



***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)

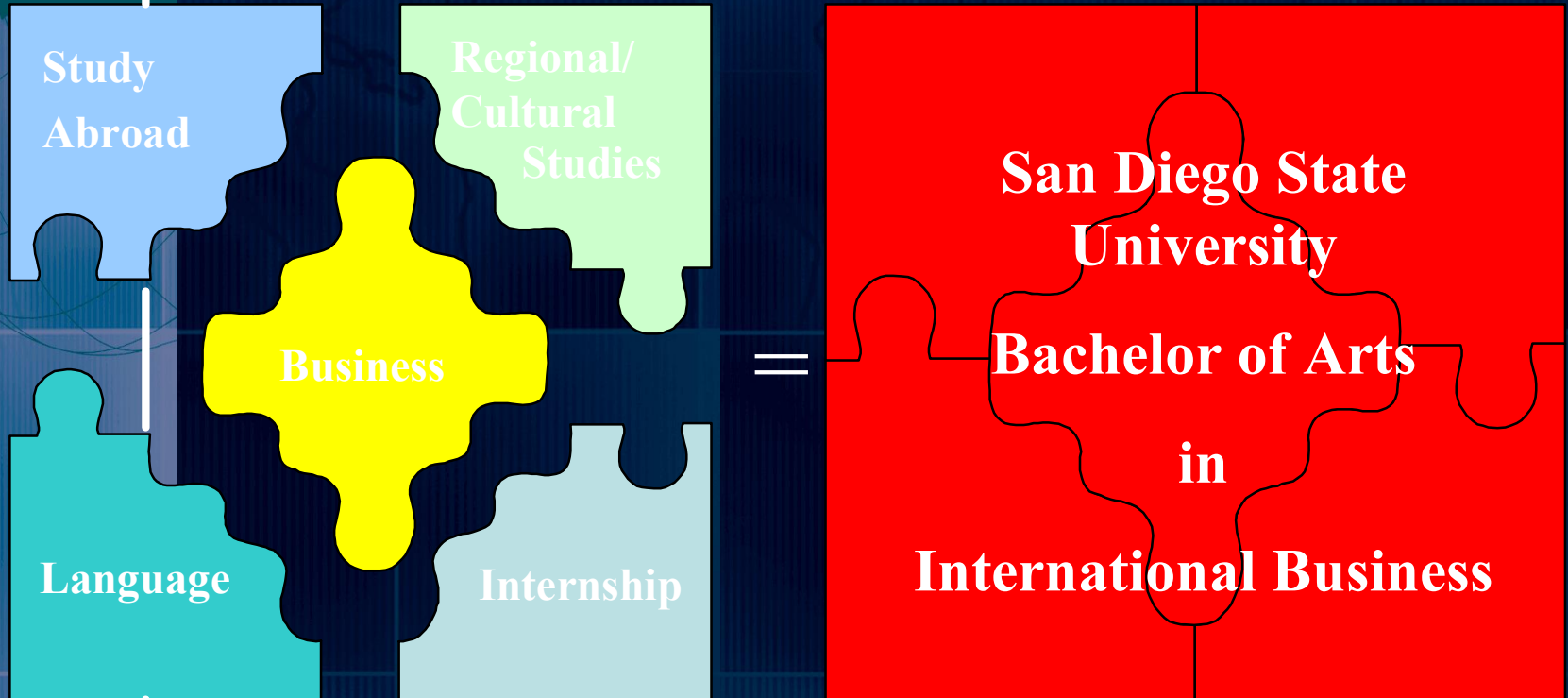


# ***San Diego State University's Undergraduate International Business Program***

- **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

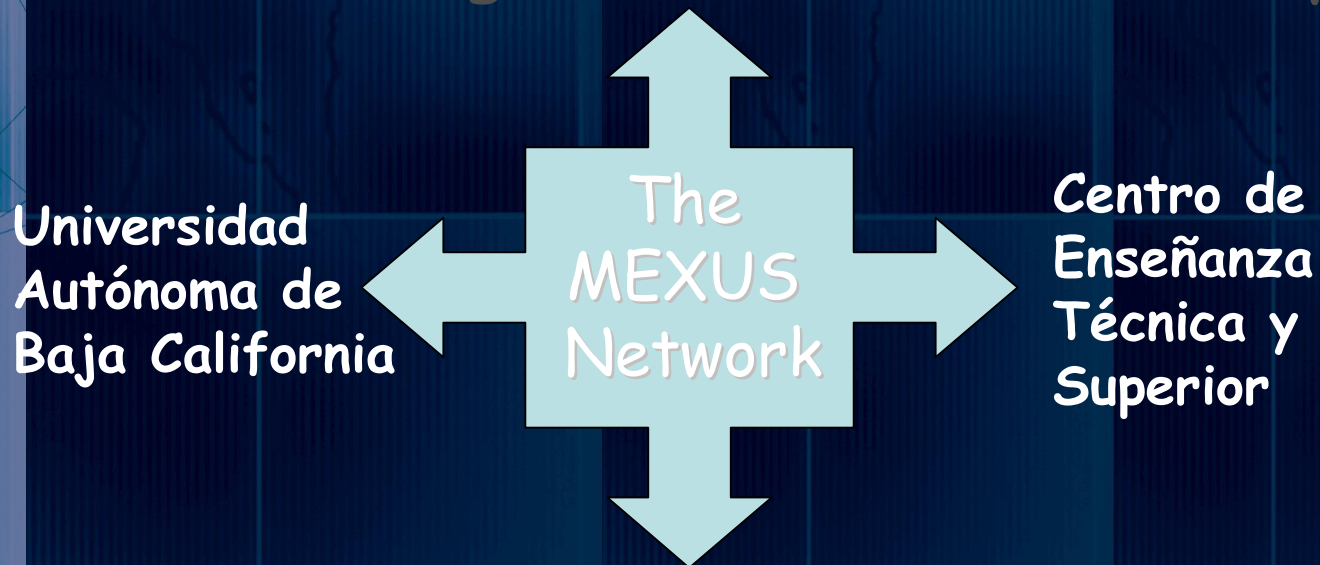
Spain

# The MEXUS Program

Preparing for Business without Borders

Two Countries ~ Two Years Abroad ~ Two Degrees

San Diego State University



Universidad  
Autónoma de  
Baja California

Centro de  
Enseñanza  
Técnica y  
Superior

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 21<sup>st</sup> 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.