I. Executive Summary

II. University Mission and the QEP Topic

Since 1889 Texas A&M University-Commerce has been educating the people of Northeast Texas, and beyond. A member of the prestigious Texas A&M University System and located in Commerce, the university has campuses in Dallas, Mesquite, Navarro College and Midlothian, and conducts classes in McKinney, the Collin County Community College District, and at Northeast Texas Community College. Founder William Leonidas Mayo gave his name to Lion athletics and his creed of "ceaseless industry, fearless investigation, unfettered thought, and unselfish service to others" continues to this day. The university began as East Texas Normal College in Cooper, but when the campus was destroyed by fire in 1894 the university moved to its present location. When the State of Texas purchased the campus in 1917, our name was changed to East Texas State Normal College. In 1923, the school was renamed East Texas State Teachers College. The graduate program was added in 1935, and in 1957 the Legislature, recognizing we had broadened from teacher education, changed our name to East Texas State College. Following the inauguration of the first doctoral program in 1962, the name was changed to East Texas State University and in 1996 became Texas A&M University-Commerce.

The vibrant campus hosts several new facilities that have been constructed within the past ten years including new student housing, a state-of-the art planetarium, a recreation center, a science building, a student center, an alumni center, and a music building. Today, Texas A&M University-Commerce offers more than 100 major areas of study at the undergraduate, master's and doctoral levels.

The University Mission

Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social, and economic vitality of Texas and beyond.

Because the university is committed to providing high-quality education to diverse learners, our chosen QEP topic—The Global Imperative: Preparing Students for an Interconnected World—is right on target with the mission. In addition to the mission, the university also operates under seven guiding principles which, again, meld perfectly with our QEP topic:
Diversity: Foster a culture of inclusion which attracts to our university highly qualified students, faculty, and staff who represent the diversity of the region we serve, and who will engage with us in the pursuit of our university’s vision and mission.

Service: Promote excellence in service to members of all internal and external communities.

Student Success: Pursue and implement effective, research-based strategies that provide all students the resources, support, and high-quality instruction they need to achieve their goal of earning a college degree.

Stewardship: Advance the university by demonstrating the quality of our programs and services to an ever-expanding community of supporters. Leverage the value of public, private, and human resources through business practices that are founded in accountability and transparency, and academic practices that are continuously improved through research, assessment, and innovation.

Globalization: Cultivate an academic environment enlivened by global interconnections that traverse the boundaries of culture, politics, and place.

Research: Strengthen the nexus between teaching and research in ways that speak to the university’s imperative both to create and disseminate knowledge.

Communication: Develop a consistent, authentic, and reliable message that effectively conveys our commitment to extending opportunity, transforming lives, and shaping futures through education.

<Following Paragraph Needs Updated to Current Prior to SACS Visit>

The university’s enrollment in Fall, 2010 was nearly 11,000 students, including 6,000+ undergraduates, 4,000 master’s and non-degree students, and nearly 500 doctoral students. These students form a group that is substantially more diverse than our regional population:

- White / Non-Hispanic: 6,902
- Black / Non-Hispanic: 1,878
- Hispanic: 971
- Asian / Pacific Islander: 253
- American Indian / Alaskan Native: 115
- Other International Students: 694 (from 46 different countries)
We are pleased with the diversity we have achieved at this point, as well as with our highly-successful international studies program, but it is not enough. We realize that many of our students have never experienced the world or its cultures beyond the limited geography of northeast Texas. As a result of developing and striving toward the goals established for our QEP, we have focused more intently on the desire for our students to become more rounded in their knowledge, attitudes, interactions, appreciations, and access to the many different cultures that exist in our world. We also seek to invite many more international students to pursue their education through our university, both for their sake and for the sake of all of our students, so that all can experience exposure to and interactions with students from multiple cultural backgrounds.

Many of the actions proposed by our QEP have already begun since choosing our QEP topic. Once all of the actions of the QEP are fully in place, we believe it will change the entire atmosphere and culture of the university in a welcomed permanent way.

III. Process Used to Select the QEP Topic

Although our SACS—COC visit was not scheduled until 2014, the provost of Texas A&M University-Commerce assembled the university’s QEP committee in February, 2008. The committee was comprised of 14 members, which consisted of 11 faculty members from diverse colleges and departments within the university, two members from administration’s executive council, and one representative from the university library.

The work for the QEP committee members has included (1) gaining an understanding of what a QEP is about, (2) establishing the planning and implementation timeline (3) involving the entire university community in determining four acceptable potential QEP topics, (4) presenting the four topics to our upper-level administrators for selection of the best fit to university goals, (5) again involving the entire university community in refining and defining our topic and our desired student outcomes, and (6) discussing among the QEP committee the results of the university community response . . . . . . . . For inclusion somewhere above?????

The committee immediately became very active, with meetings occurring at a minimum of once per month, but typically more frequently. Initial meetings were used to immerse committee members into the QEP requirements and processes, and to plan the course of action for selecting and developing the university’s QEP topic. Early on (third meeting), the committee established several operating guidelines:

- Focus on Student Learning;
- Enhance the Academic Reputation of Texas A&M University-Commerce;
● Maintain Sensitivity to Differences within the University;
● Remain Open and Transparent;
● Promote University-Wide Engagement; and
● Advocate a User-Friendly Environment.

In keeping with the committee’s guideline to remain open and transparent, a QEP website was established (http://web.tamu-commerce.edu/aboutUs/committeesAndCouncils/qualityEnhancementPlan/default.aspx) on which committee operating guidelines, membership, and meeting minutes were posted and are continually updated. This website is available within two clicks of the university homepage.

By May, the committee established the planning and implementation timeline. The plan involved two cycles, as shown below. The first was to be a pilot QEP in which the university would identify, develop, implement, and assess a pilot QEP topic. Based on that assessment, the same sequence would be used to develop or re-establish, implement, and assess our actual QEP topic.

University Community Topic Survey — Round One

Using focus groups, campus-wide e-mail surveys, and personal interviews, the QEP committee sought suggestions for the QEP topic. Input was solicited from:
- Current students — bachelor, Masters, doctoral, and non-degree students
- Faculty, teaching assistants, graduate assistants
- Staff — Administrative assistants, library staff, graduate school personnel, student affairs personnel, off-campus personnel
- Alumni — Through the alumni mailing and e-mail lists maintained by the alumni office
- Administration — president, provost, vice presidents, deans, assistant and associate deans, department heads, and planning and evaluation personnel

The questions asked of each of these groups of people were open-ended, and included, as examples:

- What do you believe the university could do to enhance your educational experience? (to students)
- What do you tell your friends that our university does well? (to students)
- What is the biggest influence this university has had on you? (to students)
- What barriers exist to enhancing the quality of your educational experience? (to students)
- What can we, as faculty, do to enhance the quality of the education provided our students? (to faculty)
- What do you think is the one thing we should do as an institution to prepare our students for the real world? (to library staff)
- As the eyes and ears of the university, what do students perceive as barriers to their advancement? (to staff)
- **What one topic should be the focus or our campus-wide QEP study to improve student performance and learning?** (similar question to all groups)

All of the responses from each group were listed, read, considered, digested, categorized, and then discussed by the QEP committee. Four potential QEP topic themes emerged (Note: TAMU-C students are often referred to as “Lions,” so called because of the school’s mascot and school founder’s middle name “Leonidas”):

**Critical Thinking** — Lions Thinking Critically: uses content-based approaches to increase students’ critical analysis and reflective skills through greater information and media literacy, problem solving and experience with relevant applications.

**Communication** — The mark of an educated person is the ability to read, write and convey information by following the rules of language in a variety of formats. The focus on communication will improve the students’ ability to be both creative and responsive to audience and purpose.

**Cultural Awareness** — Cultural awareness at A&M-Commerce promotes students’ development and demonstration of tolerance and the understanding of individuals within the university, community and beyond. Cultural awareness and sensitivity can be demonstrated via
opportunities for leadership and measurement of student attitudes for tolerance, understanding and acceptance of others.

**Work Life Skills** — Lions for Life: improves students’ critical success skills and ability to function both independently and within a team, both to lead and to follow, to continue to learn and to apply what is learned, and to accept and be dependable in responsibilities.

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**University Community Topic Survey — Round Two**

During the spring, 2009 semester, the QEP committee again conducted an internet survey sent to all of the same university-community groups listed above. This survey listed the four potential QEP topics, and asked participants for comments and rankings of the four topics. The survey resulted in a little over 1000 responses. Not all responded to every question, but here is the result of the rank-ordering of the four potential QEP topics:

1. Critical thinking
2. Communication
3. Cultural awareness
4. Work life skills

<table>
<thead>
<tr>
<th>Top number = respondents selecting the option. Bottom % = percent of respondents selecting the option.</th>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lions Thinking Critically</td>
<td>211</td>
<td>165</td>
<td>137</td>
<td>66</td>
</tr>
<tr>
<td>36%</td>
<td>28%</td>
<td>24%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Communication in the 21st Century</td>
<td>163</td>
<td>198</td>
<td>159</td>
<td>60</td>
</tr>
<tr>
<td>28%</td>
<td>34%</td>
<td>27%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Cultural Awareness @ A&amp;M-Commerce</td>
<td>73</td>
<td>102</td>
<td>138</td>
<td>279</td>
</tr>
<tr>
<td>12%</td>
<td>17%</td>
<td>23%</td>
<td>47%</td>
<td></td>
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<tr>
<td>Lions for Life</td>
<td>157</td>
<td>138</td>
<td>148</td>
<td>167</td>
</tr>
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<td>26%</td>
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Although “Lions Thinking Critically” was clearly the top choice among the responding university community, all of the topics were considered acceptable for the university’s QEP.

The four potential QEP topics were presented to the university president, Dr. Dan Jones, and to the university’s executive council, for a decision on which of the four topics the university should adopt. Their decision was that our QEP topic was to be Cultural Awareness/Global Awareness. The decision was based on the topic’s importance to the university’s mission and guiding principles, and because of the relative uniqueness (at that time) among universities as a QEP topic.

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**IV. Development of the QEP Topic / Defining Student Learning Outcomes**
The Development of the QEP topic was accomplished entirely with student learning outcomes in mind.

A principle established during the committee’s first deliberations about the topic, was that as an overall QEP goal, students would be expected to grow in their understanding that people everywhere are deserving of honor and respect as human beings, that different cultures, religions, ethnic backgrounds, philosophical concepts and ideals enhance the richness of the world, and that such differences should not simply be tolerated, they should be embraced and welcomed.

With this principle in hand, the committee elected to establish seven sub-committees, each charged with a different task related to the development of the QEP. These included:

1. Define the topic
2. Identify existing and required institutional information
3. Identify best practices
4. Delineate student learning outcomes
5. Develop an assessment toolkit
6. Identify and plan for professional development needs
7. Identify required resources

Each of these committees was chaired by a member of the QEP committee, but sub-committee members were from both within and external to the core QEP committee. The efforts of each of these sub-committees are scattered throughout the remainder of this report and are not identified as such. However, defining the topic, again in terms of student learning outcomes, involved the entire university community.

**University Community Survey — Defining the Topic**

During the Summer and Fall of 2009, another e-mail survey was sent to the university community asking for help in defining our chosen QEP topic, which we called Cultural Awareness, or Global Awareness, but had yet to assign an official name. The results of this survey were again listed, read, considered, digested, categorized, and then discussed by the QEP committee. They boiled down to four essential components, global scholarship, awareness, fluency, and engagement. Then, during a Spring, 2010 QEP committee meeting, the QEP topic was officially named, and the four components were delineated and defined in terms of specific student learning outcomes:
QEP topic: The Global Imperative: Preparing Students for an Interconnected World

Essential Student Learning Outcomes:
Global Scholarship, Awareness, Fluency, Engagement (S.A.F.E.)

Global Scholarship — The student will engage in creativity, events, and/or academic research that traverse the boundaries of language, race, culture, politics, and/or place.

Global Awareness — The student will demonstrate knowledge of global communities and world cultures to include the political, economic, linguistic, social, geographic, demographic, technological, and/or environmental issues associated with a digitally-interconnected world.

Global Fluency — The student will effectively utilize digital media, digital information, and/or any bilingual/biliteracy skills he or she may possess to live, learn, and work in the global community.

Global Engagement — The student will actively acknowledge, communicate, and interact with people of diverse cultures, language backgrounds, and/or nationalities.

V. Literature Review and Best Practices

This section of our QEP focuses on two issues, the importance of globalization in higher education and globalization at other universities.

The Importance Globalization in Higher Education

There have been a variety of definitions of globalization through the years. According to the Oxford English Dictionary, globalization was first utilized in Towards a New Education by Boyd and Mackenzie in 1930. It defined “the action, process, or fact of making global; ... the process by which businesses or other organizations develop international influence or start operating on an international scale, widely considered to be at the expense of national identity” (“Globalization,” n.d., para. 1). In 1991, Held defined globalization as:

The product of the emergence of a global economy, expansion of transnational linkages between economic units creating new forms of collective decision making, development of intergovernmental and quasi-supranational institutions, intensification of transnational communications, and the creation of new regional and military orders. (p. 216)

Blackmore looks at globalization in the different aspects and visions. He defined globalization as increasing “economic, cultural, environmental, and social interdependencies and new transnational financial and political formations arising out of the mobility of capital, labor and information, with both homogenizing and differentiating tendencies” (2000, p. 133). Also, Wood (2006), a scholar of international business, observed the value of globalization as driven by technology, information, finance,
and “a process that is ‘super charging’ the interaction and integration of cultures, politics, business and intellectual elements around the world” (p. 26).

How globalization affects higher education and how higher education receives globalization? As Anderson (1990) stated, “

To globalize American education is to expand opportunities to learn about the world beyond the borders of the United States, and to learn about American society’s relationship to and place in the large world system. Finally, it means helping American students to see things from the perspective of other peoples of the world. (p. 14)

In 2004, Vickers and McClellan stated “one in six jobs in the United States is tied to international trade and investment, and exports account for one quarter of the economic growth in the United States over the past decade” (p. 22). Presented in the Chronicle of Higher Education in August, 2010, Wildavsky stated that all over the world there are approximately 3 million students who study abroad and it is a 57-percent increase compared with the last decade. Also, the numbers of international collaborative research have doubled in the past 20 years and the numbers are expected to continually increase (Wildavsky).

According to the Institute of International Education (IIE) Open Doors 2009 Fast Facts, “In 2008/09, the number of international students in the U.S. increased 7.7% over the previous year to a high of 671,616 students” (p.1) and the top three U.S. states that hosted the most international students were California, New York and Texas (“Open Doors 2009,” 2009). April, 2010, the Council of Graduate Schools (CGS) reported that compared with 2009 there was a 7 percent increase in the number of applications by international students to American graduate schools (“International Graduate Application,” 2010). In November 9, 2010, CGS released information that “there was an increase of 3% in first-time enrollment of international students at U.S. graduate schools from 2009 to 2010” (“First-time International,” 2010).

Popkewitz and Rizvi (2009) stated that “globalization has become part of the ‘planetspeak’ of school reform and the university’s statement of mission” (p. 24). Globalization for educational institutions is to prepare students to be aware of and appreciate the opportunities to be able “to communicate, negotiate, and ... cooperate with fellow global citizens” (Glanz, 2000, p. 343). The question is what higher education institutions should know and accomplish on globalization? In Wood’s 2006 study report, he targeted 110 higher education institutions in the United States to address the following research questions:

- What are institutions of higher education doing to create an environment that nurtures promising individuals and allows future knowledge workers to compete globally?

- How are such institutions responding to the needs of students, faculty and their communities such that each has the ability to prosper in the interconnected milieu of the 21st century?

- Do the leaders of such institutions profess a common body of thought, wisdom or insights with respect to higher education and globalization? (p. 26)
Listed below are eight common perceptions in Wood’s study results which indicated from the university administrators who were “presidents, vice-presidents, deans, directors, and others who guide the international education at the universities” (p.27-33):

1. The internationalization of campus and community culture to welcome the “knowledge societies: greater competition, relentless pressures to innovate, new worldwide markets and production options, growing concerns over cultural and environmental degradation” (p.27).

2. Vision matters – Let the world know the universities are ready to educate and prepare their students and community members for the globalization challenges and opportunities.

3. Encourage and support global culture development and innovation across the campus and community.

4. Reward and motivate faculty and staff members to participate in the internationally-focused programs.

5. A successful internationally-focused program concentrated “on both international students studying on campus and domestic students studying abroad. ... that allowed both international and domestic students to interact with one another and to think outside their regional or national ‘boxes.’” (p. 31).

6. Partnerships “with local, regional, national and international communities” (p. 32).

7. A centralized and decentralized organization setup for the internationally-focused program, such as “a centralized ‘one-stop’ office for administering, advising, coordinating, implementing, and maintaining all international activities” (p.32).

8. Branding of the university in the international arena. (p.33)

The question is where does university globalization stand? Will it go away after global economics are back on track? The answer is “no” and as Wildavsky (2010) stated in the Chronicle of Higher Education: Commentary that “University Globalization Is Here to Stay”. Student mobility plays the majority role of globalization in higher education and by 2025 there will be eight million globally mobile students which is triple the current number (Wildavsky).

Globalization Practices at Other Universities

University of Colorado at Boulder

In Fall 1996, the National Science Foundation (NSF) founded The Graduate Training Program in Globalization and Democracy (GAD) at the University of Colorado at Boulder for five years. GAD is centered in the Institute of Behavioral Science Research Program on Political and Economic Change (P&EC: founded by NSF in 1995) and collaborated with the Department of Geography, Political Science,
Economics, and Sociology. By 2002, GAD has funded 16 Ph. D. students who worked on the research and training while pursuing their degree in the following themes:

- Globalization of economic processes.
- The possibilities for democracy in a globalizing economy.
- Transformations of the meaning and practice of citizenship.
- The legitimacy of political and governmental structures.
- Accountability in the face of transnational economic forces.

April 4-7, 2002, GAD hosted a conference, Responding to Globalization: Societies, Groups, and Individuals, to demonstrate

The possibility and content of “globalization studies,” the value and challenges of an interdisciplinary perspective on globalization, the lack of in-depth study and measurement of the effects of globalization on local communities, the nature of globalization after the attacks of September 11, the extent to which the field is rife with ideological and political battles, the relative contribution of globalization effects and domestic circumstances to economic disruptions, and the need to relate political and economic developments in a more specific manner ("Report on the Globalization," 2002).

**Dickinson State University**

In 2000, Dickinson State University (DSU), a member of the North Dakota University System, put into action the Global Awareness Initiative (GAI) in order to globalize the institution and to better prepare its students “as members of a multicultural society and participants in the global economy” (Vickers & McClellan, 2004, p. 22). The goals of the GAI are:

- To create a more diverse and invigorating learning environment by recruiting and retaining international students and faculty
- To engage students and local citizens in activities that foster a greater understanding of the issues and opportunities related to our multicultural society and interdependent global economy
- To foster the ideal that individuals can contribute to world peace through education, understanding, tolerance, and interaction with people from other cultures (p. 22).

**University of North Carolina**

The University Center for International Studies (UCIS) at the University of North Carolina at Chapel Hill (UNC) was established in 1993 to “identifying and encouraging UNC faculty members to further their careers by incorporating an international dimension into all they do” (Woods, 2006, p. 30).
**Georgia Tech University**

In 2006, Georgia Tech University (GTU) has more than 2,400 international students from 100 countries. It represents 13 percent of their total student population. In the graduate master level, 40 percent are international students and 50 percent of doctoral candidates are international students. GTU also established the “international educational partnerships to recruit overseas students. ... to promote GTU as an institution where one can get an additional ‘third’ cultural experience by studying at one of the university’s partner institutions in Hong Kong, Europe, or South America” (Wood, p. 31).

**Princeton University**

At Princeton University, the Program in Global Health and Health Policy (GHP) serves undergraduate and graduate students who are interested in domestic and international health-related areas (“About Us,” n.d., para. 2). GHP is under the Center for Health and Wellbeing since 2000 (“About Us,” n.d., para. 4). The Program on Science & Global Security (SGS) based at the Woodrow Wilson School of Public and International Affairs “has carried out research and policy analysis and education and training in nuclear arms control and nonproliferation” (“Home,” n.d., para. 1) since 1974. In order to serve and provide handful/useful information on globalization, the library at Princeton University manages the online Resources on Globalization at [http://www.princeton.edu/~sbwhite/globFlat.html](http://www.princeton.edu/~sbwhite/globFlat.html).

**University of South Carolina**

The Darla Moore School of Business was dedicated in March 1998 at the University of South Carolina (“History,” n.d., para. 1). Since then, the school has launched the Executive International Master of Business Administration in 2004, the International Business and Chinese Enterprise (IBCE) with The Chinese University of Hong Kong in 2009, and the Master of International Business program in 2009 (“History,” n.d., para. 1). Its graduate International MBA (IMBA) program ranked the number 3 of “America’s Best Graduate Schools 2011” in April 15, 2010 and undergraduate IMBA program ranked the number 1 of “America’s Best Colleges Guide” in August 2010 by *U.S. News & World Report* (“Globalization at University,” 2010).

In 1988, “The Centers for International Business Education and Research (CIBERs) were created by Congress under the Omnibus Trade and Competitiveness Act of 1988” which is under the administration of the U.S. Department of Education (“About CIBRE,” n.d., para. 1) and the Darla Moore School was one of five original recipients of the CIBERs program. As of October 1, 2010, thirty-three universities have joined CIBERs “to improve America’s capacity for international understanding and economic enterprise by providing international education, research, and training activities that help U.S. businesses prosper in an international economy” (“SCIBER,” n.d., para. 2). Over the years, CIBER at the University of South Carolina has supported numerous undergraduate Study Abroad Programs for students by providing financial and travel support. Based on the 2007-08 academic year report, “nearly 26 percent of undergraduates choose to study overseas during their college careers. The university supports experiences abroad by awarding $183,868 in scholarships and travel grants to students” (“Globalization at University,” 2010).
University of Denver

Daniels College of Business, the 18th oldest accredited business school, at the University of Denver was founded in 1908 (“Fast Facts,” n.d., paga. 2). The College’s mission is “educating ethical business leaders, advancing the theory and practice of business, and making a positive global impact” (“Mission, Vision & Values,” n.d., para. 2). Summer 2008, in order to achieve the College’s vision, “To be a premier private business college globally recognized as a leader whose educational experiences, outreach, and knowledge creation transform lives, organizations, and communities” (“Strategic Plan,” n.d., para. 1), the College began to start a comprehensive strategic plan – Daniels Tomorrow.

At the Daniels College of Business, the administrators believe that “all business is international” and focus “on identifying and assessing global opportunities that will drive the College forward” (“Daniels Going Global,” 2010, para. 1). The College’s globalization committee is planning to:

- Reinforce relationships with its international alumni by placing the College’s students in their international alumni’s companies to help the College “establish and solidify corporate partnerships with international organizations”.
- Develop more formal long-term faculty/student exchange programs and other mutually advantageous programs with international schools to increase the College’s “research efforts with international institutions and businesses”.
- Understand and assist international students adjust their life in the United States and team up with the Suitts Center for Graduate Career Services to expand a plan for international students’ career placement. All of this in an effort to demonstrate to future international students the strong desire of the College to increase international enrollment.
- Incorporate the core curriculum of Daniels MBA, the Korbel School of International Studies and the Sturm College of Law to initiate a world executive program for students who are interested in working as experienced professionals with the global element skills (“Daniels Going Global,” 2010, para. 3).

VI. Actions to be Implemented

SACS criteria for Quality Enhancement Plans state that a QEP may focus on learning outcomes, and/or the environment supporting student learning. Texas A&M University—Commerce has elected to do both. Our actions to be implemented are divided into three categories, including (a) curricular requirements, (b) student activities, and (c) outreach programs:

A. Curricular Requirements
The heart of our QEP—the part that will lead to a measurable increase in student learning—is a new curricular requirement for all incoming freshmen (i.e., all non-transfer students). The requirement states that sometime during their university career, each student must complete a “global” course. Only specific courses within the university will be identified as being usable for fulfilling this requirement. These will be courses that satisfy given criteria that includes presentation of material related to the goals of the QEP.

The curriculum change will not apply to transfer students because many of them have only their specified majors coursework to complete before they can graduate. If an additional curricular requirement were placed on them, the required number of semester hours could overshoot the allowed 120 hours.

From courses already taught within the university, an initial list of 54 potential global courses was formed, as shown in the schematic below. The list was obtained by consulting with every department head in the university, asking which of their courses might offer potential as a global course.
The method for determining which of these courses, or and future courses, become designated as global course involves a two-step process, and is tied in with the assessment or our QEP.

**Step One:** Typically, 50% of all incoming freshmen attend a three-day university orientation event called “Lion’s Week.” This event is designed to help new students acclimate to the university, meet other students, learn about campus traditions and history, get involved in campus organizations, and navigate the campus. During this week, the new students are given a questionnaire that measures their pre-college level global scholarship, awareness, fluency, and engagement. Details of this assessment are given in section X of this document.
Step Two: A similar questionnaire is given at the completion of each semester to students within all of the potential global courses. Courses in which there is a significant increase in student scores for three semesters in a row are then considered to be global courses, while those which do not show a significant increase are deleted from the list of potential global courses.

This from Reysen:

Council for the Study of Global Learning

Overview: The Council for the Study of Global Learning (CSGL) is a community of scholars and scientists examining global citizenship. We define global citizenship as awareness, caring, and embracing cultural diversity, while promoting social justice and sustainability (regardless of borders), coupled with a sense of responsibility to act. Global citizenship identification is the extent that an individual feels psychologically connected to the global citizen identity. Researchers in the council have found that global citizenship identification is positively associated with attitudes concerning social justice, national equality, intergroup empathy, intergroup helping, concern for the environment, valuing diversity, intention to do community service, felt responsibility to engage promote equality, and well being (e.g., satisfaction with life, personal growth, self-acceptance).

Mission: The CSGL’s mission is to increase identification with global citizenship identity. Through interventions, classroom activities, and environmental change we will empirically examine how individuals move from an ethnocentric worldview to a global citizen worldview. We plan to disseminate findings through academic journals, and provide resources developed by the CSGL on the Internet, free of charge, to aid teachers who wish to incorporate global views in their classrooms. In effect, we seek to understand identity processes concerning global citizenship and aid individuals to promote this worldview.

QEP: We are working with the QEP committee at Texas A&M University-Commerce (TAMU-C) in planning and assessing factors associated with their mission to enhance global education at the university. Our goal is to create, collaborate, track, assess, and provide feedback regarding TAMU-C’s QEP activities. We will work with departments as they develop action plans, and provide the CSGL’s resources to assess the effectiveness of the action plans, and provide continuing feedback to those departments concerning strengths and weaknesses of the action plans.

Global class project. The first project currently underway concerns assessing student learning in globally relevant classes provided at TAMU-C. Upon entering college all four-year freshmen will take a
pre-test of global attitudes. Students in these global will then be assessed again at the end of the semester in a pre-selected global class. We will examine the extent that aspects of TAMU-C’s QEP goals specific to the class influence increases in global class learning outcomes (e.g., global citizenship, pro-social values, knowledge, skills to collaborate with diverse others). Through assessment and feedback to global class instructors, we plan to increase students’ affective, cognitive, and skills related to global learning.

**Global passport project.** The second project we are currently testing involves increasing students’ cultural experiences. After completing a naturalization test, four-year commerce campus students will be issued physical and virtual passports. During their tenure at TAMU-C students will be required to attend a small number of cultural events (yet encouraged to attend a large number of events) that are related to cultural experiences on and off of campus. The goal of the project is to engage students by attending these events to integrate a larger more inclusive identity in their repertoire of group memberships. Through positive intergroup contact students can gain a greater understanding of themselves and their interconnectedness with diverse others.

**International studies.** We are developing an assessment plan for all students coming in from other countries, and students going out to other countries to assess integration of identities and satisfaction with experiences. All incoming international students will complete measures upon arrival, and each year while attending TAMU-C. All study abroad students will complete pre-travel and post-travel surveys to assess changes in self-concept.

**End Reysen**

B. Student Activities

C. Outreach Programs
VII. Implementation Timeline

VIII. Organizational Structure

IX. Resources

X. Assessment

XI. Appendices

Appendix A — QEP Expenditures

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References:


History. (n.d.). In *The Darla Moore School of Business at the University of South Carolina*. Retrieved November 10, 2010, from [http://mooreschool.sc.edu/about/history.aspx](http://mooreschool.sc.edu/about/history.aspx)


