



***Thinking Outside the Box:
Innovative Models of Global
Curriculum Development***

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The Need for Internationalization

- **9-11: not enough Arabic speakers to assist U.S security operations**
- **U.S. global business blunders**
- **Gov't misunderstanding of crosscultural issues in international relations**



Three Recent Examples of the Need for Internationalization

- **Hoehn Mercedes: “Only girls play soccer.”**
- **Premier Hu of “The Republic of China”**
- **U.S. Marines & their Arabic language tool in Iraq**



Steve's Guiding Principles in Global Curriculum Development

- 1. Each institution must design its curriculum according to its context & philosophy.**
- 2. Being from a financially strapped or isolated IHE is no excuse for limited internationalization on campus.**
- 3. Foreign language study is at the heart of the global curriculum.**



Steve's Guiding Principles in Global Curriculum Development

- 4. All IHEs should require an “international experience” for graduation.**
- 5. The bolder & the more interdisciplinary the better.**
- 6. There's significant funding to develop or strengthen global curriculum development.**



Steve's Guiding Principles in Global Curriculum Development

7. Each IHE must have unanimity in its vision for global education.
 - “An effective college has a clear and vital mission. Administrators, faculty and students share a vision of what the institution is seeking to accomplish. The goals at such an institution flow from the ***needs of society*** and also from the ***needs of persons seeking education.***” (Ernest Boyer)

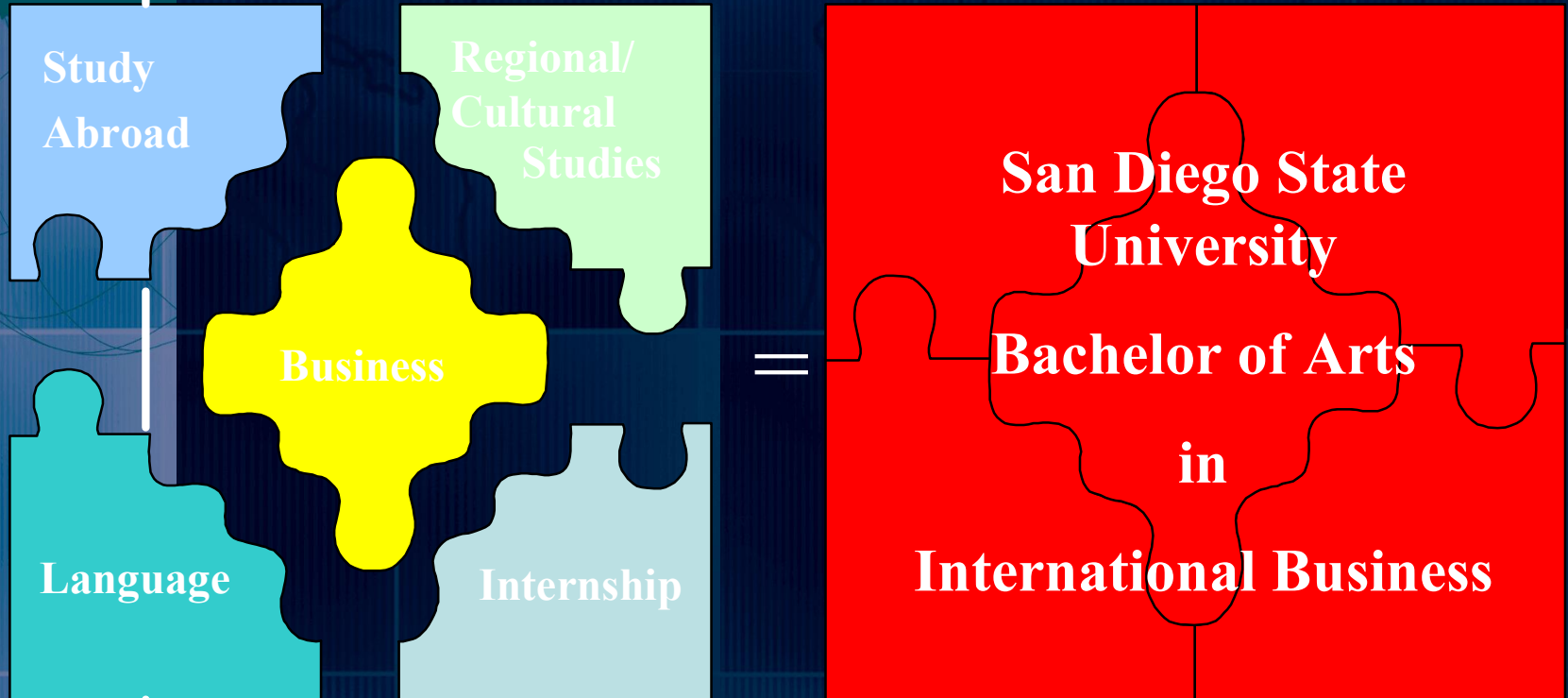


San Diego State University's Undergraduate International Business Program

- **Joint BA in CAL and CBA**
- **718 majors**
- **Required study abroad**
- **Required int'l internship**
- **Average salary for alums: \$71,000**
- **Ranked in top ten in 2005, 2006 (*US News & World Report*)**

The International Business Major An Integrated Curriculum

“You can’t be global if you stay local.”



IB Study Abroad at SDSU

Minimum one semester at a business school abroad;
students study upper division business courses in
the language of emphasis alongside native students:

7 transnational dual-degree programs

3 transnational triple-degree programs

WHERE?

Over 50 Programs in 19 countries on 5 continents.

Argentina

China

France

Mexico

Morocco

Bolivia

Chile

Germany

Portugal

Egypt

Brazil

Cuba

Italy

Russia

Persian Gulf

Canada

Ecuador

Japan

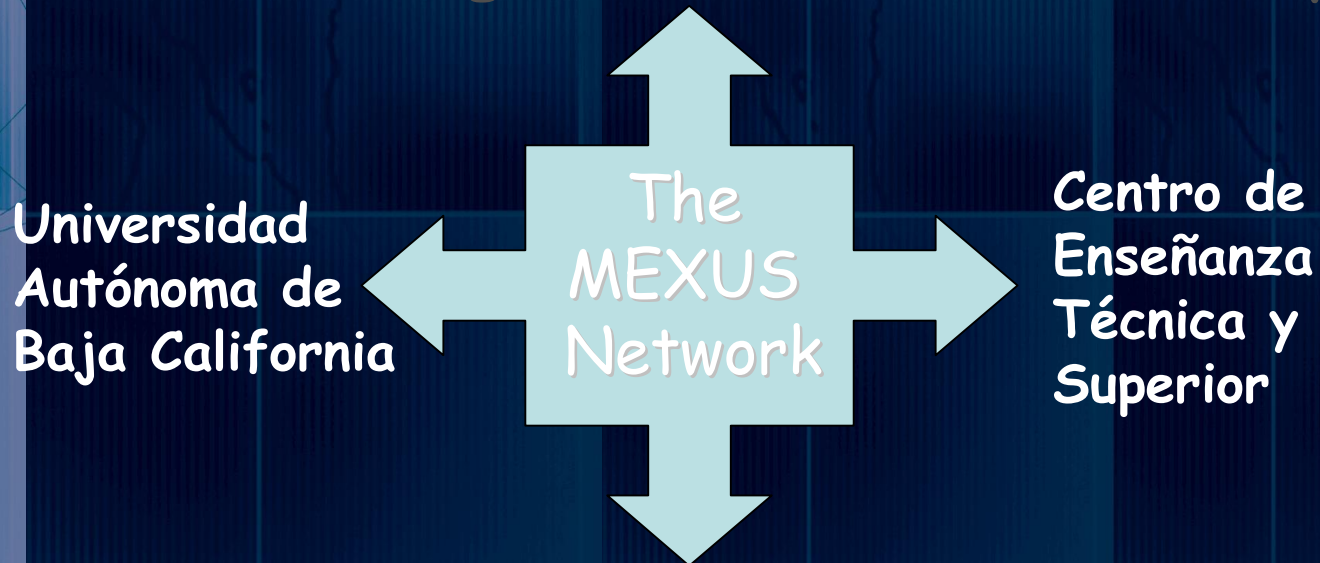
Spain

The MEXUS Program

Preparing for Business without Borders

Two Countries ~ Two Years Abroad ~ Two Degrees

San Diego State University



Southwestern College

"Deliverables" and Globalization Skill Set

- ❑ Academic training in the finance, management and marketing practices of the target country
- ❑ Fluent foreign-language skills beyond the level of proficiency attainable at the home campus
- ❑ Knowledge of and sensitization to the target country's cultural values, norms, and taboos as well as its political, linguistic, historical, and economic heritage

"Deliverables" and Globalization Skill Set

- ❑ Experience working in a multinational firm while in the target country
- ❑ Experience working effectively in multicultural teams through group class assignments with the host university's business students
- ❑ Experience dealing effectively with ambiguity and resolving intercultural problems through everyday life encounters abroad.

Results of Alumni Survey Spring 2003

AVERAGE SALARY/GENDER

Females	\$51,495
Males	\$56,984

Males earn approximately 10% more than females. This is an improvement over the 2000-01 survey which indicated females earned 23% less.

AVERAGE SALARY BY REGION

Asia	\$109,722
Latin America	\$49,425
Europe	\$63,668

AVERAGE SALARY BY LANGUAGE

Chinese	\$87,500	Japanese	\$120,833
French	\$59,286	German	\$86,750
Italian	\$48,000	Spanish	\$48,675
Russian	\$37,000		



Elements of Global Curriculum Development

- 1. Foreign language study & testing**
- 2. Study abroad & other experiential programs**
- 3. Majors, minors, and certificate programs**
- 4. International students & faculty on campus**



Elements of Global Curriculum Development

5. General education

**6. Course-level development & G-
courses**

7. Faculty training

8. Grant getting



The Role of Foreign Language Study in Global Curriculum Development

FL study is the “straw that stirs the drink” and should be a part of any globally oriented program.

**“It is impossible to understand what is in the minds of other people without understanding their language. . .”
(John Foster Dulles)**



The Role of Foreign Language Study in Global Curriculum Development

The traditional language requirement across campus is not the solution. It's costly, inefficient, unproductive and untested.

FL departments need to reinvent themselves to become relevant to global studies programs.



The Role of Foreign Language Study in Global Curriculum Development

Solutions:

- **The focus on proficiency vs. the seat-time requirement.**
- **The offering of critical vs. traditional languages (Arabic, Chinese, Portuguese in addition to French, Spanish & German)**



The Role of Foreign Language Study in Global Curriculum Development

Solutions:

- **The addition of non-traditional forms of delivery (immersion, distance learning)**
- **The teaching of foreign languages for professional and special purposes (LSP, FLAC)**



The Role of Foreign Language Study in Global Curriculum Development

Models:

- **Boise State University's credit for languages not taken at BSU.**
- **Portuguese for Spanish Speakers immersion course in Brazil**
- **French in Chicoutimi, Quebec**
- **Distance learning Arabic via Montana State University**



Study Abroad and Other Experiences

BASIC PRINCIPLES

- **Any IHE needs to offer a gamut of study abroad and internship programs both short term and long term in duration.**
- **Study abroad must also reflect the goals of the IHE.**
- **Study abroad must count for academic credit.**
- **FL study should play some role in any study abroad program.**
- **Offer home stay opportunities whenever possible.**



Study Abroad and Other Experiences

PET PEEVES

- **“Ghetto Programs”-- Housing in dorms with other Americans, home IHE courses taught abroad.**
- **Short-term programs designed to rack up study-abroad enrollment numbers and profits.**
- **Non-academic credit programs.**
- **IHEs without adequate study-abroad staffing or risk management policy.**
- **IHEs with no exchange programs among study abroad offerings**



IIE Questions from *Basic Facts on Study Abroad in the 21st Century*

- **Do you want to study intensively in your major field, or are language and cultural studies more important?**
- **How will study abroad fit into your academic program? Will the courses you take fulfill major requirements or count as electives? Will going abroad alter your graduation plans?**



IIE *Basic Facts* Questions

- **If you are interested in going abroad primarily to study a language, are you proficient enough in a foreign language to enroll directly in a foreign university? Would you like to continue instruction in a foreign language while taking some of your course work in English? Or are you a beginner seeking a program that combines elementary language instruction with additional course work in English?**



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IIE *Basic Facts* Questions

- **How deeply do you want to be immersed in the culture? Do you want to attend classes with students from the host country, or mainly with other Americans?**
- **Do you want classes to be on the American model, or on another model which may involve much more independent work?**



IIE *Basic Facts* Questions

- **Where do you want to go? Why?**
- **How much time do you want to spend abroad?
How much money can you afford to spend?**



IIE *Basic Facts* Questions

- **Do you want to live with a family, with students from the host country, with other foreigners in the host country, or with fellow American students?**



My Ideal in Study Abroad

Discipline-oriented study abroad

- It's ultimately relevant (5 business courses)
- It's long term in scope (semester or longer)
- It's culturally rich (grades)



My Ideal in Study Abroad

Discipline-oriented study abroad

- **Dual & triple-degree experiences**
- **1 to 2 years abroad**
- **Fluency & cultural sophistication**



My Ideal in Study Abroad

Discipline-oriented study abroad

- **Brazil (3 semesters)**
- **CAMEXUS (1 year each in
Quebec & Mexico)**



Internships & Practica

Models

- Northeastern U. coops
- SDSU's 250-hour experience
- Dayton's Habitat for Humanities
- Boise State: nursing, criminal justice, social work



Majors, Minors & Other Programs

The Flagship of Global Curriculum Development

- **Double major in German & Engineering (Rhode Island)**
- **Major in International Studies (Ohio State, Oregon State, WIU)**



Area Studies

- **“Unless complemented by academic training in the *history, culture, economics and politics of a given society*, the knowledge of its language alone becomes a dull instrument.” (Simon 59)**



Area Studies

- **“To. . . neglect a sense of *cultural context* in which the language is used may be simply to provide students with the illusion that they are communicating.” (Vicki Galloway)**



Majors, Minors & Other Programs

- **The Double Major (Boise State University)**
 - **A FL major + Business major**
 - **200 majors increasing both numbers of majors**
 - **The strength of both majors US Department of Education's Fulbright-Hays Group Projects Program**



Majors, Minors & Other Programs

- **The Transnational Dual and Triple Degree Model (SDSU)**
 - **No one university can adequately internationalize its students.**
 - **2 + 2 model (2 years in Mexico, 2 years at SDSU).**
 - **Equal fluency and intercultural expertise**



General Education

Model: University of South Carolina- Beaufort

- **Melded international GenEd
(Committee collaborated to insert
international content systematically)**
- **Every faculty member knows what
international content is covered in
every GenEd course**



G-Courses

G-courses are courses that contain significant global content. Based on intensive writing or critical thinking curriculum

- **An IHE determines what number of G-courses any student should take to qualify for graduation.**



Faculty Development

The process of getting faculty up to speed to teach globally oriented courses.

- **Model: SDSU--\$1.2 million allocated for faculty/program development since 1999.**
- **Faculty summer seminar (U Colorado-Denver)**



The Andrew Heiskell Awards for Innovation in International Education (IIE)

- Study abroad: Providing innovative programs & services which make study abroad more accessible to a broader student audience.
- Outstanding faculty program: Encouraging faculty to teach or conduct research abroad & to integrate their overseas experience into home campus teaching.
- Internationalizing the campus: Advanced curriculum development & creatively integrating international students into campus life.