



***Global Awareness Report:  
Setting Standards and Goals  
at Mesa College***

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- I. Internationalizing the curriculum
- II. Assessing global learning outcomes
- III. Request for global competency
- IV. Integrating global awareness at Mesa




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- vii. Global Studies Center
- viii. Strategic internationalization  
priority timeline




# ***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**



# ***I. Guiding Principles in Global Curriculum Development***

- 1. Each IHE [Institute of Higher Education] must design its curriculum according to its philosophy.**
- 2. Each IHE must have unanimity in its vision for global education.**
- 3. Being from a financially strapped IHE is no excuse for limited internationalization on campus.**



# ***I. Guiding Principles in Global Curriculum Development***

- 4. Foreign language study is at the heart of the global curriculum.**
- 5. All IHEs should require an “international experience” for graduation.**
- 6. The bolder & the more interdisciplinary the better.**
- 7. There’s significant funding to develop or strengthen global curriculum development.**



# ***Elements of Global Curriculum Development***

- 1. General education**
- 2. Foreign language study**
- 3. Course level development**
- 4. Certificate programs**
- 5. Study abroad programs**
- 6. International students & faculty on campus**
- 7. Faculty training**
- 8. Grant getting**

## *II. Assessing Global Learning Outcomes*

Planning for Global Learning Outcomes and Assessment:

- Outcome → →
- Performance indicators →
- Learning opportunities →
- Assessment method →
- Findings & improvement →
- Action taken →



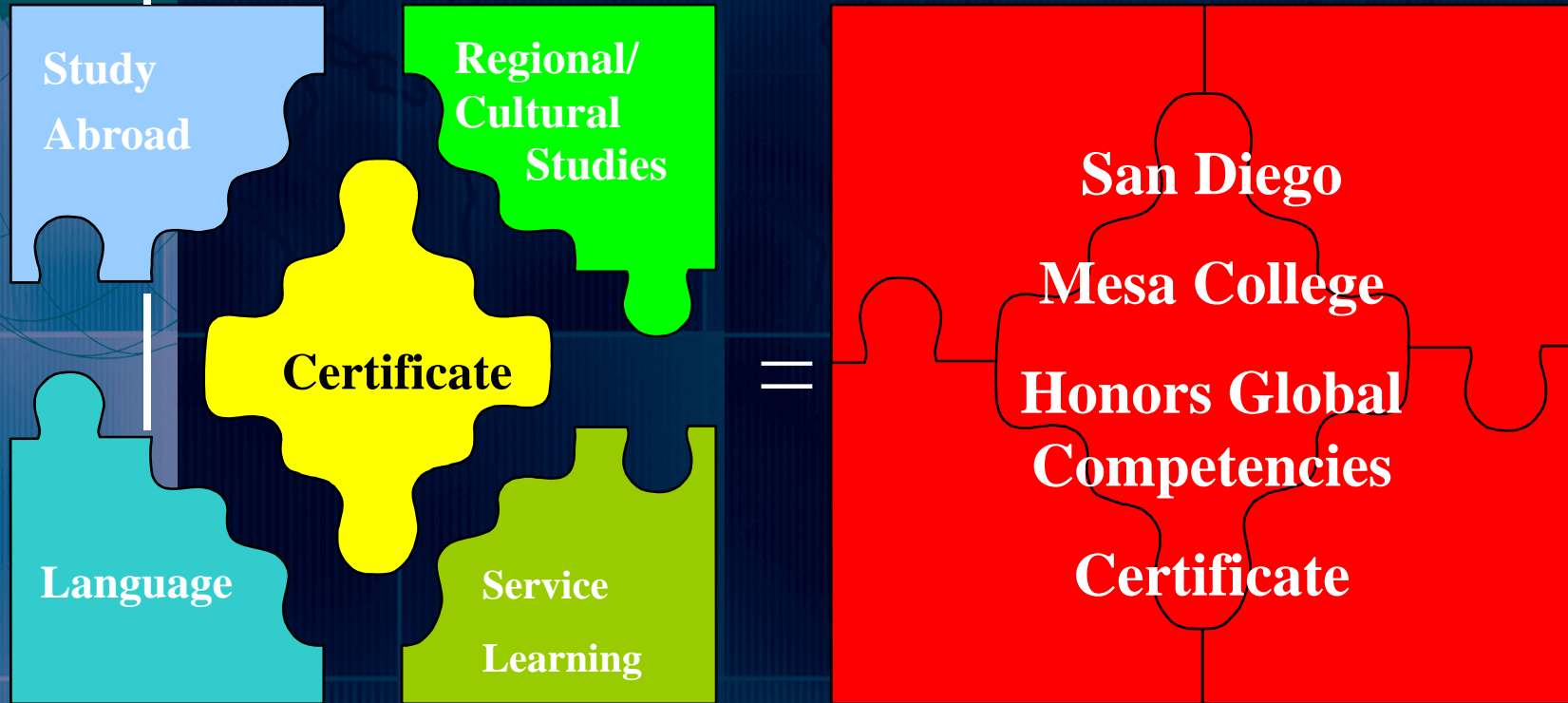


### ***III. Request for Global Competency (aka “The Deliverables”)***

- Academic training in the business, etc. practices of the target country
- Fluent foreign-language skills beyond the level of proficiency
- Knowledge of and sensitization to the target country’s cultural values and norms, as well as its political, linguistic, historical, and economic heritage
- Experience dealing effectively with ambiguity and resolving intercultural problems through everyday life encounters abroad.

# Global Competencies Certificate An Integrated Curriculum

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





# ***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)**



## *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)**



## ***IV. Integrating Global Awareness at Mesa***

### ➤ SERVICE LEARNING:

- Prof. L. Bingham “Students Helping Students”

### ➤ LEARNING COMMUNITIES:

- Prof. Jan Ellis – oversees programs that address cultural diversity

### ➤ HYBRIDIZATION:

- Prof. César López – photo digital archive
- Prof. Nancee Kesinger “Children in Crisis”
- Prof. A. Moctezuma – comm. partnerships



# *V. Creating Partnerships*

## ➤ UNIVERSITIES:

- SDSU's Provost Nancy Marlin suggested partnering with Honors
- SDSU's Dr. Steve Sacco, Co-Director of CIBER, invited the Langs. Dept. to write collaborative grant proposals

## ➤ BUSINESSES & OTHER AGENCIES



# ***VI. Study Abroad Programs***

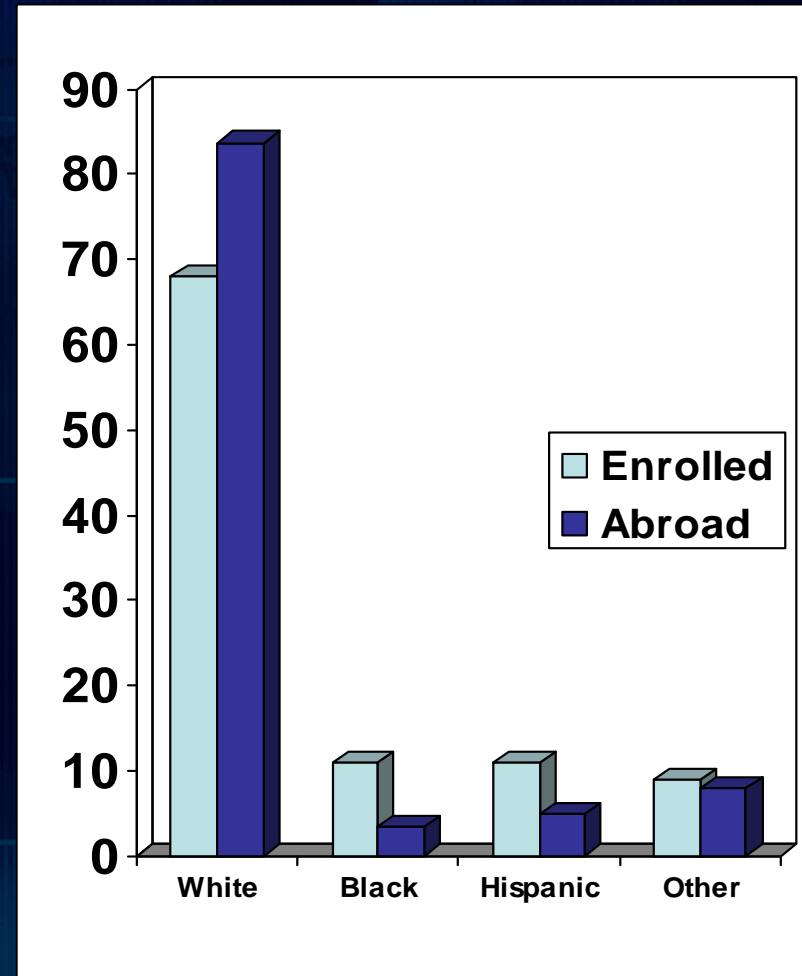
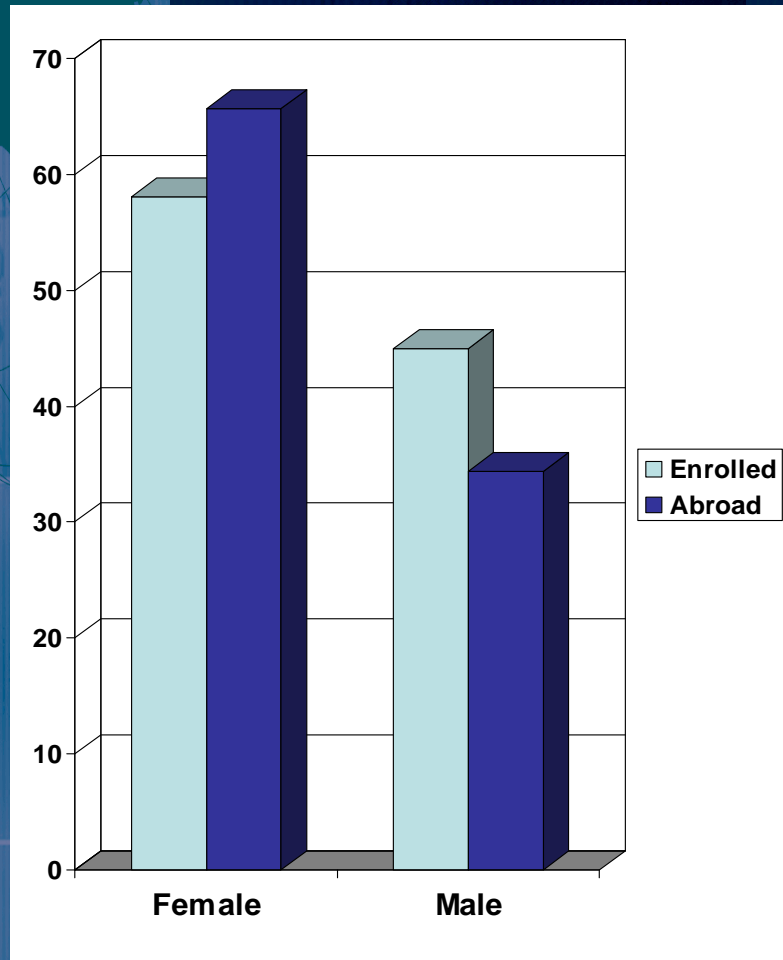
## **BASIC PRINCIPLES**

- **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

## Undergraduate Enrollment (2003-04)

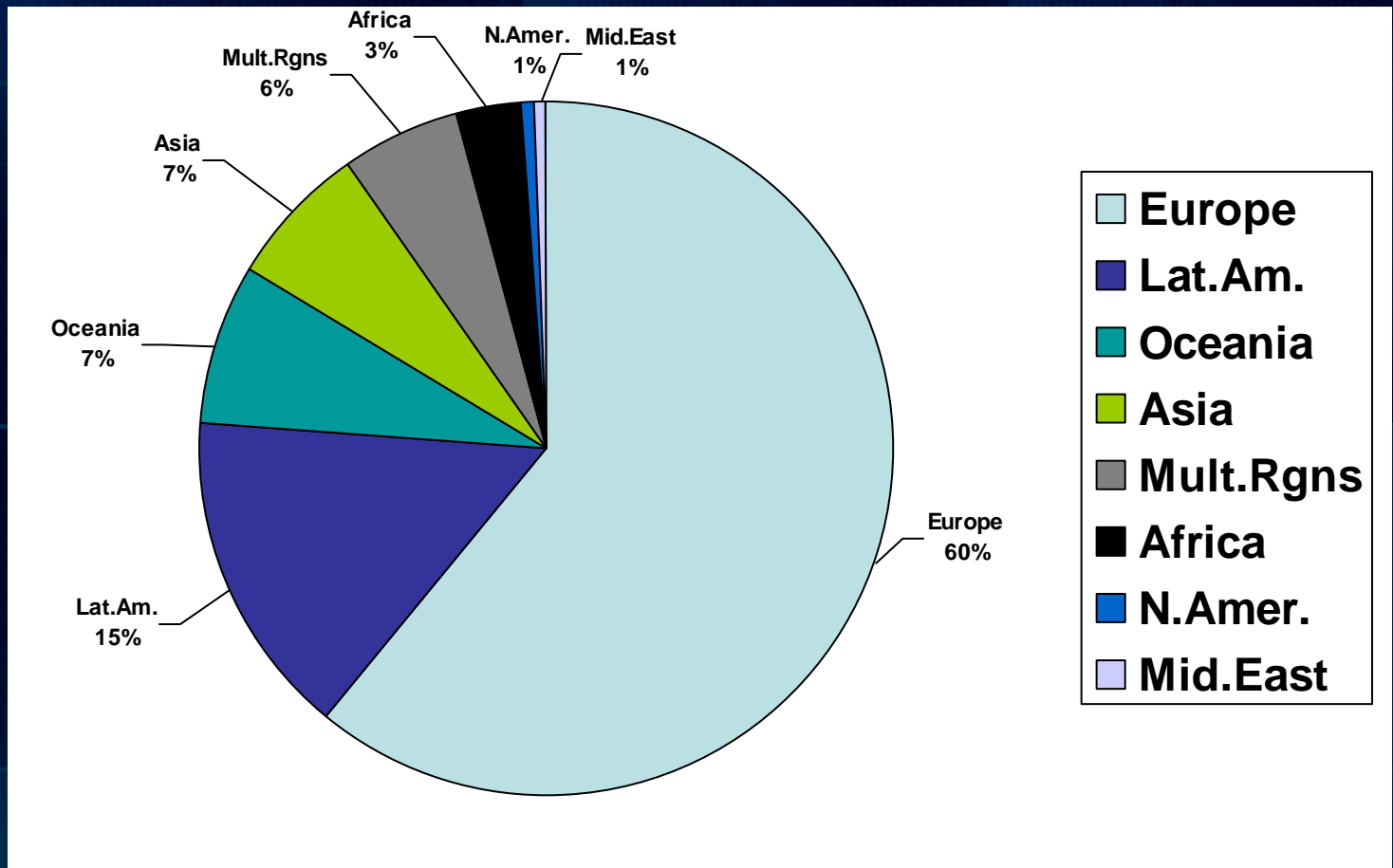
IIE, Open Doors Report 2005





# Study Abroad

Host Regions of U.S. Students Abroad, 2003-04  
IIE, Open Doors Report 2005





# *Internships & Practica*

## **Models**

- Northeastern U. coops
- SDSU's 250-hour experience
- U. of Dayton's Center for International Programs
- Arcadia U. Preview Programs



## *VII. Global Studies Center*

- *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.
  - Model: Arcadia U – Started with a budget for intlzn. at \$47K in 1992, to \$900K in 2001, to \$2.2M in 2005
- *The Andrew Heiskell Awards for Innovation in International Education (IIE)*
  - Study abroad
  - Outstanding faculty program
  - Internationalizing the campus



## ***VIII. Strategic Timeline – Immediate Plans***

Internationalization is a team effort.  
*Planning and commitment are vital.*

- Spring '07: Commit to starting a summer '08 study abroad program
- Fall '07: The Global Awareness Coordinator and Task Force would approach faculty at the various School Meetings, then go through the Shared Governance process to increase campus buy-in re. our efforts
- End of Fall '07: Report back to President's Cabinet on progress made