 2023).

Although psychology is an extremely popular field of study, especially at the undergraduate level, it includes cross-cultural elements that are revered internationally. However, American psychology programs sometimes inadequately address cross-cultural concepts (Psychology Today, 2025; Singh, Killen, & Smetana, 2023; Takooshian et al., 2016). Takooshian and others' research (2016) presents educational outcomes introduced by the American Psychological Association (APA), which has a long history of promoting internationalization in psychology education prior to the 1944 establishment of the Committee on International Relations in Psychology. In 2005, the APA Working Group identified five (5) valuable goals: (1) Outcome 1.1: sociocultural awareness; (2) Outcome 2.3: understanding of research

methods applied across cultures; (3) Outcome 3.2: knowledge of the field of psychology in other nations; (4) Outcome 4.4: cross-cultural competence of students on a personal level; and (5) Outcome 5.4: appreciation of global issues of human rights and social justice. In alignment with the APA educational outcomes that were established in 2005, these outcomes can be applied in the same manner as the AAC&U (n.d.) global learning outcomes rubric, in which perspective taking and personal and social responsibility were included, as they were applied towards internationalizing the introductory course (GW, 2025a; PSYC 1101, 2025a).

Methodology

Sample

From a population of 35 students, the research sample consisted of those who completed the midterm research paper, the final reflection presentation, and the course internationalization survey. The smallest sample was 12 (34.2%), and the largest sample was 28 (89.2%).

Instruments

The submission grades from the midterm research paper and the final reflection presentation were also used for data collection. The Course Internationalization Program Survey (“Survey”, 2025) was used to collect student responses on the overall experience of the internationalized course. This was used to supplement the Final Reflection Presentation for instructional effectiveness and data collection. Both datasets will be reported in the Results section.

A new structure, called GW, was created in the Learning Management System (LMS) developed by the HBCU under study, featuring both internationalized and non-internationalized assignments (GW, 2025a). This format included discussion posts, web quests, and article reviews. The midterm exam was a research paper, and the final exam was a reflection presentation accompanied by a survey, which was not graded but used for institutional effectiveness purposes regarding the overall experience of the internationalized course. Both exams were based on a global focus. Content was searched for and acquired on global issues and perspectives in psychology, including research articles and YouTube videos. These engaging activities helped cultivate the Perspective Taking and Personal and Social Responsibility SLOs necessary for evaluating these assignments (AAC&U, n.d.; GW, 2025a; PSYC 1101, 2025a).

Assessments

Midterm research paper.

The midterm research paper was an individual assignment. This research paper was based on what was learned in the first half of the semester. Students were instructed to choose a psychological concept or theory to write about what they learned before midterms, along with cultures and/or countries of their choice, to compare how it should be viewed in the United States. Students chose psychological

concepts from the list provided by the professor in Spielman et al. (2020): Introduction to Psychology, Psychological Research, Biopsychology, States of Consciousness, Sensation and Perception, Learning, and Thinking and Intelligence. The categories in which the students were evaluated are shown in the Midterm Research Paper Rubric in GW (2025a).

Final reflection presentation.

The final reflection presentation was organized as an individual assignment: either a slideshow or a video. The guidelines for the final reflection presentation were provided as a questionnaire assessing students' experiences in an internationalized course, including the introductory psychology course. Also, it gave them opportunities to share their thoughts on their favorite and least favorite internationalized and non-internationalized assignments, as well as their feedback/takeaways from the course. The questions asked students to present the following reflections: (1) the first time they took an internationalized course, their first impressions of it, and whether it increase their interests in learning about different cultures within the field of psychology; (2) their favorite internationalized assignment within the internationalized curriculum with explanations; (3) their least favorite internationalized assignment with explanations; (4) their favorite non-internationalized assignment; (5) their least non-favorite assignment, and (6) takeaways from the course. Once the students submitted the presentation, they completed a Microsoft Forms survey. The responses were anonymous and not graded; they were for class improvement and effectiveness.

Design

The choice of instruments led to a mixed-methods design, with the survey having a quantitative Likert scale and rating as well as the qualitative questionnaire; also, the submission data from both the midterm research paper and the final reflection presentation are in a qualitative design (GW, 2025a; "Survey", 2025).

Results

Midterm research paper.

Of the 35 students in the class, 27 submitted their research papers (77.7%). Of the 27 students who submitted, the pass rate was 77.7%; 22.3% did not pass or did not submit. Students who did not submit their papers were included in the percentage to reflect that a grade of 0 was given; thus, they, along with students who did not submit and received a grade of D or F, did not pass the assignment. The grade distribution was as follows: 3 students received an A (11.1%); 13 students received a B (48.1%); 8 students received a C (18.5%); and 6 students received a D or F (22.3%).

Final reflection presentation.

The categories assessed were used in the rubric shown in Figure 5 of Appendix B. Of the 35 students in the class, 28 submitted their presentations (89.2%). Of the 28 students who submitted, the pass rate was 99.8%, with 0.2% not passing or submitting. The grade distribution for this assessment was as follows: Twenty-five students received a grade of A (89.2%); two students received a grade of B (7.1%); one student received a grade of C (3.5%); and seven of the 35 students received a grade of F (non-submission) (20%) (GW, 2025a).

Course internationalization survey.

Of the 35 students in the class, 12 (34.2%) responded to the Course Internationalization Survey ("Survey", 2025). There were five Likert-scale questions (quantitative design), three open-ended questions (qualitative design), and one rating scale (quantitative design). Beginning with the five Likert-scale questions, the following percentage breakdowns are according to survey question number:

Q1. This course met or exceeded my expectations. 25% reported Strongly Agree (3 students), 25% reported Agree (3 students), 33.3% reported Somewhat Agree (4 students), 8.33% reported Neither Agree nor Disagree (1 student), 0% reported Somewhat Disagree (0 students), 0% reported Disagree (0 students), and 8.33% reported Strongly Disagree (1 student).

Q2. I was able to learn more about Psychology while effectively learning about other cultures. 50% reported Strongly Agree (6 students), 33.3% reported Agree (4 students), 8.33% reported Somewhat Agree (1 student), 0% reported Neither Agree nor Disagree (0 students), 0% reported Somewhat Disagree (0 students), 0% reported Disagree (0 students), and 8.33% reported Strongly Disagree (1 student).

Q3. The content was student-engagement-friendly and easily applied to real-world solutions. 20% reported Strongly Agree (7 students), 33.3% reported Agree (4 students), 8.33% reported Somewhat Agree (1 student), 8.33% reported Neither Agree nor Disagree (1 student), 0% reported Somewhat Disagree (0 students), 0% reported Disagree (0 students), and 8.33% reported Strongly Disagree (1 student).

Q4. The instructor helped clarify the material. 33.3% reported Strongly Agree (4 students), 33.3% reported Agree (4 students), 0% reported Somewhat Agree (0 students), 8.33% reported Neither Agree nor Disagree (1 student), 0% reported Somewhat Disagree (0 students), 0% reported Disagree (0 students), and 8.33% reported Strongly Disagree (1 student).

Q5. I would recommend this course to anyone interested in Psychology, especially for learning about other cultures. 33.3% reported Strongly Agree (4 students), 33.3% reported Agree (4 students), 8.33% reported Somewhat Agree (1 student), 8.33% reported Neither Agree nor Disagree (1 student), 0% reported Somewhat Disagree (0 students), 0% reported Disagree (0 students), and 8.33% reported Strongly Disagree (1 student).

Common themes in responses for questions 2-4. In the qualitative design, the common themes identified in questions 2 through 4 of the survey (“Survey”, 2025) were as follows: favorite things, different cultures, life things, workload, fast-paced, midterm, exam, and lighter workload. These themes were selected based on the student respondents' experiences with the course throughout the semester. The responses associated with these common themes are presented under the recurring themes in Table 1 (see Appendix B).

Discussion

Analysis of the quantitative and qualitative data indicated that the assessments were highly effective in shaping students' learning psychology more comprehensively. However, the workload was as complex as some students highlighted. The next few sections provide further analysis of the challenges, problems, successes, and solutions arising from delivering the internationalized course.

Challenges

Intellectual Challenges

The students' curiosity was demonstrated through the assignments they completed. The completed student work and in-depth interactions supported the high interest in the topics presented, fostering such intellectual discussion. The rubrics attached to each assignment in the GW platform were used in class to detail what was evaluated (GW, 2025a).

Pedagogical Challenges

The pedagogical challenges were presented in a data analysis of survey results from 13 students (37% of the class) who completed the Course Internationalization Program Survey, which was optional after students completed the final reflection presentation in Spring 2025 (see “Survey”, 2025). The results show that, upon reflection on the General Psychology course, some students would have liked to see a lighter assignment workload, as well as midterm and final exams in test form (See Appendix B). Given that these students are accustomed to traditional assessments like multiple-choice exams, it would be understandable for them to have concerns about the delivery in the form of a research paper and presentation. These formats were obviously new to them.

Personal Challenges

Demonstrating what was learned from those assignments required mastery of the psychological concept or theory and a willingness to learn about different cultures and countries. What these students knew throughout the course was measured by using the course's rubric, with two of the AAC&U internationalization criteria added (Perspective Taking and Personal and Social Responsibility (AAC&U, n.d.; GW, 2025a). The first 11 chapters were covered using the Perspective Taking criterion, and the last five chapters (12-16) were covered using both the Perspective Taking and Personal and Social Responsibility criteria (GW, 2025a).

Reflection on the Academic Self

The students were fascinated by different topics on how psychological concepts and theories apply across cultures/countries. This was mostly demonstrated with the discussion posts and web quests assigned. The research paper and presentation assigned provided an even deeper insight into students and an opportunity to demonstrate what they had learned, including the psychological concept and how it applied to different cultures/countries ("Global Perspectives on Psychology," 2025). Their reflections on their academic selves connected to their open-mindedness, the cultures they would like to learn about within the psychological field, and how they would maintain their interest in learning about psychology from a global perspective.

Problems

Some students were less interested in certain assignments that were internationalized and/or non-internationalized. The responses were answers to questions 3 and 5 of the final reflection presentation, in which select responses were presented here in Table 1 (see Appendix B). They were coded by FRPS (Final Reflection Presentation Student) and the number in the order in which the responses were presented. Four (4) sample student presentation responses (11% of the population) were used to identify recurring themes and to inform an analysis of the problems encountered in internationalizing the psychology course in Spring 2025 (GW, 2025a; see Appendix B). From these problems, in the form of the least-favorite internationalized and non-internationalized assignments presented in Table 1, the students' preferences for these assignments were used to compare experiences in Spring 2025 and to evaluate in the Fall 2025 class.

Successes

Midterm research paper. Students were able to make connections between the psychological concept/theory and the culture/country to which it applied. Moreover, they were able to discuss how that concept/theory has been influential throughout history and how it inspired people, including themselves. Furthermore, they discussed how the psychological theory/concept inspired people in the United States compared to other countries and cultures.

Final reflection presentation. Students were able to share their experiences with feedback on the General Psychology course as an internationalized course, as well as on other course(s) they have taken in an internationalized format. They also used various software, programs, and websites to complete the assignment. They were also able to identify internationalized and non-internationalized assignments and assess their strengths and weaknesses. Furthermore, they discussed the overall makeup of the course and presented reflections and future recommendations to the professor/instructor regarding instructional effectiveness.

Solutions

Some assignments were kept for the next semester, with the intent of delivering them in class. Additionally, the content was offered to make it more engaging and reduce the workload. However, in terms of the Fall 2025 semester, a lighter workload was started; additional assignments were given to further assess the students on the psychological concepts due to it being an in-person class, and that overall student engagement, satisfaction, and performance were the goals (GW, 2025b; PSYC 1101, 2025b).

Conclusions

Advice

The advice for presenting the overall experience and information about teaching an internationalized course is to ensure that engagement and consistency are maintained throughout the semester. The purpose of ensuring these components for success is not only to help students appreciate how concepts and theories are applied in other cultures, but also to help them apply those concepts to real-world situations in the future, whether in other academic courses or in the professional world.

What Would a Do-Over Look Like?

If this course had a do-over, the first thing to consider would be reevaluating the instructional delivery and content to ensure student engagement is effective and aligns with students' interests in learning about psychology from a global perspective. Another consideration for a do-over would be to use external resources and events (e.g., invite a guest speaker, organize a field trip to cultural events) to encourage deeper knowledge of the thematic subject areas.

Best practices

One of the best practices for this course was to retain the assignments that were beneficial to students from the Spring 2025 semester into the Fall 2025 semester (GW, 2025b; PSYC 1101, 2025b). Another best practice was repurposing the other assignments for in-person instructional delivery. This helps students engage more and build community in the classroom.

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Appendix A

AAC&U Global Learning VALUE Rubric Components

Global Self-Awareness	<i>Addresses natural and human-world issues based on how effectively one is aware of the global context.</i>
Perspective Taking*	<i>Evaluates and applies diverse perspectives to complex subjects with natural and human systems in the face of cultural, disciplinary, and ethical positions.</i>
Cultural Diversity	<i>Adapts and applies a deep understanding of multiple worldviews, experiences, and cover structures with other cultures.</i>
Personal and Social Responsibility*	<i>Takes informed and responsible actions to address ethical, social, and environmental challenges in global systems, evaluating local and broader consequences of all interventions.</i>
Understanding Global Systems	<i>Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and action on global systems.</i>
Applying Knowledge to Contemporary Global Contexts	<i>Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using independent or group-based perspectives.</i>

Source: Adapted from AAC&U, n.d., p. 2. *Global Learning VALUE Rubric* [Rubric].

<https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-global-learning>

* **Note.** This is a modification of the original rubric, emphasizing the criteria for evaluating students in the Capstone category. These are the components that evaluation entails for global learning, as outlined above in this rubric; however, in the case of the internationalized introductory psychology course, only two were used as the focus: perspective-taking and personal and social responsibility.

Appendix B

Recurring Themes (Least Favorite Internationalized/Non-Internationalized Assignments)

Table 1

Recurring Themes (Least Favorite Internationalized/Non-Internationalized Assignments), General Psychology, Spring Semester 2025

Least Favorite Internationalized Assignments	Least Favorite Non-Internationalized Assignments
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FRPS1: “Web quest assignments might be less favorite assignments due to their often time-consuming nature and reliance on internet resources, which can vary in quality. My experience involved navigating through numerous online information, sometimes leading to frustration when sources were unreliable. This would minimize my learning experience, making it less engaging compared to more interactive assignments.”

FRPS1: “My least favorite non-internationalized assignment was a lengthy research paper with a narrow focus. The experience felt restrictive, lacking diverse perspectives and real-world applications. The limited range made it challenging to stay engaged, and the absence of varied viewpoints reduced the opportunity for critical thinking and broader understanding.”

FRPS2:

- “Web quest on Death and Dying Across Cultures.”
 - “Topic was culturally fascinating but emotionally heavy.”
 - “I’m not scared of death – but it’s still a sensitive subject.”
 - “Loved the concept of lifespan development.”
 - “Still appreciated learning how death is understood globally.”
-

FRPS2:

- “Discussion Posts.”
 - “Topics weren’t bad—but I often forgot to do them.”
 - “Timing and deadlines were a challenge.”
 - “Felt more like a task than an engaging conversation.”
-

Note. These are different responses to questions 3 and 5 in the final reflection presentation assigned for the introductory course in the Spring 2025 Semester. Adapted from GW, Spring 2025.

About the Author

Dr. Jennifer Snelling is an instructor of psychology at Albany State University in Albany, GA. Her research is based on the General Psychology course she internationalized in Spring 2025.

Bridging the Global Divide: A Framework for Internationalizing Operations Management Course at an Historically Black University

Nadeepa Wickramage, Ph.D.
Albany State University, Georgia

Abstract

In an increasingly interconnected global economy, preparing business students with an international perspective is paramount. This article details the experience of internationalizing ‘Operations Management and Management Science’ course, an undergraduate Business Major course, at a small Historically Black Colleges and Universities (HBCU). While the theoretical benefits of internationalizing curricula are well documented, a significant research gap persists in empirical studies of practical implementation and specific student outcomes in disciplines such as Operations Management, particularly within smaller institutional settings. This paper addresses this gap by outlining the objectives, methodology, and findings of our internationalization initiative. The process involved integrating diverse global case studies and redesigning assignments to foster a culturally nuanced understanding of supply chains and service delivery. Key findings indicate a significant enhancement in students' global awareness, cross-cultural communication skills, understanding of global geopolitical issues, and ability to critically analyze operations management challenges within an international framework. Assessed student work indicated increased engagement and a deeper understanding of the complexities of managing operations across borders. This study offers valuable insights into effective pedagogical strategies, challenges encountered, and observed positive outcomes, contributing to the literature on internationalizing business curricula and better preparing students for a globally interconnected professional landscape.

Keywords: Operations management, curriculum internationalization, global business education, global supply chains

In the twenty-first century, globalization is not merely a topic within the field of Operations Management (OM); it is the fundamental context in which all modern operations exist (Petricevic & Teece, 2019). Modern supply chains are no longer just about moving goods; they are intricate, global systems heavily shaped by geopolitical shifts and environmental risks. The COVID-19 pandemic was a major wake-up call to the world, demonstrating the vulnerability and interconnectedness of global supply chains. The pandemic exposed how fragile our “just-in-time” systems really are when faced with global shocks. To move forward, industries are now being forced to rethink their entire strategy, with the focus shifting from an efficiency-focused model to one that prioritizes long-term operational resilience, agility, and sustainable

development goals (Setyadi et al., 2025). Because of this, a traditional business curriculum focused solely on domestic markets or on simple cost-cutting is no longer sufficient to prepare graduates for the field. In response, a clear academic and industry consensus has emerged: a global perspective combined with technical literacy is no longer a peripheral specialization but a core competence for any successful enterprise (Feng, 2023).

Internationalization has become a worldwide trend among universities and is increasingly seen as a necessary model for gaining institutional status and legitimacy. Even though the model has been widely adopted, its benefits are interpreted differently across diverse national contexts. For example, in North America, internationalization is considered a means of raising cultural awareness among students, whereas in other contexts it is regarded as a source of revenue (Buckner, 2019).

Universities today are doing more than simply adding "global" labels to their courses. There is a genuine effort to incorporate international viewpoints into regular classes. This allows every student, not just those who study abroad, to graduate with the cultural understanding and communication skills they will need in a connected world (Osakwe et al., 2022). To keep up with this shift, our teaching needs to evolve. The goal is no longer to teach "international operations" as a distinct or separate topic. It is to weave a global perspective into everything we do (Osakwe, 2022). Business schools around the world are integrating international content into their curricula. Experiential learning—such as overseas study, internships, and virtual exchanges—is widely recognized by business school deans as one of the most effective methods for equipping students with international business (IB) knowledge. However, business schools devote less time to experiential learning than to traditional methods such as lectures and discussions (Kwok et al., 2022).

Internationalization in U.S. higher education used to mean students traveling to other countries for their studies. These trips were seen as the "gold standard" for building international skills, and while they definitely change lives, they are not accessible to everyone. Recently, more researchers have started pointing out the flaws in this approach. (Beelen & Jones, 2015).

The Institute of International Education (2025) study abroad data show that approximately 10% of U.S. undergraduates participate in study abroad during their degree programs. This figure is even starker for minority students: in the 2022/23 and 2023/24 academic years, Black students constituted only 5.9% and 6.1% of all U.S. students studying abroad, respectively, a significant underrepresentation (Institute of International Education, 2025).

The existing imbalance requires organizations to change their operational and educational approaches. Universities are developing campus-based programs that are more inclusive and scalable. The mission is to provide global learning opportunities to all students, not just those who can afford to study abroad. This strategic shift is conceptualized as Internationalization of the Curriculum (IoC), which includes

Internationalization at Home (IaH) as its specific framework. IaH encompasses the purposeful integration of international and intercultural dimensions into all facets of the domestic learning environment, including formal curricula, co-curricular activities, and virtual exchanges (Beelen, 2019). The COVID-19 pandemic accelerated the shift toward IaH through methods such as Virtual Exchanges and Collaborative Online International Learning (COIL) as traditional mobility became unfeasible for a while. However, the perception of IaH as a "second-best" alternative to physical mobility was erroneously reinforced. IaH should be intentionally integrated into the curricula of all students to ensure inclusive, 'pluriform perspectives' to reach the majority of non-mobile students (Beelen, 2023).

Although the value of internationalizing curricula is widely acknowledged, there remains a noticeable lack of research on how this works in practice, especially in three largely unexplored areas. First, within the discipline of business, while accrediting bodies like the Association to Advance Collegiate Schools of Business (AACSB) have long mandated the inclusion of global content and developed frameworks for global standards (AACSB International, 2025), the body of pedagogical research on how to internationalize technical, quantitative fields like Operations Management effectively remains sparse. Much of the existing literature focuses on more qualitative disciplines such as marketing, management, and strategy, leaving a need for replicable models that detail the infusion of global perspectives into process-heavy subjects like supply chain modeling, logistics, and quality management (Kwok et al., 2020)

Second, the internationalization trends are characterized by a small number of well-resourced, world-class universities (de Wit, 2020). Smaller, teaching-focused, and minority-serving institutions often encounter unique challenges, particularly significant resource constraints that can make it difficult to pursue large-scale or travel-based approaches to internationalization (Bista & Pinder, 2022). Scholarship on these institutions' unique contexts and innovative, resource-efficient approaches is critically needed to contribute to the broader body of knowledge.

Third, and most importantly, there is a noticeable lack of published research on curriculum internationalization initiatives from the institutional context of Historically Black Colleges and Universities (HBCUs). Although there is published scholarship on curriculum internationalization in HBCUs across various disciplines, similar scholarship in business is lacking.

This article addresses the identified gaps by detailing the objectives, pedagogical strategies, and outcomes of a project to internationalize an undergraduate 'Operations Management and Management Science' course at a small HBCU. The study makes three primary contributions to the literature on effective pedagogy. Firstly, it presents a working model for incorporating international perspectives into a technical, quantitatively oriented business course, thereby offering practical tips to faculty in operations management and cognate disciplines. Secondly, the paper shows how Internationalization at Home (IaH) projects can be successfully carried out in

low-resource settings, demonstrating that high-quality global learning experiences can be created even with limited funds for student travel. Lastly and most significantly, this work responds to the explicit request for more research publications from HBCU faculty on curriculum internationalization, thereby broadening the academic debate with a much-needed viewpoint and offering a concrete case study to a more diverse and representative knowledge base.

Literature Review

To thoroughly analyze curriculum internationalization, it is necessary to have a well-defined conceptual framework that not only offers an understanding of the broad forces of globalization but also clearly delineates the specific, intentional responses of educational institutions. Globalization can be defined as a complex, sometimes uncontrollable process of interconnected economic, political, and cultural forces that subsequently reshape societies. (Osakwe et al., 2022). In contrast, internationalization in higher education is defined by Knight (2006) as "the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education". This distinction is critical because it frames internationalization not as a passive phenomenon, but as a deliberate set of pedagogical and institutional strategies designed to prepare students for a globalized world (de Wit, 2020). Over the past three decades, in response to the limitations of traditional internationalization, a revised definition of IaH has emerged, which argues for a purposeful and intentional process of integrating international dimensions into the curriculum for all students, taking the focus beyond ad hoc activities and towards learning outcomes and social responsibility (Beelen, 2023). Although student mobility remains part of the equation, it is increasingly recognized as an institutional responsibility and a strategic necessity for achieving both social equality and quality in education (Beelen, 2019).

Within this broad concept, two specific frameworks guide faculty work: the Internationalization of the Curriculum (IoC) and the Internationalization at Home (IaH). Leask (2015) defines IoC as "the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study". This definition expands the focus beyond content to include pedagogy, learning activities, and institutional support. An internationalized curriculum aims for three key outcomes: developing global perspectives, fostering intercultural competence, and promoting responsible global citizenship. Building on this, IaH is defined by Beelen & Jones (2015) as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments". IaH has emerged as the primary strategic framework for achieving equitable and comprehensive internationalization, as its core principle is to provide meaningful global learning experiences for the entire student body, particularly the "non-mobile majority" who cannot study abroad. This study is based on IaH

principles and examines curriculum and classroom strategies available to assist students enrolled in the course.

The internationalization requirements of business education programs must be met, as external accreditation bodies and the global market demand it. Accrediting bodies such as the Association to Advance Collegiate Schools of Business (AACSB) have required, since the 1980s, that curricula include global issues and address the global economic environment, thereby making internationalization a key component of program quality (AACSB International, 2025). Employers today increasingly require graduates to have both practical job skills and global competencies, such as cross-cultural communication, the ability to understand diverse international markets, and the ability to manage international and cross-cultural teams (Ependi & Ellitan, 2025). The desired learning outcomes of an internationalized business program can be conceptualized as progression, moving students from a basic awareness of global interconnectedness to a deeper understanding of international business issues, and finally to a functional competency in managing global operations (Ortiz, 2004).

To achieve these outcomes, higher education institutions have adopted various strategies. While study abroad programs and faculty exchanges remain valuable, the infusion approach is widely adopted in higher education institutions in Canada to ensure all students receive exposure to the global. This strategy involves integrating international topics, course readings, and cross-cultural perspectives directly into program curricula, rather than isolated additions found in the “add-on” approach (Clarke & Kirby, 2022). The infusion model ensures that global dimensions are not seen as an add-on but as an integral part of each functional area of business. The course redesign detailed in this study is a direct application of the curriculum infusion model, weaving international themes into the core fabric of an existing Operations Management course. Fragouli (2019) provides a practical guide and critical reflection on integrating international and intercultural dimensions into Higher Education (HE), specifically within business management.

Internationalizing a technical and process-driven course such as Operations Management requires instructional approaches that go well beyond inserting isolated international examples. It calls for a purposeful reworking of the course’s content, materials, and assignments so that students can develop a deeper appreciation of the ways global conditions influence operational choices. Achieving this goal depends on selecting readings, cases, and other learning resources that represent a wide range of international contexts and perspectives.

Effectively internationalizing a technical, process-oriented course like Operations Management requires instructional approaches that go well beyond inserting isolated international examples. The course needs a thoughtful redesign of its content, materials, and assessment methods to help students understand how global factors shape operational decisions. The goal requires educational materials that include various international contexts and different international viewpoints through their selected readings, case studies, and other learning resources (Leask,

2015). For this purpose, instructional materials from a wide range of international sources should be included. These may include case studies in international contexts that highlight differences between Western and Eastern approaches to operational challenges, and global datasets from international organizations such as the World Health Organization, the World Trade Organization, and the United Nations that provide empirical evidence for cross-national analysis.

Effective pedagogy in this context requires students to engage in learning activities that help them understand the complexity of worldwide business operations. Students can participate in various activities, including business simulations that replicate real-world international business challenges, guest speaker presentations by international business professionals, and team-based projects that connect them with international students. The Collaborative Online International Learning (COIL) model enables students from different countries to work together on common educational assignments. The model provides students with two essential skills: intercultural communication and practical teamwork abilities necessary for functioning in different work environments (O'Dowd & Beelen, 2021).

The successful internationalization of various disciplines, particularly within the HBCU context, provides powerful analogous models for this work. Faculty have developed effective strategies that are highly relevant to the challenges of internationalization in disciplines such as Biochemistry (Wrensford, 2022), Nursing (Dozier, 2022), Human Development (Whitehead, 2022), and Language & Arts (Owusu-Ansah, 2022). These precedents demonstrate that a comparative framework is a highly effective pedagogy. Students need more than exposure to international materials; they need to actively engage with the content. For example, Assignments that require students to compare and discuss how different countries, cultures, or geopolitical contexts approach a shared operational problem encourage deeper critical thinking. In an Operations Management course, asking students to analyze the trade-offs of outsourcing operations to China versus nearshoring to Mexico requires the students to evaluate labor regulations, infrastructure capabilities, geopolitical risks, and cultural expectations before making a decision. Through this type of comparative work, students move beyond surface-level familiarity and begin to build genuine global competence.

Any meaningful discussion of curriculum internationalization in the United States needs to consider the special nature of the context in which Historically Black Colleges and Universities operate. At HBCUs, internationalization initiatives reflect not only the legacy of institutional strengths but also the present-day challenges these institutions continue to face. A primary challenge, as identified in comprehensive studies, is significant resource constraints, both fiscal and human. Historically, HBCUs have been underfunded compared to their predominantly white counterparts. As a result, HBCUs generally have smaller endowments and fewer administrative staff, which can make it challenging to fund study abroad scholarships, faculty development for international research, or new campus-wide initiatives. Moreover,

the leaders of such institutions must navigate the challenge of educating globally ready students while preserving the unique and indispensable mission and culture of the HBCU.

Despite these challenges, HBCUs possess unique strengths and a long, rich history of global engagement and producing leaders with a global vision. The strong sense of community and smaller institutional size can be an advantage, allowing for nimbler, faculty-driven pedagogical innovations. In addition, because of past structural obstacles to student mobility for these populations, there is a particularly pressing need for robust and innovative Internationalization at Home strategies in HBCUs. This positions HBCUs not as followers in the internationalization movement but as potential leaders in developing inclusive, equitable, and curriculum-based approaches to global learning (Hope, 2022).

This leadership potential, however, is undermined by a critical issue in academic literature: the persistent "dearth of faculty publications in curriculum internationalization literature" originating from HBCUs. This gap is not merely a matter of representation; it deprives the entire field of international education of the practical models and theoretical insights generated within these institutions. Without disseminating this work through peer-reviewed publication, the broader conversation remains incomplete and potentially biased toward the experiences of large, well-resourced universities. This study, therefore, is framed as a direct response to this scholarly call to action. By systematically documenting the process, challenges, and outcomes of internationalizing an Operations Management course at an HBCU, this manuscript aims to contribute a vital case study to the literature. It moves beyond theory to provide a tangible example, offering a model that can inform and inspire faculty at other HBCUs and similar institutions and, in doing so, help build a more inclusive and representative body of knowledge on effective global pedagogy.

Methodology

Educational Context

The Operations Management course, MGMT 3106, is a 3-credit course offered to undergraduate students in the School of Business. As a core part of the curriculum, the course is both concept-driven and highly practical, covering the essential principles of how goods are produced and services are delivered. Students majoring in Accounting, Marketing, Management, and Supply Chain & Logistics Management concentrations must complete this course to satisfy their degree requirements. The course provides the critical knowledge needed to understand and improve the processes that create value in any organization.

The principles of operations and production management are universally applicable, providing a solid foundation for future managers and business leaders. Current trends in business education emphasize hands-on, applied learning. These strategies, including case studies, business simulations, and process analysis projects, are often integrated into the course. However, the course often retains a structured

format to ensure that foundational concepts—from supply chain management and quality control to forecasting and inventory management—are thoroughly covered.

A significant challenge with a course covering such a broad range of topics is helping students see its direct relevance to their specific career paths. This challenge is magnified by the critical need to integrate internationalization into the curriculum. In today's interconnected global economy, operational decisions are rarely confined by national borders. Recent events have starkly illustrated this; for example, the imposition of tariffs can drastically alter material costs and force a complete re-evaluation of sourcing strategies, directly impacting production efficiency and profitability (Grossman et al., 2024).

The disruptions caused by global pandemics have further underscored the vulnerabilities in long-distance supply chains, making concepts like resilience and risk management more critical than ever. My approach, therefore, has been to frame the course around the overarching theme of global supply chain resilience. This focus allows students to analyze how international trade policies, geopolitical events, and ethical sourcing challenges directly influence business operations. It provides a practical context for them to apply principles of logistics, quality, and process improvement to create robust, adaptable, and responsible global organizations—a crucial skill set for any future business leader.

Planning Process

The initiative to internationalize the MGMT 3106 course began in the fall of 2024, driven by a commitment to enhancing students' global learning experiences. The process was supported by the university's Center for Transformational Student Experiences (CTSE), which provides resources and frameworks for such curricular enhancements. A key element of this planning phase was the mentorship from previous instructors who had successfully implemented internationalization in their own courses. Their guidance provided a practical roadmap and invaluable insights into redesigning a course with a global perspective.

Following the structured framework of course internationalization (Osakwe et al., 2022; Osakwe, 2022) and examples (Wrensford, 2022; Dozier, 2022; Whitehead, 2022; Owusu-Ansah, 2022), the initial step involved a comprehensive redesign of the course syllabus. This began with defining a new global learning outcome aimed at fostering intercultural and international competencies. Two Student Learning Outcomes (SLOs) were revised as illustrated in Table 1.

In aligning the relevant assessments with the revised student learning outcomes, a strategic decision was made to focus on specific topics within operations management that are inherently global. While the course covers essential areas like goods and service design, forecasting, inventory management, and quality management, which can be placed in global contexts, the topic of supply chain design and supply chain management was selected for deeper internationalization. This

Table 1

*Operations Management Student Learning Outcomes Revision for
Internationalization*

Before internationalization	After internationalization
SLO2: Students will be able to apply appropriate tools and methods to design and manage supply chains.	SLO3: Students will gain an understanding of global supply chain dynamics, including the challenges and strategies for managing international logistics, sourcing, and distribution.
SLO3. Students will be able to apply quantitative and qualitative ‘tools’ and ‘methods’ to facilitate effective decision-making in the operations management organizational function.	SLO4: Students will evaluate the impact of sustainability on operations management decisions, considering global, environmental, and social implications .

Source: Author

selection was made because modern supply chains operate as global networks, creating an appropriate environment for studying international business challenges. By concentrating on global supply chains, the curriculum could effectively address the cultural, ethical, and logistical aspects of international operations.

Based on the student learning outcomes, new Course Objectives (CO) were developed. CO3 was established to fulfill SLO3, which requires students to comprehend global supply chain systems and to create and assess supply chain plans that involve managing international logistics, sourcing, and distribution challenges while considering their ethical responsibilities. CO5 was developed to satisfy SLO4, which requires students to assess how supply chain choices affect global sustainability and ethical standards through actual business situations. The course activities directly support international and sustainability competencies, which faculty members have identified as important learning objectives. Table 2 illustrates the alignment of SLO, CO, and Assessments.

Table 2

*Operations Management Student Learning Outcomes, Course Objectives, and
Assessments alignment*

Student Learning Outcome	Course Objective	Assessment
SLO3: Students will gain an understanding of global supply chain dynamics, including the challenges and strategies for managing international logistics, sourcing, and distribution.	CO3: Discuss how to design and evaluate supply chain strategies that address global logistics, sourcing, and distribution challenges in various business settings, considering trade-offs,	Project 1: Smart Brands Global Expansion – A fictitious company expands internationally, and students will identify and discuss economic, political, cultural, and ethical challenges of expansion.

	constraints, and ethical implications.	
SLO4: Students will evaluate the impact of sustainability on operations management decisions, considering <i>global, environmental, and social implications</i> .	CO5: Discuss real-world case studies to understand the complexities of global supply chains and the impact of supply chain management decisions on sustainability and ethics.	Project 2: Save Farmers – A research project where students will simulate advocacy for an agricultural exporter group in an international setting.

Source: Author

Teaching Activities

Achieving these objectives requires using multiple instructional methods. The supply chain management topic included a discussion of the current state of the world regarding supply chain issues and how these global changes relate to theories covered in the course. Several class sessions were specifically designed to explore the cultural and ethical implications of global supply chains, and how students would be evaluated for the completion and submission of their work was also very clear. The course material was adapted based on the course delivery mode (in-person vs. online). In-person classes used interactive discussions, while online sections used recorded videos paired with structured online discussions. This ensured engagement in both learning environments. The discussions first addressed different cultural norms in negotiations and the establishment of good supplier relationships, then moved on to the ethical issues involved in global sourcing and wage conditions.

Assessment Design

As illustrated in Table 2, a targeted plan focusing on two individual projects was devised to measure the internationalized student learning outcomes. Project 1 is shown in Appendix A. The first project was a role-play: students assumed the role of a global operations executive at a fictitious company. They were tasked with identifying a potential expansion into a lower-middle-income country of their choice and analyzing it. They had to identify the economic, political, cultural, and ethical challenges and propose mitigation strategies. This example of a real-world project provided a direct measure of their ability to manage global supply chain dynamics. Students answering questions in the project report are tasked with first pinpointing the challenges (economic, political, cultural, and ethical) typical of international supply chains and then developing strategies to overcome them. In addition, the assignment ensures that students will consider the complex nature of international business. It links the scientific/technical parts of supply chain management with the important cultural and ethical aspects, which lie at the heart of comprehending today's global changes.

Project 2 is shown in Appendix B. The second project was designed to evaluate SLO4 with a particular focus on sustainability. Students took on the role of a

group of Brazilian agricultural exporters planning for the 2025 UN Climate Change Conference. They studied the sustainability issues and supply chain disruptions for the chosen product and produced a letter of advocacy to world leaders and a brief video as their final products. This simulation effectively measured their ability to evaluate the impact of global sustainability issues on operations and advocate for change. Instead of just defining sustainability, students must act as advocates. This forces them to research and analyze real sustainability challenges (deforestation, water usage, labor practices) for a specific product in a specific country (Brazil) where the most recent UN Climate Change Conference was held. The project explicitly requires students to link broad environmental and social issues directly to operations management concepts like sourcing, logistics, and distribution.

Student Assessment

Student work in each project was assessed with a written report and a video presentation. The rubric for Project 1 is shown in Appendix C, and the rubric for Project 2 is shown in Appendix D. The rubrics were provided to students at the beginning of the project along with the project instructions.

In Project 1, the written report rubric assessed proficiency across multiple categories, including content in the abstract, introduction, and literature review sections, successful analysis of the scenario, strategy development, and the recommendation of relevant solutions. In the rubric, analyzing the scenario and recommending solutions were weighed 2 times more than each of the other categories. This weighting was used to convey the importance of these components in the overall project. Furthermore, each student was required to present the findings from the written report in a video recording. This satisfies an institutional student learning outcome of demonstrating effective oral communication skills.

In Project 2, the written report was assessed in categories such as identifying operational challenges, identifying compelling advocacy actions, assessing the effectiveness of written communication, evaluating the use of references, and assessing research quality. The research quality category was weighted 2 times more than each of the other categories to emphasize the importance of conducting well-documented research with credible resources. As in Project 1, each student was required to deliver a multimedia presentation to simulate advocacy.

Results

The course internationalization was implemented in the Spring 2025 semester. The cohort consisted of 25 students, of whom 12 were in person, and 13 were fully online (distance learning). Students in the course were primarily African American, and 100% were business majors. Although the projects were mandatory, only 18 students completed the first, and 17 completed the second.

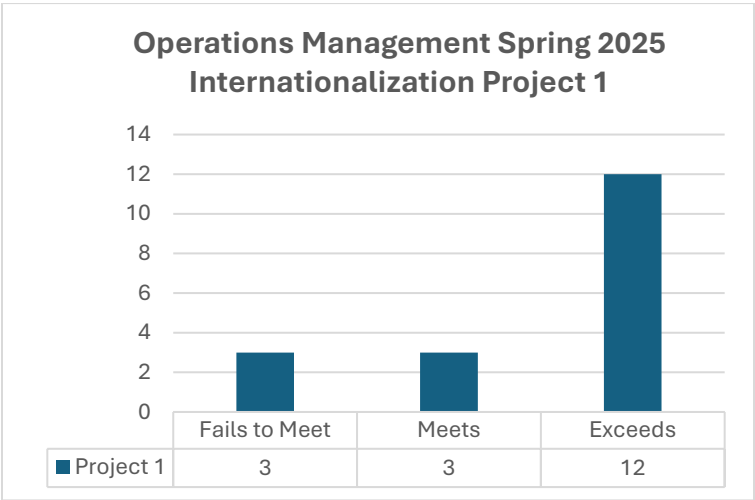
The effectiveness of the course's internationalization was evaluated through a quantitative analysis of student performance on the two major projects. This

method of evaluation was deliberately chosen over a qualitative one, such as student satisfaction surveys, to provide a more direct and objective assessment of learning. Although surveys can provide a window into students' views of their educational experiences, they do not always reflect students' depth of understanding. On the other hand, looking at what students produce provides tangible evidence of their ability to comprehend and apply the challenging concepts of global and sustainable operations. Hence, it is argued that this method provides the strongest evidence that students have actually attained the competencies stated in the Student Learning Outcomes (SLOs).

Figure 1 illustrates the overall results for Project 1. These results provide a clear picture of student performance. For Project 1, 66.7% of students (N=18) exceeded the Student Learning Outcomes, with a median point grade of 80.5. The mean point grade was 75.5. 16.7% of students failed to meet the Student Learning Outcomes in Project 1.

Figure 1

Number of Letter Grades for Internationalization Project 1 in Operations Management



Source: Author

Figure 2, below, illustrates the overall results for Project 2. For Project 2, 52.9% of students (N=17) exceeded the Student Learning Outcomes, with a higher median point grade of 84. However, the mean point grade was 76.1. 41.2% of students did not meet the Student Learning Outcome for Project 2.

Discussion

The data from both projects provide valuable insights into the relative success of an internationalized curriculum. For Project 1, the large proportion of students meeting or surpassing the SLO (83.8%) indicates that most students achieved the intended learning outcome. They practiced breaking down a

complex global supply chain case, recognizing cultural and ethical concerns, and developing viable international. logistics strategies. In short, the majority of the students found the assignment and the provided resources quite effective. On the other hand, a small proportion of students (16.7%) were unable to meet the SLO, suggesting that some students were left behind, which may be due to insufficient time allocated for the assignment or a basic misinterpretation of its requirements.

Figure 2

Number of Letter Grades for Internationalization Project 2 in Operations Management



Source: Author

Furthermore, the results for Project 2 also indicate that the implementation was a success, as more than half (58.8%) of the students met or surpassed the SLO. In addition, a considerable proportion of students (52.9%) exceeded the SLO level, suggesting that the project instructions were easy to understand and the task was straightforward, thereby facilitating excellent performance among high-achieving students. This group demonstrated a heightened, advanced level of twofold capacity: one in their research on business problems in the foreign domain and the other in their discussion of global, environmental, and social issues affecting operations management. On the other hand, the students who did not meet the SLO level in this project seem to have submitted incomplete work rather than lack an understanding of the concepts. This indicates that students who fully engaged with the concepts understood them, but the research and deliverable aspects of the project may have led to an overall lower score.

Reflection of Implementation

This process also yielded several key reflections. First, it became clear that internationalization can be applied to nearly all topics within operations management, not just supply chains. For example, a discussion on quality management could explore how consumer perceptions of quality vary across cultures—such as a

preference for durability in one market versus aesthetics in another—and how global standards like ISO 9001 are adapted locally. Similarly, a module on forecasting could be internationalized by analyzing how demand models must account for different holidays, seasonal patterns, and economic sensitivities across international markets.

Second, the in-class discussions centered on current global events were highly effective at engaging students and helping them understand and connect with their academic material. Third, one of the biggest challenges both teachers and students faced was discussing culture (including its ethical aspects) outside a familiar domestic setting. The exercise of thinking of and accepting new worldviews that arise within one's familiar setting, and of navigating the sensitive nature of the discussion, had to be done primarily by the participants, as this is one of the most essential parts of global competency development. Finally, the depth of these new internationalized topics requires significant class time, as they are quite deep. Therefore, more time than originally conceptualized is needed to do justice to these topics, suggesting the need for future syllabus adjustments.

The findings are consistent with those of the 2020 AIB curriculum survey (Kwok et al., 2020), which suggests that a deeper understanding of international business is usually gained through experiential learning. Future iterations of the course may be enhanced by including more simulations, virtual collaborations with international students, or challenging case studies that require students to actively “experience” the trade-offs and decisions involved in global operations, rather than merely discussing them.

Conclusions and Future Work

This study provides an excellent starting point for bringing a global perspective to operations management education, though its conclusions are bound by certain limitations. The study involved a small group of students over one semester, so the results cannot be assumed to generalize to other situations or larger groups. Future work should aim to conduct a longitudinal study across multiple semesters to validate these initial results. In addition, this work makes no attempt to track changes in students' skills before and after the course or to quantify the effect of the internationalized course by comparing it with previous non-internationalized courses. These approaches, together with, for instance, interviews with students based on their course experiences, would give a fuller understanding of the curriculum's effect.

The course internationalization process revealed several difficulties. Most notably, it was a challenge to balance quantitative-oriented decision-making techniques, deeply rooted in operations management, with the more qualitative, discussion-based nature of global learning concepts. The tension between these two was even more apparent given the number of topics required to be covered in this course and the limited time available, as dedicated discussions of cultural and ethical issues can be time-consuming.

Going forward, the plan is to make this initiative more effective by implementing the lessons learned. Course content, assessments, and their delivery will be adjusted to more closely integrate the quantitative and qualitative aspects, thereby raising attainment of the global learning outcomes. This includes providing more detailed instructions for assessments and potentially adjusting assessment weights to more closely mirror the course objectives. The ultimate goal is to leverage this successful pilot so that it becomes a model for internationalizing other courses in the curriculum and, hence, increasing global learning opportunities for all students.

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Appendix A

TASK:

You will research the cultural and ethical aspects of global supply chains and how they would affect an organization. You will analyze a global supply chain scenario given below and identify the challenges. Students will write an essay discussing strategies to mitigate at least one economic/political challenge and one cultural/ethical challenge in the given scenario.

DELIVERABLES:

1. Project Report (Word or PDF file)
2. Presentation File (PowerPoint or PDF file)
3. Presentation Video (Shared Link)

CRITERIA FOR SUCCESS:

To complete the research project, you will do the following:

1. Review the two chapters (6,13) of the Collier textbook and Module 2 Lesson 2: Supply Chain Design and Management
2. Read the assigned articles:
 - a. Ethical supply chains: Analysis, practices and performance measures (Yusuf)
 - b. Understanding the Role of Culture in Supply Chain Collaboration (Reynolds)
 - c. IKEA Case: One Company's Fight to End Child Labor (Rao)
 - d. Optional: [A Primer on Sustainable Business](#). (Elio) 2012
3. **Choose a country of your choice** from the Lower-Middle income economies. (See LOWER-MIDDLE INCOME ECONOMIES in the [World Bank Country Classification](#))
4. Analyze the following scenario:

Scenario: Assume that you are the Vice President of Global Operations in a multinational Fast Moving Consumer Goods (FMCG) company, *Smart Brands*. *Smart Brands* is considering expanding its operations into a lower to middle-income country of your choice. *Smart Brands* aims to establish a manufacturing plant that will produce [FMCG products](#) in the selected country. ~40% of production is planned to serve the country's local market, and ~60% is planned to be exported to neighboring nations. *Smart Brands* must navigate various challenges to ensure economically sustainable, culturally sensitive, and ethical operations. Therefore, the

decision involves evaluating manufacturing and supply chain capabilities, assessing environmental impact, understanding local culture, and addressing potential ethical issues related to labor practices.

5. **Write a report** answering the following questions in the format given below.
 - a. Why enter the selected country? What are the benefits of selecting the country of your choice in terms of supply chain location strategy?
 - b. What are the economic/ political challenges of operating in this country of your choice?
 - c. Pick one economic/ political challenge listed above. How can you mitigate this challenge?
 - d. What are the cultural/ ethical challenges of operating in this country?
 - e. Pick one cultural/ ethical value listed above. How can you mitigate this cultural/ ethical challenge?
6. Present your findings in a video presentation of 3-5 minutes.

Appendix B

TASK:

You will act as a representative of an agricultural exporter group in Brazil. The 2025 UN Climate Change Conference is held in Brazil. You will research the sourcing, logistics, and distribution challenges arising from global environmental policies in your sector. Via a formal letter, you will request that world leaders/governments take action on climate change. You will also create a short video summarizing your case to be shared with conference attendees.

DELIVERABLES:

1. Advocacy letter (Word or PDF file)
2. Advocacy Video (Shared Link)

CRITERIA FOR SUCCESS:

To complete the research project, you will do the following:

1. Review Chapter 1 of the Collier textbook and Chapter 1 of [A Primer on Sustainable Business](#) (Elio, 2012)
2. Research the past [UN COP conferences](#). Research about the current global climate commitments agreed by the countries around the world.
3. Research about the top agricultural export products of Brazil. **Choose one product.** (You are representing this product exporter group.)
4. Research sustainable agriculture and operations management. See the sample articles provided.
5. Research the sustainability challenges for this product (Provide sources and cite them)
 - a. Environmental Impact: Deforestation, water usage, and greenhouse gas emissions.
 - b. Social Issues: Labor practices, community impact, and health concerns.

- c. **Economic Factors:** Market volatility, trade policies, and supply chain disruptions.
6. Research about the sourcing, logistics, and distribution challenges of this product due to social and environmental factors.
 - a. **Supply Chain Dynamics:** Analyze the complexities and disruptions in global supply chains due to environmental factors.
 - b. **Climate Change:** How changing weather patterns affect production and logistics.
 - c. **Resource Scarcity:** Issues related to water, soil health, and biodiversity.
 - d. **Regulatory Compliance:** Adherence to environmental regulations and sustainability standards.
7. **Write an official letter** addressing the world leaders attending the COP 30 conference, including the following:
 - a. **Introduction:** Briefly introduce the organization and the chosen agricultural product.
 - b. **Operational Challenges:** Detail the sustainability challenges and their impact on operations.
 - c. **Call to Action:** Request specific actions from world leaders to address climate change issues, such as policy changes, financial support, and international cooperation.
8. Present your case in a short video of 1-2 minutes.
 - a. Present your findings and advocacy points in a video, simulating a presentation to world leaders at COP30

Appendix C

Project 1 Assessment Rubric

Criteria	Excellent	Good	Acceptable	Unacceptable
Abstract	4+ satisfied.	3+ satisfied.	2+ satisfied.	1+ satisfied.
	1. Abstract section present.	1. Abstract section present.	1. Abstract section present.	1. Abstract section present.
	2. Objective of the paper clearly stated.	2. Objective of the paper clearly stated.	2. Objective of the paper clearly stated.	2. Objective of the paper clearly stated.
	3. Short description stated.	3. Short description stated.	3. Short description stated.	3. Short description stated.
	4. Summary of the finding clearly stated.	4. Summary of the finding clearly stated.	4. Summary of the finding clearly stated.	4. Summary of the finding clearly stated.
	5. Between 100-200 words.	5. Between 100-200 words.	5. Between 100-200 words.	5. Between 100-200 words.

Criteria	Excellent	Good	Acceptable	Unacceptable
Introduction	4+ satisfied. 1. Clear overview provided. 2. Clearly states the country of choice. 3. Country meets the guidelines of the project. 4. Brief rationale for country selection provided. 5. Sustainability, cultural, and ethical considerations discussed.	3+ satisfied. 1. Clear overview provided. 2. Clearly states the country of choice. 3. Country meets the guidelines of the project. 4. Brief rationale for country selection provided. 5. Sustainability, cultural, and ethical considerations discussed.	2+ satisfied. 1. Clear overview provided. 2. Clearly states the country of choice. 3. Country meets the guidelines of the project. 4. Brief rationale for country selection provided. 5. Sustainability, cultural, and ethical considerations discussed.	1+ satisfied. 1. Clear overview provided. 2. Clearly states the country of choice. 3. Country meets the guidelines of the project. 4. Brief rationale for country selection provided. 5. Sustainability, cultural, and ethical considerations discussed.
Literature Review	4+ satisfied. 1. Brief summary of the research articles provided. 2. Applicability of the research articles to the project is discussed. 3. Existing manufacturing and supply chain infrastructure of the country is provided. 4. Cultural and ethical challenges of the country are provided. 5. Reliable sources used and cited.	3+ satisfied. 1. Brief summary of the research articles provided. 2. Applicability of the research articles to the project is discussed. 3. Existing manufacturing and supply chain infrastructure of the country is provided. 4. Cultural and ethical challenges of the country are provided. 5. Reliable sources used and cited.	2+ satisfied. 1. Brief summary of the research articles provided. 2. Applicability of the research articles to the project is discussed. 3. Existing manufacturing and supply chain infrastructure of the country is provided. 4. Cultural and ethical challenges of the country are provided. 5. Reliable sources used and cited.	1+ satisfied. 1. Brief summary of the research articles provided. 2. Applicability of the research articles to the project is discussed. 3. Existing manufacturing and supply chain infrastructure of the country is provided. 4. Cultural and ethical challenges of the country are provided. 5. Reliable sources used and cited.
Scenario Analysis (2x)	4+ Satisfied. 1. The impact of manufacturing and supply chain infrastructure for the given scenario is discussed. 2. Domestic and export market	3+ Satisfied. 1. The impact of manufacturing and supply chain infrastructure for the given scenario is discussed. 2. Domestic and export market	2+ Satisfied. 1. The impact of manufacturing and supply chain infrastructure for the given scenario is discussed. 2. Domestic and export market	1+ Satisfied. 1. The impact of manufacturing and supply chain infrastructure for the given scenario is discussed. 2. Domestic and export market

Criteria	Excellent	Good	Acceptable	Unacceptable
	capabilities of the chosen country are discussed. 3. Political and economic system's impact is discussed. 4. Economic or political challenge of the chosen country is discussed. 5. Research article's findings are linked to the scenario.	capabilities of the chosen country are discussed. 3. Political and economic system's impact is discussed. 4. Economic or political challenge of the chosen country is discussed. 5. Research article's findings are linked to the scenario.	capabilities of the chosen country are discussed. 3. Political and economic system's impact is discussed. 4. Economic or political challenge of the chosen country is discussed. 5. Research article's findings are linked to the scenario.	capabilities of the chosen country are discussed. 3. Political and economic system's impact is discussed. 4. Economic or political challenge of the chosen country is discussed. 5. Research article's findings are linked to the scenario.
Strategy Development (2x)	4+ Satisfied. 1. Cultural and ethical landscape of the chosen country is assessed. 2. SWOT analysis conducted for the project scenario. 3. A cultural or an ethical challenge for the scenario is identified. 5. A mitigation strategy is discussed in detail. 5. Impact of sustainability on operations management decisions is discussed.	3+ Satisfied. 1. Cultural and ethical landscape of the chosen country is assessed. 2. SWOT analysis conducted for the project scenario. 3. A cultural or an ethical challenge for the scenario is identified. 5. A mitigation strategy is discussed in detail. 5. Impact of sustainability on operations management decisions is discussed.	2+ Satisfied. 1. Cultural and ethical landscape of the chosen country is assessed. 2. SWOT analysis conducted for the project scenario. 3. A cultural or an ethical challenge for the scenario is identified. 5. A mitigation strategy is discussed in detail. 5. Impact of sustainability on operations management decisions is discussed.	1+ Satisfied. 1. Cultural and ethical landscape of the chosen country is assessed. 2. SWOT analysis conducted for the project scenario. 3. A cultural or an ethical challenge for the scenario is identified. 5. A mitigation strategy is discussed in detail. 5. Impact of sustainability on operations management decisions is discussed.
Conclusions and Recommendations	4 satisfied. 1. The conclusions are exceptionally clear, directly addressing research objectives and summarizing key findings. 2.Recommenda	3+ satisfied. 1. The conclusions are exceptionally clear, directly addressing research objectives and summarizing key findings. 2.Recommenda	2+ satisfied. 1. The conclusions are exceptionally clear, directly addressing research objectives and summarizing key findings. 2.Recommenda	1+ satisfied. 1. The conclusions are exceptionally clear, directly addressing research objectives and summarizing key findings. 2. Recommenda

Criteria	Excellent	Good	Acceptable	Unacceptable
	tions are highly relevant, practical, and demonstrate a profound understanding of the study's implications. 3. Limitations are thoroughly acknowledged and integrated, providing nuanced context without overshadowing the findings. 4. The overall impact and contribution are significant, offering valuable insights to the field.	tions are highly relevant, practical, and demonstrate a profound understanding of the study's implications. 3. Limitations are thoroughly acknowledged and integrated, providing nuanced context without overshadowing the findings. 4. The overall impact and contribution are significant, offering valuable insights to the field.	tions are highly relevant, practical, and demonstrate a profound understanding of the study's implications. 3. Limitations are thoroughly acknowledged and integrated, providing nuanced context without overshadowing the findings. 4. The overall impact and contribution are significant, offering valuable insights to the field.	tions are highly relevant, practical, and demonstrate a profound understanding of the study's implications. 3. Limitations are thoroughly acknowledged and integrated, providing nuanced context without overshadowing the findings. 4. The overall impact and contribution are significant, offering valuable insights to the field.
Presentation	4 satisfied. 1. Professional presentation with title slide and slide headings. 2. All sections of the report are included. 3. Covers the content of the project report. 4. Presentation's purpose and key message are evident.	3+ satisfied. 1. Professional presentation with title slide and slide headings. 2. All sections of the report are included. 3. Covers the content of the project report. 4. Presentation's purpose and key message are evident.	2+ satisfied. 1. Professional presentation with title slide and slide headings. 2. All sections of the report are included. 3. Covers the content of the project report. 4. Presentation's purpose and key message are evident.	1+ satisfied. 1. Professional presentation with title slide and slide headings. 2. All sections of the report are included. 3. Covers the content of the project report. 4. Presentation's purpose and key message are evident.

Criteria	Excellent	Good	Acceptable	Unacceptable
Video	4+ Satisfied. 1. Main points are clearly articulated and supported by strong evidence. 2. Ideas are explained simply and effectively. 3. Presenter is engaging, confident, and articulate. 4. Presenter demonstrates strong command of the subject matter. 5. Presentation is delivered with enthusiasm and professionalism.	3+ Satisfied. 1. Main points are clearly articulated and supported by strong evidence. 2. Ideas are explained simply and effectively. 3. Presenter is engaging, confident, and articulate. 4. Presenter demonstrates strong command of the subject matter. 5. Presentation is delivered with enthusiasm and professionalism.	2+ Satisfied. 1. Main points are clearly articulated and supported by strong evidence. 2. Ideas are explained simply and effectively. 3. Presenter is engaging, confident, and articulate. 4. Presenter demonstrates strong command of the subject matter. 5. Presentation is delivered with enthusiasm and professionalism.	1+ Satisfied. 1. Main points are clearly articulated and supported by strong evidence. 2. Ideas are explained simply and effectively. 3. Presenter is engaging, confident, and articulate. 4. Presenter demonstrates strong command of the subject matter. 5. Presentation is delivered with enthusiasm and professionalism.

Appendix D

Project 2 Assessment Rubric

Criteria	Excellent	Good	Acceptable	Unacceptable
Letter Format	Follows the provided letter format, including all required sections.	Follows the letter format well, with minor issues in section inclusion.	Adequately follows the letter format; some sections may be incomplete or missing.	Poor adherence to the letter format; many sections are incomplete or missing.
Introduction	Clear, concise introduction of the organization and chosen product.	Good introduction, minor clarity issues.	Adequate introduction, some clarity issues.	Poor introduction, unclear, and incomplete.
Operational Challenges	Thoroughly details sustainability challenges with strong impact analysis.	Good detail of challenges, minor gaps in impact analysis.	Adequate detail, some gaps in impact analysis.	Poor detail, unclear, and lacks impact analysis.
Call to Action	Compelling and specific requests for actions from world leaders.	Clear requests, minor issues in specificity, or compelling nature.	Adequate requests, some issues in specificity or compelling nature.	Poor requests, unclear, and not compelling.

Criteria	Excellent	Good	Acceptable	Unacceptable
Written Communication	Clear, concise, and well-organized writing with no grammatical errors.	Clear and organized writing, with minor grammatical errors.	Adequate writing, some organization issues, and grammatical errors.	Poorly organized writing, several grammatical errors.
References	Provides citation for all references. APA citation style is used in both text and bibliography.	Provides citation for most references. APA citation style is used in both text and bibliography.	Provides citation for some references. APA citation style is used in both the text and the bibliography.	Provides citation for some references. Citation style is either inconsistent or incorrect.
Research Quality (2x)	Comprehensive, well-documented research with diverse, credible sources.	Good research with credible sources, minor gaps in coverage.	Adequate research, some sources may lack credibility or relevance.	Limited research; several sources lack credibility or relevance.
Presentation and Video (2x)	Engaging, clear, and professional presentation with strong advocacy points.	Clear and professional presentation, minor engagement issues.	Adequate presentation, some clarity and engagement issues.	Poor presentation, lacks clarity and engagement.

About the Author

Dr. Nadeepa Wickramage is an Assistant Professor in Supply Chain and Logistics Management at Albany State University, where he teaches quantitative analysis and supply chain management courses, including Management Science, Project Management, Warehouse Management, and Logistics Information Systems. Dr. Wickramage earned his PhD in Industrial Engineering from Clemson University, SC, and a BSc. Engineering (Hons) from the University of Moratuwa. His research interests mainly focus on effective teaching methods and Logistics and Supply Chain Management. More specifically, using transparency in teaching for effective teaching, using artificial intelligence-assisted teaching, time-based operations in facilities, warehouse routing and design, intermodal transportation networks, and humanitarian logistics. In addition, he is also interested in process optimization. He utilizes analytical models employing techniques such as mixed-integer programming, simulation, queuing theory, and applied probability.

Phi (philomatheia) -love of knowledge

Beta (biotremmonia) -valuing of human life

Delta (diapheren) -achieving excellence

