**Criteria for International Courses**

For a course to earn the International designator the following requirements must be met. The course title should consist of not more than 25 characters only because characters 26 – 30 will be “(I)”.

1. **COURSE CONTENT** should focus on at least elements 3 and 4 (numbered below) of the four elements of the Intercultural Thinking Outcome, outlined in Marshall University’s Baccalaureate Degree Profile.
2. **Intercultural Thinking**: Students will (1) **evaluate** generalizations aboutcultural groups, (2) **analyze** how cultural beliefs might affect communication across cultures, (3) **evaluate** how specific approaches to global issues will affect multiple cultural communities or political institutions, and (4) **untangle** competing economic, religious, social, political, institutional, or geographical interests of cultural groups in conflict.
3. **PEDAGOGICAL METHODS** should be appropriate to meet the stated outcomes.

*Faculty must articulate how their pedagogical methods meet the outcomes.* Recommended methods might include:

1. **Learner-centered approaches**, which may include, but are not limited to, **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching.
2. **Writing-to-learn WAC techniques** as applied to appropriate literacies (such as writing, video production, map making, etc.)
3. A variety of **CLASSROOM ASSESSMENTS** should be used to measure higher-order critical thinking skills in addition to lower-order knowledge/comprehension skills.
4. Assessments should be appropriate and reliable **measures of higher-order critical thinking skills** in addition to lower-order knowledge/comprehension skills.
5. Assessments should be used for a variety of purposes:

* **Diagnostic:** low-stakes, ungraded assessments that identify preconceptions, lines of reasoning, and learning difficulties to inform instruction and enable targeted remediation.
* **Formative:** graded or ungraded assessments that provide feedback to students on their learning to enable them to make adjustments and improve in both basic knowledge and critical thinking.
* **Summative**: graded assessments that evaluate mastery – i.e., what students do or do not know, or skill sets students are or are not able to perform.

1. **At least one student project**, used for summative assessment purposes in the course (and representing a significant part of the student’s course grade), should be uploaded to the General Education Assessment Repository (GEAR) at the end of the course. This project will be added to a database of projects, from which a sample will be randomly drawn each year for university-level assessment.

**International Course Designator Form**

Title Abbreviation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (I)

Alpha Designator/Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please review the document “Criteria for International Courses” before completing this form.*

Briefly explain (noting where materials are located in the syllabus) how your course meets at least elements 3 and 4 of the Intercultural Thinking outcome statement, as numbered here: Students will (1) **evaluate** generalizations aboutcultural groups, (2) **analyze** how cultural beliefs might affect communication across cultures, (3) **evaluate** how specific approaches to global issues will affect multiple cultural communities or political institutions, and (4) **untangle** competing economic, religious, social, political, institutional, or geographical interests of cultural groups in conflict.

**Elements of Intercultural Thinking Learning Outcome Addressed, Pedagogical Methods**, and **Classroom Assessments**

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| --- | --- | --- |
| **Course Student Learning Outcomes** | **How students will practice each outcome in this Course** | **How student achievement of each outcome will be assessed in this Course** |
| **Intercultural Thinking:**  Students will **evaluate** how specific approaches to global issues will affect multiple cultural communities or political institutions. | [replace this text with a list and brief description of relevant learning activities – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.] | [replace this text with a list and brief description of assessments—exam questions, papers, projects presentations—that evaluate mastery of this particular outcome] |
| **Intercultural Thinking:**  Students will **untangle** competing economic, religious, social, political, institutional, or geographical interests of cultural groups in conflict. | [replace this text with a list and brief description of relevant learning activities – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.] | [replace this text with a list and brief description of assessments—exam questions, papers, projects presentations—that evaluate mastery of this particular outcome] |
| **Additional Elements of the Intercultural Thinking Outcome or other outcomes may be listed at the instructor’s discretion.** | [replace this text with a list and brief description of relevant learning activities – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.] | [replace this text with a list and brief description of assessments—exam questions, papers, projects presentations—that evaluate mastery of this particular outcome] |

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| **DESCRIPTION OF THE STUDENT PROJECT THAT WILL BE UPLOADED INTO GEAR, OUTCOMES IT ASSESSES, AND PERCENT OF STUDENT’S COURSE GRADE IT REPRESENTS.** |