

February 11, 2011

Please accept the attached documentation as part of our application to create a Graduate Certificate in International Education (IE). The purpose of this graduate certificate is to prepare graduate students for careers in international education, including but not limited to education abroad, international student services, and placement in other international organizations which support the exchange of students.

The field of international education is a critical component of the internationalization of higher education in the United States and abroad. This certificate is designed for any graduate student (or admitted post-baccalaureate student) wishing to enhance their graduate degree. We believe this will help distinguish our students and make them more competitive for careers in this and related fields.

The proposed curriculum includes a combination of nine hours of core courses and six hours of elective coursework. In preparing to complete their certificate, students must identify a regional concentration, and are encouraged to participate in some form of professional or experiential learning opportunity to acquire skills in management, program development, and/or assessment. Although the certificate does not require language coursework as part of the curriculum, participants are also required to describe their language proficiency relative to their professional and regional concentration so that they are aware of and prepared to be competitive in the field.

Dr. Beth Goldstein will serve as the first IE Graduate Certificate Director and will be supported by an IE Advisory Committee comprised of a group of faculty and international education administrators from across the university who has been working on this project for over a year. The initial proposal was presented to, and approved by, the Graduate Faculty in Educational Policy Studies & Evaluation.

We believe the proposal is now ready for consideration by the College of Education Courses and Curriculum Committee. Documents within this submission include: IE Certificate summary and procedures, the IE Certificate Application, and the IE Certificate Course of Study and Regional Competency Proposal. Please do not hesitate to contact me directly if you need any additional information.

Sincerely,

Jane Jensen
Associate Professor
Director of Graduate Studies

Proposal for a Graduate Certificate in International Education

Submitted by Drs. Jane Jensen & Beth L. Goldstein, Department of Educational Policy Studies & Evaluation (with support and assistance from Dr. Tony Ogden, Education Abroad, Dr. Susan Carvalho, International Education, and Dr. Linda Worley, Modern Languages).

Overview:

The goal of this certificate program is to prepare graduate students for careers in international education, including but not limited to education abroad, international student services, and placement in other international organizations which support the exchange of students. Students will receive a foundation in comparative higher education, organization and administration in higher education, and student services. Through elective courses appropriate to student interests, students will develop a regional area of cultural expertise and participate in at least one professional vocational experience with an emphasis on developing skills in evaluation, management, and program development.

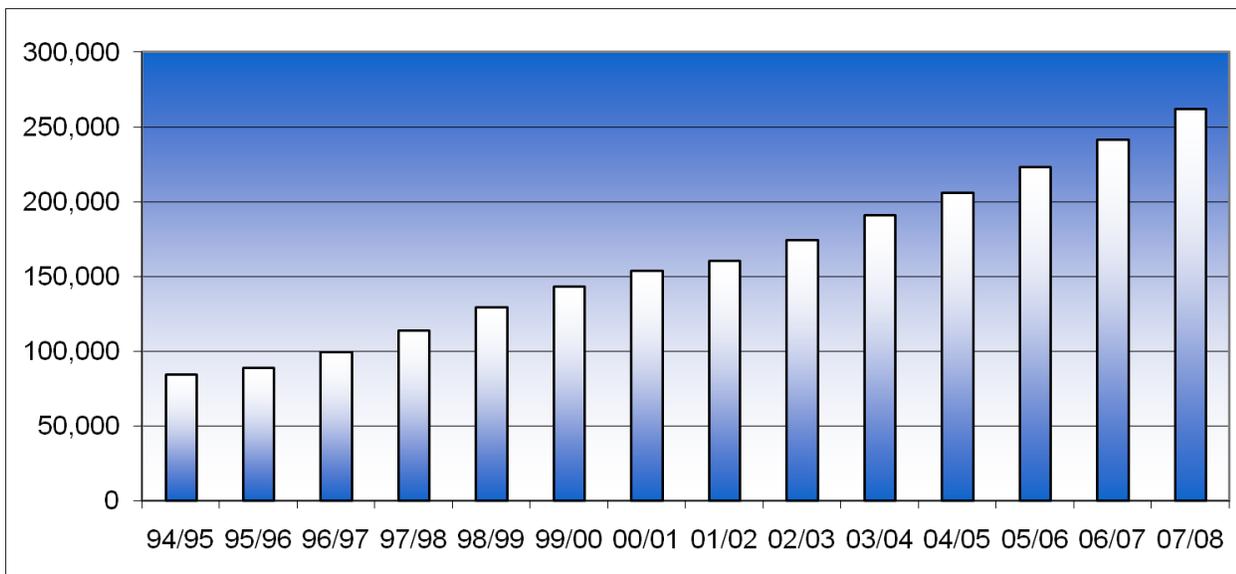
Particular base skills and knowledge needed for such work include

- understanding how formal education operates within and across nations (coursework in: comparative/international education; higher education)
- familiarity with programming, services, laws and regulations for students entering and enrolled in higher education (coursework in: student services, higher education)
- intercultural understanding and communication (world language experience, international in situ experience, regional area studies)
- professional experience (work experience, internship, graduate assistantship; elective coursework in program evaluation or research design)

Background:

Over the past few decades, international student exchange has steadily increased with significant gains in recent years. As illustrated in the chart below, participation in education abroad by US college students has increased from approximately 80,000 to 260,000 students per year between the 1994/95 and 2007/08 academic years (Institute of International Education: OpenDoors “US Study Abroad Trends,” 2011). Federal Legislation such as the proposed Simon Act and the establishment of global higher education areas like those in the European Union and Asia have led to increases in government support of exchange as well as new opportunities for post-secondary educational experiences. Professional positions in student advising, program development, and assessment of program outcomes have also increased to serve this mobile student population.

**Growth in Number of US Students Studying Abroad
1993/94-2007/08 Academic Years**



(Institute of International Education: OpenDoors “US Study Abroad Trends,” 2011, p.24).

The educational needs of this professional community include many of the same knowledge and skill sets as those held by higher education practitioners in general. Additional skills in intercultural communication and living, language proficiencies, and knowledge of differences within and between international educational contexts are necessary. Furthermore, many international education offices serve as “one-stop-shops” in which practitioners are asked to wear many hats. Thus, training in evaluation, management, and program development is also recommended. See Appendix A for examples of best practices in international education graduate programming.

The proposed graduate certificate directly builds from the Department of Educational Policy Studies and Evaluation strategic goals to increase its comparative and international education strand in both research and graduate student programming. This proposal also aligns with the University of Kentucky’s Internationalization Plan, particularly the very first goal to “Enhance international educational opportunities at the University of Kentucky”.

The Department of Educational Policy Studies & Evaluation has a rich traditional of international study and travel among its faculty. Currently the following faculty members have active research programs in international contexts and/or international education. Additional faculty strengths in assessment and measurement, college teaching and learning, and higher education organization and administration will also support this certificate proposal.

- Dr. Alan DeYoung (Chair): Education Reform in Central Asia
- Dr. Jane Jensen (DGS): Director of the Appalachian Center Rome Exchange & Co-PI on FIPSE Atlantis Grant with Italy and France

- Dr. Beth Goldstein: past Co-Director Asia Center, current higher education projects in China and Indonesia
- Dr. John Thelin: Guest lecturer on higher education in Japan, Belgium, France, and several Eastern European countries
- Dr. Tony Ogden (Adjunct Faculty): Director UK Education Abroad

Certificate Recruitment & Admission Process

Similar to the Graduate Certificate in College Teaching and Learning, the Certificate in International Education is intended to supplement or enhance any graduate program at the University of Kentucky or post-baccalaureate students enrolled at the University of Kentucky. The processes for application and admission are the same as those for the College Teaching and Learning Certificate.

Graduate students from programs other than those in Education already enroll in the Department of Educational Policy Studies & Evaluation's internationally focused courses; some also complete a second masters with us. In recent semesters this has included graduate students from MCL (German Studies especially) and the Patterson School of Diplomacy. These students and others have expressed strong interest in such a certificate. While we have not undertaken any formal survey to assess interest in this prospective certificate, Dr. Linda Worley (from MCL), Dr. Tony Odgen (OIA) and Dr. Susan Carvalho (OIA and Spanish) served on the committee that designed the certificate expressly to help make sure that the certificate would serve constituents students outside as well as in Education.

Recruitment: This certificate is designed for students pursuing graduate degrees in higher education or students pursuing other graduate degrees who wish to add a practical international component. Post-baccalaureate and visiting students are also eligible to apply for the IE certificate. Directors of Graduate Studies in the following departments in particular would be made aware of the certification and its potential:

Modern & Classical Languages	Political Science	International Studies
Hispanic Studies	Anthropology	Agriculture
History	Geography	Diplomacy
	Public Policy	Behavioral Sciences

Application Process: Application for the IE Certificate must be made before completion of coursework for the certificate. Award of the Graduate Certificate in International Education requires formal admission to the certificate, approval of a Course of Study Worksheet and Certificate Completion Worksheet. Admission to the IE Certificate Program requires that applicants:

- Satisfy requirements of the graduate school for admission to certificates ((see the [Guidelines for Graduate Certificates](#)). **
- Submit a letter of support from the graduate advisor (for current graduate students), DGS (for new graduate students), or research supervisor (for postdoctoral students). Individuals who are non-degree-seeking, have already received their doctorate or other terminal degree, and/or who are enrolling at UK only for the Certificate must submit two letters of recommendation.
- Complete the certificate application form

**Applicants who are not currently matriculating for a graduate degree at the University of Kentucky must first secure admission to the Graduate School as post-baccalaureate students. Admission to the Graduate School must, in all cases, precede admission to the International Education Graduate Certificate Curriculum. Please

notice that some requirements for the IE Graduate Certificate Course of Study exceed minimum requirements of the Graduate School for Post- baccalaureate status. For this reason, as well as others, admission to the Graduate School does not guarantee admission to the International Education Graduate Certificate Course of Study.

Admissions Process: Applications will be reviewed by the Certificate Director to assure that the student meets University enrollment requirements, is a student in good standing, has clearly articulated goals for professional development in this field that can be met through completion of the certificate, and has the support of their home department.

Learning Objectives:

In addition to the rich set of experiences each student brings from their home graduate department, the proposed certificate is intended to provide the following additional skills and knowledge sets:

- Knowledge of best practices in undergraduate Student Services, including Education Abroad and International Student Services.
- A comparative understanding of academic policies, organization and administration of higher education institutions in the United States and abroad.
- An understanding of how to identify program learning objectives behind international study and affective frameworks for evaluation and assessment of those goals.
- An ability to design recruitment, orientation, program implementation, and follow up activities for an assortment of international education programming, including developing budgets and data management systems.

Course of Study (15 Credits)

(NOTE: This proposal does NOT include any new course applications. All courses listed or discussed below are existing courses. Additional elective courses may be developed in response to needs of students within existing faculty resources.)

Required Courses (9 Credits):

EPE 555 Comparative Education (3): This course introduces the use of comparative study for global and cross-cultural examination of education. The course uses selected educational systems, with an emphasis on the peoples of Asia and Africa, to learn about education in cultural, political, economic, and historical contexts. Comparison will be made of educational structures, institutions, policies and pedagogies as they engage their socio-political contexts at the local, state, international levels. We will consider issues of globalization, democracy and control, markets, and equity and social justice. Finally we will note the various methods of comparison used to study change from an international perspective.

EPE 632 Student Services (3): This course focuses on students services (broadly defined) and those who work with college and university students outside of the academic arena. The course not only

surveys the history of student services but critically examines its theoretical bases and current practices with special attention paid to the relationship between student services and other segments of campus, including education abroad and international student services.

EPE 676 Organization and Administration in Higher Education (3): This course introduces the purposes and scope of higher education, organization, general administration, faculty administration, inter-institutional cooperation, and allocation of financial resources. Students also explore different state systems of higher education in the US, international models of higher education and relationships within higher education areas.

Elective Courses (6 Credits): In consultation with their department advisor and the Certificate Director, students should choose two electives from the following attached list of suggested courses with an eye toward developing an in-depth area of professional expertise for a particular “field”. Because of the breadth of possibilities for regional study, a complete list of approved courses is unreasonable. Furthermore, the choice of focus for an individual’s graduate certificate will depend on that person’s undergraduate coursework, professional and personal experience prior to entering the certificate program, professional goals, and graduate degree/s major. Students must therefore work with the Certificate Director and their major professor or program advisor to design the best course of study for their needs using the attached Course of Study & Regional Concentration Proposal form.

For an individual to have professional credibility in the areas of international educational exchange and student services in higher education, the above identified required courses (totaling a bare nine hours) cover the essential areas of expertise required of all related programs we could identify (See Appendix A for examples). These areas include some knowledge of 1) international/comparative education, 2) the workings of higher education, and 3) student services. Given the construct of graduate certificates at UK, that only leaves six hours of elective/regional courses. However, we assume that individuals with these career goals will very likely complete coursework beyond the minimal elective/regional requirement. Some of this may have been completed before enrolling in the current degree. This would certainly be the case for a German major, for example. Further significant knowledge will come from international field experience and from meeting the professional competence requirement.

Additional Recommendations for Planning the Course of Study:

Language Proficiency: The level of language proficiency recommended of each individual will be determined in consultation with the Certificate Director in light of the student’s professional and regional concentration. All certificate students will be required to have completed the minimum world language proficiency level set for UK undergraduates and many will be expected to reach an intermediate-mid ACTFL level. These are understood as minimum requirements, ones that can be raised by the Director in consultation with individual students. On a case-by-case basis, the Certificate Director will determine whether a more advanced level of proficiency is appropriate based on what language experiences and proficiency fit the individual’s career goals in relation to the certificate. We deliberately have left this flexible as some careers in international education with a focus on student services require more global expertise rather than a high level of bilingualism. At the

same time, individuals must have some experience of learning and using a second language in order to work effectively in multilingual, multicultural contexts. Sufficient language experience (although perhaps not fluency) is critical to effectively understand the challenges that students participating in international exchange encounter. Thus, language proficiency, in this context, also implies the ability to assess different study abroad programs on a basic level, in terms of their approach to language learning. Experts in the field argue that comprehension of how language is taught and learned is more important than the actual communicative competency. Practically speaking, while communicating with an overseas partner in their first language is desirable and polite, it is not essential; however, a thorough understanding of the feeling of helplessness, frustration, pride etc that come with multilingual communication is the key factor. Students will be expected to describe the level of language proficiency they have obtained relative to their professional and regional concentration in the attached Course of Study & Regional Competency Proposal form.

Professional Competence: to complete the certificate, candidates are encouraged to demonstrate competency in an area of professional practice appropriate to their interests. These include methods of management, evaluation and assessment, event planning, faculty and program development. These may be acquired through internship or other forms of experiential learning (e.g. graduate assistantship). Students pursuing this certificate are strongly encouraged to apply for internship and experiential learning opportunities abroad. Some experience of international living is a requirement. That experience may have occurred prior to beginning the certificate. Students will be expected to provide evidence of their professional competency as part of their Course of Study & Regional Competency Proposal form.

Certificate Administration

The Certificate director will be appointed from among the faculty in the Department of Educational Policy Studies & Evaluation with expertise in international higher education, with a three-year, renewable appointment. The Director will be the person primarily responsible for recruitment, management and advising of the certificate. The Director will also be the liaison with the academic department of the student regarding questions about elective and regional concentration. Staff support will be provided by the Dept. of Educational Policy Studies. The Certificate will be further guided by an advisory committee comprised of faculty from the targeted graduate programs described above along with one professional staff person from the Office of International Affairs. These individuals will serve three year, renewable appointments. This committee will regularly review curriculum requirements, consider student petitions for course inclusion, assess quality of the experiential learning components, and evaluate overall program quality.

Appendix A: Best Practices in Graduate International Education

The following programs offer examples of best practices for providing a high quality graduate education in this field:

[A] Program in Intercultural Service, Leadership, and Management (PIM)

SIT Graduate Institute, Brattleboro, Vermont [<http://www.sit.edu/graduate/>]

Within the profession of international education, the premier institution for graduate study is World Learning's School for International Training (SIT), located in Brattleboro, Vermont. SIT provides a comprehensive education in the historical, theoretical, and social foundations of international education. Within the PIM program, students may choose to do the Master of Arts in International Education program with optional concentrations in international education advising and educational exchange management. In addition to the numerous management courses available, students may choose among the following sample listing of courses:

- International Educational Policy
- International Education Design and Delivery
- Theory and Practice of International Education
- Program Planning and Project Design
- Issues Seminar in International Education
- International Education Design Concepts and Evaluation
- Issues Seminar in International Education Programming

[B] Master Of Arts in Intercultural Relations

Lesley University, Cambridge, Massachusetts

http://www.lesley.edu/offcampus/term/nmagss_intercultural.html

The Master of Arts in Intercultural Relations program prepares students to facilitate intercultural relations in a variety of professional settings, both domestically and internationally. The program's focus on the human dimension of intercultural interactions sets it apart from the traditional macro-political approach of international relations programs. Students complete a series of core courses and choose from electives in an area of professional interest, such as International Education Exchange and International Student Advising. Coursework is followed by an internship in a professional setting, either in the U.S. or abroad.

[C] Comparative and International Development Education (CIDE)

University of Minnesota – Twin Cities, Minneapolis, Minnesota

<http://cehd.umn.edu/EdPA/cide/default.html>

This program is for those interested in 1) comparative and international development education, 2) international educational exchange/International education, and 3) global youth policy and leadership. Within the international education concentration, students may choose among the following sample listing of courses:

- The internationalization of higher education
- The internationalization of K-12 education (global education)
- Study abroad program administration and programming
- International education administration: higher education level
- Teaching and administration in international schools: K-12 level
- International educational exchange programs
- Intercultural education and training
- Cultural adjustment and learning

Please note that the above programs at SIT Graduate Institute in Vermont and at Lesley University are both Masters degree programs. Therefore their requirements are more extensive than are ours, averaging 36+ credit hours. Core courses in both programs parallel those we are requiring and recommending (comparative/international education, institutional organization, and intercultural knowledge). The PIM MA options at SIT have three language options: one world language other than English at ACFTL Advanced level, two at ACTFL Intermediate-High, or an intercultural communication option that includes two semesters of a language plus cultural and field-based experience (similar to what we propose as our base). Lesley College's MA has as a non-credit requirement "competency verbal and written in at least one language in addition to English." No ACTFL level was given.

UMN's CIDE options include a full doctoral program and a graduate minor of 9-12 credit hours. The minor focused on international education exchange requires 9-12 credit hours of coursework similar to our proposed coursework, and no world language requirement.

In all of above examples, targeted constituencies include people with career goals in international education exchange, internationalization of education K-12 and higher education, and NGOs, as examples.

Appendix B: Suggested Elective Courses

(each student's Course of Study should be designed to meet their professional and regional interests)

Education

EPE 790 Internship in International Education (3)
EPE798 Seminar in Higher Education: International
and Comparative Higher Education (3)
EPE 653 History of Higher Education (3)

EPE773 Global Education and Popular Culture (3)
EPE525 Special Topics in EPE: Research Design in
International Education Outcomes Assessment (3)

Modern & Classical Languages, Literatures & Cultures

FR450G Topic in French Culture
FR550: France Today
FR621: Twentieth-Century Studies
FR630: French Language, Literature And Culture
Outside France
GER 507: Advanced Composition and Conversation:
Modern Germany

GER 420G: Special Studies in German Literary and
Cultural History
Ger 650: Multidisciplinary German Studies Seminar
Ger 721: Special Topics in German Literary and
Cultural History

Hispanic Studies

SPA 438G Literature of Social Protest in Spanish
America
SPA 608 Special Topics in Spanish Literature And
Culture

SPA 609 Special Topics in Latin American and U.S.
Hispanic Literature and Culture

History

HIS526 Europe Since 1939
HIS 529 Women in Modern Europe
HIS 535 Russia in the Twentieth Century
HIS 537 Intellectual and Cultural History Of Russia
From 1800 To Present
HIS 541 History of Modern France Since 1815
HIS 543 German History Since 1918
HIS 549 History of The Middle East: 1952 To
Present
HIS 555 British History Since 1901
HIS 561 Culture, Ideas, and Society in Latin America
HIS 562 Modern Mexico
HIS 563 The History Of Women In Latin America

HIS 564 History of Brazil
HIS 593 East Asian History Since World War II
HIS 597 Westerners in East Asia, 1839 To The
Present
HIS 598 China in Revolution, 1895-1976
HIS 624 Readings in European History Of The
Twentieth Century
HIS 628 Colloquium on Modern European History
HIS 637 Readings in Colonial Latin American History
HIS 638 Readings in Latin American History
HIS 722 Seminar in Modern European History, 1870
to The Present
HIS 730 Seminar in Modern British History

Political Science

PS411G Comparative Government-Parliamentary
Democracies I
PS 415G Comparative Judicial Politics

PS 417G Survey of Sub-Saharan Politics
PS 419G The Governments and Politics Of Eastern
Asia

PS 420G Governments and Politics Of South Asia
PS 428G Latin American Government and Politics
PS 429G Government and Politics in Russia and the
Post-Soviet States
PS 436G International Organization
PS 437G Dynamics of International Law
PS 439G Contemporary International Problems

Anthropology

ANT431G Cultures and Societies Of Sub-Saharan
Africa
ANT 602 Seminar In Culture Dynamics
ANT 731 Seminar In Social And Political Dynamics
ANT 733 Seminar In Symbols And Meaning

Geography

GEO 491G Japanese Landscapes
GEO 546 Tourism & Recreational Geography

Community & Leadership Development

CLD 665 Program Development and Evaluation

PS 538 Conflict And Cooperation In Latin American
Relations
PS 674 Proseminar in Theories Of International
Politics
PS 732 Comparative Foreign Policy
PS 733 International Political Economy
PS 735 Democracy and International Affairs
PS 737 Transnational Organizations and Processes

ANT 736/SOC737 Culture, Environment And
Development

GEO 551 Japanese Multinational Corporations
GEO 720 Regional Studies

CLD 675 Community Development and Leadership
Communications

ESL & MCL: Students should also check course registration requirements for coursework in world language teaching and instruction of English as a Second Language.

Graduate Certificate in International Education Course of Study & Regional Competency Proposal

Name _____ SSN or Student ID ___ / ___ / ___

Graduate Program _____

Graduate Advisor _____

Date of Application _____

Professional Goal _____

Proposed Course Work (15 hrs)

- EPE 555 Comparative Education (3 hrs)
- EPE 632 Student Services (3 hrs)
- EPE 676 Organization & Administration in Higher Education (3 Hrs)
- Elective _____
- Elective _____

Professional Preparation:

Statement of Language Proficiency (To what extent are you prepared to meet the minimum language requirements* of your professional and regional concentration?):

*Please attach any evidence of language competency testing results if appropriate.

Statement of Professional Competency (In what ways are you particularly prepared to meet the professional requirements* of an international education position?):

* Please attach description of your international living, study, and/or working experiences and evidence of your skills such as artifacts of these as appropriate,