**Administrator’s Guide to**

***Preparing Community College Students for a Global Economy***

**Online Faculty Professional Development Modules**

This guide is meant to provide an overview for community college administrators for the faculty training modules, *A Future Ready Workforce: Preparing Community College Students for a Global Economy.* Within it, you will find the title, description, and learning objectives for each faculty training module. Links to resources found in the modules are also provided, as well as additional supporting evidence or reflection questions to be utilized as opportunities for continued professional development.

**Faculty Professional Development Possible Deliverables**

Administrators often would like documentation of what faculty learned in taking online trainings. If you would like to have an outcome of the professional development modules, the following are some ideas for “deliverables” that faculty could produce during or following the modules. These should be tailored to the institution’s goals:

* Completed *Internationalizing CTE Self-Reflection Tool*.
* Based on the *Internationalizing CTE Self-Reflection Tool*, the creation of a faculty member’s or program’s top three internationalization goals with action steps.
* Updated internationalized syllabus, including internationalized course description, student learning outcomes, assignments, and assessments.
* Two internationalized assignments or projects, including teaching materials.
* Updated course/assignment rubric to integrate components of the Global Career Ready Practice Rubrics or Global Leadership Performance Outcomes.
* Advisory meeting agenda and minutes reflecting discussion of internationalization efforts.
* Reflection summary on global competence self-assessment from pre-test to post-test.
* Plan to create a global virtual exchange.

**Module 1: Importance of Global Competence for CTE**

This module establishes a rationale for incorporating global competence in postsecondary CTE and introduces natural ways to make those connections.

**Module Objectives:**

1. Explore global career readiness.
2. Recognize internationalization opportunities within CTE standards.
3. Analyze ways to prepare a globally competent, diverse workforce in postsecondary CTE programs.

**Reflection questions to expand and build on this module:**

* How do the global perspectives learned in this module connect to your content area/program(s)?
* What local resources can help us with the internationalization of our program(s)? How can we utilize those resources in our program(s)?
* What local resources can help us develop global competence in our students? How can we utilize those resources with our students?
* Why is it important to help our students understand the global connections of their career field?
* In what ways are we already making these connections?

**Resources found in the module:**

* [Global competence definition](https://asiasociety.org/education/what-global-competence) and overview materials
* [Business professional videos](https://asiasociety.org/education/cte-video-library): short video clips of business professionals speaking to the importance of global competence within their companies and industries.
* [Global Career Ready Practices](https://asiasociety.org/files/uploads/26files/Global%20Career%20Ready%20Practices%20Final.pdf): these are the career ready skills students should possess to be successful in their chosen career field as it exists within the global economy and community.
* [Common Career Technical Core Global Competence Crosswalks](https://asiasociety.org/education/cte-standards-crosswalked-global-competence): crosswalks for each career cluster linking the four domains of global competence to standards taught in each of the career pathways and containing ideas for global projects. Great starting point for instructors to get ideas and resources for global topics.

**Additional resources:**

* [Talking points on global competence](https://asiasociety.org/education/talking-points-and-connecting-business) and internationalization of programs for working with instructors and stakeholders

**Module 2: Developing a High-Quality Internationalized CTE Program**

In this module, you will consider ways your program can prepare students with the knowledge and skills to work across cultures and within the global marketplace.

**Module Objectives:**

1. Recognize the need to prepare students for today’s diverse workforce.
2. Utilize ACTE’s Quality CTE Program of Study Framework for program improvement.
3. Evaluate how a quality CTE program can meet student needs and prepare a globally competitive workforce.

**Reflection questions to help expand and build on this module:**

* How could we incorporate the *ACTE Quality CTE Program Self-Evaluation*, into our program in a way that benefits students?
* How could we incorporate the *Internationalizing CTE Self-Reflection Tool,* into our program in a way that benefits students?
* In what ways is the *Global Social Justice Education Framework* reflected in our program(s)? How can this model be used to update our program(s)?
* How does the U.S. Department of Education Employability Skills Framework align with the development of global competence? What are some ideas for making that connection visible to our students?

**Resources found in the module:**

* [U.S. Department of Education Employability Skills Framework](https://cte.ed.gov/initiatives/employability-skills-framework): a framework showing the connections between personal and interpersonal skills and qualities needed for successful career development. It is supported by related tools, media, and resources.
* [ACTE’s Quality CTE Program of Study Framework](https://www.acteonline.org/wp-content/uploads/2019/01/HighQualityCTEFramework2018.pdf): an evidence-based framework defining high-quality CTE across 12 elements.
* [ACTE Quality CTE Framework Program Self-Evaluation Instrument](https://www.acteonline.org/high-quality-cte-evaluation): an instrument to be used as part of the program evaluation allowing individuals to rate their program of study on each of the criteria organized under the 12 quality CTE program elements.
* [Internationalizing CTE Programs Self-Reflection Tool](https://asiasociety.org/sites/default/files/inline-files/CTE_Program_Self-Reflection_Tool_FINAL.pdf): The Longview Foundation created this self-reflection tool to assist institutions and CTE programs in their internationalization efforts. It gives you an opportunity to consider the level of development in your CTE program internationalization efforts in these areas: Institutional Commitment; CTE Program Commitment; Program Leadership, Structure, and Staffing; Faculty Policy and Practices; Curriculum, Co-Curriculum, and Learning Outcomes; Collaboration and Partnerships; and Student Field Experiences.
* [Business Interview Videos](https://asiasociety.org/education/cte-video-library): short video clips of business professionals speaking to how they meet global workforce needs within their companies and industries.
* [Preparing Tomorrow's Workforce: The Global Learning Imperative for Career and Technical Education Programs in Community and Technical Colleges](https://asiasociety.org/education/preparing-tomorrows-workforce): White paper on the global learning imperative for CTE programs at community and technical colleges.
* [Global Social Justice Education Framework](https://asiasociety.org/sites/default/files/inline-files/Global_Social_Justice_Framework.pdf): serves as a model to help ensure that CTE programs are designed to value all students and prepare them for success in our interconnected world.

**Additional resources:**

* [U.S. Chamber of Commerce Foundation’s Talent Pipeline Management (TPM) Resource Guide for High-Quality CTE](https://tpmacademy.uschamberfoundation.org/tpm-cte-resource-guide/): resources to assist with building stronger partnerships between CTE programs and business/industry.
* [U.S. Chamber of Commerce Foundation’s video](https://www.youtube.com/channel/UCU3W5-ApOGKyM4bcZRCL0eg) on paradigm shifts in the workforce.

**Module 3: Engaging Diverse Students**

High-quality CTE programs provide opportunities for all students to engage in diverse learning opportunities. This module provides an overview of the *Global Social Justice Framework*, as a lens for developing learning environments that are student centered, engaging, and equitable.

**Module Objectives:**

1. Identify components of global social justice to develop equitable learning environments.
2. Recognize ways to scaffold new learning based on student background and experiences.
3. Build global competence through student career goals.

**Reflection questions to help expand and build on this module:**

* Who are your students? How can you better reach them?
* How can I reframe some of my instructional time to better engage my students based on their unique goals and abilities?
* How can the *Global Social Justice Education Framework* be used to support student learning?
* What are some ways in which you can incorporate the Global Learning Performance Outcome rubrics into your own instruction?

**Resources found in the module:**

* [Global Social Justice Education Framework](https://asiasociety.org/sites/default/files/inline-files/Global%20Social%20Justice%20Framework%20FINAL032021.pdf) (review from Module 2)
* [Student Assignments](https://asiasociety.org/education/student-assignments):
	+ Getting to Know Your Students Questionnaire (Worksheet for faculty to use to get to know their students).
	+ Conversational questions (Questions for faculty to use to dig deeper in understanding their students’ backgrounds).
	+ CTE Journey Assignment (Student goal setting: what brought you here, where are you now, and where do you want to go).
* [Columbia University video](https://www.youtube.com/watch?v=llLlcZEKFSY) explaining how to activate background knowledge.
* [Global Leadership Performance Outcomes and Rubrics](https://asiasociety.org/education/leadership-global-competence): global leadership student outcome expectations for postsecondary students, accompanied with a four-level rubric for each domain.

**Additional resources:**

* [*Edutopia* article](https://www.edutopia.org/article/ensuring-instruction-inclusive-diverse-learners): “Ensuring that Instruction Is Inclusive for Diverse Learners.”
* [Effective Instruction for Engaging Culturally Diverse Students in Higher Education](https://files.eric.ed.gov/fulltext/EJ1125097.pdf).
* [*Everfi* article](https://everfi.com/blog/colleges-universities/campus-cultural-diversity-awareness/): “How to Promote Diversity Awareness and Cultural Diversity in Higher Education.”
* [American Association of Colleges and Universities](https://vtechworks.lib.vt.edu/bitstream/handle/10919/86991/EngagingDiverseStudents.pdf?sequence=1&isAllowed=y): Monograph on engaging diverse students.

**Module 4: Course Planning for Internationalization**

A key step in internationalizing your CTE program is integration of global learning into your curriculum. This module will focus on how to systematically plan CTE learning goals and adapt to changing occupational requirements and global innovations.

**Module Objectives:**

1. Develop internationalized, measurable learning goals for your CTE content area.
2. Analyze how to integrate global learning across CTE curriculum.

**Reflection questions to expand and build on this module:**

* What are ways to evaluate your curricular plans and outcomes to see where there are opportunities to improve internationalization efforts?
* How have other instructors, programs, and schools internationalized their syllabi or learning activities? What ideas can you take from others’ materials that might work in your course(s) or program?
* How might internationalizing your curriculum impact other aspects of your program? Relationships with industry partners? Your personal professional development?

**Resources found in the module:**

* [Global Leadership Performance Outcomes and Rubrics](https://asiasociety.org/education/leadership-global-competence): global leadership student outcome expectations for postsecondary students, accompanied with a four-level rubric for each domain.
* [Sample Syllabi](https://asiasociety.org/education/sample-syllabi): links to sample syllabi.

**Additional resources:**

* [Portland Community College: Guidelines on How to Internationalize Your Course](https://www.pcc.edu/internationalization/wp-content/uploads/sites/99/2019/11/20191108_Guidelines-on-How-to-Internationalize-Your-Course-rev11-11-19.pdf) found on [this page](https://www.pcc.edu/internationalization/faculty/internationalize-your-course).
* [Australian Government: Global Perspectives](https://www.globaleducation.edu.au/publications/global-perspectives-bklt.html): A framework for global education in Australian schools.
* [American Council on Education: Internationalization in Action](https://www.acenet.edu/Documents/Intlz-In-Action-Intlz-Co-Curriculum-Part-2.pdf), Internationalizing the Co-curriculum, Part 2: Global and Intercultural Education in the Co-curriculum

(Found [on this page](https://www.acenet.edu/Research-Insights/Pages/Internationalization/Internationalization-in-Action.aspx).)

* [Northern Virginia Community College](https://www.acenet.edu/Documents/Northern-Virginia-Comm-College-Faculty-Survey-Intlz.pdf): Faculty Survey on Internationalization

**Module 5: Internationalizing your Instruction**

Teaching styles should link instructional choices to students’ learning strategies. This module focuses on ways to internationalize teaching to match global learning outcomes for student success.

**Module Objectives:**

1. Connect the SAGE Framework to instructional choices to engage all students in CTE.
2. Apply local/global connections to CTE curriculum.
3. Utilize a variety of instructional strategies to engage students in global understanding.

**Reflection questions to help expand and build on this module:**

* What instructional strategies have you found useful to help internationalize your lesson/course/curriculum/program?
* What are some ideas from the [Global Readiness Examples and Topics](https://asiasociety.org/education/global-readiness-examples-and-topics) tool that could work in our curriculum/programs?

**Resources found in the module:**

* [Asia Society’s SAGE Framework](https://asiasociety.org/education/sage-advice): provides a structure for organizing and guiding your work as you internationalize curricula or curricular components.
* [Asia Society’s SAGE Framework Planning Guide](https://asiasociety.org/education/global-learning): For global virtual learning projects.
* [United Nations Sustainable Development Goals](https://sdgs.un.org/goals) (UNSDGs): the world’s shared plan to end extreme poverty, reduce inequality, and protect the planet, providing a useful context for curricular internationalization. [Introductory video](https://www.youtube.com/watch?v=0XTBYMfZyrM&t=3s).
* [Common Career Technical Core Global Competence Crosswalks](https://asiasociety.org/education/cte-standards-crosswalked-global-competence): crosswalks for each career cluster containing ideas for global projects linked to the four domains of global competence and supporting the standards taught in each of the career pathways. Great starting point for instructors to get ideas and links to resources.

**Additional resources:**

* [Games 4 Sustainability](https://games4sustainability.org/): website providing educational games and game links on sustainable practices, includes K-21 levels.
* [American Council on Education](https://www.acenet.edu/Documents/Connecting-Classrooms-Using-Online-Technology-to-Deliver-Global-Learning.pdf): *Internationalization in Action, Special Edition, Connecting Classrooms: Using Online Technology to Deliver Global Learning*. Found on [this page](https://www.acenet.edu/Research-Insights/Pages/Internationalization/Internationalization-in-Action.aspx).
* [Purdue University](https://www.purdue.edu/cie/Documents/Global%20Learning/Global%20Learning%20Faculty%20Teaching%20Tips.pdf): Global Learning, Faculty Teaching Tips. Found on [this page](https://www.purdue.edu/cie/globallearning/index.html).
* [Global Ready Examples and Topics (GREAT)](https://asiasociety.org/education/global-readiness-examples-and-topics): curricular ideas and examples for every CTE pathway, organized by Advance CTE’s twelve Career Ready Practices.

**Module 6: Assessment for Global Understanding**

This module will help instructors develop their own assessment toolbox and demonstrates how to use the *Global Career Ready Practice Rubrics,* as a CTE assessment tool.

**Module Objectives:**

1. Review the purpose of formative and summative assessments.
2. Explore strategies for assessing internationalized learning outcomes.
3. Analyze how to utilize the *Global Career Ready Practice Rubrics* to scaffold student global learning experiences.

**Reflection activities that can help expand and build on this module:**

* Review and share the assignments that instructors identified to internationalize as they completed the module.
* Review and share what faculty have done to internationalize formative and summative assessment strategies.
* How were you able to use the Global *Career Ready Practice Rubrics* or the *Global Leadership Performance Outcomes* or the *Global Readiness Examples and Topics* tool to improve the internationalization of your curriculum?

**Resources found in the module:**

* [Global Career Ready Practice Rubrics](https://asiasociety.org/sites/default/files/inline-files/Global%20Career%20Readiness%20Rubrics_FINAL.pdf): rubrics to use with students to help assess the career readiness skills needed to be successful in their chosen career field as it exists within the global economy and community.

**Additional resources:**

* [Global Leadership Performance Outcomes and Rubrics](https://asiasociety.org/education/leadership-global-competence): global leadership student outcome expectations for postsecondary students, accompanied with a four-level rubric for each domain.
* [Global Ready Examples and Topics (GREAT)](https://asiasociety.org/education/global-readiness-examples-and-topics): curricular ideas and examples organized by Advance CTE’s twelve Career Ready Practices for each of the sixteen Career Clusters.
* [Harper College](https://assessmentinstitute.iupui.edu/overview/institute-files/2018-institute/tuesday-2018/johnson-2018.pdf): *Encounters with Difference: Assessing Global Learning Outcomes at the Community College*.
* [IU Center for the Study of Global Change](https://global.indiana.edu/documents/What-Makes-a-Course-Internationalized-2015.pdf): What makes a course internationalized? One of a series of documents to assist with internationalization of instruction, curriculum and programs. Found on [this page](https://global.indiana.edu/publications-resources/teaching-resources/index.html).
* [Center for Strategic Education](https://www.researchgate.net/publication/350887830_Rethinking_assessment_in_education_The_case_for_change_CSE_LEADING_EDUCATION_SERI). *Rethinking assessment in education: The case for change*. [Interview](https://ncee.org/quick-read/rethinking-assessment-in-education-the-case-for-change/).
* [Example in Module](https://www.plasticsindustry.org/sites/default/files/Ultra-Poly%20Corporation_NEMO_CaseStudy_1.pdf): Plastics Industry Association, *Ultra-Poly Corporation Recycles Plastic Car Bumpers with High Degree of Purity* (End-Of-Life Vehicle Recycling Demonstration Project)

**Module 7: Engaging Industry Partners for International Success**

Industry partners are essential contributors to keeping CTE programs strong, relevant, and up-to-date. This module will focus on key strategies and approaches for faculty to fully engage industry partners in programmatic improvement to ensure global workplace readiness of their program completers.

**Module Objectives:**

1. Create industry partnerships to build stronger globally-connected CTE programs.
2. Utilize industry partnerships to integrate global competence into CTE curriculum.

**Reflection questions to help expand and build on this module:**

* What does the “pipeline” for your students look like? What industry partners are involved? What industry partners could (or should) become involved?
* What is the most daunting aspect of engaging industry partners for your program(s)? How can you address this? Who can help?
* Consider all the information on internationalizing curriculum and assessment – how can your program’s business and industry partners help with these internationalization efforts?

**Resources found in the module:**

* US Chamber of Commerce Foundation’s Talent Pipeline Management Initiative which focuses on alignment of education with career development to facilitate successful transitions to the workforce. [This video](https://www.youtube.com/channel/UCU3W5-ApOGKyM4bcZRCL0eg) provides a good quick explanation.
* [Florida Chamber Foundation’s Employability Skills Report](https://www.flchamber.com/research/research-programs/employability-skills-framework/) which focused specifically on talent development as critical during these unprecedented and unpredictable world changes, including technological advances, automation, and globalization.

**Additional resources:**

* [US Chamber of Commerce Foundation’s Talent Pipeline Management Initiative](https://www.uschamberfoundation.org/talent-pipeline-management)
* [Talent Pipeline Management Resource Guide](https://www.uschamberfoundation.org/blog/post/new-talent-pipeline-management-resource-cte): A Compendium for High-Quality CTE
* [Global Agriculture Learning Center at Hawkeye Community College](https://www.hawkeyecollege.edu/global-agriculture-learning-center) in Iowa

**Module 8: Internationalizing Work Based Learning**

International skills and expertise are critical to assist students in not only getting jobs, but also in being able to move up the career ladder - even if they do not wish to pursue an explicitly international career.

**Module Objectives:**

1. Understand how work-based learning can teach skills for global competence.
2. Analyze the benefits of equitable work-based learning experiences with a global focus.
3. Align CTE learning goals with workplace learning experiences to build global competence.

**Reflection questions that can help expand and build on this module:**

* What types of work-based learning already exist in our courses and programs? How internationalized are these work-based learning experiences? How can they become more internationally focused?
* What were your biggest takeaways from your global industry analysis reflection?
* How could internationalizing your work-based learning opportunities enhance your programs business/industry engagement (and vice versa)?

**Resources found in the module:**

* [Global Social Justice Education Framework](https://asiasociety.org/sites/default/files/inline-files/Global_Social_Justice_Framework.pdf) with questions to consider on ways to ensure equal opportunity for all students in work-based learning experiences.
* [California International Trade Center](https://globaltradeworkforce.com/lbcc-students-solve-challenges-for-california-business/)’s virtual internship program provides options for students who cannot travel or go to a site for an internship. It offers both faculty externships and student internships in global trade.
* [US Department of Education](https://cte.ed.gov/wbltoolkit)’s collection of resources for developing and growing comprehensive work-based learning programs.
* [Industry Analysis Assignment](https://asiasociety.org/sites/default/files/inline-files/Global_Industry_Analysis_Assignment_0.docx)

**Additional resources:**

* + [California Community College](https://globaltradeworkforce.com/education/)’s resources for educators on global trade, including curriculum, videos, statistics, and reports.
* [California Community College](https://globaltradeworkforce.com/virtual-internship-helps-vivacity-sportswear/) article on the value and impact of virtual internships.
* [*Farm Journal*’s AgWeb article](https://www.agweb.com/news/crops/crop-production/galc-agriculture-education-beyond-classroom-walls) on the Global Agriculture Learning Center at Hawkeye Community College in Iowa.

**Module 9: DIY Global Virtual Exchange**

Connecting students with international partners, including students in other countries, allows for authentic global career readiness. This module will provide faculty with “do it yourself” strategies to get started in making international CTE program connections.

**Module Objectives:**

1. Reflect on your mindset and global competence for leading a virtual exchange.
2. Formulate strategies for finding an international faculty partner.
3. Create a plan for embedding an international virtual connection within a CTE program.

**Reflection questions that can help expand and build on this module:**

* Who are the existing partners for international collaboration within our school?
* How can you connect with existing programs or partners to find an international faculty partner willing to collaborate with you and your students?
* How are you incorporating an international collaboration into your existing course content and syllabus? What have been your biggest challenges? Successes?
* How can/have your students benefited from an international collaboration activity?

**Resources found in the module:**

* [Global Cities’ Global Scholars](https://www.globalcities.org/) report on benefits of digital exchanges for students.
* Ready-made programs for global virtual exchange:
	+ [Stevens Initiative](https://stevensinitiative.org/)
	+ [Global Solutions Conversations](https://www.irex.org/program/opportunity-college-students-global-solutions-conversations) from IREX.
	+ [Global Solutions Sustainability Challenge](https://www.irex.org/project/global-solutions#:~:text=Tags-,Overview,the%20business%20sector%20across%20industries) from IREX. [Video on the Global Solutions Challenge](https://www.youtube.com/watch?v=JqmRElLgr7Q), a virtual exchange initiative that currently supports workforce development in the U.S., Iraq, and Jordan.
	+ [SUNY Center for Collaborative Online International Learning](https://coil.suny.edu/) (COIL)
* [International Collaboration Map](https://asiasociety.org/sites/default/files/inline-files/International_Collaboration_Map.pdf): a step-by-step organizer for establishing an international collaboration activity or program.

**Additional resources:**

* [Global Competence Self-Assessment](https://asiasociety.org/education/global-competence-self-assessment)
* [*Inside HigherEd* article](https://www.insidehighered.com/views/2020/04/14/colleges-should-develop-more-virtual-exchange-programs-maintain-and-increase-global), “Harnessing Technology for Global Education,” which focuses on virtual exchange programs in postsecondary education.
* [NAFSA: Association of International Educators Virtual Exchange 101](https://www.nafsa.org/ie-magazine/2020/6/4/virtual-exchange-101)

**Module 10: International Connections through Social Media**

Technology and social media influence every aspect of our lives, from personal use to business, education, and training. This module provides insights into how businesses use social media for growth, explore social media use in a variety of career fields, and review tools for leading discussions with students on responsible digital citizenship.

**Module Objectives:**

1. Evaluate an inquiry-based model for engaging students in social media discussions.
2. Analyze the global use of social media in career fields.
3. Investigate how to teach students to become global digital citizens through social media.

**Reflection questions that can help expand and build on this module:**

* How has your institution built a social media presence? How do industries within your field use social media?
* Reflect on digital citizenship as an employability skill; how can or does digital citizenship impact a student’s employability? How can the connections between social media and employment be made?
* In the module, instructors are asked to come up with ideas for using social media to encourage inquiry and engagement in your students. Have you implemented any of the ideas? How has that gone?

**Resources found in the module:**

* [Right Question Institute](https://rightquestion.org/). Resources for utilizing the Question Formulation Technique to create and get the most from your questions.
* [Global Leadership Performance Outcomes and Rubrics](https://asiasociety.org/education/leadership-global-competence): global leadership student outcome expectations for postsecondary students, accompanied with a four-level rubric for each domain.

**Additional resources:**

* [*EdTechReview* article](https://edtechreview.in/dictionary/3525-what-is-a-global-digital-citizen) on global citizenship: “What is a Global Digital Citizen?”
* [Global Digital Citizen Foundation](https://youtu.be/JnjRUr16ug0)’s Global Digital Citizen Model.
* [Global Digital Citizen Quick Start Guide](https://www.gcedclearinghouse.org/sites/default/files/resources/180102eng.pdf)