MEMORANDUM

To: Faculty

From: Hilary Landorf, Director, Global Learning Initiatives

Date: March 29, 2010

Re: Global Learning Foundations Courses, Request for Proposals

The Office of Global Learning Initiatives (OGLI) and the Office of the Provost request proposals for the development of global learning foundations courses during summer A 2010.

Four teams of two or more faculty members will be invited to develop interdisciplinary courses for the University Core Curriculum (UCC). These courses are designed to enable students to achieve the global learning student learning outcomes (SLOs) of Global Learning for Global Citizenship, FIU’s Quality Enhancement Plan (QEP) by graduation. Teams should consist of members from different academic units. Each team will be funded $8000 to jointly develop the courses, to be taught on an in-load basis by one or more of the team members beginning in fall 2011.

Background and Purpose:

The purpose of Global Learning for Global Citizenship is to provide every FIU undergraduate with curricular and co-curricular opportunities to achieve the knowledge, skills and attitudes of global citizenship through global learning. Beginning in 2010, FIU will phase in a requirement that undergraduate students take a minimum of two global learning courses and participate in integrated global learning co-curricular activities prior to graduation. Students will take a global learning foundations course as part of their UCC sequence and a second global learning course in the context of their major program of study. Global learning foundations courses count towards both the UCC and global learning exit requirements.

Global learning is an educational approach that fosters the knowledge, skills, and attitudes of global citizenship through active, team-based, and interdisciplinary exploration of essential questions and real-world problems. Through the process of global learning, all FIU undergraduates will acquire knowledge of interconnected world conditions, the ability to analyze issues from multiple perspectives, and the willingness to engage in local, global, international, and intercultural problem solving.

The global learning foundations courses feature a high degree of student interaction and participation, achieved through a variety of active learning strategies such as team-based learning, information communication technology, and the case method of instruction. These courses set the stage for students to make interdisciplinary connections throughout their university career. With extensive support from Student Affairs staff, integrated co-curricular activities extend and reinforce learning in the foundations courses.

Faculty teams will receive support from the OGLI throughout course development, submission, and implementation. The OGLI will facilitate the mandatory six-week global learning foundations course
development workshop during summer A 2010. The workshop will address the following aspects of course development:

- global learning course outcome development and assessment
- active learning strategies for large classes and small break-out sessions
- problem-based and team-based learning strategies
- interdisciplinary learning models
- integrated curriculum and co-curriculum development

**Required Elements for the Global Learning Foundational Course Proposal:**

A. Provide a CV for each faculty team member developing the course and describe each member’s professional interest/qualifications in global learning, interdisciplinarity, and/or use of active learning pedagogies

B. Clearly define the broad theme that unifies the course

C. Provide a rationale for the development of this new course, its foundational nature, and its placement within a UCC category

D. Provide potential course learning outcomes* and potential assessments
   *Address UCC competencies and global learning course outcomes

E. Provide a rationale and examples of course interdisciplinarity

F. Give examples of potential pedagogical methods that may be used in this course; course should be designed for a class of 125 students

G. Provide a list of potential course readings

H. Give examples of potential co-curricular activities that could be integrated with this course (e.g. speakers, exhibitions, service learning)

I. Provide an endorsement letter from the applicants’ department chairs certifying that each faculty member will be available to teach the course at least once per academic year

J. Provide a statement assuring faculty members’ commitment to full summer A workshop participation

**Criteria for Judging the Proposals:**

- Research-oriented faculty members qualified to teach an interdisciplinary global learning course
- Well-defined, relevant, interdisciplinary and unifying theme
- Sound rationale for course purpose and placement within the UCC
- Clearly articulated course learning outcomes and meaningful, appropriate assessments
- Active pedagogical methods
- Interdisciplinary content, teaching and learning approaches, and readings
- Creative, feasible ideas for integrated co-curricular activities
- Appropriate endorsements from chairs
- Faculty commitment to full summer A 2010 workshop participation

Proposals that infuse global learning into courses already offered are not appropriate for this RFP.

Proposals should be submitted via email to the Provost’s Office by **April 16, 2010**. Send proposals to provoff@fiu.edu with **GLOBAL LEARNING FOUNDATIONS RFP** in the subject line. The Faculty Senate Ad-Hoc Global Learning Oversight Committee will review proposals. Awards will be announced by April 30, 2010.

Questions regarding the details of proposal preparation should be sent to:
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