



Highlights of the Curriculum Review

Task Force on Internationalization



Main Areas Addressed

1. Mission, goals and vision
2. Policies and practices
3. Support and encouragement to faculty and students
4. Curriculum





Mission, Goals and Vision



1. Global/ international learning is **not** currently articulated as part of the institution's vision, mission or goals.
2. There are **no common overall learning goals** associated with global and international dimensions of undergraduate education.
3. The **General Education** (GE) program has a clearly defined objective in the area of **Social Sciences** in category 2 – ***Global and Historical Perspectives***.

Three of the seven learning outcomes under the category explicitly address global and international dimensions.





Policies and Practices



1. Financial Aid:

- ✍ Stays same even if cost of study abroad is high.
- ✍ CSU must have a program corresponding to the program abroad for students to receive Cal Grants.

2. Credit Transfers

- ✍ In most cases credit transfers are smooth.

3. Pricing

- ✍ Depends on the location and cost of the local currency.

4. Overall

- ✍ Absence of a well developed and interlinked system of policies.





Support for Faculty Engagement



1. **No explicit incentives** currently exist for faculty to engage in international activities.
2. There are **no penalties** for faculty who engage in international activities.
3. **Barriers** to engagement
 - a. Too **few faculty** and staff to develop and implement international projects.
 - b. Absence of clear and complete set of policies for international collaborations and activities.
 - c. Lack of resources (time and money)





Support for Student Engagement

1. Interested students are supported **through advisement/** advisory help.
2. Encouragement for taking language courses are limited to certain majors.
3. There is no campus-wide practice of encouraging students to engage in education abroad.
4. Most programs support giving credit toward program requirements for study and experience abroad.





Curriculum



1. There are **no overall undergraduate learning outcomes** that include international/global content.
2. **3 units** of coursework required under GE Area D Category 2 *Global and Historical Perspectives*.
3. Emphasis ranges from diversity in the United States, to the study of specific cultures and languages, to the study of world regions to explicit attention to international and global nature of contemporary life.
4. There is no foreign language requirement at CSUDH.





Curriculum (continued)



5. Language requirements (other than English) depend on the major.
6. There is very little integration of study abroad into academic majors, minors and GE requirements.
7. There are majors, minors and concentrations that have an international/global focus.
8. There are considerable opportunities for students to take courses with an international or global focus especially when such courses are part of degree requirements.





Curriculum (continued)



Examples of **international majors**

Africana Studies; Negotiation, Conflict Resolution and Peace Building



Examples of **international minors**

Asian Pacific Studies; Women's Studies

Examples of **international concentrations**

Art History (Art); Comparative Cultures (Interdisciplinary Studies)





Other Findings from the Campus Survey (Overall n=249; Faculty n=164; Staff/administrators n=85)

- ✍ About **70%** of the respondents support the idea that CSUDH should develop a set of international/global learning competencies in the major.
- ✍ **51%** of the faculty reported teaching one or more courses that integrate U.S. multicultural issues with international/global perspectives and issues.
- ✍ **43%** of the responding faculty had given a paper at an international conference.
- ✍ **54%** of all respondents reported that they speak a language other than English.





Other Findings from the Campus Survey -II (Overall n=249; Faculty n=164; Staff/administrators n=85)

- ✍ **71%** of the faculty reported incorporating international/global topics into one or more of the courses it teaches.
- ✍ **74%** of the faculty reported encouraging discussions that take into account the different perspectives that domestic and international students bring to the campus.
- ✍ **5%** of the faculty had taken students abroad on a faculty-led study abroad class.
- ✍ **29%** of the faculty had organized events with international scholars, performers or lecturers.





So What?

1. The word internationalization conveys different meanings to different people. We need to arrive at a common understanding.
2. CSUDH has indicated its awareness of the importance of internationalization by designating 3 of the 55 required GE units to international dimensions. How can we build on this?
3. There is considerable interest amongst the faculty to engage in international activities. More support is needed in the form of (1) a clear and complete infrastructure (people and policies), and (2) resources.





Thank You

For Your Attention

