California State University, East Bay

Five-Year Program Review for the Program of International Studies

2017-2018

Self-study and 5-year plan approved by faculty on: December 11, 2017
External reviewer’s report received by the program on: May 6, 2018
Program’s response to external reviewer’s report completed on: May 9, 2018
Complete 5-year review report submitted to CAPR on: May 10, 2018
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1. SUMMARY OF THE PROGRAM

Program Overview

The International Studies (INTS) Program is a unique interdisciplinary program that integrates academic study in multiple disciplines with foreign language acquisition and international field experience. Students must achieve intermediate-level proficiency in a language other than English, and participate in a study abroad program or complete an internationally oriented internship. Built around seven core courses, a four-course emphasis, and three upper-division electives, the INTS Major permits students to develop a highly personalized academic plan driven by individual interests and career goals.

The INTS Program embodies the mission, values, and vision of the University. In addition to giving students a multicultural learning experience that results in multicultural competence, it promotes global social responsibility, civic engagement, and community service. It addresses major global issues while actively creating a welcoming community atmosphere inclusive of students of different backgrounds. For the University, INTS is a curriculum multiplier, recombining courses across campus originally designed as part of another program and giving them a different curricular setting. The INTS Program juxtaposes courses in different disciplines and allows students to see issues from multiple perspectives.

The INTS major requires a total of 180 units, including 58-85 units in the major depending on the number of language courses that a student is required to take. The lower-division requirements include a course in geography or cultural anthropology, an economics course, and a course in economic geography. Students must complete two years of a second language or demonstrate equivalent proficiency. The upper-division requirements include three required core courses, a social science methods course, an internship (or study abroad), and seven additional courses including four clustered in an emphasis. The upper-division core consists of INTS 3100 (Global Systems), which integrates the various strands of the major, and INTS 4500 (Senior Seminar), which serves as the capstone experience. In addition, students must take HIST 3017 (20th-Century World). The methods course may be selected from a list of twelve courses. The current array of methods courses is advantageous for students pursuing a second major or a minor. The four-course emphasis may be fulfilled by taking upper-division international courses grouped by topic, department, or geographical area. Students must take three additional upper-division international electives of their choice in a minimum of two different departments. Students may select from courses in CLASS as well as upper-division international courses in Economics, Management, Finance, and Marketing.

INTS majors are encouraged to study abroad. Even some international students who study a third language while at CSUEB avail themselves of the CSU’s international programs. For those who are not able to study abroad for reasons of family, employment, or cost, the alternative is to complete an internationally oriented internship either overseas or in the Bay Area. If local, the
internship must either include the use of second language skills or involve work with a company or organization involved in international activities.

**Summary of the Self-Study**

In 2010-2011, the INTS Advisory Committee developed a five-year plan that included the following goals: (1) to support a robust modern language curriculum at CSU East Bay; (2) to expand the range of courses that fulfill the lower-division requirements; (3) to explore the idea of adding formal options in place of the smaller and more flexible emphasis; (4) to replace the existing assessment program with online portfolios and Blackboard grading based individual assessment; and (5) to sponsor activities that promote International Studies at CSU East Bay. The INTS Program has met all five of these goals. In addition, the INTA BA program, the INTS minor, and several INTS courses (INTS 101, INTS 398, INTS 399, INTS 490, and INTS 499) have been successfully converted to the semester system. The issue of administrative home has also been resolved. INTS is now housed in the same department as its director.

INTS has experienced substantial growth in the last three years. The number of declared INTS majors increased from 49 in Fall 2014 to 65 in Fall 2016. In terms of the number of majors, INTS is now the largest program in the Department of AGES (ANTH: 46 majors; ENVT: 42 majors; GEOG: 16 majors; INTS: 65 majors). Numbers in the upper-division cores courses have also increased, most critically in INTS 3100 (Global Systems) (capped at 35), which enrolled 37 in Winter 2016. Reflecting the diversity of the student population at CSU East Bay, INTS majors continue to be a wonderful blend of international students, first- and second-generation immigrants, and students with international experience, and students seeking international experience and careers. The INTS Program continues to recruit actively in Bay Area community colleges through an annual mailing and periodic campus visits.

INTS shares administrative support staff with the Department of Anthropology, Geography & Environmental Studies (AGES). However, INTS is programmatically separate from AGES. It is overseen by and all program changes are made by the INTS Advisory Committee composed of faculty from Anthropology, Geography, History, Modern Languages, Political Sciences, Sociology, and the College of Business and Economics. The director, who is full-time in AGES, teaches two INTS courses as part of his regular teaching load and supervises all INTS internships (INTS 4100) as an unpaid overload. In addition, he handles formal advising and course approval for the emphasis and upper-division electives. He receives four units of release time to direct the program. The INTS Program has no tenure-track positions.

Current members of the INTS Faculty Committee:

Ekin Alakent, Management  
Vahid Fozdar, History  
Sukari Ivester, Sociology  
Michael Lee, Anthropology, Geography & Environmental Studies
Maria Ortuoste, Political Science
Marcelo Paz, Modern Languages and Literatures
Laurie Price, Anthropology, Geography & Environmental Studies
Andrew Wong, Anthropology, Geography & Environmental Studies (Director, INTS)
Meiling Wu, Modern Languages and Literatures

Summary of the Five-Year Plan

An overarching goal for the INTS Program is to increase the number of majors in the next five years. To do so, we need to ensure that: (a) all the courses required for the INTS major are convenient for students with busy work schedules and personal commitments (see 1 below); (b) students can see a clear path from the INTS major to future careers in international affairs (see 6 below); (c) both first-year and transfer students at CSU East Bay – particularly, those in related disciplines like anthropology, geography, history, political science, environmental studies, and modern languages – are aware of the benefits of this major (see 7 below); and (d) Global Studies majors at various community colleges in California are familiar with the INTS Program at CSU East Bay (see 8 below).

The INTS Program aims to achieve the following in the next five years:

1. Create an online degree completion option;
2. Monitor and address any problems that may arise as a result of semester conversion;
3. Rebrand and rename the program “Global Studies”;
4. Expand the suite of core courses;
5. Reconsider the necessity of the foreign language requirement;
6. Clarify how the INTS major prepares students for careers in international affairs;
7. Promote the INTS major to first-year and transfer students at CSU East Bay (particularly, students in related disciplines like anthropology, geography, history, political science, environmental studies, and modern languages);
8. Promote the INTS Program at CSUEB to Global Studies majors at various community colleges in California; and
9. Prioritize budgeting for continued assigned time for the Director: maintain the one-course teaching release currently in place, and as soon as the budget allows, give the Director 6 units of release time (2 courses) per year.

We do not anticipate any significant changes to the structure of the program. INTS’s PLOs will remain the same after semester conversion. Assessment will take place primarily in INTS 499 (Senior Seminar in International Studies), INTS 398 (International Field Work), and INTS 101 (Introduction to International Studies).
Summary of the External Reviewer’s Report and the Program’s Response

We are pleased with the external reviewer’s findings: (1) that the INTS Program is clearly fulfilling its mission of providing a high-quality interdisciplinary program that prepares students for careers grounded in global citizenship and an understanding of other cultures, environments, and peoples; and (2) that this mission is consistent with the University’s mission and Shared Strategic Commitments.

The external reviewer offered the following recommendations to help move the program forward:

1. Rebrand and rename the program “Global Studies”;
2. Expand the suite of core courses by bringing back INTS 3100 (Global Systems) and adding AGES courses;
3. Prioritize budgeting for continued assigned time for the Director;
4. Help students achieve PLO 3 by scaffolding writing through the course offerings;
5. Reconsider the necessity of the foreign language requirement; and
6. Reinforce to students the message that for the internship/study abroad requirement, the field placement is the actual requirement with study abroad as an alternative.

(1)-(5) have been incorporated into our five-year plan. With regard to (6), the external reviewer states that no changes are recommended at this time; however, we will be sure to rectify any misunderstandings about the internship/study abroad requirement in advising meetings with students.
2. **SELF-STUDY**

2.1 **Summary of Previous Review and Plan**

In 2010-2011, the INTS Advisory Committee developed a five-year plan that included the following goals:

1. To support a robust modern language curriculum at CSU East Bay;
2. To expand the range of courses that fulfill the lower-division requirements;
3. To explore the idea of adding formal options in place of the smaller and more flexible emphasis;
4. To replace the existing assessment program with online portfolios and Blackboard grading based individual assessment; and
5. To sponsor activities that promote International Studies at CSU East Bay.

**The INTS Program has met all five goals.**

**1. To support a robust modern language curriculum at CSU East Bay:** The INTS Program continues to support second language acquisition as a core component of the major. This commitment enhances the cultural diversity and the employment options of our students in addition to supporting a university ILO. This is equally true of the International Field Experience requirement, which can be fulfilled through a course of study abroad or an international or local internship with an international or a second-language theme.

All INTS majors are required to complete two years of coursework in a foreign language. We have assisted students in finding non-CSUEB language programs, including intensive and overseas programs, for languages not offered here (e.g., Arabic, Italian, Korean). The INTS Program Advisory Committee has decided not to accept a one-plus-one language alternative (one year of two different languages); however, the one-plus-one option may be substituted at the discretion of the director for graduating seniors who have been unable to complete two years of one language due to the elimination of second-year language courses (e.g., French).

**2. To expand the range of courses that fulfill the lower-division requirements:** INTS has expanded the range of courses fulfilling the lower-division culture requirement and the lower-division economic geography requirement. INTS majors may now take ANTH 3000 (Anthropology in the Modern World) instead of ANTH 1300 (Introduction to Cultural Anthropology) or GEOG 2300 (Cultural Geography), and ENVT 2000 (Introduction to Environmental Studies) instead of GEOG 2310 (Economic and Resource Geography). The Program Director, like department chairs across CLASS, reserves the option of using substitutions when a student has acted in good faith and still has not been able to enroll in a required core course.
3. To explore the idea of adding formal options in place of the smaller and more flexible emphasis: The INTS Advisory Committee decided that in a climate of section cuts and closed classes, a limited number of formal options would make progress to graduation more difficult. In addition, the current major allows students to pursue their varied interests, and establishing options would reduce the opportunity for students to develop a personalized academic plan. No two or three possible options could come close to reflecting the range of academic and career options of current and past INTS majors who are interested in international business, economic development but also international organizations and law, cross-cultural issues, human rights and social justice, regional studies, and international education. Students are unanimously opposed to options when they realize how much they would restrict their curricular choices. To help INTS majors identify an area of primary interest, the Program Director formalized 20 smaller and more flexible areas of emphasis in Fall 2016 (see Appendix A). A list of these 20 areas of emphasis, as well as the appropriate courses in each of them, was sent to all majors and posted on the INTS Blackboard page.

4. To replace the existing assessment program with online portfolios and Blackboard grading based individual assessment: For over 10 years, INTS had a very labor-intensive assessment plan that involved portfolios of student writing in all core courses, instructor assessment of four SLOs in all core courses, student entry and exit essays, individual student career plans, a graduating senior exit survey, and a focus group. In addition, the evaluations of external internship supervisors were correlated to the program SLOs. However, instructor resistance to the burden of assessment “grids” and the cut of the director’s release time from two to one course made the assessment plan unsustainable. The program has replaced this assessment plan with online portfolios and individual assessments on Blackboard. In Spring 2017, students in INTS 4500 (Senior Seminar) (taught as an online class for the first time) were asked to complete a series of assignments intended to assess their achievement of the PLOs.

5. To sponsor activities that promote International Studies at CSU East Bay: The INTS Program continues to sponsor a number of activities each year. They include a career workshop, an internship orientation, and a party of INTS majors. Most recently, Ambassador Dorothy Gutter came to CSUEB to talk to INTS majors (as well as POSC majors) about US foreign policy and career opportunities in the State Department. INTS students have also revived the International Studies Club. The INTS Program continues to work with the Center for International Education to encourage INTS majors to participate in study abroad programs and to explore academic collaboration with foreign universities.

The Last External Reviewer’s Recommendations

The last outside reviewer made two important recommendations regarding program coherence and resource allocation. First, she believed that INTS should mature into a full-fledged INTS Program by decreasing dependence on other programs, at least for core content requirements. She suggested creating an INTS research methods course, streamlining options available by
creating formal tracks, rethinking the language requirement with the Department of Modern Languages and Literatures, and designing an additional INTS core requirement based on humanities and social science understandings of global life. Second, the outside reviewer stated that it was difficult for one person with four units of release time to meet the various demands of the program (e.g., advising a growing number of majors, supervising INTS internships as an unpaid overload, and teaching two of the three required courses). She recommended creating faculty positions dedicated to INTS through reorganization in the College, assigning release time to one or more faculty to address the intense advising involved in the delivery of INTS, and rotating the position of Director among the INTS Advisory Committee.

The INTS Advisory Committee stated in their response that the outside reviewer’s recommendations reflected her experience with and preference for a departmental model in which all courses are taught within the program. INTS at CSUEB was developed along an interdisciplinary model in which courses from different departments were selected for the program core based on a vision of what content areas should be included in the overall course of study. INTS students generally believe that the INTS core courses fit together well and complement each other. They like the fact that their courses are taught from a variety of different perspectives. The INTS Advisory Committee has continued to embrace the true interdisciplinary character of the CSUEB international studies model. This model adds to the richness and diversity of the student experience by allowing students to entertain and evaluate material and arguments from a variety of points of view.

Without additional resources, it is impossible for INTS to implement the outside reviewer’s recommendations. The last five-year review was conducted during a period of deep budget cuts, but the situation has not substantially improved since then. In 2016, as part of the Q2S conversion process, the Program Director proposed an additional INTS course under the semester system in the hope of bringing the INTS degree closely into alignment with the transfer degree in Global Studies, which will be being offered in some form at 15 of the top 25 feeder schools to Cal State East Bay, according to our articulation officer, Kyle Burch. However, CLASS rejected this proposal because it was unwilling to change the historical resource allocation for its programs as part of the Q2S process. It is uncertain if and how many additional resources might be available for a small program like INTS, although one with considerable potential to grow, especially if we can offer a seamless, easy transition from the Global Studies AA degree into a guaranteed four-year BA graduation pathway for transfer students.

The outside reviewer recommended that the program offer a dedicated methods course. The program concurred with this observation, but the Program Director did not propose this in the Q2S revision as it was clear that there would not be the necessary resources for an additional INTS course. Instead, language in the new catalog entry for semesters will indicate that majors will be expected to choose a methods class that strategically fits with their emphasis based on advisement as opposed to the more laissez-faire approach currently taken with respect to methods course selection. An additional advantage of this new arrangement is that it will
facilitate students completing double majors or majors and minors since they are able to double-count the methods requirement. Under the current budget constraints, prudence dictates maintenance of this flexibility. Some methods instructors have agreed to add international content to their sections.

Other Program Achievements

Our proposals for converting the INTA BA program, the INTS minor, and several INTS courses (INTS 101, INTS 398, INTS 399, INTS 490, and INTS 499) to the semester system have all been approved. Our initial INTS BA program proposal was rejected by CLASS because it required additional resources being allocated to INTS in order to offer a new lower-division course and to assign WTUs to the supervision of students electing to enroll through special registration in INTS 398. Additional resources are needed for the program to fully align with the schema of the transfer degree in Global Studies. This transfer degree has two dedicated INTS classes – an introductory class and an issues class – whereas the program proposal acceptable to CLASS for semester conversion only allowed one lower division class, requiring conversion of the current INTS 3100 issues class to INTS 101, an introductory class.

The issue of administrative home has been resolved. The proposal for moving INTS from POSC to AGES was approved in Spring 2017. INTS is now housed in the same department as its director. The move was initially delayed due to uncertainty over the administrative arrangements with respect to support staffer Ms. Marcia Brown, who was retiring Summer 2016, and whether the time base/classification for her position would be changed and whether additional support would be allocated to AGES/Theater & Dance to permit the addition of another program to the AGES support portfolio. AGES is responsible for scheduling INTS classes, handling arrangements for hiring lectures, enrolling students for special registration, and processing major checks and major declaration paperwork.

Faculty Professional Achievements

Prof. Michael Lee, who became the INTS Program Director after Prof. Norm Bowen’s retirement in 2014, relinquished the Directorship in Fall 2016 to take up the position of Visiting Scientist and to pursue research and curriculum development opportunities in aquaculture at the CSU’s Moss Landing Marine Laboratories, of which Cal State East Bay is a consortium member. He remains on the INTS Advisory Committee. He is currently the CSU Resident Director for International Programs in Spain.

The INTS program Directorship changed in 2016 from Prof. Michael Lee to Prof. Andrew Wong. Prof. Wong is an applied and linguistic anthropologist whose research focuses on the ways in which ideologies materialize in and through language. Using ethnographic, sociolinguistic, and experimental methods, he has examined the role of ideology in semantic variation and change, the relationship between genre and social change, and the creative use of unconventional spelling in brand names. His current project explores how the ongoing conflict between Hong
Kong and mainland China is being played out on the terrain of language. He is also interested in the applications of linguistic anthropology in marketing and advertising (particularly, brand name development).

Prof. Andrew Wong’s recent grants:

2016-2017 Research Travel Grant, Association for Asian Studies (China and Inner Asia Council) and the Chiang Ching-kuo Foundation.
2016-2017 Faculty Support Grant, “Much Ado about Nothing? Language Activism in Postcolonial Hong Kong,” California State University, East Bay.
2016 Online & Hybrid Course Quality Transformation Grants, California State University, East Bay.

Prof. Andrew Wong’s recent publications:


Prof. Andrew Wong’s recent presentations:

2016 Simplified Chinese as a “natural” depiction of mainlanders. The Association for Asian Studies Annual Conference. Seattle.
2016 The politics of language in postcolonial Hong Kong. Panel organized for the Association for Asian Studies Annual Conference. Seattle.

Student Achievements

INTS majors have gone on to successful careers in different fields. Quite a few of them now teach English in Japan (as JET Program participants), Korea, and other countries around the world. Several have parlayed their INTS major and emphasis into coveted jobs at the Afghan Ministry of Finance, the International Organization of Migration, the International Institute of Education, and a U.S. intelligence agency. Abner Hauge, who graduated from the INTS
program in 2016, is currently pursuing his master’s degree in journalism at the University of California, Berkeley. In Spring 2017, one of our recent INTS graduates, Aaron Aguirre (2016), was honored by the CSUEB Alumni Association as one of their 40 under 40. Aaron is currently the head of operations at COPIA, a company that makes food more accessible to people in our community by redistributing surplus food to feed people in need.

2.2 Curriculum and Program Learning

Assessment Plan

INTS is an interdisciplinary program in globalization preparing students for international careers and civic engagement through a personalized curriculum, language acquisition, study abroad, and internships. It is designed to provide students with a broad base of understanding of the interrelationship of the world community, while at the same time providing the opportunity to specialize in an area of interest.

Listed below are the program learning outcomes (PLOs) and their alignment with the institutional learning outcomes (ILOs):

PLO 1. INTS majors will demonstrate cross-cultural understanding and competencies, including second language acquisition (ILO 3).

PLO 2. INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability (ILO 5 & 6).

PLO 3. INTS majors will demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork (ILO 1, 2, 4 & 6).

PLO 4. INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally (ILO 5 & 6).

PLO 5. Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s) (ILO 6).

The INTS curriculum map in Appendix B shows the mapping between the PLOs, ILOs, and the required courses for the INTS major. The syllabi for INTS 3100 (Global Systems) and INTS 4500 (Senior Seminar) are included in Appendix C to show how course-level learning objectives are linked to specific PLOs.

The INTS Program assesses two or more PLOs every year. Listed below are the years in which each PLO was assessed since the last five-year review:

2011-2012: No assessment data
2012-2013: PLO 3 & 4
2013-2014: PLO 1 & 3
For over ten years, INTS deployed an assessment plan that started with an entry interview, skills assessment, and career plan, collected writing samples and instructor assessment grids from all core courses for an advising portfolio. Assessment grids from the capstone course were compared with earlier courses to calculate student SLO growth. Inconsistent submission of the grids from instructors, who found the paper grids to be time-consuming, as well as reduction in the release time for the program director, led to a scaling back of the assessment plan.

Now, PLO measurement occurs primarily in two required INTS courses, INTS 3100 (Global Systems) and INTS 4500 (Senior Seminar). In INTS 3100, all assignments are aligned with the PLOs and intended to help prepare students for INTS 4500. In INTS 4500, assignments are designed to measure student mastery of the PLOs. They form the main indicators for PLO achievement. External internship supervisor’s evaluation forms (Appendix E) provide an additional direct indicator of PLO achievement. Student responses to the exit survey (Appendix D) provide an indirect measure of student achievement (or at least satisfaction) and a direct measure of student assessment of the program. All assessment results are circulated to the INTS Advisory Committee members.

Implementation and Summary Results

**PLO 1.** INTS majors will demonstrate cross-cultural understanding and competencies, including second language acquisition (assessed in 2013-2014, 2014-2015, and 2015-2016).

In 2013-2014, INTS used a rubric to assess students’ achievement of this PLO. The assessment focused on seminar roundtable readings, presentations, and discussions in INTS 4500. The results were as follows: Weak Understanding (0), Partial Understanding/Application (8), Consistent Understanding/Application (4), and Critical Application/Understanding (1).

In the two subsequent years, INTS focused on the language acquisition component of this PLO and used the exit survey (see Appendix D) to conduct the assessment:

In 2014-2015, the majority of the graduating seniors had already satisfied the language requirement and did not need to take additional classes, either by having native proficiency (69%) or having already passed an AP language course with a score of 4/5 (23%). That said, 61% still took language classes either at CSUEB or while studying abroad. Almost half said that they were still lacking in second-language proficiency and did not feel fully fluent at a professional or personal level. All professed to being able to communicate effectively at a professional level in English. The majority of the graduating seniors (10/13) were foreign students who studied abroad at CSUEB (5) or studied abroad while completing their degree (in Taiwan, Germany, Japan, Costa Rica, and the UK). The majority of the graduating seniors who had completed
their international field experience (study abroad or internship) found it to be a mostly or very valuable experience. Some 84% of the respondents thought it was extremely important and should be required of majors.

In 2015-2016, half of the graduating seniors had already satisfied the language requirement and did not need to take additional classes, either by having native proficiency (45%) or having already passed an AP language course with a score of 4/5 (5%). Out of those who studied a second language, only half said that they felt sufficiently fluent to function at a professional and personal level although the majority said that their language abilities had improved while at CSUEB. Of the 19 students responding, 10 said they had studied (8) or would study (2) abroad, while 9 elected to pursue an internship for their international field experience. Study abroad took place in Spain (2), South Korea (2), Brazil (2), the UK, Sweden and Taiwan with one country location yet to be determined. All of those (70%) who had completed their international field experience (study abroad or internship) considered it to be extremely important (60%) or somewhat important (10%), and that it should be required of majors.

PLO 2. INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability (assessed in 2014-2015 and 2015-2016).

PLO 2 has traditionally been measured by the ability of students to successfully undertake an international field experience either overseas or with an internationally focused internship provider here in the United States. The measure of success with respect to this learning outcome has been the performance evaluation received from their supervisor (see Appendix E). If the student received a satisfactory performance evaluation that allowed them to pass the class with a CR, then this learning outcome is considered to have been met by the student.

In 2014-2015, eight students who took INTS 4100 (International Field Work) met or exceeded overall SLO goals (as measured by positive evaluation by internship supervisor). The other three were initially assigned RP grades because they had not completed their internships. Each of them subsequently received positive evaluations from their internship supervisors. Thus, all 11 students who took INTS 4100 in 2014-2015 met or exceeded the overall SLO goal. In 2015-2016, two of the eight students met or exceeded overall SLO goals (as measured by positive evaluation by internship supervisor). The other six received an RP grade as they had not completed the requirements for the course by the end of the quarter of registration.

PLO 3. INTS majors will demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork (assessed in 2012-2013, 2013-2014, and 2015-2016).

PLO 3 is traditionally assessed by means of a capstone research project administered as part of INTS 4500. The research assignment is explained in the syllabus and in the rubrics designed to assess the degree to which students have achieved proficiency in this PLO (see Appendix C).
This was shared with students from the outset along with various in-class discussions on effective research and thesis formulation, a norming exercise in which they and the Director applied the rubric to a prior research essay they submitted previously to another upper division course, and a number of scaffolded exercises in which they developed a research proposal, a thesis, a literature review and an outline with feedback and opportunities for revision. They also submitted a draft of their essays and grading feedback using the rubric to be incorporated in their final version with a deadline two weeks later. Oral presentations were accompanied either by a Prezi or a PowerPoint presentation, which were submitted to the Blackboard. The two rubrics (see Appendix C) were used both for grading and as a basis for assessing the degree to which majors both individually and collectively have met or exceeded the Director’s expectations with respect to competency in research and the written and oral presentation of its outcomes. The assessment results are as follows:

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<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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<td><strong>2012-2013</strong></td>
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<td>(29 students)</td>
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<tr>
<td>Research Skills</td>
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<td>5</td>
<td>11</td>
<td>7</td>
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<tr>
<td>Writing Skills</td>
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<tr>
<td>Oral Communication</td>
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<td>6</td>
<td>9</td>
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<td><strong>2013-2014</strong></td>
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<tr>
<td>(13 students)</td>
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<tr>
<td>Research Skills</td>
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<td>Oral Communication</td>
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<table>
<thead>
<tr>
<th></th>
<th>Met/Exceed overall SLO goals (based on assessment using rubric descriptors)</th>
<th>Did not meet overall SLO goals (based on assessment using rubric descriptors)</th>
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<tr>
<td>2015-2016</td>
<td>(22 students)</td>
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<td>Research Skills</td>
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</table>

**PLO 4.** INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally (assessed in 2012-2013 and 2016-2017).

All INTS majors, with the exception of those who participate in an approved study abroad program, are required to take INTS 4100 (“Supervised field placement with a company, non-profit organization or government agency in which a substantial portion of the work experience is internationally related. Foreign placements are encouraged.”). Upon completion of their internships, students are required to: (1) ask their supervisors to fill out an evaluation form (practice); and (2) write a paper reflecting on their internship experience and explaining how they applied the theory of civic engagement to their work (theory). The “overall performance” scores are tabulated, and a rubric is used to grade the reflection papers. In 2011-2012, the internship supervisor evaluations were as follows: “Excellent” (4), “Good” (2), “Average” (1),
and “Poor” (0). In 2016-2017, all 16 students who took INTS 4100 (International Field Work) achieved this PLO. The distribution of their “overall performance” scores in the internship supervisor evaluation form is as follows: “Outstanding” (10), “Very Good” (5), “Average” (1), “Marginal” (0), “Unsatisfactory” (0). These 16 students also received a “CR” grade on their reflection paper.

**PLO 5.** Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s) (assessed in 2014-2015, 2015-2016, and 2016-2017).

This PLO has historically been assessed by means of an exit survey administered to students. In 2014-2015, students in INTS 4500 were generally able to articulate their career goals with more than half intending to continue on to graduate studies and several interested in working in an international non-profit organization. That said, only 23% reported having extensively researched their career ideas and options and having made use of the career center and major advisor. The vast majority (92%) indicated that they believe their INTS major will be important or essential to getting the kind of career they want. Similarly, 92% of respondents answered that their INTS studies have been influential or very influential in shaping their career goals.

In 2015-2016, the 20 students in INTS 4500 were generally able to articulate their career goals with more than half intending to continue on to graduate studies (12) and many interested in working in an international non-profit or government organization (8). Out of 20 respondents, 13 articulated specific career plans with 7 having no or non-specific career plans. That said, only 5% reported having extensively researched their career ideas and options and having made use of the career center and major advisor. The majority (80%) indicated that they believe their INTS major will be important or essential to getting the kind of career they want. Similarly, 95% of respondents answered that their INTS studies have been influential or very influential in shaping their career goals.

In 2016-2017, two assignments for INTS 4500 were used to assess students’ achievement of this PLO: (1) an online posting on the types of employers in international affairs; and (2) a five-year career plan. The sample included the 19 INTS majors who took INTS 4500 in Spring 2017. Students read at least one of the following chapters from *Careers in International Affairs*: the US Government, International Organizations, Banking, Business, International Development and Relief, and Nonprofit and Educational Organizations. They then submitted an online posting to discuss three things they had learned from the reading(s) that would help them prepare for a career in their selected field. They also created a five-year career plan. A rubric was used to grade these two assignments. 12 of the 19 students (63%) in INTS 4500 completed both assignments and achieved this PLO. Two students did not do either assignment, and 7 students did only one of the assignments (online posting). The distribution of the scores is as follows:

<table>
<thead>
<tr>
<th>Assignment 1 (online posting) (0-10 points)</th>
<th>Assignment 2 (five-year career plan) (0-10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points (2)</td>
<td>0 points (7)</td>
</tr>
<tr>
<td>8 points (2)</td>
<td>10 points (12)</td>
</tr>
<tr>
<td>10 points (15)</td>
<td></td>
</tr>
</tbody>
</table>
Measures to Improve the Program Based on Assessment

The assessment data suggest that on the whole, graduating seniors consistently had more difficulty achieving PLO 3 than the other four PLOs. In 2015-2016, students in INTS 4500 remarked multiple times that: (1) they had never been asked to do such as large piece of work before (minimum of 20 page paper); (2) they had not been previously formally asked to develop a thesis statement for their research and to support that thesis in such a deliberate way as required by INTS 4500; and (3) they were unfamiliar with having to produce multiple drafts of their work or respond to critiques and editing suggestions from their prior instructors (i.e. they had not been exposed to scaffolded writing assignments). Even though they were obliged to produce only one major piece of work all quarter, focus on a topic they had a solid basis of knowledge on, received ample instructions, were given feedback concerning the deficiencies of their drafts, and had the assistance of a research librarian who gave a review workshop on completing a literature review and provided ongoing support all quarter, most of them failed to conduct senior-level academic research which meant that the materials identified and the content of their papers did not match expectations of the expected capabilities of graduating seniors. This raises an issue pointed out by a prior five-year review of the INTS Program that majors need an INTS research methods class. Currently, students take a methods class from a long list of methods classes offered by other programs over which the INTS Director has no control and the purpose of which is not clear to majors.

The following changes should also be implemented to help familiarize students with the expectations of PLO 3:

1. Systematize the capstone research project to require that it be related to the area of emphasis that each major pursues. In INTS 4500, students often have a hard time picking a topic and making rapid, solid progress in identifying and refining a research thesis. In theory, by focusing on their own area of emphasis, students should be able to develop their ideas more quickly since they have already gained familiarity with the subject matter from the courses taken. In addition, this will provide a more focused and rigorous capstone assessment of knowledge acquired as well as research and writing skills.

2. Publish the PLO 3 rubrics on the INTS major organization page and make copies of each available to students early in their major through their advising. The instructor for INTS 3100 should be asked to use the same rubrics to evaluate any research essays assigned. After conversion, the rubrics should be introduced in INTS 101.

3. Continue with the methodology of having students evaluate their prior work against the assessment rubric at the beginning of the course and compare this to the Director’s assessment. Students should also be asked to complete a written self-reflection exercise that requires them to identify specific areas of improvement and the steps required to achieve proficient/advanced status.
4. Provide an annual workshop to INTS majors as part of general advising to explain the PLOs and to discuss research and writing expectations. As part of this workshop, an example set of essays from prior years could be used to show aspects of excellence/deficiency. This will be of benefit to majors for any class with a writing assignment.

PLO 4 and PLO 5 go hand in hand. The internship requirement gives students an opportunity to gain valuable work experience and to apply what they learn in class to “real-life” problems. However, many students do not realize that it takes time to identify suitable internship opportunities, and they wait till the spring quarter of their senior year to complete this requirement. At the very least, they should start their internship search in their junior year. The Program Director should compile a list of recent placements to give students an idea of which organizations have worked with INTS majors. It is also important to reinforce the idea that landing a good internship is a stepping stone to a successful career in international affairs. The instructor for INTS 3100 (a required course that INTS majors usually take in their junior year) should invite a career counselor from AACE to come to class to talk about career and internship opportunities in international affairs. Another possibility is to work with the revived International Studies Club to host a career panel for INTS majors.

Comparison with Other INTS Programs

International studies programs share a certain number of characteristics. All require at least two years (or the equivalent) of a second language. All encourage or require an international experience (study abroad or an internship), which includes an option for fulfilling the requirement at home. Requirements vary from program to program. Some programs involve the humanities including literature, theatre, and the arts. Others are almost exclusively composed of the social sciences. The CSUEB program includes international courses from College of Letters Arts and the Social Sciences (CLASS) and the College of Business and Economics (CBE). Courses in Philosophy, Modern Languages, and Ethnic Studies are included, but not courses primarily devoted to literature, theater or music.

There are two different models for International Studies programs. The more frequent is the interdisciplinary-interdepartmental model, which incorporates courses from several departments into a defined course of study. Courses designed for other majors are selected to cover a range of subject areas. The program becomes the sum of these parts blended together with a limited number of INTS-designated courses. The programs Sonoma State and San Jose State are built on this model. Some INTS programs, like the one at Sonoma State, are nominally part of a traditional department, in this case Geography, while courses are taken in many departments. In the second model (the departmental model), represented by the Global Studies Department at CSU Monterey Bay, the courses themselves are interdisciplinary and are taught primarily within the major department. The alternative model was possible for CSUMB because the program
was created along with the founding of the university. In all the other program, INTS was established after the consolidation of a more traditional departmental structure.

The INTS Program at CSU East Bay follows the first model. It offers three INTS courses: INTS 3100 (Global Systems), INTS 4100 (International Field Work), and INTS 4500 (Senior Seminar). INTS majors take courses taught by departments such as Economics, History, Political Science, and Anthropology, Geography & Environmental Studies. The INTS Program is currently housed in the Department of Anthropology, Geography & Environmental Studies.

**INTS 3100 (Global Systems): GE D4 (Upper-Division Social Science) Course**

INTS 3100 is a GE D4 (upper-division social science) course, so it attracts students from other programs and departments as well. It was offered as a hybrid class for the first time in Winter 2017. After semester conversion in Fall 2018, it will be converted to INTS 101 (Introduction to International Studies). It will most likely be offered as a hybrid or online class.

**Strategies for teaching INTS 101 in an online or hybrid format:** In each module, students will watch/read a lecture, do the assigned readings, take a comprehension quiz, and participate in an online discussion. They will be required to interact with the instructor and other students in the online discussion. Occasional videos will be assigned to enhance students’ understanding of the issues discussed in the lectures and the readings. There will also be VoiceThread assignments and a multi-part term project, both of which will require peer feedback and assessment.

**Experience, support, and/or training available for faculty members who will teach this online/hybrid course:** The primary instructor of this course has taught online for eight years, has extensive training in online instruction, and is a certified Quality Matters peer reviewer. (Quality Matters is a non-profit organization dedicated to quality assurance in online education: [https://www.qualitymatters.org/about](https://www.qualitymatters.org/about).) Other instructors will be encouraged to work closely with instructor designers at the Online & Hybrid Support Office, and attend online classes and workshops offered by Quality Matters, the Online Campus, and the Office of Faculty Development.

**Assessment of this online/hybrid course:** To ensure high-quality instruction, we plan to submit this course for a comprehensive review conducted by Quality Matters. For continual assessment and improvement, the department will use the CSU QOLT rubric ([http://courseredesign.csuprojects.org/wp/qualityassurance/qolt-non-award-instruments/](http://courseredesign.csuprojects.org/wp/qualityassurance/qolt-non-award-instruments/)) to evaluate the delivery of the course.
<table>
<thead>
<tr>
<th><strong>GE Learning Outcome</strong></th>
<th><strong>Describe course activities via which students will develop this outcome. E.g. lectures, discussions, group activities, reading assignments.</strong></th>
<th><strong>Describe course assignments via which students will demonstrate this outcome, e.g. writing assignments, oral presentations, group projects, performances, exams.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify how social, political, economic, and environmental systems and/or behavior are interwoven</td>
<td>Students will develop this outcome through reading about the different disciplines (history, economics, anthropology, etc.), engaging in group discussion, and listening to lectures concerning globalization. The chosen textbook is written with this perspective (<a href="https://westviewpress.com/international-studies-instructor-resources/">https://westviewpress.com/international-studies-instructor-resources/</a>).</td>
<td>Students will write five short papers based on a rubric that will require them to explain how globalization is shaped by social, political, economic, historical and environmental drivers/factors. They will also undertake multi-choice exams requiring them to identify the social, political, economic, historical and environmental factors associated with international processes, institutions and issues of globalization.</td>
</tr>
<tr>
<td>Explain how humans individually and collectively relate to relevant sociocultural, political, economic, and/or environmental systems – how they produce, resist, and transform them</td>
<td>Students will develop this outcome through reading about the different disciplines, (history, economics, anthropology, etc.), engaging in group discussion, and listening to lectures. The chosen textbook is written with this perspective (<a href="https://westviewpress.com/international-studies-instructor-resources/">https://westviewpress.com/international-studies-instructor-resources/</a>). They will also conduct independent research using the International Studies Association Database and through watching and reviewing current affairs materials provided by the textbook publisher.</td>
<td>Students will write five short papers based on a rubric that will require them to explain how their lives and the United States economy, political system, environment and demographic and cultural make-up is affected by transnational and global processes and how, in turn, the United States has transnational and global influences in those same areas. They will also undertake multi-choice exams requiring them to identify the social, political, economic, and environmental impacts of other nations/regions/international institutions on their lives and on the United States as a whole and vice versa.</td>
</tr>
<tr>
<td>Discuss and debate issues from the course’s disciplinary perspective in a variety of cultural, historical, contemporary, and/or potential future contexts</td>
<td>Students will engage in classroom and blackboard asynchronous discussions concerning current international issues spotlighted in the media of an economic, political, sociological and/or environmental nature (as topical at that time) following a guided review of media representation and with selected contextual readings from their textbook and/or the International Studies Association Compendium resources (Encyclopedia of International Studies).</td>
<td>Students will engage in graded discussions online through Blackboard on selected current affairs issues to identify their historical and cultural contexts and speculate as to their likely future outcomes based on current accepted wisdom and on opinions expressed in the media. They will be assessed as to their level of critical discourse and content using a rubric.</td>
</tr>
</tbody>
</table>

### 2.3 Students, Advising, and Retention

INTS has experienced substantial growth in the last three years. The number of declared INTS majors increased from 49 in Fall 2014 to 65 in Fall 2016. In terms of the number of majors, INTS is now the largest program in the Department of AGES (ANTH: 46 majors; ENVT: 42 majors; GEOG: 16 majors; INTS: 65 majors). Numbers in upper-division cores courses have also increased, most critically in INTS 3100 (Global Systems) (capped at 35), which enrolled 37 in Winter 2016. In 2016-2017, 16 students took INTS 4100 (International Field Work). INTS 4100 requires special registration and is taught as an unpaid overload by the Program Director.
INTS majors take courses in other departments and are at the mercy of departmental scheduling decisions. Nowhere is the decline in course offerings more acute than in foreign languages, a development that has led a growing number of students to complete their language requirements at other colleges and universities. This disadvantage is compensated by the inherent flexibility of the area of emphasis, the relative ease with which students can switch emphases, and the large number of courses that students can choose from to fulfill major requirements.

INTS majors are encouraged by advisors to pursue complementary minors or majors whenever possible. Students interested in international politics and organizations and who make their emphasis political science or international relations often minor in political science as well. Students declaring geography or environmental studies as their emphasis may minor in geography. An emphasis in anthropology or language often results in a minor in anthropology. An INTS major with an emphasis in Asia is a natural candidate for a minor in Asian studies. Some INTS majors graduate with a double major.

*Student Demographics*

Reflecting the diversity of the student population at CSU East Bay, INTS majors continue to be a wonderful blend of international students, first- and second-generation immigrants, and students with international experience, and students seeking international experience and careers. They constitute a special community of second language learners, a mutual admiration society of students who understand the challenges and the rewards of learning another language and living in another country. INTS majors establish informal networks that continue to function after they graduate.
In 2016, 52 (80%) of the 65 majors were juniors and seniors. Relatedly, 12 (80%) of the 15 first-time students were transfers; only 3 were entering freshmen. It is quite possible that many ITNS majors came to CSUEB as transfer students, or they might just be native students who did not declare their major until after their second year. One strategy to increase the number of majors is to promote the INTS Program to first-year and second-year students and encourage them to declare INTS as their first or second major early on in their college career. Unfortunately, INTS does not currently offer any lower-division courses, but a good place to start would be lower-division courses offered by the other three programs housed in the Department of AGES, particularly the ones that are required for INTS majors (e.g., ANTH 1300, ENVT 2000, GEOG 2300, and GEOG 2310). Because double-counting is permitted and the INTS major requires only 58-85 units, ANTH, GEOG, and ENVT majors who have already achieved intermediate-level proficiency in a foreign language can easily complete the INTS major by

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<th>Student Headcount</th>
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<td>Total</td>
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<td>8</td>
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<td>5</td>
<td>4</td>
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<td>24</td>
<td>17</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Senior</td>
<td>24  18 17 23</td>
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<td>28</td>
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<td>22</td>
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<th>Full-time/Part-time</th>
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<th>45</th>
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<th>Average Units Enrolled</th>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
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<td>13.6</td>
<td>13.1</td>
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<td>13.5</td>
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<table>
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<th>Average Age</th>
<th>Undergraduate</th>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<tr>
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<td>24.0</td>
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<td>26.0</td>
<td></td>
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</table>
taking 28 more units (7 courses). The INTS major will expose them to other social science disciplines, and they will gain valuable work experience in INTS 4100.

**Faculty and Academic Allocation** (FTES and SCU are not meaningful categories for INTS since there are only two sections per year of regular INTS courses.)

The INTS Director is full-time in the Department of Anthropology, Geography & Environmental Studies. He teaches the two INTS courses (INTS 3100 and INTS 4500) as part of his regular teaching load. In addition, he supervises all of the INTS internships (INTS 4100) as an unpaid overload. He currently receives four units of release time to direct the program. In 2005, the Director’s release time was increased to two courses per year following the outside reviewer’s recommendation, but it was reduced to one course in 2009-2010 as part of budget retrenchment.

**Climate**

INTS is housed in the Department of Anthropology, Geography & Environmental Studies (AGES). Ms. Catherine Cyr and Ms. Jenn Palmer are the administrative support coordinators. The AGES Department Office is inviting and focused on students’ needs. Whenever a student approaches the office counter, Ms. Cyr or Ms. Palmer immediately greets the student and finds out what he or she wants. First thing in the morning and first thing after lunch, they check phone messages and return calls. Throughout the work day, they communicate with students by email. All official university and department forms needed by students and the faculty are readily available. For both students and faculty, the climate is positive.

**Advising**

International Studies is an advising-intensive major. All new INTS majors are called in for an initial advising appointment to go over the major, identify career objectives, select an area of emphasis, and discuss study abroad and internship opportunities. INTS majors must receive approval for the courses they take in the emphasis, and they check with their advisor on a regular basis. A detailed handout explaining the emphasis and indicating which courses may be used with which emphasis allows students to select courses with greater confidence (Appendix A). In addition, every quarter the Program sends out a list of core course offerings and courses that may be used for the emphasis and the upper-division electives. INTS maintains a database of internships on the INTS Blackboard site. An INTS 4100 (internship) handout is distributed to students when they join the major (Appendix F). Formal advising is the responsibility of the Program Director, who currently receives a one-course reduction in teaching load in compensation. INTS assigned time was cut in half during the budgetary retrenchment in CLASS a few years ago. Students are encouraged to seek out faculty in their area of emphasis. Members of the INTS Faculty Committee and core course instructors fulfill that function in Anthropology, Geography, History, and Political Science. These faculty
members also provide career advising, mentoring students on graduate school and international careers.

The INTS Program sponsors several career and internship events every year, often in conjunction with INTS 3100 and INTS 4500. Speakers discuss study abroad, international careers, the foreign service, the Peace Corps, teaching abroad, and graduate school. The director and members of the INTS Faculty Committee provide career counseling. Students have access (on the INTS Major Blackboard site) to several specialized graduate study and international career databases, including lists of graduate programs in international affairs, international public administration, development, and social change and social justice. They are encouraged to seek internships that correspond to their career interests. The Program maintains a database of over one hundred Bay Area non-profits that offer internationally oriented internships in a variety of fields. Assistance is also provided by the Career Development Center, which, in the past, also organized international career events.

Scheduling

The two INTS courses, INTS 3100 (Global Systems) and INTS 4500 (Senior Seminar), are offered once a year, in the winter and spring quarters respectively. The other required courses are scheduled by their respective departments. The director coordinates with the participating departments to minimize any scheduling overlap among the courses required for INTS majors.

Recruitment

For many years, the INTS program has been involved in active recruitment from Bay Area community colleges. When the university organized off-campus visits to meet with community college faculty and students, an INTS representative was always present. Currently, the program sends out an annual letter along with program brochures to community college faculty in related disciplines and to community college advising centers. When asked, the program also provides these materials to the university’s recruitment teams.

Over the years, the INTS Program has worked actively with the Director of International Programs to recruit international students to CSUEB. For several years, International Programs distributed throughout Asia special “export” versions of INTS program brochures. At the invitation of the Center for International Education, the INTS Director has met with several visiting representatives of foreign universities seeking to establish cooperative or exchange relationships with CSUEB.

Analysis of Enrollment Trends (FTES and SCU are not meaningful categories for INTS since there are only two sections per year of regular INTS courses.)

The number of INTS majors has been trending up for the last three years. There were 62 INTS majors in 2012. The number dipped to 49 in 2014, but it rose to 57 in 2015 and 65 in 2016. INTS 3100 and INTS 4500 have also been enrolling at 100% capacity (or nearly so). Most students in
INTS 3100 are INTS majors; all students in INTS 4500 are INTS majors. Enrollment in INTS 3100 (usually capped at 35 students) reached a high of 37 in Winter 2017. INTS 4500 (usually capped at 25 students) is offered every spring quarter. Admission to this capstone course is closely controlled by the INTS Director: only students who have fulfilled all or most of the major requirements can enroll in this course.

Neither INTS 3100 nor INTS 4500 is offered at Concord. In 2017, INTS 3100 and INTS 4500 were taught as a hybrid class and as an online class respectively for the first time. The INTS Program will continue to experiment with these new delivery formats after semester conversion in order to offer flexibility and convenience to students who are unable to come to campus on a regular basis due to busy work schedules or personal commitments.

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<td><strong>INTS 4100 (International Field Work)</strong></td>
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<td><strong>INTS 4500 (Senior Seminar)</strong></td>
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**2.4 Faculty**

INTS has no tenure-track faculty allocation. INTS has been authorized to teach one section each year of INTS 3100 and INTS 4500.

*The INTS Advisory Committee*

Ekin Alakent – Associate Professor (Management)
Ph.D., University of Texas at Dallas (Management)
Interests: corporate political strategies, corporate social responsibility, non-market strategies

Vahid Fozdar – Associate Professor (History)
Ph.D., University of California, Berkeley (History)
Interests: colonialism, modern South Asia, world history, comparative religions
Courses: *The Twentieth Century, Modern Middle East, World Civilizations*
Sukari Ivester – Assistant Professor (Sociology)
Ph.D., University of Chicago (Sociology)
Interests: urban sociology, medical sociology, Brazil
Courses: Medical Sociology, Sociology of Travel and Tourism, Brazilian Society

Michael Lee – Professor (Anthropology, Geography & Environmental Studies)
Ph.D., London School of Economics (Geography)
Interests: sustainability, water resources, Latin America
Courses: Water Resources & Management, Sustainable Development, Food, Culture & Environment

Maria Ortuoste – Associate Professor (Political Science)
Ph.D., Arizona State University (Political Science)
Interests: international relations, international security, comparative politics of Asia
Courses: International Relations, The UN & World Community, American Foreign Policy

Marcelo Paz – Associate Professor (Modern Languages and Literatures)
Ph.D., University of Cincinnati (Spanish)
Interests: Spanish, Spanish-American literature and culture
Courses: Advanced Spanish Composition and Syntax, Spanish-American Literature

Laurie Price – Professor Emerita (Anthropology, Geography & Environmental Studies)
Ph.D., University of North Carolina at Chapel Hill (Anthropology)
Interests: medical anthropology, environmental anthropology, Latin America
Courses: Medical Anthropology, Field Course in Ethnography, South America

Andrew Wong – Professor (Anthropology, Geography & Environmental Studies)
Ph.D., Stanford University (Linguistics)
Interests: linguistic anthropology, business anthropology, China
Courses: Anthropology in the Modern World, Language and Culture, Business Anthropology

Meiling Wu – Professor (Modern Languages and Literatures)
Ph.D., State University of New York, Binghamton (Comparative Literature)
Interests: Chinese, Japanese, Chinese literature and culture
Courses: New Chinese Cinema, Modern Japanese Short Stories, Modern Chinese Short Stories

2.5 Resources

As part of the focus on improving student skills related to the student learning outcomes, INTS students regularly use the Student Center for Academic Achievement (SCAA) and academic support services of the library. Students in INTS 3100 and INTS 4500 receive regular referrals to the SCAA and are encouraged to consult with a reference librarian during preparation of their research papers.
In 2016-2017, INTS 3100 and INTS 4500 were offered as a hybrid class and as an online class respectively for the first time. The Program Director worked closely with instructor designers at the Online & Hybrid Support Office to redesign the two courses. He has taught online for eight years, has extensive training in online instruction, and is a certified Quality Matters peer reviewer. (Quality Matters is a non-profit organization dedicated to quality assurance in online education: https://www.qualitymatters.org/about.) To ensure high-quality instruction, INTS plans to submit the two courses for a comprehensive review conducted by Quality Matters after semester conversion.

2.6 Units Requirement and Transfer Model Curriculum

The INTS major requires 58 to 85 units (depending on the number of second language units); the INTS BA degree requires 180 units. INTS has an approved Transfer Model Curriculum (Global Studies): transfer students holding an AA in Global Studies from a community college in California can complete the BA degree in International Studies at CSUEB in 90 quarter units.
3. **FIVE-YEAR PLAN**

An overarching goal for the INTS Program is to increase the number of majors in the next five years. To do so, we need to ensure that: (1) all the courses required for the INTS major are convenient for students with busy work schedules and personal commitments (see 1 below); (2) students can see a clear path from the INTS major to future careers in international affairs (see 6 below); (3) both first-year and transfer students at CSU East Bay – particularly, those in related disciplines like anthropology, geography, history, political science, environmental studies, and modern languages – are aware of the benefits of this major (see 7 below); and (4) Global Studies majors at various community colleges in California are familiar with the INTS Program at CSU East Bay (see 8 below).

3.1 **Curriculum**

1. **Create an online degree completion option:**

   *Action/Change:* Students select their major not only because they are interested in the subject matter, but also because they can see how it is related to their career goals (see Section 3.2) and because the courses that they are required to take are readily available and do not conflict with their work schedules and personal commitments. An online degree completion option will attract working adults to the program. It will be an important step towards increasing the number of INTS majors. INTS will consider giving students the option of taking online classes to complete the upper-division requirements. (Other students will still be able to take face-to-face and hybrid classes at the Hayward campus.) Students will be expected to have previously completed their lower-division studies and their foreign language requirement. INTS has already successfully offered INTS 3100/INTS 101 as a hybrid class and INTS 4500/INTS 499 as an online seminar. The upper-division core courses (HIST 328 and INTS 499) will need to be taught online at least once a year, and the Program Director will need to make sure that there will be enough methods courses and emphasis courses taught in an online format as well.

   *Timeline:* The start date is scheduled for Fall 2021.

   *Person in Charge:* The Program Director

   *Estimated Cost:* No cost

2. **Monitor and address any problems that may arise as a result of semester conversion:**

   *Action/Change:* CSU East Bay will convert from the quarter to the semester system in Fall 2018. Our proposals for converting the INTA BA program, the INTS minor, and several INTS courses (INTS 101, INTS 398, INTS 399, INTS 490, and INTS 499) to the semester system have all been approved. There are no significant changes to the INTS curriculum. In alignment with the AA
Degree in Global Studies at various community colleges in California, INTS majors at CSU East Bay will be required to take two additional lower-division courses in political science and the humanities after semester conversion. However, they will no longer need to take three upper-division electives for the major. We will monitor any issues that may arise as a result of semester conversion. We will make sure that the core courses are offered on a regular basis and that INTS majors are able to complete the degree requirements in a timely fashion. We will consider modifying the INTS curriculum to address any problems that hinder students’ progress toward completing their degrees.

Timeline: This will be done on a continuous basis, but most of the monitoring will occur in the first two years after semester conversion.

Person in Charge: The Program Director

Estimated Cost: No cost

3. Rebrand and rename the program “Global Studies”:

Action/Change: Global Studies, even more than International Studies, is a growth major in the country and throughout California. Rebranding and renaming our program will allow us to take advantage of the growing interest in Global Studies and attract more majors to the program. The Program Director will submit name change requests for the major, the minor, and the three INTS courses. He will also work with the University to ensure that INTS majors are counted properly (i.e., as AGES majors rather than POSC majors), so that the College can fully understand the resource needs of the INTS Program.

Timeline: The start date is scheduled for Fall 2018.

Person in Charge: The Program Director

Estimated Cost: No cost

4. Expand the suite of core courses:

Action/Change: We will expand the suite of core courses by bringing back INTS 3100 (Global Systems) and adding AGES courses (e.g., GEOG 3320, GEOG 4330). These core courses will provide students with a sense of community and serve as the “glue” that holds students to the program. While INTS 3100 will introduce our majors to the history and theory of the field, the AGES courses will allow them to exchange ideas with students in related fields and develop foundational knowledge for understanding global society. As a program housed in AGES, INTS will have no trouble coordinating with ANTH, GEOG, and ENVT to make sure that the new core courses are taught on a regular basis. This expanded set of core courses will also help
students achieve PLO 3 by giving them a longer “ramp” to the more extensive writing requirement of the senior seminar.

*Timeline:* The start date is scheduled for Fall 2020.

*Person in Charge:* The Program Director

*Estimated Cost:* A three-unit course assignment

5. **Reconsider the necessity of the foreign language requirement:**

*Action/Change:* The external reviewer states that in conversations with students during the campus visit, they expressed concerns over the difficulty in taking two years of the same language. As she correctly observes, Chinese, French, Japanese, and Spanish are the only languages in which students can take enough courses to gain proficiency, but even these courses are not offered frequently enough at different levels. In view of these difficulties, the Program Director and the Advisory Committee will reconsider the necessity of the foreign language requirement.

*Timeline:* The start date is scheduled for Fall 2019.

*Person in Charge:* The Program Director

*Estimated Cost:* No cost

### 3.2 Assessment

We do not anticipate any changes to INTS’s PLOs after semester conversion. Assessment will take place primarily in INTS 499 (Senior Seminar in International Studies), INTS 398 (International Field Work), and INTS 101 (Introduction to International Studies). One PLO will be assessed every year.

**PLO 1.** INTS majors will demonstrate cross-cultural understanding and competencies, including second language acquisition.

*Action/Change:* The assessment will focus on seminar roundtable readings, presentations, and discussions on cross-cultural understanding and competencies in INTS 499. A rubric will be used to assess students’ achievement of this PLO. This will be supplemented with data from the exit survey.

*Timeline:* This PLO will be assessed in INTS 499 in 2018-2019.
Person in Charge: The Program Director

Estimated Cost: No cost

**PLO 2.** INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability.

*Action/Change:* Students in INTS 101 and INTS 499 will be asked to complete a writing assignment or a class presentation to demonstrate their understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability. A rubric will be used to assess students’ achievement of this PLO.

*Timeline:* This PLO will be assessed in INTS 101 and INTS 499 in 2019-2020.

Person in Charge: The Program Director

Estimated Cost: No cost

**PLO 3.** INTS majors will demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork.

*Action/Change:* PLO 3 is traditionally assessed by means of a capstone research project administered as part of INTS 499. The research assignment is explained in the syllabus and in the rubrics designed to assess the degree to which students have achieved proficiency in this PLO (see Appendix C).

*Timeline:* This PLO will be assessed in INTS 499 in 2020-2021.

Person in Charge: The Program Director

Estimated Cost: No cost

**PLO 4.** INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally.

*Action/Change:* All INTS majors, with the exception of those who participate in an approved study abroad program, are required to take INTS 398 (International Field Work). Upon completion of their internships, students are required to: (1) ask their supervisors to fill out an evaluation form (practice); and (2) write a paper reflecting on their internship experience and explaining how they applied the theory of civic engagement to their work (theory). The “overall performance” scores will be tabulated, and a rubric will be used to grade the reflection papers.
Timeline: This PLO will be assessed in INTS 398 in 2021-2022.

Person in Charge: The Program Director

Estimated Cost: No cost

**PLO 5.** Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s).

*Action/Change:* Two assignments in INTS 499 will be used to assess students’ achievement of this PLO: (1) an online posting on the types of employers in international affairs; and (2) a five-year career plan. Students will read at least one of the following chapters from *Careers in International Affairs:* the US Government, International Organizations, Banking, Business, International Development and Relief, and Nonprofit and Educational Organizations. They will then submit an online posting to discuss three things they had learned from the reading(s) that would help them prepare for a career in their selected field. They will also create a five-year career plan. A rubric will be used to grade the two assignments.

*Timeline:* This PLO will be assessed in INTS 499 in 2022-2023.

*Person in Charge:* The Program Director

*Estimated Cost:* No cost

### 3.3 Students

6. **Clarify how the INTS major prepares students for careers in international affairs:**

*Action/Change:* The Program Director will update the database of career opportunities for INTS majors and the database of organizations where INTS majors have done their internships to fulfill the international fieldwork requirement (INTS 4100/INTS 398). Both will be made available on the Program’s Blackboard site, so that INTS majors will have easy access to them. The INTS Program will continue to work with other departments (e.g., POSC) and the International Studies Club to organize career and internship events, workshops, and panel discussions. The Program Director will also use LinkedIn to create a network for INTS alumni, solicit career updates from them, and post success stories on the Program’s website. The section on career options of the website will also be revised and updated.

*Timeline:* This will be done annually.

*Person in Charge:* The Program Director
Estimated Cost: No cost

7. Promote the INTS major to first-year and transfer students at CSU East Bay (particularly, students in related disciplines like anthropology, geography, history, political science, environmental studies, and modern languages):

Action/Change: The Program Director will continue the long-standing practice of presenting at the annual major exploration workshop and attending the annual Preview Day to introduce prospective students to the INTS Program. He will encourage first- and second-year students to declare INTS as their first or second major early on in their college career. INTS does not currently offer any lower-division courses, but after semester conversion, a good place to start would be INTS 101 and lower-division courses offered by the other three programs housed in the Department of AGES, particularly the ones that are required for INTS majors (e.g., ANTH 130, GEOG 110, GEOG 120, and GEOG 125). Because double-counting is permitted and the INTS major requires only 39-57 units, ANTH, GEOG, and ENVT majors who have already achieved intermediate-level proficiency in a foreign language can easily complete the INTS major by taking 24 more units (8 courses). The INTS major will expose them to other social science disciplines, and they will gain valuable work experience in INTS 398 (International Field Work). The INTS Program will also work with the Director of International Program to recruit international students and to establish cooperative or exchange relationships with foreign universities.

Timeline: This will be done annually.

Person in Charge: The Program Director

Estimated Cost: No cost

8. Promote the INTS Program at CSUEB to Global Studies majors at various community colleges in California:

Action/Change: The INTS Program will intensify its efforts to recruit from Bay Area community colleges. The Program Director will work with the articulation officer, Mr. Kyle Burch, to identify the top feeder community colleges with AA degree programs in Global Studies. Our recruiting efforts will focus on these colleges. The Program Director will send out an annual letter along with program brochures to community college advising centers and to community college faculty in Global Studies and related disciplines. He will also provide these materials to the university’s recruitment teams.

Timeline: This will be done annually.

Person in Charge: The Program Director
3.4 Faculty

INTS has no tenure-track faculty allocation. We do not anticipate any significant changes to the structure of the program. The lines of communication between leadership and faculty are open. There are no important climate issues that need to be addressed.

9. **Prioritize budgeting for continued assigned time for the Director: maintain the one-course teaching release currently in place, and as soon as the budget allows, give the Director 6 units of release time (2 courses) per year.**

*Action/Change:* INTS is an advising-intensive major. The Program Director is responsible for advising all INTS majors and minors, teaching INTS 3100 and INTS 4500, developing the curriculum, assessing the PLOs, meeting with the Advisory Committee, supervising all INTS internships (INTS 4100) as an unpaid overload, and working with the Center for International Education to assist students who would like to study abroad. As the external reviewer explains, it is crucial that the Director have assigned time in order to maintain the integrity of the program. At the very least, the one-course teaching release that is currently in place must be maintained. As soon as the budget allows, the Director should receive 6 units of release time (2 courses) per year.

*Timeline:* This will be done annually.

*Person in Charge:* The Program Director

*Estimated Cost:* 3-6 units of release time

3.5 Other Resources

We do not foresee any significant changes in this area for the next five years. Unless the number of majors increases exponentially, our current level of staff, equipment, and other resources should be adequate for the program improvements outlined above. In Summer 2016, AGES added Ms. Jennifer Palmer to the main office it shares with Theatre & Dance. Ms. Palmer’s specific duties include loading into PeopleSoft the schedules for all AGES programs (including INTS), processing major check sheets and associated graduation paperwork, and serving as the main office’s first point of contact for students looking for assistance. The Program Director will work with instructional designers at the Online Campus to redesign INTS 101 (Introduction to International Studies) and INTS 499 (Senior Seminar in International Studies) as online/hybrid courses. He will continue to encourage INTS majors to use the
Student Center for Academic Achievement (SCAA) and academic support services of the library during preparation of their research papers.
I was privileged to visit CSU-East Bay on April 2, 2018 to conduct a one-day site visit in preparation for writing this external review of the International Studies program. I was able to visit with Dr. Andrew Wong, Director of IS, Dr. Davis Larson, Chair of AGES, a group of eight students majoring in IS, and one faculty member from the advisory committee. I also met with Dean Kathleen Rountree and Associate Dean Dennis Chester. It was a very informative visit and I was overall impressed with the program, director, and students. Although there is still work ahead, International Studies is clearly fulfilling its mission of providing a high quality interdisciplinary program that prepares students for careers grounded in global citizenship and understanding of other cultures, environments, and peoples.

The previous reviewer (May 2011) detailed the three models of International and Global Studies programs in the CSU and determined that the East Bay program is most closely identified with Model Two:

“…program provides some structure in the form of a coherent core of courses but allows students to complete their degree through approved or available coursework across campus or via off-campus study abroad programs. The key to success or failure of such a model rests on two equally important aspects of teaching and learning. The first, the rational of approved courses as those help shape the international content and character of the degree program. The second constitutes ease of access to approved ‘international’ courses that can easily make or unmake a degree program and its student learning. The relation of approved but un/available courses are crucial to the success of this model of International Studies degree programs. The B.A. degree program is a newer successful example of this model (Bhatti, p. 23).”

Dr. Bhatti also thought the program at CSUEB “can also be considered as a loosely structured degree program consistent with the first model of International Studies (Bhatti, p. 23).” She defined Model One as:

“…a loosely structured program that lets students create their own degree from a smorgasbord of courses and opportunities offered on and off campus. … in the form of interdisciplinary programs that are not necessarily in content but can lay claim to being international on the basis of content, language or experiential teaching and learning. … This lacks both coherence in content/process of teaching/learning and is normally thought of as a degree of convenience unless it is built on a disciplinary or thematic foundation (Bhatti, p. 22).”

I disagree with Dr. Bhatti’s contention that the program at CSUEB has anything in common with Model One, nor does it completely fit Model Two. Setting aside any discussion of Model
One, the connection with Model Two is lacking in that the CSUEB program does not have a complement of dedicated core courses. SJSU does have this and I will recommend that CSUEB move toward, but not fully adopt, the SJSU model, which has developed a series of core courses while maintaining the interdisciplinary character of the program. I understand, as stated in the 2017-18 five year review document in regard to the previous external reviewer’s report, that “without additional resources, it is impossible for INTS to implement the outside reviewer’s recommendations. The last five-year review was conducted during a period of deep budget cuts, but the situation has not substantially improved since then (p. 6).” With decisions about state funding for the CSU still uncertain (at least until the May revise) it is difficult for the college, department, and program to commit further resources. I will offer recommendations below that might help address the situation with minimal additional resources.

**Program structure, adequacy of resources, and personnel**

The International Studies program has compiled a very thorough self-study document. The report summarizes major successes and challenges currently facing the program. The current director, Dr. Andrew Wong, along with Dr. David Larson, Chair of AGES, have created a culture that supports the type of reflective self-study required by a five-year review process. Faculty and students were open and forthcoming in their observations and assessments of what the program does well and the areas where they seek improvement and/or change. During my visit to campus, I did not find anything contrary to the program’s analysis presented in the report.

In general, the mission of the INTS program at CSUEB is consistent with the stated University Shared Strategic Commitments, particularly “reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship;” and “contribute to a sustainable planet through our academic programs, university operations, and individual behavior;” and “practicing mutual respect, responsiveness, and collaboration across the university;” and “support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility.” What the INTS program does is very consistent with the university mission statement that CSUEB “supports a diverse student body with academically rich, culturally relevant, learning experiences that prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its educational programs and activities the University strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities.”

The INTS program has significant potential. It has a new home in the department of Anthropology, Geography, and Environmental Studies (AGES). It has clerical support and faculty who are qualified to teach in the area of International Studies. The program appears to have grown in number of majors, but it is not possible to clearly identify the growth pattern. This is because it appears that the INTS majors are still counted by the University as majors in Political Science, which was the former home of the program. If this is indeed the case, then the
INTS program may be underfunded while its’ prior department may be receiving resources that now belong to AGES and INTS. Until the University corrects this problem, it will hinder the ability of the College, Department, and Program to accurately count majors and minors and fully understand the resource needs of INTS. The program has the potential for continued growth, but without an accurate count of majors and minors will be hindered.

In 2016, Dr. Andrew Wong became the INTS Program Director. Dr. Wong is an applied and linguistic anthropologist. “His current [research] project explores how the ongoing conflict between Hong Kong and mainland China is being played out on the terrain of language.” In 2016-2017 he received a Research Travel Grant from the Association of Asian Studies. He has presented at conferences at Stanford University, University of Auckland, University of Oxford, Seattle, and University of Geneva. During my meeting with a group of INTS students, they enthusiastically agreed that Director Wong is one of the strengths of the program. They said he is approachable, helpful, and provides significant advising and information about the program, studying abroad, progress toward the degree, and general information about what one can do with an INTS degree.

Currently, the Director of INTS receives assigned time of one course release per academic year. Since one cannot direct a program only during one semester, the Director is effectively receiving one-half course release per semester. It is my understanding that the University is considering replacing assigned time with a stipend. Reducing assigned time for one year because of reduced CSU budgets can be justified, however, this reduction should not become institutionalized. Serving as Director of INTS involves advising majors and minors, supervising internships, teaching INTS courses, meeting with and reporting out to the Advisory Committee, developing curriculum, assessing PLOs, information and resources for study abroad, etc. It is crucial that the Director have assigned time in order to maintain the integrity of the program. In fact, rather than institutionalizing a stipend rather than assigned time, it is recommended that as soon as the budget allows, the Director should receive assigned time of one course release per semester.

**Curriculum and Programmatic Considerations**

According to the self-study, “INTS is an interdisciplinary program in globalization preparing students for international careers and civic engagement through a personalized curriculum, language acquisition, study abroad, and internships. It is designed to provide students with a broad base of understanding of the interrelationship of the world community, while at the same time providing the opportunity to specialize in an area of interest.”

In interviews I learned that INTS 3100 is being replaced by a lower division introductory course. While this is positive in the sense that it provides a method for community college transfers to enter with a core course already completed, it damages the overall program by reducing the upper division INTS course offering to the Senior Seminar. In addition, students who transfer from community college who haven’t take an equivalent course must begin their major at CSUEB taking a lower division course. The student population at CSUEB is about 70% upper division students, and it is crucial to provide this student population with upper division
courses in the major. The Global Studies program at SJSU was significantly revised in 2012-2013 for a variety of reasons. One of them was that students did not feel they were part of a cohort and did not feel they were receiving a foundation from which to build their program course load and future careers. The lack of cohort cost the program majors who changed programs because they felt “lost” and not anchored. I strongly recommend that INTS 3100 be put back into the curriculum to provide students with the foundational history, theory, and understanding of the field. It will also serve as the “glue” to hold students to the program by providing at least a minimal feeling of being part of a cohort. I can’t emphasize strongly enough the importance of these two important cornerstones of an interdisciplinary program. If we were in a better budget situation I would recommend developing at least two more upper division core courses. However, I realize that is not currently feasible so hope the College and Department can agree it is imperative to find the funding to offer the lower division course as well as INTS 3100 and INTS 4500.

The program currently has five Program Learning Outcomes (PLO) that appear to be aligned consistently with the Institutional Learning Outcomes (ILO). The Program Learning Outcomes are listed as follows:

1. INTS majors will demonstrate cross-cultural understanding and competencies, including second language acquisition.
2. INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability.
3. INTS majors will demonstrate the ability to research, write, and communicate orally about complex international issues both individually and through collaborative learning and teamwork.
4. INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally.
5. Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s).

Two PLOs are assessed every academic year, but the frequency for each, according to the self-study, is not consistent. For example, PLO 4 was assessed in 2012-2013 and not again until 2016-2017 while PLOs 3 and 1 were assessed three times between 2012-2017. It will be helpful to accurately assessing student success in achieving the outcomes and program success in encouraging and guiding that achievement if consistency were implemented. Year 1: PLO 1 & 2; Year 2: PLO 3 & 4; Year 3: PLO 5 & 1 is a system that would provide a more accurate assessment of the PLOs. The assessment plan has changed since the last review with measurement now occurring in INTS 3100 (Global Systems) and INTS 4500 (Senior Seminar). There are limits to the effectiveness of only assessing students in two courses, however, since these were the only two upper division INTS courses there is little to be done about this limitation. However, if INTS 3100 is not re-introduced into the curriculum, all assessment will have to be done in INTS 4500 (Senior Seminar) and this is an extremely ineffective, even impossible, way to evaluate PLOs. Assessment at exit alone sets a bar for competency, but does not allow for a mechanism
to determine whether students actually attained those outcomes from the program. In an interdisciplinary program in which students take a majority of their courses in different departments it is not feasible to assume those courses are meeting any of the dedicated program PLOs. It is important for the INTS program to demonstrate that it is responsible for positive student outcomes.

In order to address the problem of attempting to accurately assess PLOs with only two upper division courses the following may provide a solution. The following courses also housed in AGES might be appropriate to include in the program as additional core courses in which INTS PLOs can be assessed: GEOG 3320 (Food, Culture, and Environment); GEOG 4330 (Sustainable Development); ANTH 3750 (Women in Cross-Cultural Perspective). This would require minor changes to course requirements so at least one PLO could be assessed in each. Cross-listing the courses with INTS would identify them to majors and potential majors as INTS courses. This would then provide the program with one lower division INST course and five upper division INTS courses (INTS 3100, INTS 4500, GEOG 3320, GEOG 4330, ANTH 3750). Another benefit of this set of courses as core courses in the major would be to provide students with a feeling of belonging to a cohort. While they would be in the GEOG and ANTH classes with students from other majors it would provide the opportunity for exchange of ideas and development of closely related foundational knowledge for understanding global society.

According to the self-study, “assessment data suggest that on the whole, graduating seniors consistently had more difficulty achieving PLO 3 (INTS majors will demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork) than any of the other PLOs. Director Wong should be commended for developing four changes to help familiarize students with expectations for PLO 3. This detailed plan demonstrates Director Wong’s quick response to a fairly serious problem and ability to creatively and efficiently develop workable solutions.

**Degree requirements and appropriateness of core and elective courses**

At SJSU the decision was made (in 2005) to create a Global Studies program rather than International Studies. Today, there is a sense in the International Studies Association that it is important where possible to determine the extent to which a program is “Global” rather than “International” Studies. A Global Studies program would have a stronger emphasis on globalization and normative questions as opposed to regional knowledge and language acquisition in an International Studies program. The INTS program at CSUEB to date leans more toward an International Studies programmatic emphasis, but in many ways synthesizes well with the AAC&U Global Value Rubric.

The INTS program meets the AAC&U Global Value Rubric on the following points:
- Broad interdisciplinary Advisory Committee
- Dedication in the curriculum to the interdisciplinary pursuit of knowledge
• If the suggestions above to expand the core curriculum without the costly addition of a new suite of courses is followed, the design of the program will rely on an introductory (lower division) course, core courses, and a senior capstone as anchors with the rest of the program fleshed out through courses in other departments.
• Syllabi include complementary learning outcomes.
• Writing is integrative in the major and driven by a thoughtful plan developed by Director Wong to significantly improve student success in this area.

All of this does/will contribute to a program that follows best practices at a higher than average level.

Recommendations for moving the program forward

For many departments and programs, it is unclear where future majors will come from. The recommendations that follow consider mechanisms that will help stabilize and move the program forward with the belief that the clearer the structure, the more core courses offered, the better communicated the outcomes, the more majors will follow. The first recommendation is based on the meeting with the INTS students.

In meeting INTS students discussed what they see as weaknesses in the program. These included:

• Too many paths/possibilities
• Only one upper division INTS course only offered as Senior Seminar
• Courses in other departments not offered consistently enough and students have to substitute other courses
• Lack of visibility for the major on campus

For the last point, students offered two solutions. First, have more events on campus to gain more visibility. This might include information sessions about the major, invited speakers, social events. Second, they suggested rebranding the program and naming it Global Studies. They felt that International Studies was too closely related to Political Science and that hinders its recognition as a program of study separate from Political Science.

1. Rebrand and rename the program Global Studies. This will, as students have suggested, give the program more visibility and distinguish it from Political Science. This is not an insignificant insight on behalf of the program’s majors.
2. Expand the suite of core courses by bringing back INTS 3100 and adding GEOG 3320, GEOG 4330, and ANTH 3750 and continue adding the one lower division course and INTS 4500. This will make it clear what courses have content specific to INTS students.
3. Prioritize budgeting for continued assigned time (AT) for the Director – maintaining the one semester AT currently in place and as budget improvement allows in the future giving the Director AT for the entire AY. Dr. Wong is an excellent Director who has
already made positive progress and is highly respected by the majors in the program. Avoiding burn-out is imperative for continuity and maintaining integrity of the program.

4. As noted in the self-study, students struggle with PLO 3. It might help to move to scaffolding writing through the course offerings, aligning those outcomes at a department level and providing students with a longer “ramp” to the more extensive writing requirement of the senior seminar.

5. Language Requirement: In conversation with students during the site visit they expressed concerns over the difficulty in taking two years of the same language. It might be worth considering why there is a language requirement and what it is hoped students will attain from it. Students are allowed to test out of the language requirement, but might the program want to require even those students to take one year of advanced language study to gain proficiency? While there are many language courses in the CSUEB catalog, it seems that Spanish, French, Chinese, and Japanese are the only languages in which students might be able to take enough courses to gain proficiency. However, the impression is that even these languages are not offered frequently enough at different levels.

6. Study Abroad Requirement: In conversation with Dr. Wong, I came to understand that majors are required to complete a “supervised field placement with a company, non-profit organization or government agency in which a substantial portion of the work experience is internationally related.” It wasn’t clear from my meeting with students that they fully understand that the field placement is the actual requirement with study abroad as an alternative. This seems to be a fair requirement and no changes are recommended at this time other than to gently encourage students to go abroad if possible.

Global Studies, even more than International Studies, is a growth major across the country and throughout California. Rebranding the CSUEB program will take advantage of growing interest in Global Studies and attract more majors to the program. That said, the CSUEB INTS program is on track to continued growth and development of a top-notch program. The current Director, Dr. Wong, is an excellent choice to lead the program into the future. He is already accomplishing much with very few resources and his availability and enthusiasm for the program will attract new majors every year. He is consistent, responsive, and decisive. His response to the lack of success in attainment of PLO 3 is a clear indication that the program is in very good hands.
5. PROGRAM’S RESPONSE TO EXTERNAL REVIEWER’S REPORT

The INTS Program Director and the INTS Advisory Committee wish to thank the external reviewer, Dr. Kathryn Davis, for her acute interest in our program and for her thoroughly engaging visit to our campus. We are pleased with her findings: (1) that our program is clearly fulfilling its mission of providing a high-quality interdisciplinary program that prepares students for careers grounded in global citizenship and an understanding of other cultures, environments, and peoples; and (2) that this mission is consistent with the University’s mission and Shared Strategic Commitments (particularly, “reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship,” “contribute to a sustainable planet through our academic programs, university operations, and individual behavior,” “practice mutual respect, responsiveness, and collaboration across the university,” and “support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility”).

We agree with the external reviewer that it is time to rebrand and rename the program “Global Studies.” This will give the program more visibility, strengthen its relationship with AGES, and distinguish it from Political Science. As the external reviewer points out, Global Studies, even more than International Studies, is a growth major in the country and throughout California. Rebranding and renaming our program will allow us to take advantage of the growing interest in Global Studies and attract more majors to the program. This move will be supported by our majors, who complain that the close association of International Studies with Political Science hinders its recognition as a separate program of study. We will also work with the University to ensure that INTS majors are counted properly (i.e., as AGES majors rather than POSC majors), so that the College can fully understand the resource needs of the INTS Program.

Like the external reviewer, we see the need to expand the suite of core courses by bringing back INTS 3100 (Global Systems) and adding AGES courses (e.g., GEOG 3320, GEOG 4330). These core courses will provide students with a sense of community and serve as the “glue” that holds students to the program. While INTS 3100 will introduce our majors to the history and theory of the field, the AGES courses will allow them to exchange ideas with students in related fields and develop foundational knowledge for understanding global society. Including AGES courses in the program as additional core courses will go a long way towards resolving our students’ frequent complaint that courses in other departments are not offered consistently enough. As a program housed in AGES, INTS will have no trouble coordinating with ANTH, GEOG, and ENVT to make sure that the new core courses are taught on a regular basis. This expanded set of core courses will also help students achieve PLO 3 by giving them a longer “ramp” to the more extensive writing requirement of the senior seminar.

The external reviewer notes that while two PLOs were assessed every academic year in the last five years, the frequency for each was not consistent. This inconsistency was partly due to the three changes in the directorship and the changes to the assessment plan that were implemented a few years ago. The new assessment plan outlined in Section 3.2, coupled with
stability in the leadership of the INTS Program, will address this problem by providing a more accurate assessment of student success in achieving the PLOs.

The external reviewer shares with us her concerns about the internship/study abroad requirement and the modern language requirement. With regard to the former, it was not clear to her that our students fully understand that the field placement is the actual requirement with study abroad as an alternative. We will be sure to rectify any misunderstandings about this requirement in advising meetings with students. With regard to the latter, the external reviewer states that in conversations with students during the campus visit, they expressed concerns over the difficulty in taking two years of the same language. As she correctly observes, Chinese, French, Japanese, and Spanish are the only languages in which students can take enough courses to gain proficiency, but even these courses are not offered frequently enough at different levels. In view of these difficulties, the Program Director and the Advisory Committee will reconsider the necessity of the foreign language requirement.

Finally, we agree wholeheartedly with the external reviewer that it is important to prioritize budgeting for continued assigned time for the Director. INTS is an advising-intensive major. The Program Director is responsible for advising all INTS majors and minors, teaching INTS 3100 and INTS 4500, developing the curriculum, assessing the PLOs, meeting with the Advisory Committee, supervising all INTS internships (INTS 4100) as an unpaid overload, and working with the Center for International Education to assist students who would like to study abroad. As the external reviewer explains, it is crucial that the Director have assigned time in order to maintain the integrity of the program. At the very least, the one-course teaching release that is currently in place must be maintained. As soon as the budget allows, the Director should receive 6 units of release time (2 courses) per year.
Appendix A: INTS Areas of Emphasis

The Emphasis allows International Studies students to focus the major on an area of primary interest. Four international courses selected with the approval of an advisor are grouped around a single region, topic, or academic discipline. Possible areas of emphasis (as well as courses in each area) are listed below. For more information, please contact Dr. Andrew Wong, Director, International Studies Program (andrew.wong@csueastbay.edu).

**Disciplinary Emphasis**

**Anthropology** *(four courses)*

ANTH 3000 (Anthropology in the Modern World), ANTH 3400 (Social Anthropology), ANTH 3410 (Folklore), ANTH 3545 (China), ANTH 3550 (Japan), ANTH 3555 (Cultures of East Asia), ANTH 3580 (Middle East), ANTH 3720 (Medical Anthropology), ANTH 3745 (Human Sexuality: Anthropological Perspectives), ANTH 3760 (Medical in Cross-Cultural Perspective), ANTH 3765 (Business Anthropology), ANTH 3800 (Language and Culture), ANTH 3840 (Folk Religion and Magic)

**Economics** *(four courses)*

ECON 3107 (Global Economic Analysis), ECON 3170 (History of Economic Thought), ECON 3200 (Comparative Economic Systems), ECON 3310 (Money, Banking & Financial Intermediaries), ECON 4306 (Environmental Economics), ECON 4705 (International Finance), ECON 4710 (International Economic Development)

**Geography** *(four courses)*

GEOG 3000 (Resource Management), GEOG 3320 (Food, Culture and Environment), GEOG 3540 (China and Japan), GEOG 3550 (Geography of Southeast Asia), GEOG 4320 (Energy and Society), GEOG 4330 (Sustainable Development), GEOG 4350 (Water Resources and Management)

**History** *(four courses)*

HIST 3160 (Europe in the 19th Century), HIST 3170 (Europe in the 20th Century), HIST 3223 (History of the Soviet Union), HIST 3224 (The Cold War), HIST 3302 (Modern East Asia through Film), HIST 3305 (Modern India), HIST 3307 (Modern India through Film), HIST 3312 (Modern China), HIST 3313 (People’s Republic of China), HIST 3323 (Modern Japan), HIST 3325 (Postwar Japan), HIST 3340 (Middle East/Islam), HIST 3345 (Modern Middle East), HIST 3605 (Modern
Latin America), HIST 3622 (Mexico Since 1810), HIST 3632 (Film and Society in Latin America), 
HIST 3804 (Topics in Latin American History)

**Political Science (four courses)**

POSC 3201 (Western Europe), POSC 3204 (Political Systems of Asia), POSC 3230 (Government 
and Politics in the Middle East), POSC 3260 (Government and politics of Africa South of the 
Sahara), POSC 3280 (Political Systems of Latin America), POSC 3290 (Comparative Law), POSC 
3470 (International Law), POSC 3500 (World Problems and Global Response), POSC 3505 
(American Foreign Policy), POSC 3508 (Politics of Filipino-American Relations), POSC 3510 
(International Security in the 21st Century), POSC 3520 (International Relations), POSC 3521 
(Politics of the Global Economy), POSC 3550 (The United Nations and World Community), 
POSC 3704 (Marxism in Theory and Practice)

**Regional Emphasis**

**Asia (four courses)**

ANTH 3545 (China), ANTH 3550 (Japan), ANTH 3555 (Cultures of East Asia), ART 3230 (Art 
and Philosophy of the East), GEOG 3540 (China and Japan), GEOG 3550 (Geography of 
Southeast Asia), HIST 3302 (Modern East Asia through Film), HIST 3305 (Modern India), HIST 
3307 (Modern India through Film), HIST 3312 (Modern China), HIST 3313 (People’s Republic of 
China), HIST 3323 (Modern Japan), HIST 3325 (Postwar Japan), PHIL 3403 (Philosophy of the 
East), PHIL 3410 (Comparative Themes in Eastern and Western Philosophy), POSC 3204 
Political Systems of Asia), SOC 3550 (Filipino Labor/Immigration)

**Europe (four courses)**

HIST 3160 (Europe in the 19th Century), HIST 3170 (Europe in the 20th Century), HIST 3223 
(History of the Soviet Union), HIST 3224 (The Cold War), POSC 3201 (Western Europe)

**Latin America (four courses)**

ART 3010 (Latin American Art), ES 3800 (Peoples of Central America), ES 3805 (Mex. & Latin 
American Immigration), HIST 3605 (Modern Lat. Am.), HIST 3622 (Mexico Since 1810), HIST 
3632 (Film and Society in Latin America), HIST 3804 (Topics in Latin American History), POSC 
3280 (Political Systems of Latin America)

**Africa and the Middle East (four courses)**

ANTH 3580 (Middle East), ES 3147 (The Fictional Africa), HIST 3340 (Middle East and the Rise 
of Islamic Societies), HIST 3345 (The Modern Middle East), PHIL 3411 (Judaism), PHIL 3417
(Islam), POSC 3230 (Gov’t & Pol. of Middle East), POSC 3260 (Gov’t. & Pol. of Africa S. of Sahara)

**Topical Emphasis**

**Human Rights** *(four courses)*

PHIL 3511 (Int. Human Rights & Global Justice), POSC 3470 (International Law), POSC 3510 (International Security in the 21st Century), POSC 3520 (International Relations), POSC 3550 (The U.N. & World Community)

**Comparative Studies** *(four courses)*

HIST 3170 (Europe in the 20th Century), HIST 3312 (Modern China), HIST 3323 (Modern Japan), HIST 3340 (Middle East/Islam), HIST 3632 (Film and Society in Latin America), HIST 3804 (Topics in Latin America History), PHIL 3403 (Religions of the East), PHIL 3410 (Comp Themes: East-West Philos), POSC 3201 (Western Europe), POSC 3204 (Political Systems of Asia), POSC 3230 (Gov’t & Pol. Middle East), POSC 3260 (Gov. & Pol. of Africa), POSC 3280 (Pol. Sys. Latin Am.)

**Economic Development** *(four courses)*

ECON 3107 (Global Economic Analysis), ECON 3200 (Comparative Economic Systems), ECON 3310 (Money, Banking and Financial Intermediaries), ECON 4306 (Environmental Economics), ECON 4705 (International Finance), ECON 4710 (International Econ. Development), GEOG 4330 (Sustainable Development), POSC 3521 (Politics of the Global Economy), SOC 3431 (Global Society)

**Language and Culture** *(four courses)*

ANTH 3760 (Media in Cross-Cultural Perspective), ANTH 3800 (Language and Culture), COMM 4300 (Critical Discourse Difference), MLL 3130 (Francophone Culture through Cinema), MLL 3418 (Spanish Culture and Civilization), MLL 4110 (Francophone Rap/Hip-Hop)

**Migration** *(four courses)*

ES 3030/WOST 3030 (Immigrant and Refugee Women), ES 3800 (Peoples of Central America), ES 3805 (Mex. And Latin Am. Immigration), POSC 3500 (World Problems), SOC 3550 (Filipino Labor/Immigration), SOC 3612 (Immigration)
Women (four courses)

ANTH 3750 (Women in Cross-Cultural Perspective), ES 3030/WOST 3030 (Immigrant and Refugee Women), PHIL 3511 (Human rights & Global Justice), POSC 3470 (International Law), POSC 3500 (World Problems), WOST 3700 (Perspectives Global Feminisms), WOST 4300 (Women and Global Oppression)

Cross-Cultural Studies (four courses)

ANTH 3400 (Social Anthropology), ANTH 3720 (Medical Anthropology), ANTH 3745 (Human Sexuality: Anthro Pers), ANTH 3750 (Women in Cross-Cultural Perspective), ANTH 3760 (Media in Cross-Cultural Perspective), ANTH 3765 (Business Anthropology), ANTH 3800 (Language and Culture), ES 3030/WOST 3030 (Immigrant and Refugee Women), SOC 3431 (Global Society)

International Organizations and Law (four courses)

POSC 3470 (International Law), POSC 3500 (World Problems and Global Response), POSC 3510 (International Security in the 21st Century), POSC 3520 (International Relations), POSC 3521 (Politics of the Global Economy), POSC 3550 (The UN & The Global Community)

International Business and Economics (four courses)

ACCT 4370 (International Accounting), ANTH 3765 (Business Anthropology), ECON 3107 (Global Economic Analysis), ECON 3200 (Comparative Economic Systems), ECON 3310 (Money, Banking and Financial Intermediaries), ECON 4705 (International Finance), FIN 4375 (International Business Finance), HOS 4550 (Global Tourism), MGMT 3645 (Global Supply Chain Management), MGNT 4670 (Multinational Business), MGNT 4676 (International Human Resources Management), MKTG 4470 (International Marketing), POSC 3521 (Politics of the Global Economy)

International Relations (four courses)

HIST 3550 (US Foreign Relations), POSC 3470 (International Law), POSC 3508 (Filipino-American Relations), POSC 3510 (International Security in the 21st Century), POSC 3520 (International Relations), POSC 3550 (The UN & the World Community)

Global Environment (four courses)

ECON 4306 (Environmental Economics), ENSC 4200 (Global Change), ENVT 4320/GEOG 4320 (Energy and Society), GEOG 3000 (Sustainable Resource Management), GEOG 3120 (Climate Change), GEOG 3320 (Food, Culture and Environment), GEOG 4330 (Sustainable
Development), POSC 3500 (World Problems and Global Response), POSC 4171 (Public Policy & The Environment)
Appendix B: INTS Curriculum Map

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Instructions:
1) Enter a course ONLY if that course is part of the requirement of the relevant major (either core, option requirement, or elective). Enter the course according to the course number, from smallest to the largest numbers.
2) For each course, for the course line (see example 01), use the pull down list (click the cell, and the downward arrow will show) to indicate at what level the material is addressed for each SLO. For the Indicators line, enter the symbols, such as T50, O35, etc., to indicate the type of work and the % of its weight of the course evaluation (Round to every 5%, e.g., 15, 20, 25, etc.)
3) If the SLO maps to any ILO, enter the same values under that ILO for the same course (see example 01). Map ALL relevant ILOs when appropriate.
Appendix C: INTS 3100 (Global Systems) and INTS 4500 (Senior Seminar) Syllabi

INTS 3100: Global Systems (Winter 2017)

Dr. Andrew D. Wong
Office: RO 208
Office Phone Number: 510-885-3875
Email Address: andrew.wong@csueastbay.edu
Office Hours: M 2:45pm-3:45pm, W 1:45pm-3:45pm

COURSE DESCRIPTION

How do you make sense of people when they argue that they are pro- or anti-globalization? Why are financial crises, environmental crises, and health crises now increasingly experienced as global crises? How are goods, capital, and people moving around the world in new ways? How do these movements change politics locally and globally? How do they relate to national security and national sovereignty? Why does increasing global interconnectedness lead to greater inequality? How are we all connected together, and who are “we”?

This course offers an interdisciplinary introduction to globalization. It helps you answer these questions by examining globalization in all its diverse forms of world-wide interconnections. Such interconnections include economic ties, political ties, cultural ties, and social ties. These ties can be analyzed independently, but we also need to understand how they operate in conjunction with one another to produce the overall effects of this phenomenon.

There are no prerequisites for this course.

TECHNICAL COMPETENCIES

This is a hybrid course: we meet in person on Mondays and Wednesdays, and you are required to complete Discussion Board assignments on Fridays (see p. 3-p. 4 for details).

You will need access to a computer and a stable internet connection for several hours a week in order to fulfill the assigned course activities and discussions. You are expected to be comfortable accessing Blackboard and downloading files such as PDFs, Microsoft Office documents, and YouTube videos. In addition, you should be able to use Microsoft Office to compose written documents and PowerPoint presentations.

You can take the Online Readiness Assessment to see how ready you are to take an online or hybrid course. While you can still take this course if you do not score well, it means you might have to spend a bit more time becoming familiar with online technology. Please feel free to contact me if you have any difficulties.
COURSE LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

1. define and explain essential terms and concepts in global studies;
2. analyze globalization from a holistic perspective;
3. examine the cultural, historical, political, economic, linguistic, and ecological dimensions of globalization;
4. discuss the contributions of the social sciences (specifically, anthropology, economics, environmental studies, history, geography, linguistics, and political science) to the study of globalization;
5. analyze and evaluate arguments in debates over various issues related to globalization (e.g., free trade, global warming).

REQUIRED TEXT


Articles posted on Blackboard

Please remember to bring the assigned readings to class. You will need them for in-class freewrite assignments (see “Course Requirements” below for details about these assignments).

COURSE REQUIREMENTS

*Response Time*: You can expect to receive grades and feedback for all assignments within two weeks after their respective due dates.

*Late Submission Policy*: I do not accept any late work for any of the assignments. If you have any difficulties (e.g., illness, death in the family), please contact me as soon as possible.

This is a writing-intensive course:
*You should expect to write 700 words (about 3 pages, double-spaced) every week.*

*Attendance and Participation (10%)*

All students are expected to keep up with the assigned readings, to attend meetings regularly, and to participate in class.
In-Class Freewrite Assignments (6%)

From time to time, you will be asked to spend 10 or 15 minutes writing down your thoughts on a question arising from the assigned readings. We will use these freewrites as a basis for our discussions. Feel free to write whatever comes to mind. You will receive full credit as long as you make a serious effort to complete the assignment. **There will be no make-up freewrite assignments.** (Please bring the assigned readings to class. You will need them for these assignments.)

Reading Responses (Week 2-Week 10) (45%)

Each week, I will pose a question (or a set of questions) about the reading(s) on the “Announcements” page of the Blackboard site. Your response should be about 400 words in length. Here are the grading criteria:

- **Careful Reading & Inquiry into the Subject (4 points):** Does the response cover all the relevant points? Does it show original thought that goes beyond the obvious?
- **Relevant Quotes & Examples (4 points):** Does the response make specific references to the reading(s)? Are quotes and examples used to support all key points? Are they well integrated?
- **Quality of Prose (2 points):** Is the response well written? Are there any mechanical errors? Are quotes properly cited?

Please turn in a hard copy of your response in class. **No late or email submissions will be accepted.**

Discussion Board (DB) Assignments (19%)

You are required to complete EIGHT of the nine DB assignments. If you submit all nine DB assignments, only the first eight will count towards your final grade. Please note that the Discussion Board automatically closes at 11:59 pm on Saturdays. **Late postings will not be accepted.**

Student contributions will receive a grade of 0-10 points. **Your initial contribution should be about 300 words in length.** You are required to:

1. post your initial contribution (in which you answer the question(s) in the prompt) by **8pm on Friday;** and
2. comment on at least TWO other students’ posts by **8pm on Saturday.**

Consider the following when commenting on other students’ posts:

- How clearly and accurately do they address the essence of the question(s)?
- To what extent are statements supported by and connected to references in the text, article,
• To what degree do they add new insights or something useful to the discussion, or enhance our awareness of the topic?

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<thead>
<tr>
<th>Criteria</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
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<tbody>
<tr>
<td>Required Components (20%)</td>
<td>The essay includes all components. Each part of the assignment is addressed thoroughly.</td>
<td>The essay is missing some components and/or some parts of the assignment are not adequately addressed.</td>
<td>The essay excludes essential components. Many parts of the assignment are addressed minimally or not at all.</td>
</tr>
<tr>
<td>Depth of Reflection (40%)</td>
<td>The essay demonstrates an in-depth reflection on the topic. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided.</td>
<td>The essay demonstrates a minimal reflection on the topic. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples are not provided or are irrelevant to the assignment.</td>
<td>The essay demonstrates a lack of reflection on the topic. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples are not provided.</td>
</tr>
<tr>
<td>Engagement with Others (20%)</td>
<td>The student commented on TWO other students’ posts.</td>
<td>The student commented on ONE other student’s post.</td>
<td>The student did not comment on other students’ posts.</td>
</tr>
<tr>
<td>Structure (20%)</td>
<td>Writing is clear, concise, and well organized. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling or grammatical errors.</td>
<td>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling or grammatical errors.</td>
<td>Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

I read but do not comment on all posts. From time to time, I comment on posts to give praise and encouragement, to highlight key points, to point out omissions, to clarify misconceptions, to encourage deeper thinking, and to redirect discussion if it strays from the main topic.
Online Final Exam (20%)

The online final exam will consist of true-or-false and short-answer questions. You will have one hour to complete the exam. The final exam will be posted in the “Course Materials” area on Blackboard around 12 noon on March 15 (W). It will be available until 6pm on the same day.

CLASSROOM ETIQUETTE

In the classroom I expect everyone to respect the learning environment. Do not contribute to distractions by texting, taking calls, checking messages, surfing the web, engaging in side conversations, listening to music, or updating your Facebook page. You will be asked to leave the class if you engage in non-class-related activities. Remember to turn off your cell phone or set it to vibrate.

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>60-66%</td>
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<td>F</td>
<td>Below 60%</td>
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SCHEDULE OF ASSIGNMENTS

1. Complete all reading assignments and reading responses before coming to class.

2. Remember to bring the assigned readings to class.

Week 1 (1/3-1/8): Global Studies, International Studies, International Relations

- Jan 4 (W): No assignment
- Jan 6 (F) (online): No assignment

Week 2 (1/9-1/15): Globalization

- Jan 9 (M): Read: Chapter 1  
  Do: Week 2 Reading Response (due in class)
- Jan 11 (W): No assignment
- Jan 13 (F) (online): Do: Week 2 DB Assignment (initial posting due by 8pm, Jan 13)
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 16 (M)</td>
<td>University Closed – Martin Luther King Day</td>
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<tr>
<td>Jan 18 (W)</td>
<td>Read: Chapter 2</td>
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<td>Do: Week 3 Reading Response (due in class)</td>
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<tr>
<td>Jan 20 (F) (online)</td>
<td>Do: Week 3 DB Assignment (initial posting due by 8pm, Jan 20)</td>
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<tr>
<td>Jan 23 (M)</td>
<td>Read: Chapter 3</td>
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<td>Do: Week 4 Reading Response (due in class)</td>
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<td>Jan 25 (W)</td>
<td>Read: Stiglitz</td>
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<td>Watch in class: Globalization and Economics (28 minutes)</td>
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<td><a href="https://www.learner.org/courses/worldhistory/unit_main_24.html#">https://www.learner.org/courses/worldhistory/unit_main_24.html#</a></td>
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<tr>
<td>Jan 27 (F) (online)</td>
<td>Do: Week 4 DB Assignment (initial posting due by 8pm, Jan 27)</td>
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<tr>
<td>Jan 30 (M)</td>
<td>Read: Chapter 4</td>
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<td>Do: Week 5 Reading Response (due in class)</td>
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<tr>
<td>Feb 1 (W)</td>
<td>Read: Wapner</td>
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<td>Watch in class: The Global Neighborhood (26 minutes)</td>
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<tr>
<td>Feb 3 (F) (online)</td>
<td>Do: Week 5 DB Assignment (initial posting due by 8pm, Feb 3)</td>
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<td>Feb 6 (M)</td>
<td>Read: Chapter 5</td>
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<td>Do: Week 6 Reading Response (due in class)</td>
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<td>Feb 8 (W)</td>
<td>Read: Watson</td>
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<td>Watch in class: Global Popular Culture (28 minutes)</td>
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<td><a href="https://www.learner.org/courses/worldhistory/unit_main_25.html#">https://www.learner.org/courses/worldhistory/unit_main_25.html#</a></td>
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<td>Feb 10 (F) (online)</td>
<td>Do: Week 6 DB Assignment (initial posting due by 8pm, Feb 10)</td>
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<tr>
<td>Week 7 (2/13-2/19): The Linguistic Dimension of Globalization (Linguistics)</td>
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<td>Feb 13 (M)</td>
<td>Read: Mufwene</td>
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<td>Do: Week 7 Reading Response (due in class)</td>
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<td>Feb 15 (W)</td>
<td>Watch in class: <em>Voices of the World</em> (60 minutes)</td>
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<td>Feb 17 (F) (online)</td>
<td>Do: Week 7 DB Assignment (initial posting due by 8pm, Feb 17)</td>
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| Week 8 (2/20-2/26): The Ecological Dimension of Globalization (Environmental Studies) |
|--------------------------|------------------------------------------|
| Feb 20 (M)              | Read: Chapter 6                           |
|                         | Do: Week 8 Reading Response (due in class) |
| Feb 22 (W)              | Watch in class: *Global Warming: The Signs and the Science* (55 minutes) |
| Feb 24 (F) (online)     | Do: Week 8 DB Assignment (initial posting due by 8pm, Feb 24) |

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<th>Week 9 (2/27-3/5): Ideologies of Globalization</th>
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<td>Feb 27 (M)</td>
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<td>Mar 1 (W)</td>
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<td>Mar 3 (F) (online)</td>
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<tr>
<th>Week 10 (3/6-3/12): The Future of Globalization</th>
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<td>Mar 6 (M)</td>
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<tr>
<td>Mar 8 (W)</td>
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<tr>
<td>Mar 10 (F) (online)</td>
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<td>Mar 15 (W)</td>
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INTERNATIONAL STUDIES INTS 4500-01
SENIOR SEMINAR IN INTERNATIONAL STUDIES (4 units)

Classes: Monday 6:00pm-9:30pm
Location: North Science N220
Office hours: M 4pm-5:30pm and W 4:30pm-6pm or by appointment at other times – note that any changes to these office hours will be posted in advance on the announcements page.

Catalog Description: Advanced analysis and evaluation of global systems. Study of theoretical models.
Prerequisite: INTS 3100.

Course Objectives: An informal seminar format provides the setting to probe and discuss selected global issues such as poverty, development, human rights, population, world peace, ecology, climate change, culture, religion, and so forth. Students investigate topics that are closely related to their major emphasis, prepare an in-depth research paper that synthesizes their knowledge and expertise in their chosen discipline, region or topic area and deliver professional-grade class presentations. The seminar is designed to be the capstone of the International Studies major, allowing students to synthesize and review a broad range of materials introduced in previous courses and to explore in a sustained way their selected research topic.

COURSE EXPECTATIONS:
This is a capstone class and as such is the opportunity for you to demonstrate your mastery of the overall program learning outcomes for the INTS major as stated in the university catalog:

Students graduating with a B.A. in International Studies from Cal State East Bay will be able to:

1. demonstrate cross-cultural understanding and competencies, including second language acquisition.
2. demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability.
3. demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork.
4. demonstrate an understanding of the theory and practice of civic engagement, both locally and globally.
5. articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s).

As such, the program expects that you will be able to perform the following during this course over and above a minimum satisfactory standard (as applicable):

1. demonstrate knowledge of and the ability to use concepts and theories related to international studies.
2. research a topic in international studies closely related to your emphasis using traditional and electronic research materials appropriate for an academic project, with special use of resources provided by the International Studies Association (ISA http://www.isanet.org).
3. write a minimum of a 20-page analytic paper in college-level academic English.
4. make a 15-20 minute professional-quality presentation on a selected and on your research.
5. contribute regularly to a student-centered seminar format, including providing summary presentations and leading discussions on identified readings, demonstrating academic maturity and rigor in peer interactions.
6. Integrate the subject matter and perspectives of the courses you have taken in the International Studies major in seminar discussions and in your individual work.

7. Assess the International Studies Program in terms of your personal academic growth and expectations by completion of the exit survey.

You are expected to read all assignment instructions very carefully and understand your deliverables. If you do not understand what is expected of you, please ask – otherwise it will be assumed that all is clear. Instructions are posted to Blackboard in the Course Materials section.

Course Format: This course employs a seminar format in which students are responsible for preparing, presenting, and discussing a range of academic materials and their individual research. During the initial phase of the course, emphasis is placed on short, articulate presentations, rigorous questioning, and constructive discussion. Students offer peer evaluation of these presentations. You will be evaluated at every class session. Students are expected to use the Communication Lab to assist in improving speaking skills, to work with the Student Center for Academic Achievement (SCAA) on their writing skills, and to work with a librarian on their research skills as needed and based on advisement with the instructor. In parallel, students prepare major research projects on an approved topic that are presented to the class and submitted as 20-page written papers. Students are encouraged to obtain writing assistance from the SCAA (Library second floor, 885-3674). An appointment with a research librarian is required so as to discuss your research. Tom Bickley is the INTS liaison librarian (tom.bickley@csueastbay.edu). However, any reference librarian can provide assistance. On-line assistance is also available.

Required Reading:

- Individually identified academic texts and journal publications as applicable to your specific research – we will make use of proprietary publications in the ISA compendium and so in lieu of a textbook, you should purchase a student membership ($25 per year) to the ISA at http://www.isanet.org/Membership/Join-or-Renew through which you will gain access to the ISA compendium and their professional journals.

Course Requirements: In this course, you will be expected to think critically and research and read extensively. You are expected to have read and critically assessed any assigned readings by the agreed dates (to be determined for each student). Any evidence of deliberate plagiarism, in other words the copying of a classmates’ work or of a published source and its presentation as your own, will result in your receiving zero or worse. Turnitin software will be used in the event that a piece of work seems plagiarized. Any time you use a piece of information from a source, either in your discussion posts or in your assignments, you must diligently reference where it came from and list the full citation at the end of your text. Never cite by simply pasting in a URL. The style guide for this class is that of the American Political Science Association and must be rigidly adhered to (http://www.apsanet.org/files/APSAStyleManual2006.pdf). If you have any problems with the course material, with an assignment, or in attending all the classes, please contact me by telephone or by email – all legitimate instances of absence or lateness must be supported by acceptable documentation. If you are on campus, feel free to drop by and see me.

Evaluation and Grading Procedures: You can earn a maximum of 100 points for this course. Grading and point value will be explained with each assignment component. The course is worth 4 units of credit. All course activities will be evaluated and will count toward the final grade in the class. Active, regular participation in the class is essential to successful completion of the course. Attendance will be noted and late arrival or absences without prior approval and/or appropriate documentation of acceptable cause will affect your general participation grade (one unapproved absence = -2.5 points, two = -5 points, and three = -10 points). Turning in of late material will result in 10% deductions from the particular grade. For every additional Monday class time (i.e. if it is not received electronically/physically prior to 6pm) that the material is delayed after the missed deadline (including 5/30), an additional 10% deduction will be applied to the grade assigned.

- General participation (20 points) - presentations on readings from the ISA Compendium (10 points) as well as weekly class discussion and attendance (10 points)
- Project preliminaries, including, outlines, bibliographies, and research notes (15 points).
- Project presentation – PPT/Voicethread (15 points).
- Completed paper in proper APSA format (50 points).
Grade Table:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent work, generally top 10-20% of class. (A- = 90-92, A = &gt;=93)</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>Good work, average to above average achievement. (B- = 80-83, B = 84-86, B+ = 87-89)</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>Adequate work, average to below average achievement. (C- = 70-73, C = 74-76, C+ = 77-79)</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>Pass, but below average achievement. (D = 60-65, D+ = 66-69)</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Fail, inadequate work compared to expectations (or due to reasons of dishonesty).</td>
<td>&lt;60%</td>
</tr>
<tr>
<td>C/NC</td>
<td>Credit requires attainment of C- or higher (i.e. &gt;= 70%).</td>
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</tbody>
</table>

I/WU Incompletes: You will be issued with an incomplete (I) if you fail to complete enough work to be given a fair grade, and where this is justified on grounds of illness, bereavement or other extenuating circumstances approved by the instructor. This work must be made up by an agreed date to receive an A-F grade. Where insufficient work is submitted to calculate a final grade and no instructor approval has been secured, an unauthorized incomplete will be given (WU). This work cannot be made up and thus the WU is equivalent to an F (see CSUEB catalog). WU’s are normally given to students who fail to withdraw yet never actually come to class or stop coming to class part way. I do not drop you from this class; you must do so yourself.

**ACADEMIC INTEGRITY:** IT IS THE POLICY OF THE INTERNATIONAL STUDIES PROGRAM AND OF CALIFORNIA STATE UNIVERSITY TO TREAT PLAGIARISM AS A VERY SERIOUS OFFENSE. THE UNIVERSITY CATALOG STATES THAT STUDENTS WHO CHEAT OR PLAGIARIZE MAY BE EXPELLED, SUSPENDED, PLACED ON PROBATION OR GIVEN A LESSER SANCTION.

Plagiarism is generally defined as:
1) purchasing or borrowing papers from any source;
2) recycling your own paper from another class;
3) submitting a ghost-written paper;
4) copying more than four consecutive words without citing your source and enclosing the passage in quotation marks;
5) paraphrasing without giving credit for ideas (except on an exam);
6) copying work from other students (or permitting another student to copy your work);
7) reproducing the basic sentence structure from a source while inserting some synonyms or interchanging word order.

All of the above also applies to material translated from other languages. If in doubt about whether you are plagiarizing, confer with your instructor.

*Please read this honesty pledge:* “By enrolling in this class I agree to uphold the standards of academic integrity described in the catalog at [http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html](http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html).”

You will be asked to submit this pledge to blackboard and this will constitute your official acknowledgement of this agreement. Please note that any incident of academic dishonesty that results in a grade impact must be reported to the university in an Academic Dishonesty Incident Report detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and you will receive a copy. The report will remain on file for five years or until you graduate, whichever comes first. As your instructor, I am mandated by the university to comply with this requirement so please do not put me in that position.
Expected topic schedule, date and required readings (subject to modification posted to Blackboard announcements):

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS (TBD = to be determined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 28</td>
<td>Review of class eligibility, general introduction, class member introductions, review of course</td>
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<tr>
<td></td>
<td>structure and format. In-class exercise: Review ISA topic papers list (On Google Doc - identify</td>
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<tr>
<td></td>
<td>papers closely related to your emphasis, select and rank top 3 – to be completed by April 1st)</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Portfolio of papers/coursework from your prior emphasis classes due</td>
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<tr>
<td></td>
<td>Selection/submission of one previous essay (printed copy) for evaluation using course rubric (you</td>
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<tr>
<td></td>
<td>should provide the original assignment instructions) due</td>
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<td></td>
<td>Allocation of topics for round table discussions</td>
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<td></td>
<td>Discussion of research techniques and APSA citations with librarian Tom Bickley</td>
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<td>Discussion of evaluation rubric and essay expectations</td>
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<td>Apr 11</td>
<td>Topic proposal due + list of key literature sources (at least five)</td>
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<td>Self-review of selected paper using evaluation rubric due</td>
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<td>Discussion – selected compendium topic (Instructor - Environmental Sustainability/Sufficiency)</td>
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<tr>
<td>Apr 18</td>
<td>Thesis statement due + expanded bibliography (at least 10-15)</td>
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<td>Discussion – selected topics students 1-5</td>
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<td>Apr 25</td>
<td>Essay outline due</td>
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<td>Full literature review due</td>
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<td>Revised thesis statement due</td>
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<td>Discussion – selected topics 6-10</td>
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<td>May 2</td>
<td>Revised outline due</td>
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<td>Discussion – selected topics 11-15</td>
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<td>May 9</td>
<td>Discussion – selected topics 16-20</td>
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<td>May 16</td>
<td>Draft of final paper due</td>
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<td>Discussion – selected topics 20-N</td>
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<td>May 23</td>
<td>Draft papers returned</td>
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<td>Work Session: Paper review, PPT/Voicethread (TBD) clinic</td>
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<tr>
<td>May 30</td>
<td>Memorial Day – University Closed – No class</td>
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<td>PPT/Voicethread presentation (TBD) due (posted to Blackboard)</td>
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<tr>
<td>June 6</td>
<td>Final revised paper (hard copy and electronic) due by start of class</td>
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<td>PPT/Voicethread (TBD) feedback to designated student due + peer evaluation of presentation</td>
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**Students with Disabilities:** If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students with disabilities needing accommodation and seeking help with assistive technologies should speak with the Accessibility Services [http://www20.csueastbay.edu/af/departments/as/](http://www20.csueastbay.edu/af/departments/as/).

**Emergency Preparedness:** If you are on campus, information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: [http://www.aba.csueastbay.edu/EHS/emergency_mgnt.htm](http://www.aba.csueastbay.edu/EHS/emergency_mgnt.htm). Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis. It is a good idea to have emergency plans for your home situation also if you are working at home.

**Academic Assistance:** Tutoring services ([http://library.csueastbay.edu/scaa/how-to-get-a-tutor/](http://library.csueastbay.edu/scaa/how-to-get-a-tutor/)) are free and available at the Hayward Campus at the Student Center for Academic Achievement ([http://library.csueastbay.edu/scaa/](http://library.csueastbay.edu/scaa/)). A staff of more than 30 peer tutors is available to help you.

**Library Services:** The CSUEB library ([http://library.csueastbay.edu](http://library.csueastbay.edu)) has a range of services to help you complete your research, from electronic access to thousands of academic journals and other academic materials to reference librarians that can help you craft your research and find your sources, both through chat and in person. The research librarian associated with INTS is Tom Bickley ([tom.bickley@csueastbay.edu](mailto:tom.bickley@csueastbay.edu)).
Appendix D: Exit Survey

1. Did you enter Cal State East Bay as a fresher, sophomore, junior, or a senior?
2. How long have you been a student at Cal State East Bay?
3. How long have you been declared an International Studies major?
4. How long will it have taken you to graduate with your degree from when you first started at university (not since you came to Cal State East Bay but since you took your first fresher class)?
5. How much time did you spend studying at a community college before transferring to a four-year institution (Cal State East Bay or another)?
6. What explains how quickly/slowly it has taken you to graduate (if you are on track to graduate in four years, say why and if not, say why not)?
7. Why did you select International Studies as your major?
8. Are you still satisfied with your choice of this major - on a scale of 1-4, how happy?
9. How satisfied are you with your overall education at Cal State East Bay?
10. Why do you feel the way you do about your education at Cal State East Bay? Can you share a few reasons for your feelings?
11. What are your career goals in the coming years once you graduate?
12. What efforts have you made during your time at Cal State East Bay to plan for your future career?
13. How relevant do you think your INTS major will be in helping you in the kind of career you want for yourself?
14. How influential have your studies as part of the INTS major been in helping you decide on your career goals?
15. What was your 2nd language proficiency on declaring the INTS major? (note that for INTS, a 2nd language is a language other than English)
16. Has your 2nd language proficiency improved while at Cal State East Bay? (this applies only to non-English language instruction - if you had fluency in more than one language and took another while at Cal State East Bay please choose one of answers 2-4, otherwise choose answer 1)
17. How fluent do you feel in your 2nd language (i.e. other than English)?
18. If English is your 2nd language, what level of proficiency did you have in English when starting your studies at Cal State East Bay?
19. If English is your 2nd language, how well do you rate your English language skills now you are about to graduate from Cal State East Bay?
20. Did you attend a special English preparatory program before entering the INTS program (e.g. Cal State East Bay’s ALP) and did it help prepare you well?
21. Did you study abroad? If yes, say where you studied and if not, say whether you would have liked to and/or why you did not?
22. If you have completed your field experience (internship), how would you evaluate it?
23. How would you rate the importance of the field experience requirement?
24. Are there any suggestions you have to change or improve the field experience component of the INTS program?
25. How do you feel about your advising for the INTS major?
26. Do you have any constructive suggestions about advising for the INTS major? (i.e. what did you like/not like and how might advising be improved?)
27. Which methods class did you take and why?
28. How helpful did you find taking this methods class in terms of your subsequent ability to perform critical thinking and undertake effective research?
29. The INTS major requires you to take three lower division classes; a culture class (e.g. ANTH 1300, GEOG 2300), an econ class (e.g. ECON 2301, ECON 2302) and a resources class (e.g. GEOG 2310 or equivalent). How do you feel about this requirement?
30. Please rank the existing lower division required areas in order of relevance/usefulness to the INTS major - rank the most useful 1 and least useful 3
31. If you could add one class/subject area to the lower division core requirement, either to complement or replace one of the existing subject areas, what would it be - either provide a course name or a subject area (e.g. world history, world politics, globalization, etc.).
32. The INTS major is interdisciplinary and the upper division core requires you to take only three compulsory taught courses: INTS 3100, HIST 3017 and INTS 4500. How do you feel about this?
33. What has been your chosen emphasis for the major?
34. Can you explain why you chose this particular emphasis - key reasons for your choice?
35. How did you find the experience of satisfying your INTS emphasis?
36. Do you have a double major or did you declare a minor? Write the word “Major” or ‘Minor” below and the subject title.
37. Why did you choose this second major or declared minor and how do you feel it complements your INTS major?
38. How have your writing skills improved while at Cal State East Bay?
39. How have your research skills improved while you have been studying at Cal State East Bay?
40. How have your oral presentation skills improved while at Cal State East Bay?
41. Are there any questions that you think that this survey should be asking you that weren’t included? If so, can you write them below so that they might be considered for future surveys?
Appendix E: Internship Supervisor’s Evaluation

Work Performance Evaluation

CSU East Bay, Career Development Center: Connecting Ability with Opportunity

To be completed by the student’s work supervisor

WORK SUPERVISOR: This is a suggested performance evaluation form. This form must be completed before the end of the academic term in order for the student to receive an academic grade for this course. If your company has a standard performance evaluation form, you may use that form instead.

STUDENT: A performance evaluation form must be completed by your work supervisor. Upon completion, YOU MUST PROVIDE IT TO YOUR FACULTY ADVISOR along with a copy of your original work contract. Failure to do so will result in an INCOMPLETE grade for this course.

Student’s Name: ____________________________  Job Title: ____________________________

Name of Company/Organization ____________________________

Supervisor’s Name: ____________________________

Supervisor’s Phone: ( )

Please evaluate the student’s work performance based on:

QUALITY OF WORK
☐ Excellent  ☐ Needs improvement
☐ Very good  ☐ Poor
☐ Average

ABILITY TO LEARN
☐ Learns very quickly  ☐ Rather slow to learn
☐ Learns readily  ☐ Very slow to learn
☐ Average learning ability

ATTITUDE / APPLICATION TO WORK
☐ Very enthusiastic  ☐ Somewhat indifferent
☐ Interested and industrious  ☐ Not interested
☐ Average in diligence/interest

ABILITY TO COMMUNICATE
Written ☐ Clear and concise
☐ Very good, understandable
☐ Usually satisfactory
☐ Needs improvement

Verbal ☐ Clear and concise
☐ Very good, understandable
☐ Usually satisfactory
☐ Lacks ability, must improve

ATTITUDE / APPLICATION TO WORK
☐ Exceptionally mature
☐ Above average in making decisions
☐ Usually makes right decisions
☐ Consistently bad judgment
☐ Uses poor judgment

RELATIONS WITH OTHERS
☐ Excellent interpersonal skills
☐ Difficulty working with others
☐ Works poorly with others
☐ Gets along satisfactorily

DEPENDABILITY
☐ Completely dependable
☐ Above average
☐ Usually dependable
☐ Negligent / careless
☐ Unreliable

LISTENING/COMPREHENSION
☐ Exceptional listening/comprehension skills
☐ Above average listening/comprehension skills
☐ Usually listens/comprehends well
☐ Listens/understands poorly

What traits may help or hinder the student’s advancement?

Additional comments:

Work Supervisor’s Signature ____________________________ Date ____________________________

Student’s Signature ____________________________ Date ____________________________
Appendix F: INTS 4100 (Internship Field Work)

International Field Work (INTS 4100)                                      Course Guidelines

What is INTS 4100? INTS 4100 is an internationally-related internship for which you receive course credit. It is one way to complete the international fieldwork requirement for the INTS major. The other is to participate in study abroad (you may do both). It is designed to give you practical work experience and to apply your INTS education to the “real world.”

How many units can I take? 2 or 4 units. May be repeated for a total of 8 units.

How many hours must I work? A minimum of 50-80 hours work for 2 units and 100-160 hours (or more) for 4 units.

Do I have to perform an internship? No, you can also complete the international fieldwork requirement by participating in a study-abroad program or study-tour.

How do I find an internship? Internships may be performed at home or overseas but we strongly favor going abroad. Discuss your internship interests with the INTS Director. You should actively engage in research and networking to find your own internship but if you need help, please consult the INTS Director. Finding an internship is part of your field experience – we do not have enough majors and offer too wide a set of choices to run a placement program. That said, there are some organizations that are serial internship providers for our students (e.g. the International Rescue Committee).

Where do students work? Typically, students work for non-profit organizations (cultural, trade-related, humanitarian, etc.) or companies. Many opportunities exist in the East Bay. There are also possibilities in San Francisco and in San Jose. Inform yourself about the organizations that you are interested in (typically by investigating internship descriptions on the organization’s web site or by talking to someone by phone or in person by requesting an informational interview). Discuss your options with your INTS Director or with another faculty member who can facilitate a connection to an appropriate organization (instructors teaching internationally focused classes or engaging in international research or consulting are good sources – ask around).

What should I look for? What should I avoid? Select an internship where you will be working actively with other people and where you will have some responsibilities. This should be a learning experience for you. You should expand your professional skills. Avoid offers where you only file papers, work alone, or work entirely on-line. You want to learn as much about the organization as possible: what it does and why, how it works, how it is financed, who is involved, how they got to their position, etc.
How do I sign up for INTS 4100? You must complete all the paperwork before the end of the drop-add period in the quarter that you perform the internship. You should begin looking for your internship at least three months before the start of the quarter. You may be able to register for the units during a different quarter under appropriate circumstances – see your INTS Director.

First, you must secure the internship. Contact the organization by phone, email, or in person. Set up an interview. The organization must agree to sponsor the internship. You must decide if you want to work for that organization.

Second, follow the instructions in the document “Updated Registering for INTS 4100.docx”

How is INTS 4100 graded? The grade for INTS 4100 is credit/no-credit. The grade is based on the supervisor’s evaluation (give your supervisor the evaluation form when you begin the internship) and on your internship paper, completed experiential log and oral interview. What should the internship paper include? The 5-10 page (no less than 5 pages for a 2 unit internship, no less than 10 for a 4 unit) paper analyzes the organization and its activities, including the tasks that you perform, and discusses them by applying concepts and themes from your INTS major courses. Typically, the paper would cover organizational structure and goals, membership, finances, activities, problems and controversies. You will want to interview different members of the organization, especially your supervisor. The paper should demonstrate your ability to apply and reflect upon concepts discussed in your INTS courses. It must also address the degree to which you achieved the learning objectives as listed on the Learning Contract. You should also write a one-paragraph Internship Summary for distribution to other INTS majors, which you can mail directly to your advisor. The Internship Summary should identify the organization and its contact details and web site, tell where it is located, describe what interns do and what they will learn, and state whether you recommend the internship to others.

When is the paper due? Submit the paper, along with your signed supervisor’s evaluation form, to your advisor prior to finals week in the quarter for which you are registered for the units. If your internship/experience is not yet complete by then, you will be given an RP “regular progress” grade and will have a maximum of one year in which to submit all of your materials for grading.

How should I prepare for the internship? To enhance your experience, take courses and develop skills that relate to your preferred internship/experience. Study the organization ahead of time by reading documentation posted on the web site or doing other research. You will get more out of the internship/experience and you will be more valuable to the organization. Remember, you want to impress your supervisor, who will evaluate you and may write you a letter of recommendation in the future.
How should I dress and act? Dress and act like a professional, according to the culture of the organization. Speak in a professional manner. Avoid slang and informal language. Treat the internship as if it were a real job. Be on time. Work hard. Ask for challenging tasks to perform. Ask questions. Be sure that you understand what they want you to do. Be friendly. Remember that you’ll likely want a reference from your internship provider for your next job application or that you might even have a chance of being hired on permanently.

What if I do not like my internship? It is possible to change internships if you are not happy with your choice. Look for an alternative. Contact your INTS Director. If you leave an internship, you must have the courtesy to inform the organization and explain why you are leaving. You will need to redo the paperwork for the new organization. You do not have to re-register for the course.

What if I cannot complete the minimum hours during the quarter? You may spread out the internship hours over more than one quarter. In that case, you will receive a grade of RP “regular progress” until you complete the internship requirements (this must take place within one year of the quarter in which you received the RP grade).

Further questions? Contact INTS Interim Program Director Prof. Andrew Wong
Office: RO 208
Phone: 510 885 3875
Email: andrew.wong@csueastbay.edu
May 5, 2018

Dr. Andrew Wong, Director International Studies
Professor, Department of Anthropology, Geography & Environmental Studies
California State University East Bay
208 Robinson Hall
25800 Carlos Bee Boulevard
Hayward, CA 94542

RE: External Review of International Studies Program

Dear Dr. Wong:

It was a pleasure to serve as an external reviewer for the CSU-East Bay International Studies Program. I profoundly appreciate the coordination, good will, and cooperative input of everyone I met. Since the visit only lasted one day this was especially important. Attached please find a write up of my findings. I did not include a list of the people or groups that I met and spoke with as that is spelled out in the itinerary of my visit. As Director of Global Studies at SJSU, a related department within the CSU, I found the visit rewarding and educational.

If you have any questions or comments, or any aspect of the report on which you would like me to elaborate further, please don’t hesitate to contact me.

Sincerely,

Kathryn Davis
Professor of Environmental Studies
Director, Global Studies
San José State University
August 9, 2018

TO: David Larson, Chair
    Anthropology, Geography, and Environmental Studies

TO: Andrew Wong, Program Director
    Department of International Studies

FROM: Kathleen Rountree, Dean
    College of Letters, Arts and Social Sciences

RE: Dean’s Response to International Studies Program 5-Year Review Documents

Five Year Review: AY 2017-2018
Dean’s Response: August 9, 2018

Documents submitted by the International Studies Program (INTS) for their 5-Year Review and the external reviewers' report reveal a program that is committed to the education of its students and to playing its role in the maintenance of a vibrant and engaged campus community. According to the University’s Institutional Research data from 2016 (the most recent available on the university’s data site), INTS has 65 students enrolled, primarily composed of students with junior and senior status. The majority of the students are Hispanic (44%), White (15%), and Asian (9%). The student body in INTS reflects the student demographics on campus with (53%) female compared to (46%) male students. The majority of students enrolled in INTS are full time students (53 students). The International Studies Program offers an academic learning experience through multiple disciplines, such as management, history, sociology, anthropology, geography, and environmental sciences, political science, and modern languages. In addition to course work, students in INST are required to graduate with an intermediate-level proficiency in a foreign language and international field experience.

The five-year self-study of INTS demonstrates a record of continued achievement. Since the last five-year review, INTS has moved to the Department of Anthropology, Geography, and Environmental Studies (AGES). As the largest program in AGES, INTS has the potential to enhance enrollments among collaborating departments. In Fall 2018, the University is converting from quarters to semesters. In response, INTS has developed a complex semester-based curriculum that challenges students to think critically about international relations and global change. To provide some flexibility to students completing their BA in INTS, the program expanded the number of primary areas of interest to 20. It will be important to monitor this approach does not result in increased cost to the program or cause confusion for students.
Recently, the INTS Program has replaced their Student Learning Outcome (SLO) assessment program with online portfolios and individual assessments on Blackboard. The program assessment data has been used to make informed decisions regarding student learning outcomes, in particular the INST Director, Dr. Andrew Wong has incorporated changes in the curriculum to assist students in achieving success in PLO 3: INTS students will demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork. The INTS Program meets the AAC&U Global Value Rubric in several key areas, which highlights the Program’s commitment to best practices in international and Global Studies.

In 2016, Dr. Wong became the INTS Program Director. His strong leadership has been instrumental in driving INTS forward with limited resources. As Director, Dr. Wong teaches two INTS courses. Additionally, he has sought new and innovative sources to facilitate collaboration among participating departments and develop the program under a semester curriculum. I concur with the reviewer that Dr. Wong is one of the strengths of the program, as well as the participating faculty who bring their unique areas of research and expertise to the classroom.

The INTS 5-year plan includes objectives both small and large, and one of the main goals in INTS for next 5-year review is to increase the number of majors. The program is working on developing and proposing an online degree program that might be offered to students starting Fall 2021. Additionally, INST has plans to promote the major and recruit first year students at community colleges. To this end, the program INTS has plans to update and rebrand the major as Global Studies to adapt to the changes in the discipline, and remain competitive. In response to student needs INTS, the program has decided to expand their upper division core course offerings (ANTH 3100 and INST 4500), and to reconsider the foreign language proficiency requirement in light of limited course offerings.

Based on reviewer comments, INTS should consider some programmatic changes over the next five years. For instance, pathways to degree completion could be reduced to help facilitate timely graduation for INTS majors. Additionally, INTS is encouraged to reconsidered the number of upper division offerings, and the feasibility of maintaining a language proficiency requirement. The College supports a rebranding from INTS to Global Studies, which would provide a stronger platform from which it can compete with similar programs in California. To this end INTS is encouraged to focus on increasing its visibility both on campus and in the community.

In closing, I note that this review has occurred at an interesting time within the Program, as it adapts to its new home in AGES and has recently converted from quarters to semesters. My most genuine wish for INTS is that it charts a future that continues its already-meritorious achievements, while tempering and balancing its enthusiasm for expansion and new activities to fit within the realities of space, time, and resources.