Written By: Richard R. Marcus, Co-Chair, IEC
Membership:

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<thead>
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<th>First Name</th>
<th>Title</th>
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<td>Mark</td>
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<td>Thomas</td>
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<td>Social Work</td>
<td>CHHS</td>
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<td>John (Zheng)</td>
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<td>Criminal Justice</td>
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<td>Serrano</td>
<td>Nhora</td>
<td>Assistant Professor</td>
<td>Comparative World Literature &amp; Classics</td>
<td>CLA</td>
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<td>Heloiza</td>
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<td>Keirn</td>
<td>Tim</td>
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<td>Flora</td>
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<td>Anglin</td>
<td>David</td>
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<td>Music</td>
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Co-Chair: Richard R. Marcus
Co-Chair: Mark Washburn
Vice-Chair: Leslie Kennedy
Recording Secretary: Heloiza Herscovitz (Fall), Anne Ambrose (Spring)

INTRODUCTION:

The International Education Committee (IEC) is an Academic Senate Standing Committee reporting to the Curriculum and Educational Policies Council (CEPC). Meetings are scheduled for the first Friday of every month 11:30-1:30.

Longstanding chair Richard Marcus was on sabbatical in Fall 2012. Mark Washburn and Richard Marcus served as co-Chairs with the former leading the IEC in the fall and the latter in the spring (with regular communication).

The 2012-13 year was characterized by the further consolidation of the structural changes implemented in 2010-11, including work effort by the sub-committees and ad-hoc working groups created at that time, governing the Incentive Awards for the Globalization of Instruction, and writing new policy both to bring CSULB in alignment with three Executive Orders on International Education from December 2012 and to bring out of date policy up to date with current CSULB and international education norms.

Fall 2012 was marked by pronounced uncertainty for the CSU as a whole, as the CSU budget was in question. The uncertainty of the environment had direct consequences within the IEC with members expressing dismay, low morale, and a feeling by some that there was pronounced department-level workload increase. Attendance and work effort waned. The committee met twice officially in the fall (September and November) and once unofficially (lacking quorum) in October. The IEC did not meet in December due to a lack of items requiring voting action. During the official meetings the AVP Jeet Joshee, Director of Education Abroad Sharon Olson, and Senior Director of CIE Nathan Jensen reported to the committee progress on the CIE’s strategic plan which they enacted over the summer, as well as the initiative to create a partnership through the IIE’s International Academic Partnership Program in Brazil, and the availability of Studio Abroad software to students. Uche Ugumeze presented the African Sub-Committee Mission and Charge, which was approved. The committee also approved two linkages, to the Zurich University of Applied Sciences and the

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<th>D'Zmura</th>
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<th>Professor</th>
<th>Theatre Arts</th>
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<td>Ambrose</td>
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<td>Editor/Writer</td>
<td>External Communications</td>
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<tr>
<td>Kennedy</td>
<td>Leslie</td>
<td>Dir. Instructional Tech. Support Sys.</td>
<td>Academic Technology Services</td>
<td>ATS</td>
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<tr>
<td><strong>VICE-CHAIR</strong></td>
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<tr>
<td>Gossage</td>
<td>Lily</td>
<td>Staff</td>
<td>Eng. Ed. Research Assoc.</td>
<td>COE</td>
</tr>
<tr>
<td>Bosch</td>
<td>Eileen</td>
<td>Senior Assistant Librarian</td>
<td>University Library</td>
<td>UL</td>
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The committee also approved two linkages, to the Zurich University of Applied Sciences and the
Shanghai International University. The committee enjoyed attendance from both IEC members and guests from the area sub-committees, including Uche Ugumeze and Pravina Cooper.

The CIE and international education administration underwent some transitions both in role definition and personnel, which continued throughout the year. At times this led to tensions in the Fall between faculty and administration with faculty expressing concern over a perceived opaque strategic plan creation, significant intervention into the writing of the Incentive Award call for proposals, and disappointment over the scope of the faculty mechanism in the long-awaited Studio Abroad software program intended to unite international education efforts. Concern over faculty role in the policy process was cited by committee members as making a significant impact on faculty participation in IEC mission and goals. The rise of tensions between faculty and administration is new to the IEC and efforts later in the year point to the hope that the calming of CIE and international education administration transitions will afford the opportunity to calm those concerns in the future.

**SUB-COMMITTEES AND ad-HOC WORKING GROUPS:**

2012-13 was the first year the IEC functioned with its revised membership roster. While still a relatively large committee, it was significantly smaller than in previous years having removing “at-large” membership and a great number of ex-officio positions that proved non-essential.

The ad-hoc working groups for 2011-12 were largely maintained including:

- Ad hoc working group for the curricula/collaborations
- Ad hoc working group for international students
- Ad hoc working group for grants

In the end of the 2011-12 year the Ad Hoc working group for curricula was changed to Curriculum and Policy, reflecting the design of the parent CEP Council.

The Grants ad-Hoc Working Group: The Grant’s Working Group comprised of David Anglin (chair), Lily Gossage, Anne D’Zmura, Shadi Saadeh, Charles Slater, and Mark Washburn. Broadly, the Grants WG intends to contribute to a process to create faculty managed resources bases for international education. In Fall 2012 the Grants ad-Hoc Working Group needed to reform its charge as circumstances had changed. Specifically, following meetings with former AVP for Research TC Yih the intent was to use the new CAYUSE grants program as a primary tool. However, changes in some of the functionality of CAYUSE changed in how it was constructed and implemented leaving this reliance impossible. Meeting with the new grants leadership in order to better understand the tools at hand, the ad-Hoc Working Group changed its charge in Fall 2012 to read as follows:

“The IEC Grants **working group** will identify, promote, and submit grant proposals with international dimension. It will focus on collection and organization of information on international grants. It will coordinate with CCPE, ORSP, CSULB Foundation, and other department offices to facilitate the successful application, award, and completion of projects with international dimension.”

First steps were taken towards using Cayuse effectively as it exists. Several members of the ad-Hoc Working Group completed Cayuse training, and made the training materials available online, along with
documentation from OSRP as part of an independent Working Group Beachboard community. There were 2011-12 efforts to create a database of faculty with international-education interest; these were put on hold pending the release of Studio Abroad which, it was originally thought, would have a faculty database clearinghouse as one of its functions. Some frustration was expressed by the ad-Hoc Working Group that this is not part of the software functionality. The creation of such a database was put on hold and for a new strategy to be created and executed in the 2013-14 AY. Instead, during the Spring 2013 term the Grants ad-Hoc working group identified and selected potential grant targets for application. The working group has identified several potential candidates, listing them on its community page and began communicating with potential participants. It also created a pdf form for communicating specifically international-related grant opportunities. The intent is to create a model for future interdisciplinary international grant award application. Pending confirmation of an open application deadline at NSF (which is unusual), the ad-Hoc Working Group intends to apply for the award in Fall 2013.

The Curriculum and Policy ad-Hoc Working Group: The CP ad-Hoc Working Group focused on two things in 2012-13, both largely in the Spring 13 term. First, it reviewed new protocols for the creation of a UNIV 301 capstone course that could be used as an umbrella for study abroad courses and prioritized the elements necessary for such an SCO. This was unanimously approved by the IEC membership by ratifying vote. Sharon Olson and Richard Marcus then wrote the draft SCO. It is expected that the SCO will go to GEGC and CEP in Fall 2013. Second, the CP ad-Hoc Working Group wrote a draft new policy: “Creation of Agreements for International Exchange, Credit-Bearing Programs Abroad, and Study Abroad Providers.” This policy intends to supersede Academic Senate Policy 05-09 on the Creation of Agreements for International Education Cooperation with Academic Institutions in Other Countries and Academic Senate Policy 74-07 Policies and Procedures for Study Tours, and aligns CSULB campus policy to Executive Orders 1080 and 1081 of December 6, 2012. The existing policies, it was universally felt, were woefully out of date and did not reflect the diverse funding streams or education abroad opportunities. The IEC approved the draft policy (attached herein) at the May 2013 meeting and it was forwarded to CEP Council for Fall 2013.

The International Students ad-Hoc Working Group: 2011-12 saw a lot of activity in this ad-Hoc Working Group but in the main they ended in false starts. The recruitment and advising of international students rests within the domain of the CIE and the AVP for International Education, not the IEC and there was clarification necessary about the role of the IEC. This was made complicated by the vacancies in the CIE in international students administration during that year. 2012-13 saw CIE hire a new International Students Director, Melissa Lyon. This paved the way to new and clarified communication. The mission of the working group is to create strategies for making better use of our international students in classes and co-curricular activities to the benefit of domestic students while creating a supportive home integrating international students better on campus. The group, led by chair, Elaine Bosch, met with Melissa and learned more about the international student enrollment and advising process for various types of foreign students—undergrad, graduate, short- and long-term. Melissa joined the April and May 2013 IEC meetings to grow her understanding of the IEC’s efforts. A number of proposals for activities were put forward for 2013-14 to help take advantage of international students on campus and further integrate them into CSULB life to their benefit and the benefit of California students.

One of the primary goals of the ad-Hoc Working Group is to help international students better integrate into CSULB academically and socially. Student representative Karen Estrella pointed out that international students may have their own orientation through CIE but do not take part in the general
Informal discussion with international students and select department advisors led to the conclusion that some faculty are uncertain of how to advise foreign students on how their CSULB classes fit into their degree program, or how to help them feel welcome and participate in class. The group came to three short term and three long term goals.

Short Term:
1. Collaborate with CIE to improve the international student experience on campus
   a. Explore ideas on how faculty and staff could assist CIE with hosting social events for students i.e., special holiday events
   b. Help advertise and increase cross-cultural events on campus to foster exchange opportunities between the different organizations
   c. Investigate the idea of creating a faculty-student mentoring program
2. Partner with CIE to promote their newly created International Education Event Calendar
   a. Share this resource with faculty and staff interested in promoting workshops and events tailored to international students could be easily uploaded into this calendar
3. Collaborate with CIE to increase faculty participation with the International Student Association
   a. Work with CIE to assign a liaison from this group to serve as a co-advisor together with the Director for International Student Services to improve communication and sharing of information

Long Term:
1. Collaborate with CIE to further the internationalization of the curriculum for international students
   a. Work together with CIE to identify which courses could benefit from attending some of the international events organized by CIE to promote the exchange of international/global information, perspectives, and experiences
   b. Explore how some of these events could be integrated in course syllabi
   c. Investigate ways on how to create incentives to engage students to attend targeted events
2. Partner with CIE to develop some guidelines on how this Ad Hoc Working Group could better serve CIE in involving faculty, staff, and students
   a. Create a systematic mechanism
3. Collaborate with CIE to cultivate international students as alumni

The CIE increased its international student advising substantially in 2012-13 opening the door to improvements. The Group forwarded a recommendation that this new CIE effort be met with complementary efforts within the academic colleges. This mirrored findings of the 2010 Provost International Education Task Force report. The Global Studies Institute and AVP Lynn Mahoney will take up this question in Fall 2013.

Education Abroad Sub-Committee: The Education Abroad Sub-Committee restructured its mission and charge in 2011-12 making 2012-13 its first year with its new charge. The intent was to consolidate activities of the Sub-Committee and the Liaison working group. In the main the first year was successful with five proposals for international partnership agreements reviewed and forwarded to the IEC for vote. The primary job of the Sub-Committee in this review is to consider the scope of the proposed agreement, the fit to and support from constituent groups, potential costs to the university, and the depth and breadth of faculty/department support. The Director of Education Abroad, Sharon Olson, formulated a questionnaire to accompany proposals that illuminated these questions. While further
tightening is necessary, particularly in light of the changes to process recommended by the Education and Policy Working Group, the Sub-Committee performed its tasks well. It was late in reviewing faculty for the London Semester, determining a call and process, etc. but this is because there was a delay in knowing whether there would be funding, not the actions of the Sub-Committee.

**Africa Sub-Committee:** The IEC has a Sub-Committee for each region of the world. However, communication between those sub-Committees and the IEC has been poor and some committees have been essentially defunct. Starting in late January 2012 the IEC chair began exploring ways of re-invigorating the Africa Sub-Committee, discussing with active African/Africanist scholars on campus. Uche Ugwueze of Africana Studies agreed to spearhead this effort. She came to two IEC meetings where the IEC as a whole brainstormed with her on strategies. She reconstituted a Sub-Committee, had two meetings in Spring 2012, created a group to lead two efforts in 2012-13, and wrote a draft new mission and charge. In 2012-13 the Sub-Committee intends to hold these two events (the first in years for this Sub-Committee), approve the mission and charge within the IEC, and create an elections mechanism.

**East Asia Sub-Committee:** This is one of the most active Sub-Committees of the IEC with events throughout the year. However, there is little communication between the Sub-Committee and the IEC. The Chair of the EAS was invited to the March meeting of the IEC where she reported back on the EAS efforts and gave recommendations both for ensuring future communication and support and to the Africa Sub-Committee for its re-invigoration.

**Russia and Central Asia Sub-Committee:** This Sub-Committee has been defunct for so long that no one knows how it was originally designed. Under the leadership of Dmitrii Sderov, an IEC member, the Sub-Committee began a process of redesigning itself.

A permanent mechanism was voted unanimously on by the IEC at the March meeting to ensure that there is report-back one time per semester from each Sub-Committee.

**Incentive Award for Globalizing Instruction 2011-12 Results**

In 2011-12 funds from the AVP for International created an Incentive Award for Globalizing Instruction. The guidelines of that award were largely designed by a combination of the curriculum group, the IEC Chair, and the AVP for International Education. A different group of volunteers from the IEC membership formed a review group. The Chair of the IEC served as point of contact for enquiries about the award but did not serve on the award review group. The IEC membership voted unanimously at the May 2012 meeting to approve the awards as recommended by the review group.

One of the requirements of the award was that a brief report be submitted upon completion of the work effort. Find reports attached in addenda. The IEC discussed the reports at the April 2013 meeting. In the main the committee was concerned with the outcomes of the investment. The call produced surprisingly few applicants and the resultant match to the original call was not always on target. There was discussion about the nature of the call. It was agreed that the dissemination was sufficient as it was sent via the Provost’s Weekly Message, twice via the International Education Listserv (with ~300 members), and posted on the International Education website. There was further discussion about the nature of the call and how it was written. To the positive, the global learning outcomes were consistently clear and the projects taken in themselves were largely successful and interesting.
Incentive Award for Globalizing Instruction 2012-13

A new incentive award program was released for 2012-13. The Call was announced in a Provost’s Weekly Message on December 7th, via the International Education List-Serv (about 300 participants), and through the CLA and other college-level fora. Once again the guidelines of that award were largely designed by a combination of the curriculum group, the IEC Chair, and the AVP for International Education. A different group of volunteers from the IEC membership formed a review group chaired by IEC member Nhora Serrano. The Chair of the IEC served as point of contact for enquiries about the award but did not serve on the award review group. The IEC membership voted unanimously at the May 2013 meeting to approve the awards as recommended by the review group. The funds for this award were supported by the office of the AVP for International Education and therefore were limited to $15,000 in total disbursements. The awardees are once again required to report back in Spring 2014.

At the May 2013 meeting of the IEC there was concern expressed that the number of applicants remained very low despite increased efforts over the following year. An informal recommendation followed that the Awards group needs to work with the AVP for International Education to rethink the design of the call and award. The awards were as follows:

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<tr>
<td>Veronica Acosta-Deprez</td>
<td>• Veronica Acosta-Deprez, PhD. Dept. of Health Sciences, CSULB&lt;br&gt;• Erlyana Erlyana, MD, Phd, Dept of Health Care Admin., CSULB</td>
<td>Interdisciplinary Pathways for Global Health: Connection, Collaboration, and Innovation</td>
<td>$1,600.00</td>
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<td>Shuhua An</td>
<td>• Shuhua An, Teacher Education, College of Education</td>
<td>Develop Global Perspectives in Math Teaching</td>
<td>$1,000.00</td>
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<td>Anne D’Zmura</td>
<td>(COTA) Theatre Arts Dept. Faculty members:&lt;br&gt;• Anne D’Zmura&lt;br&gt;• David Jacques</td>
<td>Theatre Arts Showcase Course: International Integration</td>
<td>$2,500.00</td>
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</table>
| (818) 434-7475 | • Danila Korogodsky  
• Anna Steers  
• Ezra Lebank |  
| —— | —— |  
| Dr. Lesley Farmer  
Lesley.Farmer@csulb.edu  
(562) 985-4509 | • Dr. Lesley Farmer, Dept. of ASEC, College of Education  
A Course on International and Comparative School Librarianship | $950.00  
| —— | —— |  
| Lisa Grobar  
Lisa.grobar@csulb.edu  
(562) 985-1652 | • Lisa Grobar, Dept. of Economics  
Adapting and Teaching I/ST 100 (Global Citizenship) for study abroad class in Cuenca, Ecuador in Winter Session 2014 | $1,050.00  
| —— | —— |  
| Yu Ji  
Yi.Ji@csulb.edu  
(562) 985-1806 | • Yu Ji, School of Art, the College of the Arts, CSULB  
Art Exhibitions of Study Abroad Experiences | $850.00  
| —— | —— |  
| Eriko Maeda  
emaeda@csulb.edu  
(562) 221-0568 | • Dr. Eriko Maeda, Communication Studies, Liberal Arts  
Creating a Student Abroad Option in Japan for an Undergraduate Intercultural Communications Course in the Department of Communication Studies | $1,500.00  
| —— | —— |  
| Nilufer P. Medora  
Medora@csulb.edu  
(562) 985-4488 | • Dr. Nilufer P. Medora, Dept. of Family & Consumer Sciences, CSULB  
Jason King, Sr. Lecturer, Dept. of Maori Studies, Auckland University of Technology, New Zealand  
Children and Families in the Community: A Comparative Study Between New Zealand and the United States | $2,850.00  
| —— | —— |  
| Dr. Elhami Nasr  
enasr@csulb.edu  
(562) 985-1591  
(909) 331-2173 cell | • Dr. Elhami Nasr, Dept. of Civil Engineering & Construction Engineering Management, COE, CSULB  
• Dr. Amr Ibrahim, College of Engineering, American University, Cairo (AUC)  
Collaborative efforts between CSULB and AUC to utilize existing course (CEM443-Design-Build / Integrated project Delivery) in providing interdisciplinary learning opportunities and experience for National and International students to meet today's industry standards and expectations. | $1,500.00  
| —— | —— |  
| Karen Quintiliani  
Karen.quintiliani@csulb.edu  
(562) 985-1301 | • Karen Quintiliani, Dept. of Anthropology, College of Liberal Arts, CSULB  
Planning and implementing an ethnographic field school in Cambodia through a partnership with the local Cambodian community and the NGO teach Cambodia: Encounters, Identities, and Connectivity in applied anthropological approaches | $1,200.00  

**Reporting Efforts and Inputs**

The AVP for International Education presented a Strategic Plan for International Education at the October meeting. This contained elements from the units in the College of Continuing and Professional
Education (Center for International Education, American Language Institute, and the International Training Programs) and the Global Studies Institute (housed in the College of Liberal Arts). The ACIP Representative (Richard Marcus) gave regular updates on the activities of the CSU Academic Council on International Programs. The IEC gave feedback for Dr. Marcus to bring to the ACIP. There was a search for a new Associate Dean/Executive Director of the CIE. Reports were given at each meeting (in the Fall by Jeet Joshee and in the Spring by Richard Marcus). Terrence Graham was hired. There was also a search for a new Associate Director of CSU International Programs. Richard Marcus reported back on that design and progress. Eva Diaz was hired. The Global Studies Institute reported back at the February, April, and May meetings. There was significant effort by the new chair of the Africa Subcommittee, Uche Ugueze, who reported back to the IEC informally and the IEC chair shared with the IEC throughout the Spring.

**Elections:**

Elections for officers were held at the May meeting. The co-Chair, Mark Washburn (Business), saw his term on the committee expiring and elected not to run again for a seat on the committee. The Chair, Richard Marcus (Liberal Arts), announced that he will step down from the position of chair but remain on the committee to serve in other capacities. There was a significant conundrum in that the IEC is required as a Senate committee to hold elections but it did not yet have the new roster for the 2013-14 AY in advance of the last meeting of the year. Elections could not, therefore, be valid. The Steering Group of the IEC recommended that provisional elections be held to ensure leadership throughout the summer and to begin a transition process with new elections held to be held at the first meeting of the Fall term. Since the Chair, Richard Marcus, was not standing in the elections he served as organizer of them. The Committee elected Nhora Serrano as Chair, Nilufer Medora as Vice-Chair, Anne Ambrose as Recording Secretary, and Shadi Sadaadeh was elected as At-Large to the Steering Group. Shortly after it was learned that Nilufer Medora was not reappointed to the committee so her Vice Chair position as vacated pending the Fall 2013 elections.
Appendix A: Call for the Incentive Award for Globalizing Instruction 2011-12

CALIFORNIA STATE UNIVERSITY LONG BEACH
International Education Committee and the Center for International Education

INCENTIVE AWARDS TO GLOBALIZE INSTRUCTIONAL METHODOLOGY – 2013-2014

CALL FOR PROPOSALS

The International Education Committee and the Center for International Education invite all full-time faculty (Lecturers, Tenure-Track, Tenured) to submit proposals for internationally related projects that represent innovations in instruction.

The Office of Academic Affairs has allocated a total of $15,000 to encourage new or modified methods of course delivery of existing courses. A wide range of proposed instructional approaches, both at the undergraduate and graduate levels, are eligible. Larger awards will be available for collaborative projects within or among departments and colleges. The selection of proposals shall be conducted by the CSULB International Education Committee; all decisions will be final. Proposals shall be evaluated on their merit, per the criteria below, but all things being equal, preference shall be given to proposals that involve and directly benefit 20 or more students.

Selection Criteria

- Depth, quality, and uniqueness of the proposed instructional methodology;
- Clarity and specificity in addressing the applicable points of the Proposal Description (below);
- Plausibility of students’ increased level of global competencies;
- Extent to which the proposed instructional methodologies are replicable and sustainable;
- Degree to which the proposal encourages collaboration of global, international, and comparative perspectives across colleges, departments, and disciplines;
- Budget Justification of any specific funding amount (e.g., the purchase of instructional materials that are not otherwise available through the University Library or Office of Instructional Technology Support Services.

Examples of Eligible Proposals

- Integration of interactive virtual classroom technologies, such as Collaborate, Polycom, that allow CSULB students to interact in ‘real time’ with their counterparts in other world regions by participating in joint projects; (If purchases such as headphones, microphones, etc. for local use or for overseas partner institutions are necessary, a separate budget must be included.);
- Faculty-led existing course taught in an overseas setting:
Semester-long projects in which CSULB domestic students are partnered with CSULB international students;

A long-range plan for an institutional arrangement with colleagues at overseas institutions that will provide ongoing partnerships to serve future classes and additional participating faculty.

Applicants are invited to complete the Proposal Form (below) and, if appropriate, attach the course syllabus. In the syllabus, please explain, in detail, the instructional innovations and highlight them in bold print. By Monday, March 11, 2013, submit the proposal to Teri Jablonski, College of Continuing & Prof. Educ., via e-mail: <Teri.Jablonski@csulb>

The proposed course modifications must be initiated or implemented during the 2013-14 academic year. Within 90 days of the conclusion of the project, a one-page evaluation report that summarizes the outcome of the instructional modification must be submitted to Dr. Richard Marcus, Chair of the International Education Committee (IEC): rmarcus@csulb.edu. The announcement of the awardees shall be made by May 15, 2013. In case of questions, contact Dr. Richard Marcus at <rmarcus@csulb.edu>.

CALIFORNIA STATE UNIVERSITY LONG BEACH
GLOBALIZATION OF INSTRUCTIONAL METHODOLOGY – 2013-2014

PROPOSAL FORM

Title of Proposed Project:

Name(s) of Applicant(s) and department(s)/college(s)/universities:

Contact person (primary applicant):

E-mail address:                     Telephone #:
________________________________________

Description Format (two-page limit) Please respond to all items below, as appropriate.

1. Clear and concise explanation of the proposed instructional approach, including instructional objectives and student learning outcomes

2. Significance of the proposed instructional arrangement, with projections as to the benefit to students. Also, indicate the expected number of CSULB students involved (and, if appropriate, students in overseas institutions) that the project will serve.
3. Extent to which the proposed methodologies may be replicable and sustainable by department(s)/college(s)/faculty

4. Timeline regarding the planning of the proposed course modifications (especially in the case of other campuses being involved); OR an attached revised syllabus highlighting the instructional changes

5. Itemized projected expenses, with total amount requested, including justification. Please note if there will be any matching or additional funds from the department or another source.

If a timeline is not included (item #4 above), attach a revised Course Syllabus: In the syllabus, please explain, in detail, the instructional innovations and highlight those portions in bold print.

If the award is granted, I agree to submit a one-page evaluation report that summarizes the outcome of the modified course, within 90 days of its conclusion, to Dr. Richard Marcus, Chair of the International Education Committee (IEC) <rmarcus@csulb.edu>

______________________________________________________

Signature of Applicant                      Date

By March 11, 2013, submit the completed Proposal Form and the two-page Description—and, if appropriate, the revised course syllabus to: Teri Jablonski, College of Continuing & Prof. Educ. via email: <Teri.Jablonski@csulb>
Appendix B: Mission and Charge of the Education Abroad Sub-Committee

CSULB EDUCATION ABROAD SUBCOMMITTEE

ORGANIZATIONAL STATEMENT

Mission

The Education Abroad Subcommittee of the International Education Committee (IEC) supports the mission of the IEC by assuming specific tasks regarding education abroad policy, foreign university linkages and campus-specific education abroad options. The Subcommittee also supports the work of the Center for International Education by promoting study abroad programs.

Charge: The duties of the Education Abroad Subcommittee shall include, but not be limited to, the following:

• Reviewing policy documents regarding Education Abroad and making recommendations to the IEC.
• Reviewing proposed bilateral exchange linkages with institutions of higher education from other countries, and serving as a recommending body to the International Education Committee regarding the creation of exchange agreements with these institutions.
• Submitting an annual report of the committee’s activities to the Chair of the IEC.

Membership Structure

• Senior Director, Center for International Education (CIE)
• Director, Education Abroad (CIE)
• Director, International Student Services
• One (1) tenured or tenure track or lecturer faculty members from each College, two (2) from the College of Liberal Arts, and up to two (2) additional faculty or staff members for at-large positions, as recommended the Education Abroad Subcommittee and approved by the International Education Committee (IEC)

Staggered terms of membership shall be three years, with eligibility for reappointment.

Governance

The Committee shall annually elect a Chair and Recorder.
Appendix C: Reports from the Incentive Award for Globalizing Instruction 2011-12
Title: Art and Social Action in Cambodia: A Study-Abroad Student-led Participatory Action Research Model in the Arts

Allocated time for this project May 28, 2012 – January 25th, 2013

Two Steps:

1) Art and Social Action in Cambodia

May 28th - June 15th, 2012 (Phnom Penh, Cambodia)

2) Three Reflection Meetings with CSULB Students (CSULB Campus)

-June 29, 2012
-September 28th, 2012
-January 25th, 2013

Art and Social Action in Cambodia is an internationally tested, cross cultural art curricular model designed to foster social advocacy and multicultural sensitivity in university students, and provide individuals, particularly disenfranchised youth, with positive life alternatives and heightened self-esteem.

“Art and Social Action in Cambodia IX” took place last summer May 28th to June 15th, 2012. The curriculum for Art and Social Action in Cambodia was modified in order to provide a richer experience to university students and Cambodian Youth. Art and Social Action in Cambodia continued to be a full-immersion international service-learning course. The significant difference is the integration of a required student-led participatory action research to the service-learning component.

This program involved the selection of ten high school Cambodian youth from Meta Karuna (a non-governmental organization for undeserved Cambodian youth) and ten university students from Pannassastra University of Cambodia (PUC) who joined the eleven CSULB participating students. All these three groups of students were divided equally into six heterogeneous research-working groups and placed in six different NGO sites for impoverished Cambodian children.
Meta Karuna youth, PUC students and CSULB students participated in a one-day training program on youth-led participatory action research where they learned basic research methods and how to collect and analyze data from interviews, observations and portfolio reviews (art works produced by the children). These students also participated in a workshop where they were introduced to basic art processes and techniques in order to design and implement art projects among underserved children in Cambodian NGOs. These art projects utilize the arts as an important venue for the introduction of concepts related to civic engagement, leadership skills, teamwork, and conflict resolution. Their data collection and analysis took place during their daily experience with these children.

Meta-Karuna Youth, PUC and CSULB students had by-weekly reflection meetings under my supervision in order share the data collected, reflect on the experience and decide if changes had to be made in the projects.

In the third week, I introduced CSULB students to Richard Keily’s theory on the six types of transformation students experience during international social justice service learning experiences (Political, Moral, Intellectual, Cultural, Personal, and Spiritual Transformations). (Kiely, 2004)

By the end of the third week, university and high school students prepared final individual reflection papers based on their findings as well as an art show displaying all the artworks produced by the children.

CSULB students agreed to meet three more times for reflection meetings after their return in order to reflect on how the Cambodian experience triggered any of the six types of transformations in their lives (Kiely, 2004). In order of importance, Moral, Political, Cultural and Personal Transformations were the ones mostly addressed by students.

Outcomes:

During this experience, I was able to witness that students’ transformations will be significantly more effective and powerful when they take leading research roles in assessing the outcomes of the service experience as well as assessing themselves.

Meta Karuna high school students, now “Youth Ambassadors”, will continue going to the same NGOs throughout the year. These youth ambassadors will become multipliers by working with new Meta
Karuna youth and allowing the project to be stable. PUC Students agreed to supervise and overview the projects at the same NGOs.

“Art and Social Action in Cambodia X” will take place in the winter session of 2014. My main goal is to utilize youth-led participatory action research as a model to truly engage university and high school students as global human rights advocates in the arts.

Through the IEC award for 2011-12 ($1,500), we created a joint assignment among three University courses: one taught by Dr. Adams in the MA option in educational technology, one taught by Dr. Slater in the Ed. D program, and one taught in Costa Rica (by Susana Murillo) for MA students at UNA concerning the role of culture in learning to teach English. The three graduate classes formed teams to create virtual tours regarding their cultures and communities. They also used wikis to analyze and reflect about these artifacts from the perspectives of three different university courses.

The project was quite successful. Our accomplishments included the following:

- We planned the joint assignment through a series of online meetings, usually every 2-4 weeks. We also traveled to Costa Rica for face-to-face meetings with faculty. We also met with administrators at UNA who were highly supportive of our collaborations and expressed interested in expanding our work together.
- We had a conference paper based on the project accepted at the major international organization concerned with teacher education and technology, the Society for Information Technology and Teacher Education (Adams, Murillo, Rojas & Slater, 2012). See Appendix 1 for an abstract.
- We gave electronic presentations to UNA via Blackboard Collaborate.
- In October, 2011, we gave a keynote presentation at a conference at UNA for Costa Rican teachers (Adams & Slater, 2011).

In addition, our project led to the two of us being invited to UNA in June, 2012 for further presentations and planning. Our activities were featured on the web site of the College of Education (see Appendix 2).

References
Appendix 1: Abstract of Presentation

Using Technology to Promote Intercultural Learning among Three Graduate Classes in Costa Rica and California


http://www.aace.org/conf/site

Society for Information Technology & Teacher Education International Conference (SITE) 2012
Austin, Texas, USA
March 5, 2012
ISBN 1-880094-92-4
Paul Resta
AACE

Authors
Stephen Adams, California State University, Long Beach, USA; Susana Murillo, Fabian Rojas, Universidad Nacional, Costa Rica; Charles Slater, California State University, Long Beach, USA

Abstract
We present an innovative model that we have designed to engage education graduate students, in Costa Rica and California, in intercultural learning. At the core of the model is a joint assignment involving three graduate classes in education that form teams to create virtual tours regarding their cultures and communities. The teams use wikis to analyze and reflect about these artifacts from the perspectives of three different university courses. Two of the courses are based at a California university, and concern (1) organizational culture and community engagement and (2) leadership in educational technology. A third course, based in Costa Rica, concerns the role of culture in teaching English as a Foreign Language. This presentation gives a brief overview of the theoretical context, describes the instructional design, presents highlights of student projects, and gives recommendations for faculty who may wish to conduct related international projects to promote intercultural learning.

Appendix 2: Report of Project on Web Site of CSULB College of Education

http://www.ced.csulb.edu/edpac/academic/leadership/ced-faculty-students-and-asec-clickers-travel-universidad-nacional-de-cost
**CED Faculty, Students, and ASEC “Clickers” Travel to the Universidad Nacional de Costa Rica**

Dr. Stephen Adams, Dr. Charles Slater, and two Ed. D and students, Alma Castro and Steve Ortiz, gave presentations in Costa Rica during a visit to the country June 24-July 2. The visit included meetings with faculty and students at two campuses of Costa Rica’s Universidad Nacional (UNA) in Heredia and Nicoya. The visit grew out of an exchange that began last year with the support of CSULB’s International Education Committee. In October, 2012, Drs. Slater and Adams traveled to UNA to attend a conference and give a presentation on leadership and technology.

In the spring of 2012, Drs. Slater and Adams worked with two faculty and UNA, Susana Murillo and Fabian Rojas, to create a joint assignment among two classes at CSULB and one class at UNA. Students in these classes created virtual tours of their schools and communities, and they used wikis to discuss issues related to culture and leadership. In March, these CSULB and UNA faculty presented this innovative project at an international conference concerned with teacher education and technology, the Society for Information Technology and Teacher Education.

In the most recent visit, Dr. Adams conducted two workshops for faculty on technology in higher education. The workshops discussed how a variety of technologies (e.g. student response systems, or “clickers,” videoconferencing, and virtual worlds) can support collaboration. Dr. Slater gave three presentations on leadership in education, including serving as the featured speaker for a new Costa Rican conference on leadership. Alma Castro and Steve Ortiz each gave presentations related to their doctoral work in the Ed. D. program.
A Novel Approach to Expose Students to Current International Issues in Civil Engineering and Construction Engineering Management

REPORT OF WORK ACCOMPLISHED

The present proposal was aimed at exposing civil engineering and construction engineering management students at CSULB to current international issues in engineering and construction practices. An international component was included in CE 101 “Introduction to Civil Engineering and Construction Engineering Management”, an introductory course at the undergraduate lower division level, and CE 696 “Research Methods”, a graduate level class. The CE 101 course is a mandatory course for all civil engineering and construction engineering management students, including transfer students, to introduce students to the civil and construction engineering field. As part of the requirements of the course, students work in teams on a term paper and a presentation that focuses on a major engineering project either in the United States or abroad. The graduate CE 696 course focuses on the development of a research proposal to address a specific engineering problem in the area of interest of each student.

The strategies implemented during the Spring semester 2012 to increase awareness of international issues in engineering were the following:

CE 101

The topic for the student term paper involved a comparative assessment of engineering and construction practices between two similar engineering projects or processes, one in the United States and the other in a foreign country.
- Topics assigned included:
  1. Golden Gate Bridge (USA) and Millau Viaduct (France)
  2. Roman Aqueducts (Europe) and Los Angeles Aqueduct (USA)
  3. Boston Big Dig (USA) and Channel Tunnel (England-France)
  4. Hoover Dam (USA) and Three Gorges Dam (China)
  5. Dutch mills (The Netherlands) and wind mills (USA and around the world)
  6. World Trade Center Twin Towers (USA) and the Petronas Twin Towers (Malaysia)
  7. Panama Canal (Panama-US built) and Suez Canal (Egypt)

Student teams were asked to describe the technical features of the two assigned projects and to discuss the similarities and the differences together with the strategies implemented in the USA and abroad to solve the challenges posed by each project. In addition, the teams discussed the impact that the project had on society, economics and the environment of the pertinent countries.

Each student team in CE 101 was mentored by two graduate students from CE 696, one international student and one domestic student. The international student provided mentoring on the foreign project and on the issues that engineers in the foreign country faced and the solutions they proposed. The domestic student provided mentoring on the same topics for the project in the United States. However, due to the limited number of international students enrolled in CE 696 this task could not always be accomplished and many teams were mentored by two domestic students. However we matched the area of specialty of the graduate students (i.e. structures, water resources etc.) with the topic of the CE 101 projects.

We were planning to invite two students from CE 696 to present their research proposal to the CE 101 students focusing especially on the international component of their research.
Due to the high enrollment in the CE 101 class, which resulted in a higher number of student teams and additional days required for the oral presentations of the projects, it was not possible to accommodate the graduate presentations within the class schedule. We are planning to accomplish this task during the Fall semester 2012.

A class library was built using the funding received. The library included books and DVD's that focused on specific engineering projects around the world (such as the ones students worked on for their project), historical engineering achievements, and general engineering topics. Students used the material for their term project and many of them borrowed books and DVD’s for their own interest.

Three lectures were devoted to international issues in engineering. Specifically we devoted one lecture to the discussion of the Grand Challenges for Engineering as defined by the National Academy of Engineers and we focused on specific issues such as sustainability, clean water availability, and infrastructures rehabilitation and how these issues affect people in the USA and around the world. Many students were not aware of the importance of these issues and the impact that they may have on their future engineering careers. In the second lecture the status of the infrastructures in the U.S. was introduced through the ASCE video, which provided information on the future challenges for U.S engineers and engineers around the world. Finally, among the 14 topics defined as the Grand Challenges students decided the topic of the third lecture. The lecture was devoted to environmental sustainability, alternative fuel production, and water treatment technologies. A DVD from the class library that focuses on these issues was shown.

The lecture that focused on the presentation of the library resources, and the related homework assignment, were modified in collaboration with the engineering librarian, Hema Ramachandran, to reflect the new format of the term paper. Students were introduced to a basic comparative literature review to find and consult reference material for their project.

As a requirement for the class all students served as mentors for CE 101 student teams as explained in the section above.

As mentioned before, it was not possible in the Spring semester 2012 to schedule the graduate student presentations in CE 101. In the Fall 2012 we are planning to invite two students, an international and a domestic student per semester will present their research proposals to the CE 101 class.

Unfortunately, due to the nature of the research topics students selected for the CE 696 projects it was very difficult to incorporate international issues in their research as, in general, projects in this class tend to be more of a theoretical nature. Incorporation of international issues will be encouraged in this class for more applied or experimental topics for the research paper.

This project greatly benefited undergraduate students who acquired better knowledge of international engineering issues through peer mentoring and team work, and graduate students to share their experience and to provide mentoring and leadership. In addition, the project allowed us to collect important data for the assessment of ABET Outcomes h –Achievement of the broad education
necessity to understand the impact of engineering solutions in a global, economic, environmental, and societal context - outcome i - recognition of the need for, and the ability to engage in life-long learning - and outcome j - knowledge of contemporary issues.
Feedback from the students was very positive and we are planning to implement the same format in the future.
GLOBALIZED INSTRUCTIONAL DEVELOPMENT (GID) AWARDS (2011-12)

PROPOSAL FORM

Title of Proposed Project: FMD 457 Global Fashion Trade

Name(s) of Applicant(s) and department(s)/college(s)/universities:
Mariné Aghekyan, Ph.D. Department of Family and Consumer Sciences, College of Human Health Services, CSULB

Contact person (primary applicant): Mariné Aghekyan, Ph.D.

E-mail address: maghekya@csulb.edu
Project OUTCOME

Summary of the project implementation:

The proposed project was implemented in Fashion Merchandising and Design course FMD 457: Global Fashion Trade during Fall 2011 semester. Students from FMD department CSULB worked together with the students from the Department of Clothing & Textiles, Sookmyung Women's University (SWU), South Korea on the group project. For this purpose, CSULB instructor formed groups and provided the list with e-mail addresses to all students from both campuses. In each group there were 2 students from SWU and 2 students from CSULB. Further, students established contact with their group members using e-mail addresses.

To provide students from both campuses with relevant information of the class related material, the CSULB instructor conducted series of online classes (using online classroom in BB) that were recorded for further review by SWU students. SWU students followed the same time schedule for all project related assignments and due dates.

To start the communication, students in each group were required to establish e-mail contact first and then decide which medium they will use for further communication. In order to check the progress of communication, both Korean and American students had to submit weekly report of their group communication. They had to write summary of the weekly progress, including topics discussed during that time period as well as electronic copy of their communication. All groups preferred to use Facebook (FB) for further communication, since it easier solved time difference problem (16 hours) between two continents.

Summary of students outcome/feedback

During the semester the CSULB instructor had several informal discussions with CSULB students regarding the project. In addition, the CSULB instructor conducted pre and post-test to assess students’ feedback (data analyses are currently in progress). Based on discussion with the students and weekly group reports, students mainly enjoyed the experience. They had long “chat” in the FB covering different issues related to the class, project and overall learning experience in both campuses. Besides the project, both groups learned interesting facts regarding education and fashion industry in different countries. Students also showed creativity in finding the right time and the right way to communicate. For example, one of the Korean students was very fluent in French and CSULB group member found that they would better continue communicating in French since it is more efficient. The main problem groups reported was the language barrier and time difference – two major issues retailer have in the actual business operations with overseas companies. Thus, students learned how to effectively collaborate with team members located in different country. They learned that using simple and clear English is very important to avoid miscommunication. In addition, students learned how culture impact on the way how people communicate, collaborate, and do business. For example, SWU students initially were very timid and shy in asking questions and CSULB student thought that everything is clear since there is no question. Overall, I believe, this was a great experience for both CSULB and SWU students. Their final project was amazingly well developed. Students showed great effort in this assignment. It would not be an exaggeration if I say that I have never read such a high quality projects for this class as I did last semester. Students also showed fantastic creativity in presentation of their projects. They voluntarily initiated new approach of involving each other in the presentation process – students recorded their own part of presentation, posted in the youtube.com and included this as a link in the group presentation. So, when presenting to the class, each classroom (in CSULB and in SWU) was able to see all the group members presenting the project.

In the future, I would be very happy to have an opportunity to continue involving overseas campuses in the courses I teach in CSULB, because I believe this practice provides an extraordinary
learning experience to the students and supplies them with various benefits to be applied in the future career.
Description of the Globalizing Instruction in Mathematics Education Course

The goal of this project was to globalize and modify instruction with a concrete international perspective in a core mathematics education graduate course EDME 550: Global Perspectives in Mathematics Teaching. To achieve the goal, the unique change from virtual international experience to concrete learning was made on instructional methodology for EDME 550 in the following ways in summer 2012:

1. 24 graduate students (K-8 classroom teachers) from EDME 550 class participated in the Summer Teacher Institute – “East Meets West (EMW)” program along with a group of local school teachers and teachers from China.

2. The graduate students from EDME 550 observed a top rank Chinese math teacher’s math lesson to both groups of children and discussed the lessons face-to-face with Chinese teachers. They also watched some Chinese math video lessons prior to actually meeting the Chinese teachers and analyzed effective teaching strategies.

3. They designed and taught six hands-on, fun, innovative, and interactive math lessons to the two groups of children in a dual language immersion setting. They evaluated each other’s teaching using the daily evaluation log, received feedback from Chinese teachers, and also wrote the reflection on their teaching and learning experiences from the EMW program.

4. The graduates conducted a case study on how children learn math differently.

5. Ten graduate students presented their learning from the WME at the National Conference – NAAPAE conference in fall 2011.

6. Two graduate students will present their learning from the EMW at the International conference - ICME12 in summer 2011.

7. The syllabus of EDME 550 for future classes has been updated with additional components: A concrete international perspective that provides graduate students an opportunity to teach children a dual language immersion setting and to interact with teachers from other countries face-to-face. A case study on how children learn math from an international perspective.
Dear Richard:

I am writing to report on the outcome of the course modification for HDEV 327I: Approaches to Adolescence & Emerging Adulthood. With your funding to globalize the curriculum, we successfully prepared a new course proposal that the EPCC approved on November 8th. Even though we have not yet offered the new version of the course, we consider this approval in the 2011 – 2012 Academic Year a significant step forward for the class and for efforts to globalize departmental curriculum.

Dr. Van Giffen and I worked in the spring, summer, and fall to globalize the course she had offered as a special topics class in the department the previous year. The course continues to offer a strong basis in cognitive and biological frameworks for understanding development. As an interdisciplinary course, it also begins with theoretical readings on adolescence and emerging adulthood from psychology, sociology, and anthropology. The main effort to globalize the course focused on restructuring the course outline and finding interdisciplinary readings with a global span to teach the new topics. As stated in our proposal, we expanded U.S.-focused topics such as family, school, and romance and sex to more global categories of social relationships, productivity, and gender. Each topic includes readings from anthropology, sociology, and psychology. A global sampling was key to selecting the challenging research articles to elucidate these topics. As justification for global issues credit on our Standard Course Outline, we wrote:

Through a wide selection of readings, HDEV 327 introduces students to cultures and places beyond the boundaries of the USA with an opportunity to view contrasts with Western traditions. Schlegel (1995) discusses foundational anthropological fieldwork in Samoa that countered accepted Western views on adolescence. Walters and Auton-Cuff’s (2009) discussion of “third culture kids” (children who are raised by US parents outside US boundaries, such as with missionaries) discusses what the contrasting views mean for the mental health of Canadian women raised in Latin America, Asia, and Africa. Dmitrieva et al. (2004) elucidate contrasts through the discussion of surprising convergences between family relationships in Eastern and Western cultures. Lebra (1995) furthers the discussion of Eastern cultures with research on Japanese aristocratic women, adding in a class contrast along with a global contrast. Research on immigrants also furthers understandings of adolescence and emerging adulthood beyond the boundaries of the USA with Gibson’s discussion of Punjabi Indians and Buchmann and DiPrete’s (2006) discussion of Hispanic and Asian immigrant students. Lastly, Rigi (2003) describes young adulthood and work in Kazakhstan. While the selection of readings may change, the breadth and diversity of global focus will be maintained through course coordination.

We developed new learning objectives, evaluation instruments, and instructional strategies to fit the new interdisciplinary, global course readings.
Kathy and I sincerely appreciate the International Education Committee’s support of our efforts to globalize departmental curriculum. Once the course is on the books, we will offer the course and seek GE credit as an Interdisciplinary course meeting self-integration and global issues criteria. Human Development views the goal of globalization as important, with our two most recent faculty hires (including myself) for this purpose. We plan to continue to revise our courses and design new curriculum with the purpose of globalizing our students’ education in human development.

Sincerely,

Heather Rae-Espinoza
Summary Report

GLOBALIZED INSTRUCTIONAL DEVELOPMENT (GID) AWARDS (2011-12)

Title of Proposed Project:
Developing Online Courses and International Collaborative Hospitality Programs with Taiwan and China

Name(s) of Applicant(s) and department(s)/college(s)/universities):
Jung-Mao (Ronnie) Yeh, Family and Consumer Sciences/Health and Human Services/CSULB

Contact person (primary applicant):
Jung-Mao (Ronnie) Yeh

E-mail address: Telephone #:
jyeh@csulb.edu. 562-985-4958

This proposal aims to develop online courses, including a G.E. D2 & Global Status class: HFM 274 International Hospitality Development, to serve both CSULB students and students in Taiwan and China.

The following is what I have accomplished for this project:

I taught G.E. D2 & Global Status class: HFM 274 “International Hospitality Development” at CSULB for the first time in the fall of 2011. I plan to offer this online course to students at the National Pingtung University of Science and Technology and I-Shou University in Taiwan as well as Henan University in China in fall 2012.

I traveled to Taiwan last summer to meet and discuss the proposed online programs with the National Pingtung University of Science and Technology and I-Shou University. In addition, I have also discussed the proposed online programs with Henan University in China via the telephone and email.
All four universities have agreed that by fall 2012, they will have the first online course set-up and ready to be offered to the students at CSULB, National Pingtung University of Science and Technology and I-Shou University in Taiwan, and Henan University in China.