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Introduction

In preparation for this symposium, members of the Internationalization Council at Cornell were asked to identify examples from their respective college where international experiences have been successfully integrated into the overall curriculum and academic program of their students. Faculty and administrative leaders of the identified programs were then asked to address the following questions:

- What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.
- How has the international experience been integrated into the curriculum?
- What are the intended student learning outcomes of the internationalized curriculum, how are they related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?
- What is the most important challenge or challenges (no more than 3) that you faced in internationalizing the curriculum?
- What are up to 3 things you would like to be able to do that you have not been able to accomplish as yet?

The results of question 1-3 have been compiled into a series of short case studies that are summarized in this report. The report serves to inform, inspire and challenge the Cornell community to think about the integration of international experiences into the curriculum.

The symposium was organized by the Einaudi Center in collaboration with Cornell Abroad (CA), the Center for Teaching Excellence (CTE), Engaged Learning + Research (EL&R), and the Office of Academic Diversity Initiatives (OADI). Contact information is provided at the end of this report.
International Agriculture and Rural Development (IARD)

Terry Tucker, Senior Lecturer
College of Agriculture and Life Sciences

Defining Characteristics of the Major

IARD is an interdisciplinary and interdepartmental major managed and supported by the International Programs office in the College of Agriculture and Life Sciences (IP/CALS). Established in 2002, this flexible major enrolls 80+ students. Faculty members from many CALS departments contribute to the IARD major through teaching and academic advising. In addition to the CALS distribution requirements and a small required core of IARD courses, students choose from a large number of internationally-focused courses in the social, agricultural and environmental sciences and they pursue a required international learning experience – typically an internship or other form of field-based experiential learning. In addition, majors participate in at least one faculty-led international field trip tied to semester or year-long campus-based IARD courses. This latter experience usually involves Cornell students spending time in the field with students from overseas partner universities and subsequent team-based collaborative writing and presentations. A senior seminar course in the final semester links small teams of IARD students with faculty mentors and development practitioners around the world to work on real-world projects. Students engage in research and/or collaborative problem solving in response to practitioner defined problems, opportunities and deliverables.

From the program’s inception, an international learning experience – usually 2-4 months in length – has been required. When the major first began, student international experiences spanned a wide continuum from fairly conventional university-based study abroad and exchange programs to internships that emphasized field-based experiential and/or engaged learning. Not surprising, it was the latter that proved more popular with students and more relevant to the learning objectives of the major. As a result, many internship options have been developed. For example, with financial and networking support of the Kellogg Foundation, students can choose to intern with one of several dozen organizations in Southern Mexico. Host organizations include those working on agriculture and food systems, community-based natural resource management, rural health, education, and livelihood development, among other things. The United Nations Food and Agricultural Organization offices in several countries around the world have created opportunities for Cornell IARD undergraduates to work for periods of 3 months on meaningful projects. And several faculty members have arranged for students to work with longtime overseas collaborators on field research or outreach projects in Asia, Africa and Latin America.

Today most IARD majors have two or more overseas experiences during their time at Cornell, at least one of which is best characterized as an internship. While we do not require that the international experience be credit bearing, we do require that students participate in a multiple session program of pre-experience orientation to cross-cultural engaged learning and a 1 credit post-experience course emphasizing critical reflection and writing.
**Intended Student Learning Outcomes**

Given the IARD major’s interdisciplinary nature, student learning outcomes related to content knowledge include foundational concepts in economics, development sociology, several applied agricultural sciences, and natural resource management, among others. Foreign language study is strongly recommended and popular among IARD majors. As specific content-related learning outcomes exist for each course, we depend on the interdepartmental IARD curriculum committee (comprised mainly of faculty with a designation of CALS International Professor) to periodically review the mix of courses and experiences that advance those desired outcomes.

In addition, the following intended learning outcomes have been defined for the international experiences integrated into the curriculum.

**Longer-term experiences (2 months or more)** - Students will:

- acquire practical, place-based knowledge needed to address complex development problems.
- gain greater appreciation for the capacities of rural people in developing countries to define and propose solutions to their own problems, and for the factors that limit rural peoples’ agency.
- describe the purpose and approach of host development institutions’ and practitioners’ work.
- research, evaluate and debate alternative rural development initiatives that claim to advance food security, alleviate poverty, improve nutrition and health, and/or enhance the sustainability of land, forests, water and other natural resources.
- reflect upon the extent to which knowledge obtained from prior coursework enables understanding of complex problems in a cross-cultural context.
- gain deeper understanding of the range of careers for agriculture and rural development professionals and identify key knowledge gaps and learning opportunities.
- gain an understanding of the importance and foundational skills needed for effective development program management.
- demonstrate greater functional proficiency for the relevant language.
- develop relationships and professional networks need for future collaboration.

**Short-term international exposure (2-3 week field study integrated into semester or year-long campus-based courses)** – Students will:

- describe basic characteristics of the geophysical/ecological environment, farming systems, communities, and rural livelihood strategies for the places visited.
- demonstrate curiosity and eagerness for further learning about the culture, history, socio-political issues, literary traditions, and development challenges for places visited.
- conceptualize, evaluate and debate potential solutions to locally identified challenges.
- share new insights into home and host country cultures and demonstrate skills in cross-cultural communication through collegial interaction with host country students.
demonstrated willingness to critically examine and reflect upon existing beliefs, values, observations and experience.

- be able to identify and explain social, technical, and political dimensions of complex problems associated with the exploitation of natural and human resources in food systems, and individual and collective responses to these problems.

- describe the benefits of interdisciplinary solutions to global challenges;

- be able to discuss observations about the various professional cultures, values, day to day work environments, and challenges that characterize the work of development practitioners observed during the field study.

- gain greater appreciation for the value of interdisciplinary approaches to research on complex issues.

Efforts to more effectively assess these intended student learning outcomes is a work in progress!
Dairy Fellows Program

Michael Van Amburgh, Professor
College of Agriculture and Life Sciences

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.

The curriculum associated with the Dairy Fellows program has evolved to be international through the decision to develop an international trip for the Cornell University Dairy Science Club in 1996. The club members had always traveled throughout the U.S. to study dairy production and they expressed an interest in seeing something other than the U.S. Thus, the international study trip was established through a trip to England that happened to coincide with the announcement of “Mad Cow Disease” as a public health issue. The learning that was experienced by the students was visual and significant and the decision to embrace such a trip every other year was established. Since that time almost 900 students have participated in these study trips. In 2006, 94 students traveled to Italy for 11 days as one group and that was overwhelming for farms and other industry related visits. Thereafter, the activity was divided into two trips, one for the first and second year students and the second for the juniors and seniors. In 2010, the club trip evolved to be what now are two courses; AnSc 2550 Dairy Study Trip to Italy and AnSc 3560 International Dairy Study Trip. This exposure to the dairy industry and associated cultures provides the students with a perspective of the global dairy and food industry and engaging in another culture, even for a short period changes how the students see themselves within the context of the global industry and community. What the students experience abroad is driven by the relationships I have developed with industry professionals in various countries. The most important outcome is for the student to see something that causes them to rethink what they believe or that would change their practice at home. True learning evokes a change in behavior and that is the objective for these trips.

For example in Germany, the students are exposed to the movement away from the a socialist style approach to dairy production and to a more capitalistic approach through touring old Soviet style dairy facilities in Eastern Germany and then contrasting them with new, modern, cow friendly and environmentally friendly production centers. In addition, the German people’s desire to move away from nuclear energy and embrace green energy associated with agriculture has been central to the student’s experience with biogas digesters, solar panels and wind energy as part of the new income stream for farms. Further, discussions and tours involving economic decision making in the EU market, food processing (Müller in Leppersdorf, Germany), and related businesses adds to the exposure of how dairy is processed and distributed to the consumer. Finally, some cultural and historical exposure is reserved for certain parts of the trip, so the students have time to learn as much as possible about history and culture before their return.

Prior to departure, we meet as a group to discuss what the students are going to see, why they are going to see it and what the expectations are for their learning and behavior. We review the learning outcomes and the expectations for grading.
How has the international experience been integrated into the curriculum?

As indicated, this was a student club trip that was formalized into two courses. Thus any student that is active in our program with a sincere interest in learning about the global dairy industry can participate. Within the Dairy Program about 95% of our students have had at least one international experience prior to graduation and many have had two. We have learned that early exposure, e.g. traveling as a freshman on a trip, encourages them to want to study abroad because they see it as less daunting.

What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

Here are the learning objectives for a trip to Germany:

1. Students will be able to describe the economics and conditions surrounding milk production and consumer expectations and compare this to the U.S.
2. Students will recognize and explain resource limitations for dairy production systems and provide context for that relative to future food production within the structure observed.
3. Students will analyze dairy food production systems and contrast that with the U.S. system.
4. Describe the impact of government support for agriculture development and compare that with current U.S. policy.
5. Gain an appreciation for the diversity of production systems and be able to describe the role agriculture plays in meeting the energy needs of the country and how that integrates with “green energy” policies.

They are assessed for these learning outcome through submission of a paper that is to address these plus additional questions tailored to the experiences of the trip. Based on subsequent discussions in class and in other situations, it is apparent that what the students learned is used as a reference for other decision making in their professional lives. For example, I am aware that certain practices on NY State farms were developed based on observations made during these trips.
Food Science Program

Alicia Orta-Ramirez, Senior Lecturer
College of Agriculture and Life Sciences

Since the academic year 2006/07, the Food Science program has seen an increase in the number of students who experience internationalization by:

1. studying abroad for a semester,
2. participating in short term programs abroad (most of them Cornell courses), or
3. interacting with international transfer or exchange students that come to our program (Table 1).

Table 1. Distribution of opportunities for internationalization for Food Science Undergraduates (FSUGs) during academic years 2006-2015.

<table>
<thead>
<tr>
<th>AY</th>
<th>Total # FSUGs</th>
<th>#FSUGs Semester Abroad</th>
<th># FSUGs in Short Abroad Programs</th>
<th># International Full time FSUGs</th>
<th># Exchange FSUGs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/07</td>
<td>81</td>
<td>1</td>
<td>NR</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>2007/08</td>
<td>86</td>
<td>4</td>
<td>4</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>2008/09</td>
<td>75</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>2009/10</td>
<td>87</td>
<td>3</td>
<td>9</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>2010/11</td>
<td>108</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2011/12</td>
<td>122</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>2012/13</td>
<td>132</td>
<td>9</td>
<td>15</td>
<td>11</td>
<td>5</td>
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<tr>
<td>2013/14</td>
<td>131</td>
<td>8</td>
<td>10</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>2014/15</td>
<td>135</td>
<td>11</td>
<td>14</td>
<td>21</td>
<td>8</td>
</tr>
</tbody>
</table>

Although the Food Science academic curriculum has not been fundamentally modified to include international experiences in the core courses given the need to meet the competencies set up for the Institute of Food Technologists’ program approval, we have facilitated such experiences by encouraging our students to take advantage of the opportunities available at Cornell, such as already established exchange programs through CALS Exchange or Cornell Abroad, courses with an international component (IARD/FDSC 4020 & 6020, AEM 4660 & 4940, ANSC 2550) and the SMART Program, among others. Since 2013, the department has teamed up with AEM to crosslist AEM/FDSC 3290 and include a FDSC instructor. This course has effectively recruited more food science students (5 in 2013 and 10 in 2015) and expanded opportunities for those who cannot afford a whole semester abroad. In addition, we have worked very closely with CALS Admissions staff to identify and recruit more international students both transfer (as part of 2+2 programs) and exchange.
Since the increase in internationalization in our program is still relatively recent, we have not yet initiated a formal assessment of learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, however, we have and are collecting anecdotal evidence of the impact during the senior exit interviews and alumni surveys. Additionally, some of the courses require an end-of-the trip reflection paper where students describe the impact of the experience at a personal level. These papers, though, are not necessarily structured such that direct comparison and measurement of impact can be collected. The CALS Student Services Office has been instrumental in helping with metrics collection but a formal assessment of the impact of internationalization, not only for individual students but at the program level, would require substantial time and staffing efforts which we do not have readily available at this point. Ideally, we would like to develop a specific survey to measure the impact of the international experiences in a structured format; however, in order to maximize the information collected at the institutional level, it would be beneficial to work with other programs/departments/colleges to develop a tool that can be used across disciplines to systematically record the impact of internationalization.
Cornell in Rome Program

Barry Perlus, Associate Dean
College of Architecture, Art, and Planning

The College of Architecture, Art, and Planning’s Cornell in Rome semester abroad was launched almost 30 years ago by faculty in AAP. The Department of Architecture in particular was and remains renowned for theorizing the city as the context and inspiration for architectural form, and Rome is a quintessential locus for studying the influence of urban history on the production of architecture and urban form. The rich artistic legacy of Rome is a core aspect of the fine arts curriculum, and the city has a long traditional of hosting international planning organizations. Thus the college’s three departments each had a natural interest in a Rome-based student experience.

Cornell faculty and Cornell students spend an entire semester in Rome. AAP offers design studios, courses on Italian art and architectural history taught by local experts, planning workshops that collaborate with local neighborhood groups, and art studios that use Rome’s rich collections and the city itself as source material. The semester includes a traveling component comprising three field trips throughout Italy and neighboring countries. Several attributes are central to the success of Cornell in Rome:

- Cornell faculty commit to spending a full semester teaching Cornell students in Rome. This direct and ongoing involvement by core faculty ensures that Cornell’s academic standards and expectations are met, and fosters a strong commitment by college faculty to the health and evolution of the Rome experience. In addition, a core of Rome-based visiting faculty teach courses with Rome/Italy-specific content. Each department develops and manages curricular objectives through course offerings, selection of faculty, and a travel component.

- Student participation is high in all three departments. Indeed, the Rome experience was so popular among undergraduate architecture students that it is now mandatory for all third-year B.Arch students, and optional but consistently well attended by planning and art students. Cornell in Rome is truly a college-wide endeavor, a place where art and design students and faculty intermingle. Predictable enrollment across multiple departments allows effective college-wide collaboration and planning.

- Cornell in Rome has a well-developed, robust infrastructure. The college’s footprint in Rome includes long-term leases on multiple apartments for student and faculty housing; approximately 6,000 square feet in the centrally located Palazzo Lazzaroni which houses studios, classrooms, faculty and administrative offices; and strong connections to Rome’s many national and international academic, governmental, and cultural institutions.

http://aap.cornell.edu/academics/rome
Architecture International Traveling Studios

Barry Perlus, Associate Dean
College of Architecture, Art, and Planning

International traveling studios in one form or another have been a part of the undergraduate architecture curriculum for more than 30 years. The current curriculum, which offers traveling studios each semester, took shape concurrently with the establishing of a 3 ½ year Masters of Architecture Program some 10 years ago. International experience is a vital component of an architect’s education. The field of architecture is more than ever engaged across cultures, in practice and in theory. Enrollment in Architecture at Cornell is one of the most diverse in terms of international students, and the valuation of international experience is reflected in the curriculum and faculty.

International traveling studios are offered as part of the Option Studio track in the curriculum. Option studios generally include both undergraduate and graduate students for a total enrollment of 13-15. Undergraduates typically take an option studio after completing the design core, in their 4th year or the first semester of their 5th year. Graduate students take the option studio in their 3rd year. There are usually 8-10 option studios offered each semester, with anywhere from 4-6 traveling to international venues. They focus on a theme or project specific to a particular locale and culture, and each class is led by faculty with relevant knowledge and expertise. Typically, students research the site in advance and then spend a week to 10 days on site to meet with local representatives and experience the site in its cultural context. All of this usually happens before the midpoint of the semester, and the remainder of the semester focuses on designing projects for the site. This semester, venues included Madrid, Hong Kong, and sites in Portugal, Puerto Rico, and Brazil.
China and Asia-Pacific Studies (CAPS) Program

Andrew Mertha, Professor, Department of Government and Director of CAPS
College of Arts and Sciences

**What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.**

The China and Asia-Pacific Studies (CAPS) program is premised on an international curriculum; it is weaved into the DNA of the program. Not only is the subject matter – China – an international one for our students who do not originate from China, but the second half of the program – Asia-Pacific – internationalizes the experiences for those students who were born and raised in the Mainland. The language component and the off-campus semester in China, which are required for CAPS majors, are by their definition, international. Moreover, the substantive courses that the students take, whether in Ithaca, Washington DC, or in Beijing, are also by their very nature, international in outlook and scope.

**How has the international experience been integrated into the curriculum?**

The international experience has been an integral part of CAPS curriculum since the establishment of the program. The semester in Beijing is required for CAPS majors, and highly recommended for CAPS minors. It is carefully interwoven with the CAPS curriculum in every aspect:

a) Two out of the five required CAPS courses (excluding gateways) are offered only in the Beijing semester in order for the students to learn about China’s changing politics, economy and society, as well as Chinese perspectives on international and global affairs. CAPS students may also take any single course offered in the School of International Studies at Peking University to fulfill CAPS elective requirements.

b) The Beijing semester serves as an indispensable component in students’ continuous language training. It provides multiple levels of Chinese language courses to CAPS majors and minors based on their previous language proficiency. Specific efforts have been made to ensure the language courses offered in Beijing be consistent and match up with courses offered in Ithaca.

c) The Beijing semester also entails the completion of at least one non-paid, non-credit externship(s), either in Beijing or in any other city of the Greater China area, which is also a mandatory part of the CAPS curriculum.
What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

The intended student learning outcomes of the internationalized curriculum are threefold:

a) The first outcome is the ability to recognize and analyze challenges and complexities in U.S.-China relations with knowledge gained from CAPS courses, internships, and overseas experience. We assess this outcome through performance in coursework, internship feedback from employers and from the students, and especially through the wrap-up seminar (CAPS 4030) offered in Ithaca during the last spring semester.

b) The second outcome is the student’s ability to discern and appreciate perspectives different from their own, as well as their ability to critically discuss how cultural contexts may shape individual world views. We assess this outcome through pre-departure, overseas and post-trip workshops and consultation sessions.

c) The third outcome is establishing the skill set to communicate, network and collaborate in a different language or cultural setting (in this case, China). We encourage – indeed sometimes force – our students to take part into intercultural communications. While the language skills are constantly assessed through each of the Chinese language courses, the ability to effectively communicate and work with people from a Chinese cultural background will be assessed primarily through students’ internship and fieldwork in China.
AguaClara RIDE (Research, Invent, Design, Engage) Program

Monroe Weber-Shirk, Senior Lecturer, Department of Civil and Environmental Engineering
College of Engineering

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.

Fall preparation course, January 2 weeks in Honduras, spring reflection and final projects. The Honduras trip is an intensive immersion in the full context that enables (or disables) the engineering work of AguaClara.

1. How has the international experience been integrated into the curriculum?
   I created CEE 4560 (Fall) and CEE 4561 (Spring) two years ago so that for the first time students could receive credit for the Honduras trip.

2. What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them? (I’m not an expert on this one and I feel that what I have to contribute has more to do with how to design a program that is a win/win/win/win/win. I am convinced that by creating a context for student engagement where students perform useful work that directly contributes to making the world a better place that the learning outcomes will almost automatically improve over traditional focus on prior knowledge.)

The AguaClara program at Cornell University has developed an innovation system with a focus on community scale water treatment technologies. Students and faculty Research, Invent, and Design sustainable water treatment technologies and Engage (RIDE) with partner organizations who Design/Build/Operate/Train and Transfer the facilities to communities. The innovation system could be adapted to additional global challenges to rapidly and systematically develop improved solutions.

The AguaClara RIDE is based on several key insights.

- **It is a short walk to the edge of knowledge.** Surface water treatment technologies as used by municipalities in the global north are in a very early stage of technology development and are far from optimized. This insight is based on the observation that water treatment plant designs are highly variable and based largely on empirical design guidelines.

- **Useful is a high standard.** The goal of developing useful solutions is a very high standard and requires a long term commitment and focus. Traditional 3 year project funding cycles are not sufficient to develop, test, and refine new technologies.

- **Invention is a creative and complex process.** Inventions benefit from a network that provides diverse perspectives. Clear identification of the problem and the critical design constraints guides the invention process. Inventing new geometries requires creative exploration of alternatives. A high performing invention team requires a safe place where mistakes are accepted and breaking through conventional wisdom is encouraged.
• **Open source engineering encourages idea sex.** The innovation cycle is simplified and accelerated by having all partners share in the idea generation with assurance that all ideas will be shared openly.

• **Innovative is a hard sell when building infrastructure.** Communities and to some extent partner organizations want a solution that works and are less concerned about an optimized solution. Historically the focus on proven technologies has led to stagnation in the evolution of water treatment technologies. The planet needs an optimized solution to reduce the resources required for water treatment. A long term commitment to continue to develop better solutions to a global problem makes it possible to achieve sufficient expertise to make dramatic improvements.

• **Inventions are based on the need to solve specific problems.** Those problems are identified primarily from two sources: first, a physics and fabrication based understanding of potential performance improvements and cost reduction and second from observing failures and operating challenges that show up in the water treatment facilities.

• **Smart hydraulics provide simplicity on the other side of complexity.** Advanced hydraulic controls can eliminate the need for use of unreliable “high tech” electronic and mechanized components.

The innovation system has been implemented in a curriculum that was crafted to facilitate peer-based learning and a project-based course sequence for knowledge generation, a theory course for knowledge synthesis and multiple modes of knowledge exchange between the university team and implementation partners. The innovation system is designed to maximize distributed intelligence and to reduce dependency on the leadership team. The ability of the AguaClara team to continue to reduce costs, invent new treatment processes, and enhance performance suggests that this innovation system approach could be adapted to solve other global challenges. The knowledge generation and exchange are based on long term international collaboration. That collaboration is enhanced by the annual 2 week engineering-in-context trip to Honduras. That trip provides an opportunity for students to share what they are learning with our partners in Honduras and for students to learn the rich context of social, political, environmental interactions that are required for successful infrastructure programs.
CEE 3090 Special Topics: Solar Cooker Course

Francis Vanek, Senior Lecturer and Research Associate
School of Civil & Environmental Engineering
College of Engineering

On behalf of
Tim Bond, project supervisor
Lara Agnew ‘15, Mark Henry ‘16, student participants

What makes this an internationalized curriculum?

The solar oven project started in 2003 in the School of Civil & Environmental Engineering as a laboratory and locally-based project to experiment with and promote solar cooking. It was recognized from the outset that applications in tropical countries are ideal, since rural communities in these countries are often faced with severe shortages of firewood, deforestation, and poor indoor air quality as a result of unsustainable cooking practices. Thanks to a connection with a Cornell alumnus, the program was able to establish an ongoing relationship with ‘Grupo Fenix’, a group that promotes renewable energy within the National Engineering University (“Universidad Nacional de Ingeniería”) in Managua, Nicaragua. Grupo Fenix later spun off a rural women’s cooperative dedicated to experimenting with and promoting solar cooking in the town of Totogalpa in northern Nicaragua called “Solar Women of Totogalpa” (“Mujeres Solares de Totogalpa”), which has become another direct collaborator with the Cornell project. The connection with Nicaragua is an essential part of the project both abroad and at home. During the annual visit to Totogalpa for the technical exchange, members of the Cornell team (including both faculty/staff advisors and the students) learn about the conditions on the ground and recent developments, as well as testing prototypes with the partners. Then during the rest of the year, student teams continue experimentation and testing at Cornell while staying in email communication with the partner.

How has the international experience been integrated into the curriculum?

At the beginning of each semester, small student teams within the larger small-scale energy project class (which can number 50-60 students total) commit to either continuing a project from the previous semester or starting a new project, as conditions dictate. The curriculum is then to receive approval for a scope of work during the first 4-5 weeks of the semester and carry out that work during the rest of the semester, resulting in a final presentation and final technical report. Both the scope of work and final deliverables are informed by communication with the partner. Issues that have been addressed in the past include improving device performance (e.g., higher maximum temperature, faster cooking), reducing overall cost for materials, choice of materials, and durability of the devices. From solar cooking the project has in fact recently expanded to water purification/distillation and low-cost solar photovoltaic panel fabrication. At the end of each semester-long project, the teams decide whether to continue the project the next semester, again in conjunction with the partner.
What are the intended student learning outcomes?

The internationalized curriculum supports several intended student learning outcomes. First, the international connection allows students to look at sustainable development on a different level. Just as we desire a sustainable natural environment in the United States, communities in Nicaragua are well aware of the need to protect their environment, but they are operating on a lower income level, so the tools are different. A second and related point is that a simpler level of technology is appropriate to the rural community where the partner is working, and many other communities like it. This encourages students to work with hands-on skills that many of them do not encounter in college, namely carpentry and metalworking, to fabricate devices that could potentially be reproduced in the partner’s location. Lastly, the project allows students to experience the solution in the context of the partner’s community, especially if they can find the resources and time to join the annual technical exchange. For many students, the trip to Nicaragua is their first opportunity to travel to a poor, developing country, and this experience has a powerful potential to expand the horizons of the students in ways that they may take with them through their entire careers beyond Cornell. Although we evaluate project deliverables, we in general do not formally evaluate the effectiveness of internationalization within the curriculum. Instead, we allow it to “organically” permeate the deliverables; evaluating progress made in a semester inevitably forces students to reflect on how well their design or solution will aid the partner, which brings in the international dimensions of the project.
HADM 4930 and 4940: Management Intern Program (MIP)

Molly de Roos, Executive Director of Student Services
School of Hotel Administration

What makes this an internationalized curriculum?

The Management Intern Program provides SHA juniors and 1st-semester seniors with a semester-long work experience. An internship involves more than just work experience; it is also an academic experience. The application of classroom learning to an actual, professional situation is the crucial component of an internship. This program provides a structured way to put into practice the theories and principles students have learned in their SHA coursework. Students may elect to and often do extend this program to include a summer, providing for some 5-8 months of intensive work experience in a particular industry segment of their interest. Students who participate in this program are capable of pursuing their work interests with numerous domestic and international companies, many of whom employ SHA alums. This experience fosters initiative, ambition, further educational development and personal growth for our students. Additionally, it allows them to experience the culture and philosophy of a particular organization, and if working abroad, the broader exposure of the country’s culture and its impact one’s work life (be that a language barrier, work customs, social customs, etc.).

Please describe the experience abroad and how you internationalized the curriculum at home.

Students who choose to work abroad do have the extra work of acculturation and assimilation to the country where they work. While students do a great deal of this on their own, SHA administrators provide constant support throughout the process including prior to the student’s departure. Students are required to meet with a SHA advisor for a pre-departure meeting to review the MIP Manual (a 100+ page guide book for the program), discuss trip logistics, review MIP deliverables, and to set-up a standing monthly appointment to speak via skype, phone, or email. During these monthly appointments, the SHA advisor checks in not only on how work is progressing, and the student’s work on MIP deliverables, but also ensures the student is adjusting well, and thriving. Additional support for the student is expected from the student’s supervisor. Again, prior to the student’s departure, we communicate with the sponsoring employer about program expectations, and during the course of the experience, seek feedback from the supervisor via 3-4 performance dialogues (examples provided in the handbook) as well as communication via phone and or email with a SHA advisor to ensure the program continues to be mutually benefit all parties involved. For students who choose to take this opportunity and remain in the US, there is still a great chance of gaining meaningful knowledge of international work and customs. The nature of the hospitality industry and our significant alumni network provides unique opportunities for students to gain such experience.

How has the international experience been integrated into the curriculum?

The twelve credits for the MIP program have been equally divided into two courses HADM 4930 and HADM 4940. HADM 4930, six credits, is a S/U (satisfactory/unsatisfactory) grade. The grading is based upon the intern's Goals & Objectives Statement, and four performance
evaluations, spread equally throughout the internship, including one final evaluation. The evaluations should be completed by the intern's supervisor, or other staff member working closely with the intern. HADM 4940, six credits, is a letter grade. It is the academic portion of the program and represents an amount of work worthy of six semester hours of university credit. Students submit deliverables throughout the internship that include Learning Journal entries (an ongoing examination of the managerial process of the employer. Students are expected to share their knowledge and insights gained through experiential responsibility, observations and special projects, as well as highlight professional skills that have been refined or mastered.) 2-3 Management Checklists (which requires students to expand their knowledge of their employer by gaining insight into areas they might not have the opportunity to explore. The checklists provide exposure to various departments and employees and creates a valuable resource for future reference.) 2-3 Management Reports that should have been discussed in advance with the student’s supervisor. (These reports analyze a current problem, issue, question, or opportunity for change and allows the student to draw upon their on-the-job experience, personal observations, and relevant coursework to provide a reasonable and well-substantiated recommendation.)

What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

Our students will be knowledgeable hospitality leaders by experiencing the culture and philosophy of a particular organization (and country), gaining significant practical experience in an industry segment of interest. Our students will have developed the competencies required to have influence and impact within a diverse hospitality organization by encountering/exploring various departments and staff with an organization (both domestically and internationally) during an MIP experience. Our students will acquire insights and strategies to be ethical hospitality leaders by analyzing a current issue or question with a particular employer while identifying their own personal values within a hospitality management context. Our students will possess the self-knowledge required for continued personal and professional development as hospitality leaders through their pursuits to gain relevant professional experience such as MIP as well as continuing to grow their professional networks with industry leaders and/or SHA alums.
Global and Public Health Sciences Major

Jeanne Moseley, Lecturer, Division of Nutritional Sciences
College of Human Ecology

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.

In Fall of 2014, the Division of Nutritional Sciences launched the new Global and Public Health Sciences Major. The new Global and Public Sciences major has integrated international learning into the curriculum through both coursework and experiential learning. Students in the major are required to engage in experiential learning. This requirement provides students with the unique opportunity to connect theory and practice, to learn in unfamiliar contexts, to interact with others unlike themselves, and to practice using knowledge and skills in an applied public health setting. Through this requirement, students will be challenged to engage more effectively with the content of their courses while also learning about professional practice and about themselves as individuals. In addition, students will gain a deeper understanding of public health issues and problems and have the opportunity to enhance research, writing and critical thinking skills by applying knowledge and skills learned in the classroom to a public health field or laboratory setting.

Students choose from a portfolio of options, which include a diverse array of international opportunities. Some of these opportunities include Global Health Summer Programs in Tanzania, Zambia, India and the Dominican Republic, international research opportunities and internships with Cornell faculty and semester-long study abroad programs.

How has the international experience been integrated into the curriculum?

As a part of the Global and Public Health Sciences major, students participate in an experiential learning opportunity after taking foundational core courses. For example, students may participate in one of the Global Health Summer Programs in Tanzania, Zambia, Dominican Republic, or India, each with their own requirements for pre-departure. Students participating in the Tanzania Program enroll in NS 4620: Global Service Learning Pre-Departure Seminar and ASRC 1107: Elementary Swahili for Global Health to prepare for their summer experiential learning opportunity. During these courses, visiting faculty and scholars from Kilimanjaro Christian Medical College interact with our students during their visits to integrate international learning and reflection even prior to their summer experience. During the summer, students participate in NS 4630: Global Health, Development, and Policy Issues in Tanzania and work collaboratively with Tanzanian medical school students to develop and write a policy case study on various health and development issues relevant to Tanzania.
What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

The student learning outcomes of the experiential learning component of the GPHS Major are as follows:

1. Identify a public health issue, through engagement in practice, policy, or research, which you intend to analyze in great depth in NS4600: Explorations in Global and Public Health.
2. Examine and explain the key characteristics and interests of host organization, hospital, institution, or research project, and how they relate to specific public health issue of student interest.
3. Analyze a public health issue integrating academic knowledge and experiential learning.
4. Document and explain how the applied experience advanced academic, professional, and personal learning goals.

These learning outcomes are assessed through the assignments built into the capstone course, NS 4600: Explorations in Global and Public Health. Upon completing the experiential learning component, students enroll in NS 4600, during which they will further explore and analyze chosen issue through conceptual frameworks and critical reflection. The learning outcomes will also be assessed through ePortfolios that are designed to document and integrate student learning throughout the GPHS major.
ILRIC 4260: India Global Service Learning Course

Donna Ramil, Program Coordinator II
School of Industrial and Labor Relations

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.

The India Global Service Learning Course, ILRIC 4260, is semester-long, 2-credit course designed to prepare students academically, culturally and personally for their summer field experiences at the Swami Vivekananda Youth Movement (SVYM), in Mysore, Karnataka State. SVYM is a community development, non-religious, non-political organization working for the benefit of indigenous and rural people in southern India through effective education, accessible healthcare and sustainable empowerment initiatives. The organization has several academic initiatives, including a Master's degree in Developmental Studies offered through a local university, as well as housing a grassroots policy research institute (GRAAM).

The India field experience provides the students the opportunity to apply their academic learning to solve a problem in a cross-cultural, real-world setting. At the beginning of the semester, SVYM submits a list of summer projects based on their current needs. A student is matched to a project based on his/her interests, academic background, prior experience, and career goals. Throughout the semester, the students work on a US-India comparative research paper related to their summer projects. At the end of the semester, students present on their projects and submit research papers. In addition, the final papers are sent to their SVYM project mentors.

A sample of a few of 2015 SVYM projects:

- Nonprofit management and fundraising.
- Corporate Social Responsibility initiatives related to the employment of people with disabilities.
- Labor markets in Karnataka and accessing the skills-gap in rural communities.
- Education-needs assessment in an indigenous community.
- Assessment of hospital activities and the integration of new initiatives.
- Health status of students at a school for the visually impaired.

Other international components of the course include guest speakers from India, as well as modules on Indian culture, cultural dimensions, intercultural competency, ethical dilemmas, and power & privilege. During the semester, the students write four reflective papers and engage in classroom discussions. These exercises provide them the opportunity to explore and understand academic, cultural and personal dimensions prior to departure. During the summer, they submit weekly reflective papers and take part in oral reflection sessions, then, once back in the US, write a final reflection on their India experience.
How has the international experience been integrated into the curriculum?

Post experience, ILR students are encouraged to enroll in Richard Kiely’s course, Leadership and Global Service Learning, ILRIC 3210. Students in the Global Health Minor are required to enroll in the fall capstone course, Exploration in Global Health, NS 4600. In addition, some ILR students further develop their SVYM projects into an honor’s thesis.

What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

The learning outcomes for ILRIC 4260 are:

1. Describe important country- and region-specific factors relating to geography, culture, religion, history and labor systems of India.
2. Identify and navigate major locale-specific health and safety risks that they might encounter while in India.
3. Demonstrate reflective practices (oral and written), especially related to cultural diversity, professional development, academic and personal growth, and collaboration.
4. Understand concepts and models of intercultural competency as related to working and living in a cross-cultural, resource-limited environment.
5. Develop an understanding of the evolution, philosophy, and structure of the host institution.
6. Interact, build rapport and understand and appreciate the diversity within the GSL team.
7. Demonstrate appropriate and respectful communication skills while engaging with the GSL team members, the course instructors and guest speakers, and the SVYM mentors/supervisors.

In addition, students develop their personal learning goals that they intend to accomplish during the course and during their summer field experiences, and outline a plan to accomplish them. This process helps the students manage expectations of the course (the intended course learning outcome versus what the student wanted to learn about, for example more about religious practices, modern politics, current affairs, etc.) and inspires a sense of personal responsibility in being an active learner. It also lends intentionality as the students prepare to travel to India.

The research paper and presentation, reflective papers, participation in classroom discussions, and feedback from the mentor are used to assess the outcome.
ILR Global Scholars Program

Lisa Niishi, Director of International Programs, Executive Director of Student Services
School of Industrial and Labor Relations

What makes this an international curriculum?

The ILR Global Scholars program was started in the Fall of 2012 to motivate eligible ILR students to more formally incorporate a global perspective into their education and deepen their intercultural competence in preparation for the global world of work. Those students who are accepted into the program and complete all requirements graduate with a special “Global Scholar” designation on their transcript.

Rising juniors with a GPA of 3.6 or above are eligible to enter the Global Scholars program, which is officially managed by faculty in the Department of International and Comparative Labor. Upon entry, they are expected to identify a faculty advisor with whom they develop a plan for the courses and international experiences in which they will participate to complete the program. The criteria for completion of the program include the following:

- **International experience**: At least one significant international experience in a country outside the United States and which differs from one’s country of origin while matriculated as an undergraduate at the ILR School. International experiences must be longer than one month in duration and be anchored around courses, research, or service learning projects. Examples of eligible international experiences include: study abroad for a semester or a year, international credit internship, participation in a service learning program overseas, and collecting data for one’s honors thesis abroad.

- **Language requirement**: The equivalent of 12 language credits in a single foreign language (i.e., three consecutive courses), with at least one of the courses at the 2000 level. Language courses taken while studying abroad can be counted towards this requirement. Alternatively, a student may pass out of this language requirement by passing a Cornell Advanced Standing Exam in a language in which s/he is proficient.

- **International Course Requirements**: In addition to the one International/Comparative course that is required of all ILR students, Global Scholars are required to take four additional International/Comparative courses. All courses must be taken for a letter grade. Of the five total International/Comparative courses that are required, three of them must be taken inside of ILR. These courses can be selected from a list of courses that have been pre-approved by ILR as fulfilling the International/Comparative requirement, but they need not be. If approved by the student’s advisor, up to two of the five courses may be taken elsewhere in the university to fulfill the requirement. In order to facilitate the development of a global rather than regional perspective, students are only permitted to take three of the five courses on any single region of the world; the remaining two courses must focus on other regions of the world. While students who choose to study abroad are encouraged to take international courses, only one of the courses taken while studying abroad can count towards the requirements. Similarly, only the equivalent of one course’s worth of independent study or honors thesis credits can

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**Integration of International Experience into the Curriculum**

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count towards the requirements. Finally, students are permitted to combine two 7-week, 2-credit courses to count as one full-semester course.

- **Reflective senior paper**: Students are required to write a reflective learning paper of approximately 10 pages under the guidance of their faculty advisor during their senior year. Although the parameters of the paper are flexible and co-determined with one’s advisor, students are expected to reflect upon their international experiences as they relate to their personal, intellectual, and professional growth.

- **Cumulative GPA**: Earn a cumulative GPA of 3.5 or higher at the time of graduation.

**How has the international experience been integrated into the curriculum?**

This program is highly integrated into the existing ILR curriculum, as 3 out of the 5 required International/Comparative courses must be taken within ILR, and students must be advised by an ILR faculty member and engage in an ILR-approved international experience. Students who successfully complete program requirements are officially recognized by ILR both at graduation and on their transcripts. Besides graduating with honors, the Global Scholars designation is the only other special designation that students can earn on their ILR transcript.

**What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?**

Most of the requirements for the Global Scholars Program consist of courses taken for academic credit; in these instances, learning outcomes are assessed through the courses themselves. The less tangible forms of personal growth and learning are meant to be captured through the reflections students share in their senior reflection paper. In addition, students who participate in ILR-sponsored global service learning programs for their international experience are required to complete reflective writing assignments during their overseas experience as well as after they return to ILR.
Sustainable Global Enterprise Immersion Practicum

Mark Milstein, Clinical Professor of Management; Director, Center for Sustainable Global Enterprise
Samuel Curtis Johnson Graduate School of Management

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.

In this class, multidisciplinary teams of MBAs and graduate students from other programs around Cornell work with project sponsors on business issues related to social and environmental challenges. Each year the projects vary in topic and region of the world. For example, this semester, a bit more than half the teams in the class are working on projects with organizations focused on business issues in Korea, Namibia, Zambia, Philippines, India, Asia, and Latin America.

Each project experience is unique. Some projects require students to be in contact with internationally based experts and organizations that provide data and information. For other projects, student teams travel to do field work during spring break. Considerable preparation is done prior to those in-country visits to explore the core business problem facing the sponsoring organization. Sponsoring organizations work closely with student teams to plan field visits so students are able to collect the appropriate primary data needed for further analysis. In many cases, in-country visits include time with host organizations, observations in the field, and interactions with local communities.

How has the international experience been integrated into the curriculum?

Data and information collected from international sources – whether done remotely or in-field – is used to analyze issues and gain insight into root causes and opportunities. Ultimately, what students learn from abroad influence their final recommendations to project sponsors. Throughout the semester the students receive continual feedback on their project through class discussion, issue-selling feedback sessions, presentations, and other creative exercises.

What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

The Sustainable Global Enterprise Immersion practicum is a unique experience that provides a business lens to social and environmental challenges. It helps students develop the critical thinking skills necessary to understand the complexity of sustainability issues in a global context. Students must provide a final written report for the sponsoring organization and present their recommendations to sponsors, peers, faculty and staff in final one-hour presentations. The international elements of the course experience directly influence how students perceive and understand problems, causes, options, solutions and recommendations. The issues that students address in the class are real and have consequences for companies, customers, communities and
other stakeholders. Students must understand issues related to their projects from a global perspective to ensure their recommendations are appropriate for a global marketplace.

As a result of this class it is expected that these students will be better prepared to make thoughtful, informed business decisions that incorporate the complexity of global decision making, look at issues that extend beyond the bottom line, and develop the leadership skills necessary to effectively lead international businesses.
The Emerging Markets Fellows Program

Richard J. Coyle, Executive Director; Suter/Staley Director of Global Business and
Lourdes Casanova, Academic Director
Samuel Curtis Johnson Graduate School of Management

What makes this an internationalized curriculum? Describe the experience abroad and how you internationalized the curriculum at home.

The Emerging Markets Fellows program prepares MBA students to be the next generation of global business leaders. Over a three semester period, students are required to take courses from a pre-approved list which is designed to expose them to the challenges of managing a business in the emerging markets. They are additionally required to take two study trips into an emerging market, which exposes them to business and government leaders who are shaping the local economy. The study trips require an academic deliverable at the conclusion, such as a paper on changes needed to increase international trade and investment in that market. Lastly, they need to perform a service to the institute, which typically involves writing an article about a relevant issue in the emerging markets, which is then published on the institute website.

How has the international experience been integrated into the curriculum?

The international study trips are a requirement of the program. A trip can be substituted by a working abroad during the summer between the first and second year of study. Some trips, such as the one to Colombia, involve consulting projects for Small and Medium Size Enterprises.

What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

Our goal is for the student to learn about the challenges of doing business in the market visited. Several of these challenges can be found in multiple markets, such as lack of governance, corruption, poor regulatory infrastructure, lack of intellectual property protection, restrictive labor laws, and shortage of qualified employees. By requiring the students to write a paper at the end of the visit, we are able to assess whether he/she identified the challenges, and whether any suggestions can be made to eliminate or minimize them.
Global Gender Justice Clinic

Elizabeth Brundige, Assistant Clinical Professor; Director, Global Gender Justice Clinic
Cornell Law School

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home. How has the international experience been integrated into the curriculum?

Cornell Law School’s Global Gender Justice Clinic, launched in fall 2014, works with organizations and individuals on projects that use international human rights law, language, and methodologies to advance gender justice. Its curriculum is internationalized in its substantive focus on international law and legal tools, its international and comparative approach to seminar classes, and its engagement in projects that address gender justice issues around the world, some of which include international travel.

Through a critical seminar and practical project work, Clinic students examine and engage in local, global, and transnational efforts to combat gender-based violence and discrimination. Working under faculty supervision, students undertake cases and projects that focus on issues relating to global gender justice by pursuing a variety of methodologies. Students may participate in domestic, regional, or international litigation; engage with human rights bodies; draft or analyze proposed legislation; conduct fact-finding and reporting; contribute to community-based public education campaigns; or pursue other human rights strategies. Some projects give students the opportunity to travel abroad, while others use human rights tools to address gender-based violence or discrimination in the United States.

For example, in the past year, the Clinic has worked on projects in which students:

- Filed a petition to the Inter-American Commission on Human Rights on behalf of survivors of sexual assault in the U.S. military;
- Submitted shadow reports to the UN Human Rights Council and UN Committee Against Torture on sexual violence in the U.S. military and engaged in related advocacy at the United Nations in Geneva, Switzerland;
- Conducted desk research and developed a field research protocol for a human rights documentation and training project that addresses the causes and consequences of women’s imprisonment in Jamaica;
- Drafted a resolution recognizing freedom from domestic violence as a fundamental human right; successfully advocated for its passage by six local governments in Tompkins County, New York; and developed a plan for implementing the resolution’s principles;
- Collaborated with a new human rights clinic at the University of Nairobi School of Law to convene a stakeholders’ workshop in Kisumu, Kenya, that addressed the problem of sexual violence in schools;
• Launched a study of the relationship between women’s economic empowerment and domestic violence globally, which seeks to determine how economic empowerment initiatives can be designed to empower women against domestic violence; and
• Conducted research in preparation for potential international advocacy relating to discrimination against lesbian and bisexual women.

These international experiences are continually integrated into the students’ supervised team meetings and seminar classes. Class sessions address substantive themes relating to gender justice and human rights; provide training in relevant research, writing, and advocacy skills; and offer students an opportunity to reflect critically on the difficult questions that affect the practice of human rights and promotion of global gender justice. The Clinic’s instructors frequently refer to students’ international experiences in class and encourage students to draw upon these experiences in class discussions. Students also submit a monthly journal entry, in which they are further invited to integrate theory and practice in reflecting upon their clinical experience.

**What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?**

The Clinic’s curriculum is designed to give students experience in the diverse activities in which human rights and gender justice advocates engage. It aims to provide them with knowledge of international human rights and related areas of the law and to help them develop critical lawyering skills, including, among others, skills in international and comparative legal research, written and oral advocacy, interviewing, counseling, fact development, ethics, professionalism, and teamwork. The curriculum also seeks to encourage students to be reflective, thoughtful and culturally sensitive advocates and to foster a shared commitment to advancing justice and equality. These outcomes are assessed through students work products; their improved competence in conducting interviews, engaging in oral advocacy, and carrying out their other project-related responsibilities; and the quality of their participation and interactions in class, team meetings, and other collaborative settings. Students’ reflections during project rounds classes, in one-on-one meetings with their instructors, and in their journal entries also provide valuable insight into the course’s success in achieving its intended pedagogical outcomes.
International Human Rights Clinic

Sital Kalantry, Clinical Professor of Law
Cornell Law School

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.

The International Human Rights Clinic is a law school class where students obtain practical “nuts and bolts” legal skills training by engaging in human rights projects, including reports and briefs submitted to foreign tribunals. To conduct “fact-finding” for the report or legal case, students travel abroad to the relevant country (or countries) to interview victims of abuses, government officials, high-level judges, activists, and other stake-holders. In preparation for the trip (which is for one-week or ten days during our University breaks), students learn through lectures and their own supervised research about country-specific issues (historical and legal), develop skills for interviewing in foreign languages and general techniques for conducting interviews, and specific human rights issues that are to be investigated (such as the right to food, right of women to be free from violence, etc.).

I started teaching the Clinic in 2007 and since then have lead a team of 2-3 students to a foreign country (typically India and Colombia) almost every semester. Under my supervision (and other faculty members and fellows), students have (among other things) written and submitted an amicus brief in an Indian High Court on the practice of witch-hunting, submitted a report to the Inter-American Commission for Human Rights on discrimination in education in Colombia, and written a comparative report on the causes and consequences of acid violence in India, Cambodia, and Bangladesh.

In the Spring 2012, we transformed the International Human Rights Clinic for one semester into a “Cross-National Human Rights Clinic” which was co-taught by instructors in Ithaca and Sonipath, India from the Jindal Law School through video conference. The joint class was taught at 8.30 a.m. (New York time)/ 7 p.m. (India time) by Professors Elizabeth Brundige (Cornell), Priya S Gupta (Jindal), Sital Kalantry (Cornell), and Ajay Pandey (Jindal).

Students from Jindal Global Law School and Cornell Law School participated in class discussions and exercises, which involved intensive interaction among students on both sides of the videoconference screen. Students gained substantive exposure to principles of clinical legal education, international human rights law and its implementation, and the theory and practice of good rural governance and citizen participation. Through simulation activities, students developed skills in investigation and interviewing, explored strategies for the enforcement of human rights, and reflected critically on difficult questions of ethics and professional responsibility in human rights lawyering. An example of a role-playing exercise in preparation for the in-country interviews would involve a student from India playing the role of an India bureaucrat and an American student conducting a mock interview to gain information about specific human rights violations. Other sessions offered students an opportunity to present, discuss, and receive feedback on their clinical project work.
In March 2012, the Cornell students travelled to Sonipat, India to engage in person with the Jindal students. The product that resulted from the Cornell student’s visit is a report that is being used in India to promote clinical legal education at law schools across India. In conducting research for this Report, Jindal and Cornell students interviewed community members, teachers, employees of non-governmental organizations, and policymakers. They conducted site visits of government-run day carecenters (aganwadi), ration distribution centers, and government schools in two villages in the state of Haryana.

How has the international experience been integrated into the curriculum?

Cornell Law School has a number of clinics that incorporate foreign travel experiences for the purpose of promoting human rights, including the Global Gender Justice Clinic, and the Human Rights in the U.S. and abroad clinic.

What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

The Clinic provided a rich set of experiences to both Cornell and Jindal students. The visits to the villages were the first time in their lives that many Cornell students observed poverty in a developing country. The law and policies they had been learning about throughout the course were contextualized by observing life in rural India and interacting with community members. During their personal inter-actions outside of the class, the Cornell and Jindal students discussed the various approaches that the American and Indian governments take toward addressing poverty and other social issues. Through this exchange of ideas, the Jindal and Cornell students gained a stronger grasp not only of the human rights issues in each other’s countries but also of those in their own countries.

The concept of a cross-national clinicis unique . . . . I learned a great deal about human rights law and the relevant Indian law, but also about Indian culture, about working and communicating across cultures, and about the mental flexibility required to make sense of theoretical legal concepts in an environment so completely different from my own.” -Natalie Blanc, Cornell Law School

“The cross-national aspect of this clinic made it a one-of-a-kind experience. The use of technology enabled us to have a single, integrated class despite having two sets of students and professors separated by over 7,000 miles.” – Cheryl Blake, Cornell Law School
Global Veterinary Medicine and Sterilization and Wellness Clinics Abroad Seminars

Paul Maza DVM, PhD
College of Veterinary Medicine

This seminar was created and first offered in the Spring of 2014, as part of the growing commitment of the College of Veterinary Medicine to continue to internationalize the curriculum and help develop students' desires to participate in international projects. This seminar class provides the opportunity for veterinary students to share their experiences in planning and implementing projects abroad. Many veterinary students who participate in international projects choose to work abroad. This program is called Expanding Horizons, which offers Cornell veterinary students a truly unique opportunity to experience veterinary medicine in a developing country.

Dr. Paul Maza is dedicated to implementing projects abroad to assist local animal welfare education, treating medical conditions and addressing overpopulation by holding sterilization clinics. During the surgery clinics, students perform examinations, anesthetize, and educate the local pet owners on aspects of pet health and welfare. An important aspect of this program is to assess and nurture the human-animal bond and how experiences they’ve had has changed their perspective of the human animal bond and veterinary medicine in the host country.

Also, FARVets (Field, Abroad, and Reach-out), organized by Cornell veterinary faculty member Dr. Paul Maza, is dedicated to implementing projects abroad to assist local animal welfare organizations with their missions of vaccination, increasing animal welfare awareness, and reducing suffering, improving tourism, and other projects that are part of the expanding public health ecosystem. Students work with local veterinarians and animal shelter staff and volunteers to communicate and perform and assist with medical conditions and castration and surgery recovery. In addition, students perform medical conditions and castration and surgery recovery.

An example of how the curriculum at the Veterinary College is becoming internationalized is the Field Techniques in International Wildlife program. Organized by veterinary faculty members Dr. George Kollias and Dr. Jamie Morrisey, this experience aims to provide veterinary students the opportunity to learn about various non-native species and gain hands-on experience working with wildlife sanctuaries, refuges, and bioparks in developing nations. Examples of opportunities include assisting in performing dental work on jaguars and health examinations on tapirs and howler monkeys. Coursework at the Tropical Education Center complements fieldwork. Current programs occur in the Honduras and Belize.

The program provides grants to Cornell veterinary students who are interested in veterinary experience in developing nations. Students spend 6-10 weeks in a developing nation engaged in either veterinary research or hands-on veterinary experience (this ranges from wildlife rehabilitation to working with local farmers to develop artificial insemination techniques for their dairy herds). Some countries that our students have traveled to through this program are China, Bulgaria, Madagascar, Thailand, Vietnam, Honduras, South Africa, and Kenya.

Another example of an expanding international experience is the Veterinary College. This program is called Expanding Horizons, which offers Cornell veterinary students a truly unique opportunity to experience veterinary medicine in a developing country.

This seminar class provides the opportunity for veterinary students to share their experiences in planning and implementing projects abroad. Many veterinary students who participate in international projects choose to work abroad. This program is called Expanding Horizons, which offers Cornell veterinary students a truly unique opportunity to experience veterinary medicine in a developing country.
countries as well as how their experiences abroad has influenced their progression through the veterinary curriculum. Cornell vet students have travelled to Mexico, Grenada and Costa Rica as part of the program. Plans are made for working with communities in Belize, Peru, Bulgaria, and the Republic of Georgia.

Many students also participate in programs run by organizations outside of the Veterinary College, including WorldVets in Nicaragua, RVets in Mexico, HSVMA RAVs project in Peru, Christian Veterinary Mission projects in Nicaragua, and others. These students may apply for credit via the Opportunity Block, Special Projects in Veterinary Medicine, and Research in Veterinary Medicine designations.

Back at home in the Veterinary College, the internationalization of the curriculum is realized via presentations given by the travelers to their classmates. Also, if applicable, project participants complete their research and analyze their data and prepare a report that will be evaluated by the program supervisor. Importantly, this report is shared with the partners in the host country to further the scientific information accumulated to support the specific goal or cause.

In particular, the Seminars in Topics of Veterinary Medicine is a class that provides a forum in which the Veterinary College community can be made aware of the important involvement of our students internationally. As most of the work for these projects is completed abroad, there may be little awareness of such global projects back at home in the Veterinary College. This seminar course has given students the ability to fully detail their work and gain acknowledgment for it. Most of the students in the course have not yet embarked on global projects, and are inspired by the presentations of those who have participated in projects abroad. These students, because they cannot present a seminar, are required to write proposals on hypothetical international projects or ones that they actually plan on implementing.

Learning outcomes are difficult to standardize in the internationalized portion of the Veterinary College curriculum. As the projects are individualized for most of the participants of international projects, the concrete learning outcomes are determined by the student, the host partners, and the faculty advisor. Most of these concrete learning outcomes are related to the new scientific knowledge found, the clinical or research techniques used, and the results of the various clinical or research projects. However, one area of evaluation common to all international projects is the reflection of students on their experiences. Students that have returned from global projects will comment on their recently completed international trip. Students that have prepared proposals for a future trip will write about their predicted perceived perspectives on the same topics. The questions for these perspectives include:

**Global Service Experiential Learning:**

- What results do you hope to gain regarding the veterinary medical issues of your project? What broader veterinary medicine issues does your project address?
- What results do you hope to gain regarding working with the people in this area?
- How will this project trip change the way you think about veterinary medicine in the US compared to the country you visited?
• How will this trip affect your perspectives and responsibilities in global and intercultural issues?
• Please write how you might describe and define the term Global Service Learning, and Global Community, and how it pertains to veterinary medicine.
• How is/are the issue(s) you sought to address connected to your own life? To your community (however you define it)? How would you go about addressing the issue(s) on a local scale, in your own community?
• In what ways do you take part in the complex global systems that contribute to the issue(s) you sought to address (whether intentionally or unintentionally)? How can you change your own behaviors to reduce your contributions to the issue(s)? (In other words, how might you “think globally but act locally”?)
Weill Cornell’s Global Health Curriculum

Satchit Balsari, Assistant Professor
Weill Cornell Medical College (New York City)

Training the next generation of global health leaders

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.

The Weill Cornell Global Health Curriculum provides an overview of important issues in global health. The GHC includes didactic seminars and applied field experiences as well as a Global Health Grand Rounds Series.

Requirements – At a Glance

<table>
<thead>
<tr>
<th>Courses:</th>
<th>Introduction to Global Health (Spring, MS1)</th>
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<tbody>
<tr>
<td></td>
<td>Foundations in Global Service (Spring, MS1)</td>
</tr>
<tr>
<td></td>
<td>Global Health Emergencies Course (Winter, MS4)</td>
</tr>
<tr>
<td>Preceptorship:</td>
<td>Clinical Preceptorship with underserved or immigrant populations in New York City (MS1, Fall or Spring)</td>
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<tr>
<td>Field Experience:</td>
<td>Two Applied Experiences (of which one must be a Field Experience) (Summer between MS1 &amp; MS2, year-abroad between MS3 &amp; MS4, or MS4 elective)</td>
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<tr>
<td>Grand Rounds:</td>
<td>Monthly Global Health Grand Rounds series (50% attendance required in MS1)</td>
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Through Applied Experiences at Weill Cornell, the Global Health Curriculum offers a variety of international project options to students who want to enhance their understanding of health care and medical care delivery in other countries. An Applied Experience is a full-time, student-selected project or course that falls into one of the following categories: Field Experience, Policy Project, Basic Science or Clinical Research, and Training Course. The broad scope of Applied Experiences allows students to pursue the projects most in-line with their individual interests and long-term goals. Students in the Curriculum must complete two AE’s. Of these, one must be a Field Experience in a resource-poor setting. AE’s are flexible and can be arranged through a Cornell-affiliated site or faculty member, or through an outside program/mentor.

A number of first year students with specific objectives take an international elective in the summer after first year. Many opportunities are appropriate for third or fourth year students. Some elect to take a year off between their third and fourth year to spend the year in another country doing research. To learn about opportunities abroad and explore the global health projects undertaken by our students, visit our Project Map Database.
How has the international experience been integrated into the curriculum?

Due to the inherent global nature of the curriculum, the curriculum has always been “internationalized”. Weill Cornell has a long tradition of global health. The Global Health Curriculum was first piloted in the 2009-2010 academic year.

As part of the WCMC curriculum reform, all students beginning with the Class of 2018 are required to identify an Area of Concentration (AOC) to which they dedicate their Applied Experiences. The Global Health Curriculum will also be offered as an AOC. It is expected to have the largest cohort of students subscribing to it.

Global Health AOC Overview:

Focus: The Global Health AOC is designed to prepare WCMC students to be future leaders in global health through a longitudinal elective program featuring didactic course work, experiential learning, and a mentored pathway for engaging with resource-poor communities. Students will participate in interactive didactic session, mentored research, and field experiences tailored to the student's personal interest.

Significance: It is imperative for medical students to acquire knowledge of the global burden of disease including understanding factors (social, behavioral, political, and economic) that contribute to disease in developed and developing countries as well as understanding sociocultural differences, beliefs, and norms of their patients and how these factors influence morbidity and mortality.

Goals and Learning Objectives:

- To acquire a perspective of the transnational, global nature of health and disease
- To identify global health priorities
- To examine how ethnic, social, behavioral, economic, sociocultural, and political factors influence morbidity and mortality

What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?

The Office of Global Health Education enables students who participate in international electives to obtain a global perspective of how medical care is provided in other countries. Student learning outcomes of the internationalized curriculum are unique to each student due to the individual nature of each elective. The students’ host mentor evaluates them on acquisition of skills, professionalism, attitudes, and knowledge.

Each student participating in an international Applied Experience is required to submit a short report (500 – 1500 words) upon return to Weill Cornell. The objective of this write up is to have the student summarize the professional and personal impact of the experience as well as serve as a guide for future students who are considering doing the same or similar elective at the host location.
organization. There are specific guidelines for students whose international experience focused on a research project and for those who focused on clinical service. Students are also required to prepare a poster focusing on their experience at International Day in either October or May.
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