Internationalizing CTE Programs

Self-Reflection Tool

*Please indicate the level of development for the items below in your CTE Program’s internationalization efforts.*

For the purposes of this tool, terms are defined as follows:

* Global competence: Possession of the knowledge, skills, and dispositions to understand and act creatively on issues of global significance.
* Global learning outcomes: Focus on the knowledge, skills, and abilities to engage in the challenges and opportunities of our highly interconnected world.

|  | In process of developing | Developed for CTE program | Developed for all CTE programs | Developing in future | No plans to develop |
| --- | --- | --- | --- | --- | --- |
| Institutional Commitment |
| Internationalization is defined by the institution, the definition has been communicated clearly to faculty and staff, and the definition is easily accessed by all for reference.  |  |  |  |  |  |
| Internationalization is included in the institution’s mission statement. |  |  |  |  |  |
| Goals and strategies for internationalization have been articulated for our campus. |  |  |  |  |  |
| We have explicit timelines and plans for the internationalization goals in our institutional strategic plan. |  |  |  |  |  |
| Institutional resources are allocated to accomplish our internationalization goals. |  |  |  |  |  |
| CTE Program Commitment |
| Internationalization is included in our CTE program mission statement. |  |  |  |  |  |
| We have explicit goals and strategies for internationalization in our CTE program/department strategic plan. |  |  |  |  |  |
| We have explicit timelines for the internationalization goals in our CTE program strategic plan. |  |  |  |  |  |
| We allocate resources to accomplish our CTE program internationalization goals. |  |  |  |  |  |
| Program Leadership, Structure, and Staffing |
| We have a committee that oversees internationalization efforts and supports the alignment of efforts in the CTE program. |  |  |  |  |  |
| We align our internationalization goals in the CTE program with internationalization goals at the institutional level. |  |  |  |  |  |
| We have a structure and a plan in place to sustain internationalization of the CTE program even if leadership changes. |  |  |  |  |  |
| Position descriptions across the CTE program include demonstrating global competence as a hiring criterion. |  |  |  |  |  |
| Faculty Policy and Practices |  |
| Our institution recognizes faculty efforts to internationalize the CTE program (e.g., awards, global certificates, promotion and tenure policies). |  |  |  |  |  |
| Our institution provides financial support for CTE faculty to internationalize teaching, coursework, research, and service. |  |  |  |  |  |
| Our institution provides incentives for faculty to include internationalization in tenure, teaching, research, and service efforts in the CTE program. |  |  |  |  |  |
| Our institution offers multiple opportunities for the professional development of CTE faculty to internationalize their courses.  |  |  |  |  |  |
| Curriculum, Co-Curriculum, and Learning Outcomes |
| We include global learning outcomes for CTE students in our CTE program outcomes. |  |  |  |  |  |
| We annually assess global learning outcomes in our CTE program. |  |  |  |  |  |
| We promote CTE student interest in global learning through student services, including advising, newsletters, guest speakers, scholarships, etc. |  |  |  |  |  |
| We recruit students from different cultural and geographical backgrounds to the CTE program and provide targeted support to ensure their success. |  |  |  |  |  |
| We engage in cross-cultural interactions (in person or virtual) around curricular projects and topics related to the CTE field.  |  |  |  |  |  |
| We provide opportunities for CTE students to engage in cross-cultural interactions (in person or virtual) through virtual student exchanges, work-based learning, advisory committee involvement, etc. |  |  |  |  |  |
| We offer intra-curricular activities through CTSOs to foster global learning related to the CTE program. |  |  |  |  |  |
| We offer cross-cultural and inclusive service-learning opportunities through the CTE program or CTSO activities. |  |  |  |  |  |
| We promote CTE student interest in global learning through multiple means; for example, student services, curriculum, CTSOs, etc. |  |  |  |  |  |
| Collaboration and Partnerships |
| We partner with members of the local community to promote local/global connections. |  |  |  |  |  |
| We collaborate with members of the local community to create international experiences in our CTE program. |  |  |  |  |  |
| We partner with business and industries to mutually support campus/program internationalization efforts. |  |  |  |  |  |
| We collaborate with national and international institutions to enhance our CTE program’s internationalization goals. |  |  |  |  |  |
| We collaborate with world language faculty to increase participation in world languages by CTE students. |  |  |  |  |  |
| We collaborate with academic core faculty in developing common global competence outcomes for CTE students. |  |  |  |  |  |
| We collaborate among CTE faculty in developing common global competence outcomes for CTE programs.  |  |  |  |  |  |
| Student Field Experiences |
| We prepare CTE students for international experiences. |  |  |  |  |  |
| We assess CTE students’ global learning using formative and summative methods. |  |  |  |  |  |
| We provide opportunities for CTE students to have international work-based learning experiences (abroad or virtual). |  |  |  |  |  |
| We place CTE students in work-based learning experiences in their communities that have global business connections when possible. |  |  |  |  |  |
| We provide scholarships for study-abroad and international work-based learning experiences to CTE students. |  |  |  |  |  |
| We connect CTE students with study-abroad opportunities through the institution or through external nonprofit organizations (e.g., Rotary, World Affairs Councils, international partner colleges, etc.).  |  |  |  |  |  |