Introduction

CEA Global Campus programs are conceived and structured according to standardized principles that align with mission objectives. These principles inform how program designers determine curricular and co-curricular content for new program offerings; how they make improvements to existing ones; and by extension what criteria they should use for terminating weak programs. While these principles allow for the flexibility that program design in diverse locations requires, they also articulate common methods, resource inputs, and goals that constitute the standard Global Campus academic signature and underlying program model. Using the principles and guidelines for program design and development below helps ensure that Global Campus programs align with both CEA mission goals and multi-level assessment processes.

In order to better describe the step-by-step process of CEA’s design, launch, implementation, and assessment of Global Campus programs, the following schematic presentation shows the conceptual stages in an ongoing cycle of setting goals, designing learning activities, gathering and analyzing data, feeding results into program evaluation, and making continuous program improvements. The chart therefore shows how program design and implementation build assessment processes directly into the architecture of Global Campus programs. See below.
I. Program Design

Defining program goals and corresponding student learning is the first step. Program goals are conceptually expressed in terms of program foundations (“below”) and intended learning outcomes (“above”). Foundational instructional inputs—such as the methods, context, agents, and tools of learning—make up the former. They are the soil out of which learning can grow. Intended learning outcomes—such as knowledge, awareness, attitudes and behavioral skills—make up the latter. These are the trees of expected learning growth.

The following step-pyramid schematic describes how outcomes and their various attributes (as articulated at CEA) are built upon programmatic foundations. Each of these six boxes is discussed in greater detail below.

### Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Discipline-Based Learning</th>
<th>Global-Local Awareness</th>
<th>Language and Intercultural Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Major-relevant knowledge</td>
<td>• Local cultural knowledge</td>
<td>• Local language acquisition</td>
</tr>
<tr>
<td>• Core concepts and issues</td>
<td>• Home-host differences</td>
<td>• Non-verbal communication</td>
</tr>
<tr>
<td>• Host perspectives on field</td>
<td>• Impact of globalization</td>
<td>• English expression skills</td>
</tr>
<tr>
<td>• Curricular integration</td>
<td>• Power structures</td>
<td>• Intercultural competence</td>
</tr>
</tbody>
</table>

#### Program Foundations

### Learning Methods

- **Formal Learning**
- **Informal Learning**

### Learning Context

- **Host Institution**
- **Host City**
- **Host People**
- **Host Culture**

### Learning Tools

- **Cognitive**
- **Affective**
- **Behavioral**
- **Ethical**
- **Intercultural**

A. Program Foundations

1. Learning Methods

The first foundation—learning methods—describes how students acquire learning abroad. In Global Campus programs, learning takes place through formal and informal methods.

Formal learning is organized and structured, and defines clear learning objectives. From the learner’s standpoint, such learning is therefore always intentional: i.e. the learner’s explicit objective is to gain knowledge, skills and/or competences. Class instruction, courses and the many supporting academic and co-curricular activities fit this definition. Learning here is the result of teaching.

Alternatively, and at the other extreme, informal learning is never organized, has no set objective in terms of learning outcomes and is never intentional from the learner’s standpoint. This is often referred to as “learning by experience”, the school of “hard knocks”, or just as “life experience”. CEA students abroad engaged in the daily tasks of residing, living, traveling, and socializing abroad on their own acquire a great deal of such informal learning. Indeed, simply living abroad even with no study component results in valuable learning and skills.

There is however a third important learning method conceptually positioned between formal and informal learning that is also critical to student success in study abroad. Sometimes unhappily referred to “unformal” learning, this learning method, while less academically structured in terms of explicit classroom learning objectives and outcomes, is nevertheless designed to result in valuable knowledge, competencies and skills. Many activities organized for students fall within this type of learning, e.g., excursions, social/cultural events, volunteering, and indeed
housing placements. Learning in such formats is organized and has important learning objectives. For this reason, CEA integrates rich co-curricular learning into program design. The advantage of conceptualizing program goals in terms of formal through informal learning is that this encompasses the full range of learning opportunities students encounter abroad: from structured academic content to less-structured activities, excursions, events, orientations, and personal “life experiences” of the program which are not always primarily or explicitly oriented toward learning, but which nevertheless contribute to it.

This approach to program design helps identify and create inclusive or holistic learning environments abroad in which students are encouraged to understand that learning and development opportunities are ubiquitous, constant, and interconnected throughout their study abroad experience. CEA designs its programs to capture such rich learning opportunities and states explicitly in its program goals the varied learning methods students can expect to encounter.

2. The Learning Context

The second foundation—the learning context—describes the “where and with whom” aspect of learning in study abroad. This is the instructional environment in which students pursue targeted learning and development outcomes. It includes the entire historical and physical landscape of the study abroad city setting; encompasses the rich demographic mix of host nationals, immigrant residents, clandestine population, and itinerant travelers and tourists; embraces the historical and contemporary cultural heritage that is the result of people and place interacting over the centuries; and of course includes the specific host university or academic institution in which the student is enrolled. Together, the living city becomes:

- the object on which students exercise their skills;
- the subject of students’ knowledge and understanding;
- the partial means by which student learning takes place; and
- the medium in which personal growth develops;

To achieve the intended learning outcomes as defined, students must therefore “connect to” the city, to its people, its institutions of learning, and to its culture. To get this connectivity, they must get personally involved in their university surroundings; actively engaged in city life; and directly concerned with events and people around them. By doing so, students gain insight, knowledge and experience they can then apply directly to their coursework. Conceiving of the city and country as this extended classroom and employing an experiential pedagogy to apprehend its many secrets and qualities, is a key component of the Global Campus academic signature.

3. Learning Tools

The third foundation of CEA programs—learning tools—conveys what cognitive, analytical, and behavioral concepts or “implements” students must grasp and use to both acquire and create knowledge while abroad. Such models, theories, concepts, practices, or guidelines help inform how students navigate the cultural differences they encounter, and cope with the personal challenge and discomfort they feel. Such tools may involve using precise standards of critical reasoning; concepts and models of intercultural competence; doctrines of ethics-based judgment and decision-making; normative principles of behavioral or emotional development; or psychological techniques of analysis, for example. Examples of such tools might include: Bennett’s Developmental Intercultural Competence Model; Baxter Magolda’s Intercultural Development Model; Deardorff’s Pyramid and Process Models of Intercultural Competence; Fantini’s Intercultural Competency Dimensions; Ash & Clayton’s, Standards of Critical Thinking, or Kolb’s Model of Experiential Learning. Students need such tools and models to better recognize, interpret, and respond competently to the many culturally new experiences they encounter.

It is the faculty and staff who help determine which tools might be needed, when they are distributed, and what training students need to use them effectively. In general, staff and faculty introduce these varied tools to students as part of pre-departure advising and preparation; onsite orientation and ongoing counseling; core course concepts and readings; intercultural workshops and activities; focus group and reentry sessions; and in other venues as they present themselves. The larger purpose however is to provide students with analytical, yet
practical tools that they can understand and use to support their learning and development in both formal and informal settings while abroad.
B. Intended Learning Outcomes

Because program goals are stated in single paragraphs designed so that students and stakeholders can better appreciate and recall them, CEA articulates intended programmatic learning outcomes at this stage in quite concise and direct terms. The standardized approach and language used in program descriptions reflect: a) the CEA mission that produces similar programs in different locations; and b) the alignment of program learning goals both to supporting learning activities and to standardized assessment processes. Of course, each program is supported by more detailed descriptions of intended learning outcomes that correspond to the program goal and larger program learning model. These too are communicated to students throughout the program. While the model above suggests that only three main outcomes can be articulated in the program description, the model certainly allows for articulating additional objectives (or sub-objectives) where required.

1. Discipline-Based Learning

A core objective of CEA study abroad programs is ensuring that students earn and transfer credit directly back to their home institution major, thus making study abroad more accessible and affordable. To this end, courses need to fulfill core requirements or electives in U.S. university departments, particularly for those sending large student cohorts on study abroad. Consequently, discipline-based learning should reflect U.S. approaches and concerns in university departmental curricula but should also integrate into learning local cultural approaches to the discipline in question. This helps develop a more balanced approach to the field by fostering student contact with local scholars and scholarship. This also gives added-value to study abroad courses because students can later integrate these cultural differences towards the discipline into their home courses upon return with greater benefit for their home university’s efforts in internationalization.

2. Global-Local Awareness

The global-local “placeholder” is the most inclusive and flexible of program learning objectives. It identifies many possible things: e.g., the role and influence that local culture plays upon the discipline in question; salient cultural manifestations tied to the local city or setting; distinctions between home and host approaches to the subject matter; the important forces that internationalization and globalization might exert upon host actors, economies, and cultures; and how learning abroad provides opportunities for identifying and understanding global power structures and dynamics. Many such ideas related to student awareness of global forces, of local-global tensions, and of intercultural fault lines are expressed in this place.

3. Language and Intercultural Skills

CEA programs foster local language acquisition, techniques in non-verbal or contextual communication, traditional writing and expressive skills in English, and of course formal and informal instruction in intercultural competence. Some mix of these competencies figures among all program objectives, in proportions dependent upon the goals set out for host language acquisition. Students work to acquire such competences by again using the immediately available learning opportunities of the host city, population, university, and background cultural setting. These resources are also embedded formally into language courses. Where programs have no foreign language requirement, or where the host language is English, students focus on intercultural communication skills and more traditional written and verbal skills in English.
C. Building & Aligning the Program Goal

The guidelines and principles highlighted above provide a conceptual “toolkit” for building program goals that, while maintaining a standardized format in alignment with CEA’s mission goals and assessment processes, leave room for the flexibility and creativity needed for designing new programs (or similar programs) in distinct cultural settings. The example below—drawn from a current CEA program in Florence—shows the presence of the constituent elements of the model and the editorial process of defining the program goal.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Florence: Art, Culture &amp; Genius</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td></td>
</tr>
<tr>
<td>1. Learning method</td>
<td>Through formal and informal learning</td>
</tr>
<tr>
<td>2. Learning context</td>
<td>connected to the host city, people and culture</td>
</tr>
<tr>
<td>3. Learning tools</td>
<td>and by applying appropriate cognitive, affective, behavioral, ethical and intercultural tools</td>
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<tr>
<td>Transition</td>
<td></td>
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<tr>
<td>Agent and action</td>
<td>students will develop and articulate:</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>1. Discipline-based learning</td>
<td>discipline-based knowledge in Florentine history, art, and culture</td>
</tr>
<tr>
<td>2. Global-local awareness</td>
<td>analytic insight into the dynamics of the host culture given the wider global forces influencing the city’s cultural, socio-political and commercial life</td>
</tr>
<tr>
<td>3. Language &amp; intercultural skills</td>
<td>and Italian language and intercultural communication skills</td>
</tr>
</tbody>
</table>

**Composite Text:** (with punctuation)

Through formal and informal learning connected to the host city, people and culture; and by applying appropriate cognitive, affective, behavioral, ethical and intercultural tools; students will develop and articulate:

- discipline-based knowledge in Florentine history, art, and culture;
- analytic insight into the dynamics of the host culture given the wider global forces influencing the city’s cultural, socio-political and commercial life;
- and Italian language and intercultural communication skills.

*The word *connected* is intentional and important because study abroad students need to know that they must become actively *engaged* with the city, its people, past and culture. Effective experiential pedagogy requires it and students learn best when they do it. Plus, it is the defining reason students study abroad—to *connect* directly to a world otherwise beyond their grasp, both figuratively and literally.

** The word *develop* is intentionally chosen here as well because it can mean “*gain something you did not have before*” and “*improve or advance something you already have.*” Similarly intentional is the choice of the word *articulate*. This means that students must do something or produce something that is specific, observable, attainable, relevant and time-bound. *Articulating* something—either verbally or physically, in the sense of showing how pieces or things are connected—shows that the insight is not just locked in the student’s mind, but can written in an essay, explained in words, or demonstrated behaviorally. The skill is not just read and “understood” in a book, but practiced in a local environment. *Articulating* is a skill about doing things and this aligns well with CEA’s experiential pedagogy.

** In conclusion, these two levels—program foundations and intended program learning outcomes—constitute the theoretical infrastructure of learning and development on CEA study abroad programs. The practical means by which a student achieves these goals, as well as what successful achievement might look like for such a student, is presented below.
II. Program Implementation

A. Learning Opportunities

Conceiving program foundations and defining intended learning outcomes—while essential to effective program design—are meaningful steps only if followed by a concrete plan for getting students actively connected to and engaged in the learning and developmental activities that support desired program and learning outcomes. By intentionally designing learning activities that cultivate targeted knowledge, attitudes and skills appropriate to the study abroad city and environment, CEA provides students with a practical plan and means for successfully realizing program goals.

While learning activities at CEA Global Campus are conceptually grouped into three categories—curricular, co-curricular, and community-based—a great many of these learning supports are intentionally designed to overlap with those in other groups. (See below.) Such integrated or holistic learning helps foster the total learning environments that CEA strives to create in its study abroad programs. The following schematic presents representative learning activities for each of the three categories.

1. Curricular Learning Activities

The Global Campus curriculum fosters learning and personal development in three dimensions of student growth: the cognitive, interpersonal, and intrapersonal. Through any number of course-embedded activities, required assignments, or assessment processes (such as those listed above), students acquire discipline-based knowledge of local and global history as well as a more sophisticated understanding of how and why knowledge is constructed. Similarly, Global Campus courses encourage students to reflect upon their identity and cultural inclinations; upon their skills and long-term goals as well as upon their ability to adapt to and manage cultural, ideological, or personal differences. Finally, formal course instruction is also designed to promote student social responsibility and civic/social engagement through: volunteering; Service-Learning; becoming aware of the needs of others; or embracing difference in new friends, ideas or places.

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1 The concept of a total learning environment draws inspiration from the holistic developmental theories underlying the Global Perspectives Inventory. See Braskamp, Braskamp, & Merrill (2007) Assessing Individual's Perspectives Using the GPI: Rational and Characteristics.
In short, the curriculum at Global Campus seeks more than discipline-based learning and knowledge for its students: its ambition is to help students shape their minds, lives, values, and relationships within the context of cultural pluralism.

2. Co-Curricular Learning Activities

Co-curricular learning in study abroad is critical to student success and development abroad. Learning within a diverse inventory of social and cultural activities, however, is not informal. Evening, weekend, and ongoing activities across the semester have clear learning objectives, even if students are sometimes unaware of them as such. Excursions beyond the city, language exchange, walking tours, lectures series, to mention but a few examples, also seek to strengthen and complement student global learning, epistemological progress, personal identity, emotional growth, as well as integration into, and civic engagement with, the host city, people, and culture. Because co-curricular activities work only when students attend them, staff design and run such activities in ways that are fun yet formative. This perception increases both numerical participation and qualitative engagement.

3. Community-Based Learning Activities

The third dimension of student learning is characterized by the community to which students belong while abroad—on the one hand, the community of students, staff and faculty at the Global Campus center or institutional Partner and, on the other hand, the people and urban space that make up the study abroad city. As stated above, students engaged in the daily tasks of residing, living, traveling, and socializing abroad on their own acquire a great deal of learning and development in the process. Such learning is indeed informal and is without explicit learning objectives beyond whatever ill-defined notions the student might have about how best to “get on” with their lives, studies and interests in the new setting abroad.

However, here too, CEA programs challenge and support students in their efforts to connect with the local population. Informing students about the many opportunities for community engagement is one part of this learning strategy. Challenging students to seize these opportunities is another. Supporting students when they face real hardship in their personal endeavors is yet another. And because it is so important to many U.S. college students, housing in study abroad, for example, provides fertile ground for helping students interrogate their own identity, adaptability, values, and ability to manage difference. This is part of learning and growing.

In short, there is rich potential for cognitive, interpersonal and intrapersonal growth that living in a foreign community affords young adults in study abroad. Encouraging them to partake of these impactful learning activities helps ensure that they leave the program having achieved, in terms they themselves help define, meaningful and lasting learning, growth, and insight.

B. Defining Success for Study Abroad Students

Research in study abroad outcomes assessment highlights the importance of taking time to define what success looks like for students attending one’s own study abroad programs. What mix of skills, attitudes, knowledge and values would one ideally like program students to emerge with as a result of having completed one’s own educational program abroad? What new insight and attitudes should students develop because they attend a study abroad program? These are important questions.

Answering such questions hypothetically each semester is a valuable exercise because it focuses the attention of program designers and assessment administrators on what students should be getting in return for their investment in study abroad. The exercise also helps formulate, and in very student-centered terms, the promise of study abroad that institutions such as CEA hold for them. And while the “ideal student” does not exist, defining what he or she might look like is the best way of designing and administering a program that would otherwise meet his or her expectations. The following chart, therefore, identifies a list of core attributes CEA intentionally works towards inculcating in its students through its Global Campus study abroad programs.

**CEA Student Learning & Development**
The list above is indicative only because there is a myriad of ways bright, young students today might manifest excellence in learning and development while studying abroad. Indeed, the hoped-for outcomes listed above are developmental objectives—they are ongoing and life-long competencies that take years to develop. Some are more difficult to acquire than others and each individual will prioritize the value and importance of these objectives differently. Success in achieving these objectives should be conceived therefore, not in terms of a check-list of skills for students to fully “acquire” by the end of their program, but rather in terms of helping students learn how to advance along their own learning and developmental continuum while studying, living and growing in the new cultural setting and host city.

Study abroad does provide an impactful learning environment with rich opportunities for intellectual, cultural and social development. But students will react differently to this new environment, influenced as they are by their past experiences, personal values and attitudes, and of course by their motivations for studying abroad. The progress students make in reaching the objectives CEA has defined for them in its study abroad programs will therefore be partially determined by the personal commitment each student brings to the endeavor. However, when meaningful program goals are clearly stated and embraced; when students purposefully identify corresponding program objectives most important to them; and when challenging and engaging instructional activities intentionally align with and support both—students are more likely to make significant progress along their own learning and development continuum while abroad.

### III. CEA Global Campus Program Learning Model

How do these various program components fit together? When the theoretical program foundations and intended learning outcomes “below” are combined with the practical program learning activities and targeted attributes of meaningful student learning outcomes “above”, and when the four levels are integrated into a composite edifice, the overall program learning model becomes distinguishable.

This Global Campus Program Learning Model presented below thus provides a simple overview of the constituent parts of CEA study abroad programs. The model conveys how these parts are interconnected and linked to program goals and larger CEA mission. In addition, the model helps inform how assessment processes for both program goals and student learning outcomes should be aligned. More importantly, the model indicates how the many curricular, co-curricular and community-based learning activities are to be intentionally articulated to support student progress towards core program learning outcomes.

The Global Campus Program Learning Model also provides CEA with articulated and cogent general guidelines for creating and running sustainable educational programs abroad. When opportunities for expanding into new study abroad destinations arise, this model provides visibility and guidance in assessing whether appropriate and sufficient resources are available for building a sound program in a new locale. Are the foundations present and solid, for example? Does the locale present sufficient resources for curricular, co-curricular and community-based learning? Is the program long enough to reasonable permit progress towards desired outcomes? In short, the model provides a partial framework for program assessment.

When assessing the effectiveness of ongoing programs in diverse locations, the model also indicates standardized criteria for identifying and making improvements. And when reviewing
under-enrolled programs or programs that fall short of student or stakeholder expectations, the program model provides a means of assessing and evaluating the integrity of basic program components—providing thus benchmarks and indicators for possible program termination.

However, the real value of the program model—for students, instructors, staff, and external stakeholders alike—lies in its ability to bring greater intentionality and coordination to study abroad planning, implementation, and assessment. It indicates, in short, what all parties at Global Campus programs should be doing, how and why they should be doing it, and with what final purpose in mind they actually do it. Clarifying core roles, functions, and relationships of study abroad structures helps students achieve the many learning and development goals study abroad holds out to them.
CEA Global Education
Global Campus
Program Learning Model
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**Student Learning & Development**

**Outcomes**
- More well-informed: culturally, politically, historically
- Increased ability to navigate and understand globalized cities
- Better critical thinker: action informed by ethical principle
- Cognizant of power structures and the need to question them
- More effective communication skills across cultures
- Increased intercultural sensitivity and self awareness
- Greater ability to adapt to and integrate cultural difference
- Heightened awareness of non-verbal contextual communication
- Enhanced civic-mindedness: locally engaged; globally aware
- Stronger self-identity and re-evaluated professional goals
- More realistic appraisal of personal strengths and challenges
- Clearer sense of personal vision, ambition and purpose

**Program Activities**

**Curricular**
- Class learning
- Research papers
- Onsite excursions
- Study with local students
- Class participation
- Reflective journaling
- Intercultural class debates
- Exposure to local scholars
- Use of local libraries

**Co-Curricular**
- Orientation information
- Social/cultural events
- Meeting local students
- Lecture series
- Country-related events
- City history walking tours
- Cultural excursions
- Social media connections
- Career mentoring

**Community**
- Attend local lectures
- Volunteering
- Part-time job
- Learning through housing
- Joining local groups
- Adopting local habits
- Exiting comfort zones
- Shared reflection abroad
- Connect with onsite faculty
- Make local friends

**Intended Learning Outcomes**

**Discipline-Based Learning**
- Major-relevant knowledge
- Core concepts and issues
- Host perspectives on field
- Curricular integration

**Global-Local Awareness**
- Local cultural knowledge
- Home-host differences
- Impact of globalization
- Power structures

**Language and Intercultural Skills**
- Local language acquisition
- Non-verbal communication
- English expression skills
- Intercultural competence

**Program Foundations**
### Learning Methods
*The how*
- Formal Learning
- Informal Learning

### Learning Context
*The where & with whom*
- Host City & People
- Host Culture
- Host Academic Institution

### Learning Tools
*With what*
- Cognitive
- Affective
- Behavioral
- Ethical
- Intercultural