

International Education Committee Report to the Senate for 2014-2015

Submitted by Louise B. Williams, Chair
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2014-2015 was the first year of the International Education Committee.

I. Goals

The committee began by discussing its mission and goals. The committee agreed that the its goals were to enhance the international mission of CCSU in a number of ways, including:

- **Curriculum**
 - Courses
 - increase number of courses with international content
 - ensure that international courses are offered in all schools
 - Foreign Language requirement
 - work to strengthen it
 - Programs with international focus (ex. International and Area Studies Program)
 - strengthen them and ensure that all departments and schools are represented
- **Campus**
 - Faculty: advertise and increase number of faculty members with international
 - research and teaching
 - experience traveling and researching abroad
 - backgrounds, both full time & visiting
 - International Institutes, centers, & summer schools: coordinate and expand
 - International students:
 - increase number and improve experience
 - offer summer institutes at CCSU for foreign students
 - Extracurricular activities: increase number of
 - educational events: lectures, performances
 - social events with international themes
- **Students Abroad**
 - Study abroad:
 - increase number of students who take
 - courses abroad
 - semesters abroad
 - offer 2 week to 2 month summer institutes abroad
 - Travel abroad: offer travel opportunities to students
- **Community**
 - Community Outreach Study Tours: consider travel opportunities for alumni & the wider community

II. General Education “I” designation

The IEC considered one request for “I” designation for ME 340. The committee agreed that this course should be granted “I” designation. This was not approved by the Curriculum Committee. The IEC decided to review and clarify what it considered to be the criteria for granting “I” designation. The committee voted in its April 2015 meeting to approve the following criteria for approval of “I” designation and the following rubric for departments requesting such designation to submit to the committee before approval:

Criteria for I designation

[Approved by the International Education Committee, 14 April 2015]

Courses with the International Designation have both I.) key international elements, and II.) a sufficiently high level of internationalization.

I. International Elements

Because of the increasing global challenges and opportunities of the world today, CCSU has a General Education International requirement that is designed to help students accept the viewpoints of other nations, appreciate the interdependence of regions, and be able to communicate with people across international borders. CCSU also believes that international education is closely connected to domestic diversity education because understanding international differences helps better prepare students to engage in today’s multicultural society at home. In the end, international education prepares students to work effectively with racial, socio-economic, disciplinary, geographical, and cultural differences both locally and globally.

Therefore, a course that has the International designation has **two or more of** the following **seven** international elements. It

A. Increases students’ knowledge of

1. **Contemporary cultures:** the cultural values, traditions, beliefs, and customs of peoples of nations, countries, and regions other than the United States;
2. **Historical cultures:** the range of achievements and human conditions through time outside of the United States;
3. **Underlying structures:** the physical geography, demographics, environment, and political, economic, social, and technological structures of regions and countries outside the United States;
4. **Comparison:** The similarities and differences among international regions;
5. **Global interconnections:** the ways in which regions and countries exist not in isolation, but in relation to one another.

B. Teaches students’ skills of

6. **Intercultural communication.** For example, foreign languages, international professional practices;
7. **Interaction with international cultures.** For example, study abroad, cross-cultural collaboration.

II. Levels of Internationalization

Courses with an International designation do not merely have one international element or one unit that includes an international element. I designated courses have a.) international elements integrated throughout the course, or b.) the entire course has an international focus.

A. International elements are integrated throughout the course.

Examples:

- Contrasting the international orientation in aspects of business management (finance, marketing, law, etc.) with those in the US.
- Requiring students to consider an international viewpoint when completing assignments for different units of a course in education, law, engineering, sociology, or whatever courses you teach.
- Using situational research conducted in another country to address local problems in that country/region.

B. The entire course has an international focus.

Examples:

- World language courses.
- Courses on specific cultures and countries.
- World history, geography, health care, bio-environmental, manufacturing, sociology courses, *i.e.* classes whose main focus is to compare and contrast regions, cultures, issues, etc. of the world.
- Business courses taught with all assignments geared to policies and practices outside the US.

Rationale for International Designation

Course: _____

For a course to be considered for International designation, please provide an explanation of how or why it fits **two or more** of the elements or levels below.

| YES/NO | |
|------------|--|
| I. | <u>Elements</u> |
| | 1. Knowledge of Contemporary cultures : the cultural values, traditions, beliefs, and customs of peoples of nations, countries, and regions other than the United States; Why: |
| | 2.) Knowledge of Historical cultures : the range of achievements and human conditions through time outside of the United States; Why: |
| | 3.) Knowledge of Underlying structures : the physical geography, demographics, environment, and political, economic, social, and technological structures of regions and countries outside the United States; Why: |
| | 4.) Knowledge of Comparison : The similarities and differences among international regions; Why: |
| | 5.) Knowledge of Global interconnections : the ways in which regions and countries exist not in isolation, but in relation to one another; Why: |
| | 6.) Skills of intercultural communication [Ex. language, professional practices]; Why: |
| | 7.) Skills of interaction with international cultures . [Ex. study abroad, cross-cultural collaboration]. Why: |
| II. | <u>Level</u> |
| | a.) Integrated throughout course How: |
| | b.) Entire course is international How: |

III. Future plans

At the Committee's May 2015 meeting we will begin discussing on our next projects.

We will be working with the Center for International Education on improving student study abroad opportunities in a number of ways.

A. Articulation. The committee will help the CIE improve our articulation with foreign partner universities to make it easier for students to get approval for courses taken abroad to transfer in as CCSU equivalents. This should increase the number of students who take a semester abroad. This will include:

- a. asking Chairs of department and Deans of schools to create pre-approved transfer equivalents; and
- b. creating a database that is easily accessible to students and advisors.

B. Institutes abroad. The Committee will consider a report from the CIE about the possibility of establishing institutes at partner universities abroad to offer longer term (2 weeks to 2 month) summer programs abroad. These institutes may involve CCSU faculty and/or foreign faculty members. This will increase the opportunities for students to study abroad at foreign universities for a shorter period than a semester abroad. It will compliment, but not replace the shorter courses abroad lead by CCSU faculty members.

C. Dual Degree Programs. The committee will look into the possibility of creating new Dual Degree Programs at CCSU where CCSU student can complete part of their degrees abroad and foreign students can complete part of their degrees at CCSU. This should both enhance study abroad opportunities for our students and internationalize the CCSU campus with a larger foreign student population.