

ACE INTERNATIONALIZATION LAB

American Council on Education (ACE) Internationalization Lab

Subcommittee on Curriculum, Co-Curriculum and Learning Outcomes (CCLO) Report

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UC San Diego ACE International Laboratory

SUBCOMMITTEE: Curriculum, Co-Curriculum and Learning Outcomes (CCLO)

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INTRODUCTION

As directed by the ACE Steering Committee, the research of the subcommittee focused on the following three areas related to UCSD International Curriculum, Co-Curriculum, and Learning Outcomes: Globalized Curriculum, International Living and Learning Communities and Programming, and Global Competencies. Each is outlined, below, followed by a set of concrete recommendations.

GLOBALIZED CURRICULUM

Undergraduate College and Department requirements:

When thinking about the globalized curriculum that already exists in the Colleges and departments, we have found a variety of programs and emphasis that already exist on campus. As is appropriate with our college system, each college's mission emphasizes this in different ways, some much more than others, and that in fact is reflected in the timing of the founding of the colleges. Those founded more recently (since 1988 with the founding of then 5th College), reflect a more global world so curriculum and mission which reflect a time when the world of academia began to think more globally. All of the 7 colleges welcome and encourage study abroad courses for use towards general education requirements. There are other ways students experience a globalized curriculum, either for domestic students attending UC San Diego or for our international students coming to the campus.

Considering Students Whose 1st Language is not English:

We feel as we look at what a "globalized curriculum" might look like, we must be sensitive to our students who bring that experience with them to campus from the beginning. Only 41% of our "domestic" enrolled students in winter 20 reported they spoke English as their primary language at home, therefore we must consider this statistic when we discuss "globalizing" our curriculum and experience. We need to be sure we honor and celebrate the students who already come with some global experience even as they are considered "domestic" students. Speaking a language other than English at home also brings with it a wealth of "global" experiences, even if these students have never

traveled to another country. As we look at what a “globalized curriculum” might look like, we are sensitive to our students who bring that experience with them to campus from the beginning. It is important to value that as part of the culture of UC San Diego. (appendix 1 first language-UC Admission).

Globalized Curriculum that Exists:

Examples of our globalized curriculum include a foreign language proficiency requirement in two colleges and several majors. We also have many majors/programs/minors/departments whose curriculum includes “globalization” that range from Economics, Visual Arts, Global Health, to African Studies, South East Asian Studies and many more. We have 5 departments that have approved global concentrations that appear on official transcripts (appendices...Academic Senate).

A specific approach adopted for our international students is our AWP 4A - 4B series to meet the Entry Level Writing Requirement as well as the summer 2020 initiated Writing Placement Exam to assist students with early placement in AWP courses. This was a proactive approach to examining the needs of students and ways to facilitate enrollment. A wide variety of languages, from elementary to intermediate and advanced levels, are offered by the Linguistics and Literature departments, as well as in the Institute of Arts and Humanities, and the School of Global Policy and Strategy. In addition, the Linguistics Department’s Heritage Language Program offers upper-division courses in Filipino, Korean, Hindi, Persian, and Vietnamese. This allows students who may speak one of these languages at home, but may have not had formal schooling, to develop communicative and sociocultural competence, as well as improving their analytic understanding and literacy in their heritage language. Heritage Spanish is offered through the Literature Department.

Promotion and Inclusion of Study Abroad Coursework:

UC San Diego has a high number of students who study abroad, the highest in the UC system, and the major departments do an excellent job at incorporating those courses into the curriculum by petition, but looking at additional flexibility of allowance would be encouraged, knowing that this experience is not just what happens in a classroom, but part of an experiential learning opportunity we want to reward as much as possible. The process for students to have courses reviewed prior to studying abroad at UC San Diego is very streamlined compared to other campuses, with students meeting with majors and their college to have courses reviewed prior to leaving. This compared to having to meet with a variety of departments offering courses towards general education simplifies the process. We would recommend our STEM areas work with the Study Abroad Office to continue to identify programs abroad where coursework can be approved for STEM majors. Programs Abroad is working on information specific content areas to assist students in identifying study abroad programs and help to increase visibility, especially with hands-on experiential learning for our STEM students.

There are a variety of short and long-term programs that allow students to have international exposure as well as receiving course credit such as the Mexican Migration Field Research and Training Program which allows undergraduate and graduate students to collaborate on an interdisciplinary and multinational team. The coursework can be applied to several undergraduate majors as well as the Human Rights and International Migration Studies minor. Anthropology, as well as Eleanor Roosevelt College, offer short term study abroad/service abroad experiences over spring break that include attachment to credit bearing courses. Several opportunities exist at the graduate level for international experiences and research including the SUURPh (Simula, UiO, UCSD Research PhD Training) as well as the US Immersion Program through the RADY School. Eleanor Roosevelt College has included experiential/service project unit-bearing courses as part of their MMW Global Seminar programs allowing students to not only study academic subjects on short term programs, but work with students/programs in other countries on environmental or service projects.

Globalized Curriculum on Transcripts:

In reviewing the variety of majors and minors that have a global focus or incorporate globalization in their curriculum, it is clear those lie mainly in the Division of Social Sciences. We would encourage, especially the Division of Physical Science, Biological Sciences and Engineering, to consider ways to make a global aspect more visible and a clear path for students and develop an approved Global Concentration (appendix 2) if possible. We also would encourage majors/minors to review courses available in all regions of the world, to expand more on the continent of Africa for options.

INTERNATIONAL LIVING-LEARNING COMMUNITIES AND PROGRAMMING

Learning that takes place outside of the classroom is a central component of the UC San Diego student experience. Specifically, there are many programs and services at the university that provide students with the opportunities to learn about other cultures and engage with peers from other countries. Additionally, there are many support services for students that are attending UC San Diego from outside of the United States. Below is an overview of the various programs and services that support an internationalized living and learning university community.

International and Out-of-State Student Outreach Program (Undergraduate Colleges)

<http://thecolleges.ucsd.edu/nonresidentinfo/>

The International and Out-of-State Student Outreach Program assists students from outside of California with their transition to UC San Diego. This program conducts student needs assessments and provides support through outreach, marketing, and introducing campus resources to students. They also implement campus-wide and college events to promote the inclusion of non-resident students. This program also provides California students with the opportunity to meet others from diverse cultures and backgrounds.

Overview of programs: <http://thecolleges.ucsd.edu/nonresidentinfo/programs-events/index.html>

International House (I-House): <https://ihouse.ucsd.edu/>

International House is a vibrant on-campus living learning community dedicated to the promotion of international awareness and intercultural understanding. Students and scholars from over 30 countries choose to make I-House their home each year. Residents, approximately half American and half international, include undergraduates from all undergraduate colleges, undergraduate EAP reciprocity students, and visiting scholars. International House also conducts numerous educational programs on international issues for residents and the campus community.

I-House programming from Spring 2020: https://docs.google.com/spreadsheets/d/1uf26_4fGdCe-z3h00gA-ve_aARn3IbHaxBPKWogVRGA/edit#gid=0

Friends of the International Center: <https://icfriends.ucsd.edu>

Friends of the International Center is an organization located on the campus of UC San Diego whose mission is to support international education, to foster friendship, understanding, and cooperation within the international community, and to create a meeting place on the UC San Diego campus for people who share these aims. This organization provides programs, operates a resale shop, and sponsors special events.

Events calendar: <https://global.ucsd.edu/intl-community-support/friends/events-calendar.html>

iCafe - Passport to Culture: <https://global.ucsd.edu/news-events/friday-cafe/index.html>

Global Education has partnered with the International and Out-of-State Student Outreach Program, Extension International and Recreation to offer a free, weekly social and cultural event. Each Friday iCafe features a different country with cultural ambassadors, travel trivia, different international cuisines, and our global playground. This event is a space for students to experience culture, community and connection with their fellow Tritons. iCafe also offers CCR credit for student attendance.

International Education Week:

<https://global.ucsd.edu/deans-office/globally-focused-programming/iew/index.html>

International Education Week is an opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education is part of efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn and exchange experiences.

International Women’s Day: <https://iwd.ucsd.edu/>

International Women’s Day is a worldwide event that occurs annually on March 8th to celebrate the achievements of women across the globe. At UC San Diego, events are held to celebrate and bring awareness to the struggles, strengths, and issues involving women of the world. Students from various countries have the opportunity to discuss their experiences as women in relation to education, traditional roles, family dynamics, employment, and healthcare.

Housing Dining Hospitality: <https://hdh.ucsd.edu/>

Dining Services hosts a special event series that celebrates holidays, customs, and cultures from around the world:

- Dia De Los Muertos
- Lunar New Year
- Mardi Gras
- Diwali
- Iftar Dinner for Ramadan
- Welcome Week International Student Ice Cream Social
- Monthly Global Dinners hosted by Friends of International Center and Catering

Student Organizations: <https://studentorg.ucsd.edu/>

Both the undergraduate colleges and the Center for Student Involvement provide opportunities for students to develop their own student organizations with a specific focus or area of interest. Student organizations create an opportunity for students to develop communities and leadership opportunities for other students. Furthermore, many student organizations create programming that is open for the entire campus community to educate the student body on other cultures and important international issues. At UC San Diego, there are currently 57 registered student organizations that have an international or cultural focus.

Organizations with an international or cultural focus: <https://studentorg.ucsd.edu/Home/Index/9>

Wellbeing and Support Services

Adjusting to life in a different country can be challenging for international students. Several support resources are available to international students to assist with navigating issues that may arise during their time at UC San Diego.

Counseling and Psychological Services (CAPS): <https://wellness.ucsd.edu/CAPS/about/Pages/locations.aspx>

CAPS provides professional counseling services for all students to assist with managing their mental health and wellbeing. A CAPS psychologist is housed in the International Center specifically to assist international students. Additionally, several counseling groups are focused on the needs and experiences of international students. CAPS can also provide referrals to community mental health providers for international students.

CAPS resources for international students: <https://wellness.ucsd.edu/CAPS/resources/by-group/Pages/students.aspx#tab3>

Student Affairs Case Management Services & the Deans of Student Affairs:
<https://vcsa.ucsd.edu/faculty/index.html>

Student Affairs Case Management Services, in conjunction with the Deans of Student Affairs for the undergraduate colleges, provides support to international students with accessing university resources during times of need, such as CAPS and the Office for Students with Disabilities. Case Management can also assist international students with accessing off-campus healthcare, navigating U.S. health insurance, accessing financial resources, and accessing basic needs resources to address housing and food insecurity.

Campus Advocacy, Resources, and Education at the Sexual Assault Resource Center (CARE at SARC):
<https://care.ucsd.edu/>

CARE at SARC is an independent confidential campus resource for individuals impacted by sexual assault, relationship violence, and stalking. CARE at SARC also provides comprehensive prevention education and training

for UC San Diego students, staff, faculty, organizations, and departments. CARE at SARC provides free and confidential services for students, staff and faculty who are survivors, or those supporting survivors. CARE at SARC serves as the primary point of contact for victims and survivors who need advocacy, support services and/or assistance with reporting options.

GLOBAL COMPETENCIES

Three major areas of focus exist in the broad category of global competencies, and each will be discussed below. These are: global content on CCR, intercultural communications training, and volunteer activities.

Global Competencies

According to the Teaching and Learning Commons website

(<https://elt.ucsd.edu/competencies/index.html#Understanding-Global-Context>), twelve UC San Diego Competencies are incorporated into the Engaged Learning Tools to promote student success and development. The framework and definitions were created using the Association of American Colleges & Universities (AAC&U) Value Learning Outcomes, the Council for the Advancement of Standards (CAS) in Higher Education Learning & Development Outcomes, and the WASC Senior College and University Commission Core Competencies. The UC San Diego Competencies are reviewed by the Education Initiative Workgroup on a four-year cycle.

One of these 12 competencies is called Understanding Global Context. The TLC website offers a helpful table which shows how the UCSD definition of this competency compares to definitions provided by the other entities:

Understanding Global Context (UCSD's definition)

Demonstrates an understanding of complex global issues and systems, and how issues and actions have local and global implications for the future.

Global Perspective (Council for the Advancement of Standards in Higher Education definition):

Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources

Global learning (Association for American Colleges & Universities definition): Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

WASC does not define this competency.

Global/Intercultural Fluency (NACE Career Readiness definition): Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

These competencies are aspirational; while the TLC actively promotes them, it is not clear how they are infused in the broader curriculum for every student.

Global content on CCR

The co-curricular record may have notations for global engagement. Some examples of what has appeared include (see: <https://elt.ucsd.edu/ccr/ccrapprovedopportunities.html#Global-Engagement>):

CCR Approved Positions:

English-in-Action Program, International Students & Programs Office Program Assistant
International Faculty & Scholars Office Programming Assistant
International Faculty & Scholars Office Student Intern
International Friday Cafe Volunteer Coordinator
International Friday Cafe Volunteer Assistant
Study Abroad Returnees (STARS) Ambassador
International Students & Programs Front Office Student Assistant
Triton Edge Mentor
Triton Edge Program Participant

Intercultural communications trainings

ISPO manages, or shares, information about intercultural communication. This can be found at:

<https://ispo.ucsd.edu/campus-partners/advising-international-students/intercultural-communication.html#Intercultural-Communication-Res>

Volunteer activities

The Center for Student Involvement (<https://getinvolved.ucsd.edu/service/ongoing/index.html>) has a comprehensive website which describes the many volunteer and community service opportunities. Several of these are either by design, or via flexibility, capable of offering a globalized experience for students.

BROAD RECOMMENDATIONS

We believe the University must consider resources, both financial and personnel to support creating additional programs, majors, research programs. In these times of budget cuts, where current, existing programs are losing support and staffing, we believe it is vital to be sure our current programs are adequately funded and supported before adding on additional programs and workload. We would encourage that any surpluses generated from entrepreneurial programs/activities be funneled back to programs that benefit degree seeking/residential students, including support for additional administrative staff, advisors and for scholarship opportunities for UC San Diego students to participate in study abroad opportunities.

1. Continue to provide support for the International and Out of State Outreach Program in the Undergraduate Colleges to ensure that new and continuing students feel welcome, connected, and supported throughout their undergraduate experience. This is especially important now, given that COVID-19 has resulted in international students being trapped inside the United States, isolated from family and friends.
2. Encourage additional support for international students across multiple areas (e.g., CAPS, Student Affairs Case Management Services, and CARE at SARC) to ensure the wellbeing of students from other countries, especially given the turbulent and unsupportive climate at the federal level.
 - a. CAPS: need for mental health providers that can speak languages other than English and trained in non-western approaches to wellness
 - b. Case Management: need for financial support for international students who are not eligible for federal financial aid
 - c. Interpreter needs: current system relies on staff to volunteer as interpreters. However, the need is outgrowing the capacity of staff to volunteer time to assist with sensitive, difficult, and complex issues (i.e., translating for family to assist with a student mental health issue)
3. Encourage more departments, particularly STEM, to apply for global concentrations within majors that would appear on an official transcript.
4. What is not clear from the TLC website is how the twelve competencies, let alone the one pertaining to understanding global context, actually are infused in the broader curriculum for every student. We recommend greater clarity and transparency around this issue. This should include how majors/minors can translate these specifically into their own competencies.
5. As suggested in another workgroup, promoting the opportunity for our students who speak English as a second language to take proficiency exams in their native language. These are then formally listed on an official transcript. It would mean more work for the Language Office and a more centralized process for obtaining more testers in a wider variety of languages. Perhaps the DUE could send out a call to faculty each year requesting volunteers willing to test to increase opportunities. This allows formal recognition of the already internationally diverse student body.
6. Consider broadening our Global Seminars program to occur during the year vs just the summer. This would require some significant financial investment to make these programs more affordable to first gen and low-income students as the cost of them are significant. We would want to be sure the programs appeal to a wide diversity of students, especially economically. The possibility of a full quarter long program with a UCSD faculty person in another country could be appealing, though would probably become very subject specific if a faculty person is teaching multiple courses unless there can be a hybrid teaching option with another country. Or students could enroll in two courses via UC Cross Enrollment (courses taught remotely by UCs) and two courses by the UC San Diego Faculty on the trip.
7. Offer more languages as options for students to study. For example, Linguistics lists Hindu, Filipino and Portuguese as languages taught but they are rarely offered. Yet students express an interest in learning these languages who may not have the background to study them via the Heritage Language classes.

8. Encourage departments and student support services to review remote opportunities created due to the pandemic and consider how they might continue as a way to support students while they are abroad. Perhaps TLC can provide support to students who are studying abroad, or SSP could continue to coach 1st generation students participating in study abroad programs. The Virtual Advising Center is an example of an opportunity for students while they are abroad to remain in contact with academic advisors from their major and colleges. Both could continue to provide zoom outreach to students who are not physically on campus. This is to undergraduates, but most graduate programs are starting to use the Virtual Advising Center as well. The VAC 2.0 will likely provide some additional tools. UC San Diego, I-House has been a model in how to bring/continue international programming in a remote environment. This includes remote “international cafes” to blogs of student experiences. Utilizing some of these formats can reach a wider audience or perhaps keep our students feeling connected to the campus when they are abroad themselves.
9. More departments and programs should create hands on, research oriented short-term programs such as the MMFRP, Spring Break Programs through Anthropology and ERC, and graduate level experiences that allow students to make progress towards degrees while experiencing an international experience.
10. A coordinated structure, similar to what UC San Diego had previously, and similar to what exists at UC Davis could help the campus to coordinate programs related both to our international and domestic students with relationship to international experiences, support and academic programs both for undergraduate and graduate students. Putting the Study Abroad, International Students Programs Office and other areas related to these topics together under “one roof” again with coordinated communication, program development and campus initiatives, would strengthen UC San Diego’s efforts in these areas.
11. Financial considerations: equitable access must be factored into any programs that are created or expanded. While financial aid can help allay the cost for some programs, the Global Seminar programs for instance cost much more than any financial aid packages offered to students. The programs range between \$6-8000. Financial aid, for those who have it remaining, pays \$2000. The colleges and EAP have worked hard to create scholarships, but none allay the \$4000+ difference. The same can be said for spring break options for students where travel costs must be calculated. Many students who may not receive financial aid, but they cannot afford additional costs of international programs and/or must work over the summer to earn the cost of the academic year. With the budget cutting, additional funding provided by UCEAP for scholarships as well as from the undergraduate colleges could be reduced/eliminated. The Colleges pledged to match scholarship money from Study Abroad intended for Summer Bridge students to increase their participation. However, with Summer Bridge now much larger than it was and not necessarily just low income or first-generation students, if this money still exists, the implementation of the funds needs to be considered so the neediest students receive it. To really make these programs available to all students, especially those who historically have not participated due to cost, let alone family expectations, there needs to be substantial University commitment to provide funding, so students even consider it as an option

APPENDICES

1) FIRST LANGUAGE FALL 2016-FALL 2019

Reported First Language - UC Undergraduate Admissions Application, FA16-FA19 (only Undergraduates currently enrolled in W120)												
	Grand Total		Domestic					International				
	Total	%	One Language: English	One Language: Not English	Bilingual w English	Total	%	One Language: English	One Language: Not English	Bilingual w English	Total	%
English	9,830	34.2%	9,769			9,769	41.1%	61			61	1.2%
Chinese	6,794	23.6%		1,259	1,837	3,096	13.0%		3,425	273	3,698	74.7%
Spanish	4,660	16.2%		1,737	2,770	4,507	18.9%		123	30	153	3.1%
Vietnamese	1,572	5.5%		585	935	1,520	6.4%		44	8	52	1.1%
Other	1,451	5.0%		456	736	1,192	5.0%		137	122	259	5.2%
Korean	1,103	3.8%		371	506	877	3.7%		197	29	226	4.6%
Hindi/Urdu	510	1.8%		59	257	316	1.3%		38	156	194	3.9%
Tagalog	452	1.6%		147	296	443	1.9%		3	6	9	0.2%
Arabic	443	1.5%		129	270	399	1.7%		18	26	44	0.9%
Persian (Farsi)	401	1.4%		195	199	394	1.7%		3	4	7	0.1%
Japanese	266	0.9%		56	135	191	0.8%		62	13	75	1.5%
Russian	175	0.6%		76	74	150	0.6%		25		25	0.5%
Armenian	172	0.6%		71	98	169	0.7%		3		3	0.1%
French	134	0.5%		28	89	117	0.5%		10	7	17	0.3%
Bengali	115	0.4%		29	68	97	0.4%		5	13	18	0.4%
Punjabi	113	0.4%		39	71	110	0.5%			3	3	0.1%
Portuguese	90	0.3%		15	38	53	0.2%		31	6	37	0.7%
Hebrew	82	0.3%		31	51	82	0.3%				-	0.0%
German	71	0.2%		9	60	69	0.3%		2		2	0.0%
Turkish	59	0.2%		15	26	41	0.2%		17	1	18	0.4%
Thai	56	0.2%		11	23	34	0.1%		15	7	22	0.4%
Italian	47	0.2%		3	38	41	0.2%		6		6	0.1%
Mon-Khmer	35	0.1%		11	24	35	0.1%				-	0.0%
Lao	32	0.1%		3	29	32	0.1%				-	0.0%
Polish	22	0.1%		5	13	18	0.1%		4		4	0.1%
Malay	21	0.1%			4	4	0.0%		8	9	17	0.3%
Greek	14	0.0%		1	13	14	0.1%				-	0.0%
Hmong	13	0.0%		4	9	13	0.1%				-	0.0%
Hungarian	9	0.0%			7	7	0.0%		2		2	0.0%
Grand Total	28,742	100.0%	9,769	5,345	8,676	23,790	100.0%	61	4,178	713	4,952	100.0%
Domestic = US citizens and Permanent Residents (including those with Refugee and Asylum status)												
International = those in the US on a temporary visa												

2) ACE GLOBALIZED CURRICULUM INVENTORY

Undergraduate Curriculum/opportunities

Undergraduate Colleges:

All colleges encourage and support students participating in all forms of study abroad experiences. Colleges review program planning forms to help students identify courses that might apply towards college requirements when they are studying abroad. In addition, students have options to experience a globalized curriculum via their general education requirements in the following ways:

Revelle:

Foreign language proficiency requirement

Muir College:

3 quarters of a foreign language is an option to meet the humanities requirement

Marshall College:

Students can potentially pursue a global component within the Humanities/Culture as well as Disciplinary Breadth requirements.

Warren College:

Warren students can choose from the following list Programs of Concentration or Area Studies –

Chinese Studies

Japanese Studies

Latin American Studies

European Studies

Middle East Studies

Foreign Language and Culture (Spanish, Chinese, Korean, Japanese, German)

Students can also complete minors in these depts. and count them in lieu of a Program of Concentration or Area Study.

Eleanor Roosevelt:

The curriculum itself is designed to create global citizens through scholarship, leadership and service. In particular, the Making of the Modern World academic sequence introduces students to history and cultures from across the globe, throughout history with the intention of developing a more global perspective in the way students think and approach people around them.

Study Abroad is a key component in student experience and ERC has the most students who study abroad of any of the colleges at UCSD. Students general education includes a proficiency level (4th quarter) in a language other than English (those who have gone to high school in another language, meet this requirement, or they can take a test or coursework). In addition, students must choose from one of 6 geographical regions in the world and take 3 courses that focus on that region.

Sixth College:

Practicum can be satisfied by study abroad opportunities

Seventh College:

The flexible general education curriculum “offers students the opportunity to explore your interests and encourages you to approach large-scale, global problems from an interdisciplinary perspective. Our Synthesis Program is made up of three courses focused on the changing planet theme: SYN 1 – Perspectives on a Changing Planet, SYN 2 – Explorations of a Changing Planet, SYN – Solutions for a Changing Planet. Additionally, our high impact course can be satisfied by any Study Abroad experience.”

Study Abroad:

All colleges support and encourage study abroad opportunities and work closely with the Study Abroad Office. Several colleges have Global Seminar classes directly connected to their colleges. Colleges and majors articulate courses taken abroad on a routine basis to meet requirements

Majors and Minors:

There are a variety of majors and minors that encourage a global curriculum: International Studies, Political Science, Sociology, Literature, History, Economics, Music, Visual Arts, Latin American Studies, Russian, Korean, Chinese, Japanese, Italian, Jewish Studies; Minors in Human Rights and International Migration Studies; African Studies, Chinese Studies, European Studies, German Studies, Hebrew Language and Literature, Italian Studies, Japanese Studies, Korean Studies, Latin American Studies Middle East Studies, South Asian Studies.

In addition, majors with approved global concentrations that appear on official transcripts upon graduation (see appendix):

Anthropology

Communication
History
Linguistics
Political Science

Foreign Language:

Majors and Colleges requiring foreign language proficiency (4th quarter level or higher)

International Studies Program (all majors)

Linguistics (all majors)

Literature (beyond 4th quarter level)

Revelle

Eleanor Roosevelt College

English Writing Support:

The Basic Writing Program offers support for English language learners in the ELWR 4A-4B course, which is now a for credit course (as of fall 2020). This course is not only for ELL, but has other students who many need additional support in writing skills. Granting credit for the courses allows them to apply to the minimum units needed towards graduation. In addition, the grade will now factor into a students' GPA.

- 3) [**A PROPOSAL FROM THE SENATE COMMITTEE ON INTERNATIONAL EDUCATION FOR GLOBAL CONCENTRATIONS IN UNDERGRADUATE DEGREE PROGRAMS AT UC SAN DIEGO \(MARCH 2014\)**](#)