



International Learning Goals for IUPUI: A Responsive Curriculum

IUPUI is dedicated to graduating students who understand and function well in the globally interdependent world of the 21st century because they:

1. Have a good working knowledge of the broader world, its natural systems and nations, their characteristics, and their relationships with each other.
2. Are able to analyze and evaluate the forces shaping international events, both now and in the past.
3. Have detailed knowledge of the cultures, languages, history, and/or current condition of at least one country beyond the United States.
4. Recognize the many ways “the global is reflected in the local” within the United States and beyond.
5. Have reflected upon the distinctive position of the United States on the international stage, and have a good, working knowledge of American history and cultural systems.
6. Appreciate the complexity of contemporary cultural systems and know the fundamental principles of intercultural understanding and communication.
7. Are skilled at interacting and collaborating with individuals and organizations from other countries.
8. Use diverse frames of reference and international dialogue to think critically and solve problems.
9. Are humble in the face of difference, tolerant of ambiguity and unfamiliarity, and willing to be in the position of a learner when encountering others.
10. Understand the global context of their chosen profession and have blended international perspectives into their professional learning.
11. Have developed a sense of responsibility and involvement with pressing global issues concerning health, poverty, the environment, conflict, inequality, human rights, civil society, and sustainable economic development.
12. Can apply their international learning to diversity in the communities in which they live.

** International Learning Goals for IUPUI's Many Schools and Diverse Student Body are defined by a campus-wide group of faculty, adopted Oct. 2006*

“Internationalization of the curriculum is the incorporation of an international, intercultural, and/or global dimension into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study.”

-Leask (2015)

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