

# Integrating Global into Semester Curriculum

Enhance your program's recruitment, retention, and employability rates.  
Equip students with intercultural skills demanded by society and employers.

Consider these three flexible and scalable models that are cost neutral to your program:

## SEMESTER ABROAD (EXCHANGE MODEL)



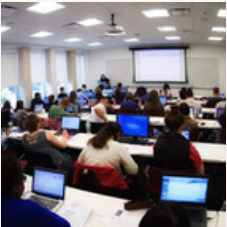
- **Student Exchange Programs:** Encourage students to study with foreign partners (student pays regular Drexel tuition).
- **Study Abroad Semester(s):** Designate optional study abroad semesters (ex. fall of JR year) in the Plan of Study. We offer programs around the world and in most disciplines!
- **Partner Institutions:** Drexel Global helps identify partners for curricular alignment.

## FACULTY-LED INTENSIVE COURSES ABROAD



- **Intensive Courses Abroad (ICAs):** Short-term experiential classes on any topic led by faculty with a travel component; offered during break periods.
- **Integrate easily** into Plans of Study, attracting interdisciplinary cohorts.
- **Strengthen research collaborations and academic partnerships.**
- **ICA instructors** generally teach in load or are paid the adjunct rate.
- **New streamlined and simplified** financial, logistical, and staffing support.

## ON CAMPUS GLOBAL CURRICULUM



- **Global Classrooms:** Collaborate virtually with university partners abroad for joint classes and student projects. Applicable to any discipline and level; proven approach to First Year engagement and retention.
- **Core Competencies:** Embed global competencies into foundational courses.
- **Interdisciplinary Global Competencies:** Modern Languages; Community-Based Learning (CBL).

## Next Steps

1. **Discuss models at the program level** to determine best fit (consult with us at [Global@drexel.edu](mailto:Global@drexel.edu))
2. **Complete Global Integration Form** and submit to [Global@drexel.edu](mailto:Global@drexel.edu) (see below)

## Global Education Improves:

- Retention rates, graduation rates, and GPAs, especially among URM.<sup>1</sup>
- Recruitment: 72% of high school students are interested in studying abroad<sup>2</sup>
- Entry pay, employability, and graduate school acceptance rates.<sup>3</sup>
- Leadership skills<sup>4</sup>; ability to work in teams<sup>4</sup>; and intercultural competencies.<sup>4</sup>
- STEM study abroad participation (2021)<sup>5</sup>

Explore other Global Opportunities: **International Co-op (Steinbright)** and **Research (Pennoni Honors College)**



1. Glossari Project (2010-2019); 2. The PIE News (2023) 3. IES 2017; "Gaining Employment Edge," IIE (2017); Erasmus Impact Summary (2014);

4. Kaplan & The Economist (2017); US News (2019); 5. Open Doors IIE (2023)

## GLOBAL INTEGRATION FORM

If your program intends to more deliberately offer and promote Global opportunities, please complete this form and return to <a href="mailto:global@drexel.edu">global@drexel.edu</a> .	
Program(s):	Department:
Submitted by: (Name, Title)	

**AS WE EMBARK ON A THOROUGH ACADEMIC TRANSFORMATION,  
CONSIDER INTEGRATING GLOBAL LEARNING INTO YOUR SEMESTER-BASED CURRICULUM PLANNING.**

**Check all models your program is interested in pursuing.**

**1. Semester Abroad\*** - *Our program has identified optional study abroad semester(s) in the Plan of Study:*

Fall Semester of: ☐ year 1 ☐ year 2 ☐ year 3 ☐ year 4 ☐ year 5  
 Spring Semester of: ☐ year 1 ☐ year 2 ☐ year 3 ☐ year 4 ☐ year 5  
 Comments on curriculum flexibility or potential constraints:

Existing university partnerships (if any) your program would like to build on:

**\* Drexel Global suggests programs designate an optional semester abroad in their PoS, which may be supplemented by summer faculty-led courses and other global opportunities.**

**2. Intensive Courses Abroad (ICAs)** - *Our program is interested in developing faculty-led course(s) abroad for:*

☐ Undergraduate students ☐ Graduate students

Preferred Timeframe(s):

☐ Winter Break (December) ☐ Spring Break (March) ☐ Summer Break (TBD)

**Drexel Global has strengthened and streamlined the financial, logistical, and staffing support for ICAs.**

**3. On-Campus Global Curriculum** - *Our program is interested in developing:*

☐ Global Classrooms ☐ Global module as part of Core Competencies  
☐ Modern Language learning ☐ Community-Based Learning (Lindy Center)  
☐ Other (please specify):

**4. Additional Global Learning** - *Check other options your program would like to explore:*

☐ International co-op opportunities (Steinbright) ☐ UG Research abroad initiatives (Pennoni)  
☐ Other (please specify):

**5. Support Needs & Next Steps** - *What type of support would be most helpful from Drexel Global?*

☐ Curriculum alignment guidance ☐ Global partner identification  
☐ Financial model clarification ☐ Faculty development or training  
☐ Other (please specify):

Additional comments/questions: