



# INTERNATIONAL STUDIES/ GLOBAL SCHOLAR CERTIFICATE PROGRAMS -SURVEY REPORT-

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## Abstract

Report of the 2014/ 2015 survey of colleges and universities offering International Studies/ Global Scholar Certificate programs conducted by CCID (Community Colleges for International Development, Inc.) and Santa Fe College (FL)

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## INTRODUCTION

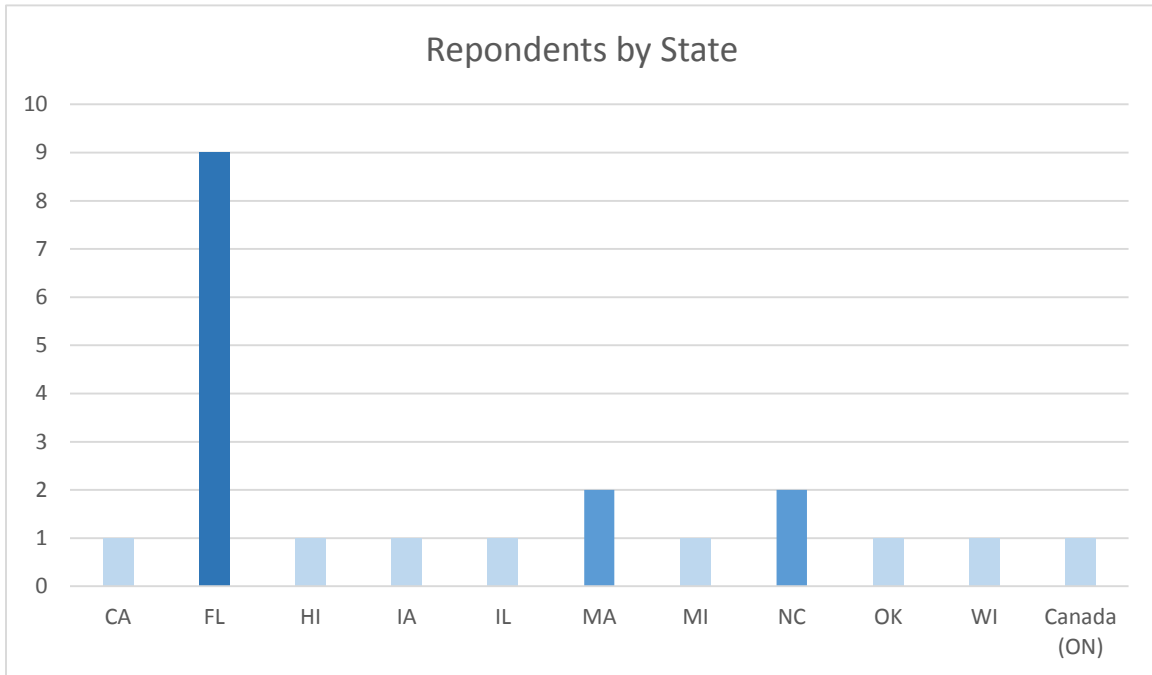
Between November 2014 and January 2015 CCID (Community Colleges for International Development, Inc.) partnered with Santa Fe College (FL) to conduct a survey of colleges and universities offering International Studies/ Global Scholar Certificate programs. The survey collected information about the stages of development of such programs and their completion requirements.

Participation was primarily encouraged through the CCID network, but other institutions were invited to participate through CCIE (California Colleges for International Education) and the NAFSA Community College IIG. In total twenty colleges in the US and one in Canada answered the survey. Most respondents (76%) were CCID members. Although the survey covered a wide geographical span, a high percentage of the answers (43%) came from institutions in the state of Florida.

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RESPONDENTS BY STATE



## LIST OF RESPONDENTS

State	Country	Institution	Name of Program
CA	US	West Los Angeles College	Certificate in Global Studies
FL	US	Florida International University	Global Learning Medallion
FL	US	Florida Southwestern State College	TBD
FL	US	Indian River State College	TBD
FL	US	Polk State College	Global Studies Program
FL	US	Seminole State College	International Studies Certificate
FL	US	Saint Petersburg College	TBD
FL	US	Santa Fe College	International Studies Certificate
FL	US	Tallahassee Community College	Global Gateway
FL	US	Valencia College	Global Distinction
HI	US	Leeward Community College	Academic Subject Certificate in Global Studies
IA	US	Southeastern Community College	TBD
IL	US	Parkland College	TBD
MA	US	Bristol Community College	Global Leadership Certificate
MA	US	Northern Essex Community College	TBD
MI	US	Northwestern Michigan College	NMC Global Endorsement
NC	US	Davidson Community College	DCCC Scholars of Global Distinction
NC	US	Pitt Community College	Scholar of Global Distinction
OK	US	Tulsa Community College	Global Citizen Certificate
ON	Canada	Humber College	Global Citizenship Certificate
WI	US	Madison College	Interdisciplinary Global Studies Certificate

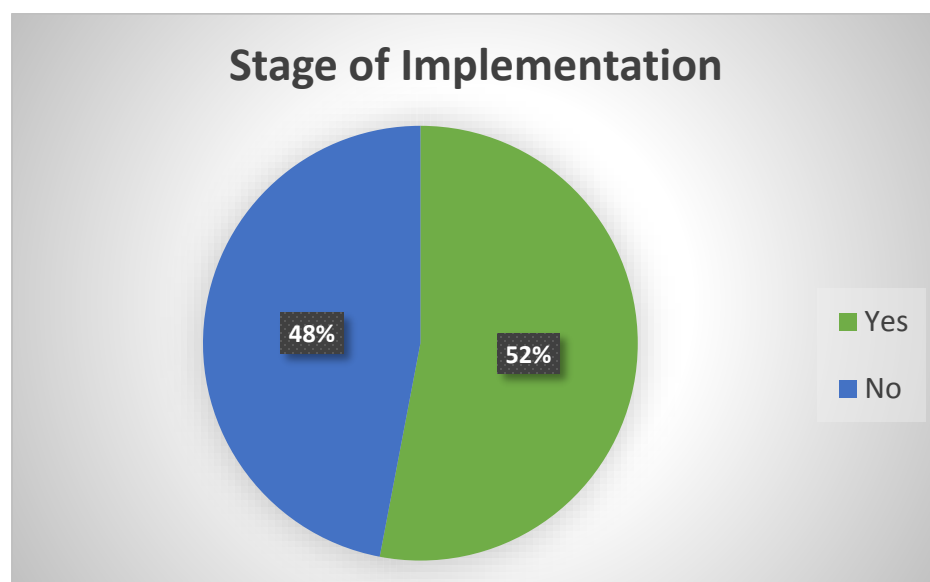
## DEFINITIONS

All the programs were categorized according to the criteria explained below:

Criteria	Definition
<b>Capstone Course(s)</b>	Indicates specific courses that are mandatory for all students enrolled in the program.
<b>Capstone Project</b>	Indicates that students need to produce a final project.
<b>Co-curricular</b>	Describes co-curricular activities that qualify towards the program.
<b>Credits</b>	Total number of credits in internationalized courses required to graduate with the certificate program. (Includes required and elective courses).
<b>Date of Implementation</b>	Indicates the actual or projected date of implementation.
<b>Degree</b>	Indicates the degree tracks in which students can complete the program: <ul style="list-style-type: none"> <li>▪ AA/AS (Associate of Arts/Science- transfer oriented degrees)</li> <li>▪ Associate of Applied Science (non-transfer, workforce oriented degrees)</li> <li>▪ Less than two year degree credential</li> </ul>
<b>Foreign Language Required</b>	Indicates that college level courses in a foreign language are a mandatory requirement of the program.
<b>Global Research or Experience Required</b>	Indicates that students are required to participate in an extensive global experience (internship, volunteering, service learning, study away experience in a different cultural community) or extensive research project.
<b>Minimum grade/GPA</b>	Indicates minimum GPA required to graduate with the program.
<b>Name of Program</b>	Indicates the name of the certificate program.
<b>Study Abroad Required</b>	Indicates that students are required to participate in a study abroad experience. This requirement cannot be fulfilled in-country.
<b>Service Learning Required</b>	Indicates that students are required to participate in a service learning experience.
<b>Transcript Notation</b>	Indicates whether or not graduating students will receive a notation in their transcript demonstrating attainment of the certificate program.

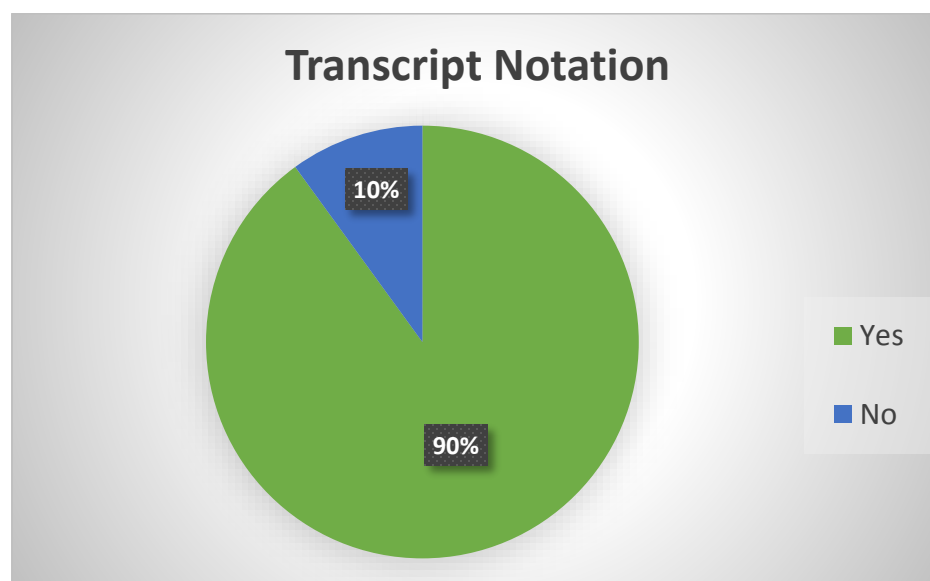
## STAGE OF IMPLEMENTATION

Almost half (48%) of the participating institutions had not launched the program at the time the survey was administered. However, 60% of those who were in the planning stages were able to provide specific details about their projected requirements. This information was included in the report along with the data from the programs that were already running.



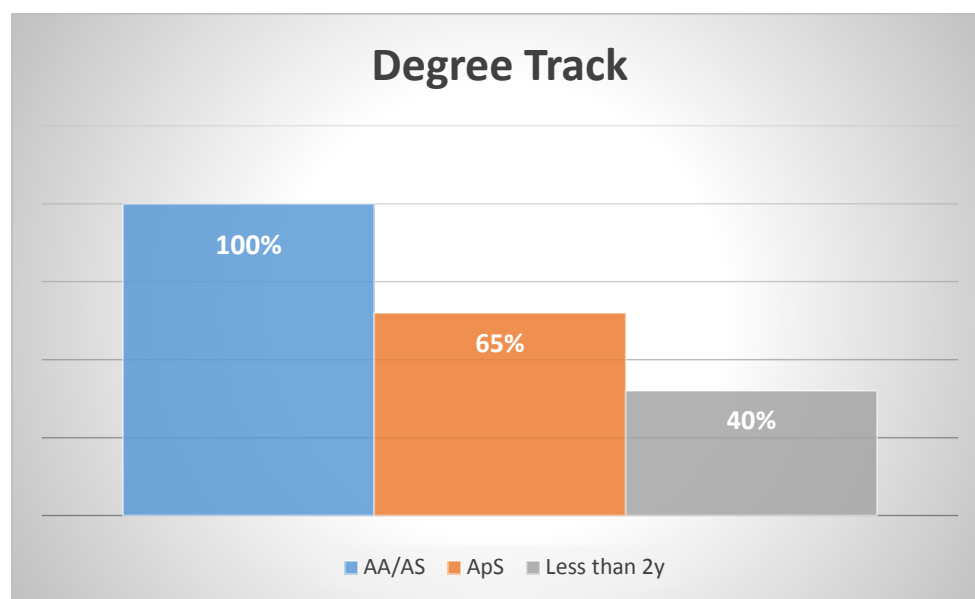
## INSTITUTIONS OFFERING A TRANSCRIPT NOTATION

The vast majority (90%) of institutions surveyed offer a transcript notation to the students graduating from their programs.



## DEGREE TRACK

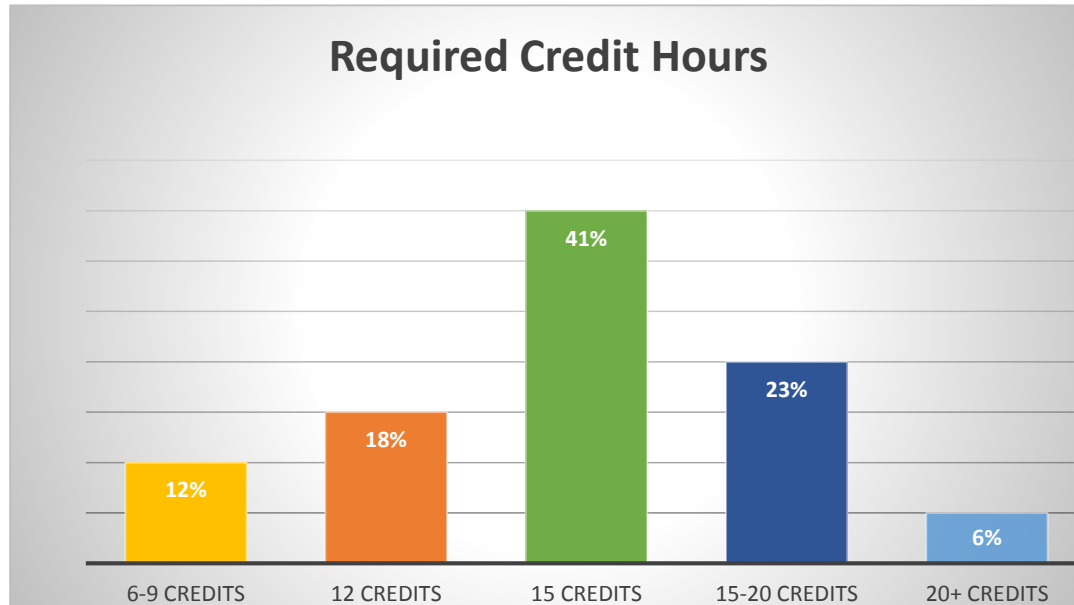
In all the institutions surveyed, students are able to obtain the certificate as they complete their Associate of Arts/ Associate of Science (AA/AS) degree. In 65% of these colleges students in non-transfer oriented degrees (Associate in Applied Science- ApS) can also attain the distinction. An additional 40% offer it also as part of less than two year certification programs.



AA/AS: Associates of Arts/ Associate of Science (transfer-oriented)  
 ApS: Associate of Applied Science (non-transfer workforce oriented)  
 Less than 2 yr: Less than 2 year degree credential

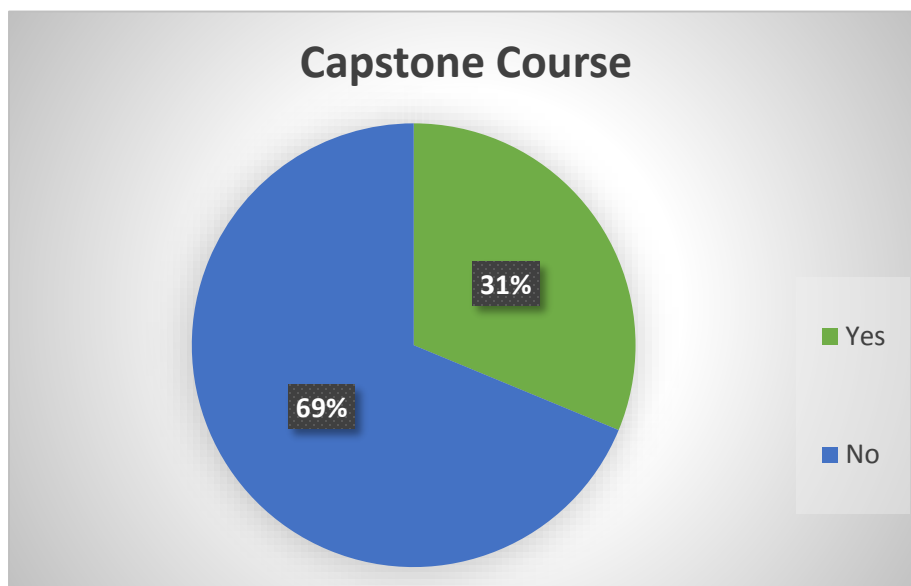
## REQUIRED CREDITS IN GLOBALIZED COURSEWORK

Most programs surveyed (70%) required 15 credit hours or more of coursework in internationalized courses. The most popular option (chosen by 41% of the programs) was 15 credits.



## CAPSTONE COURSE

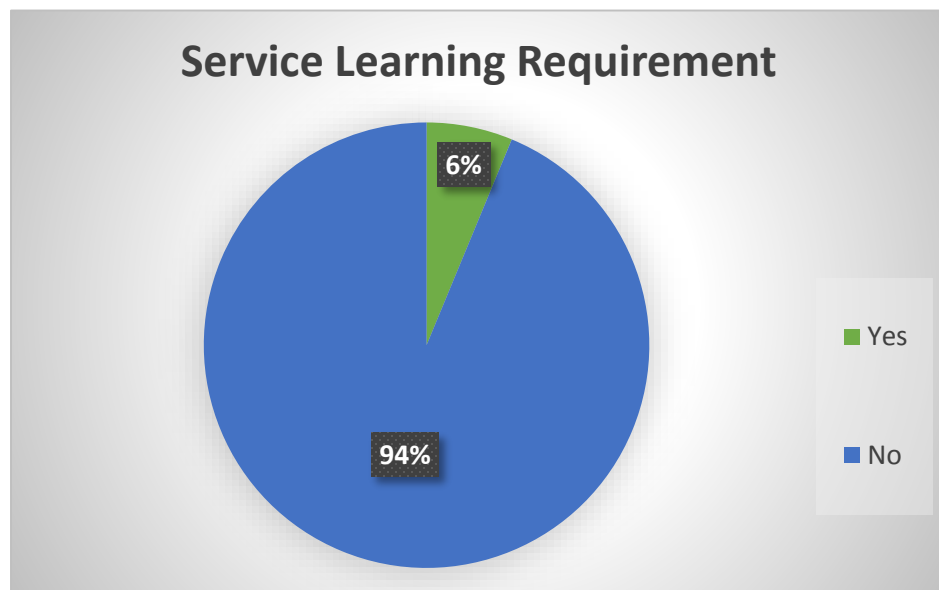
69% of institutions surveyed do not require a capstone course. However, 31% of the programs do ask that all students enroll in one or more mandatory courses. The nature of these courses varies. Some are introductory classes (i.e., Intro to Globalization, Intro to Global Studies) while others are true capstone courses. Fewer programs require that students enroll in mandatory courses with a service learning component.





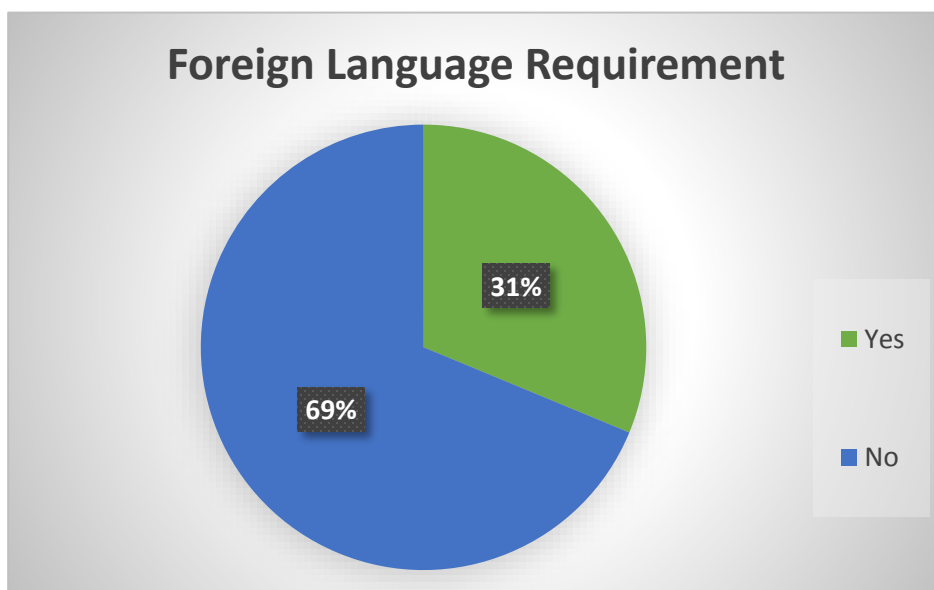
## SERVICE LEARNING

Only 6% of the programs surveyed require that students engage in service learning activities as part of the coursework.



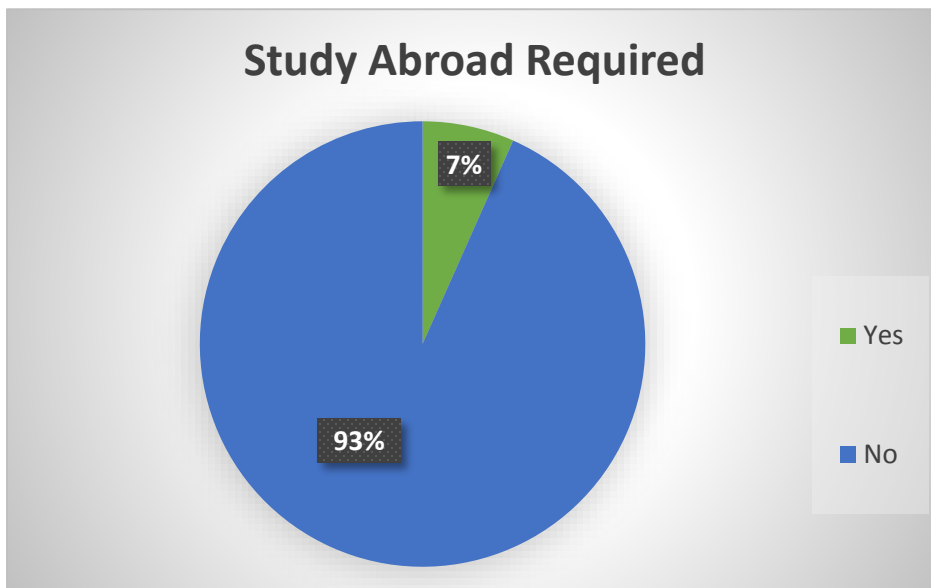
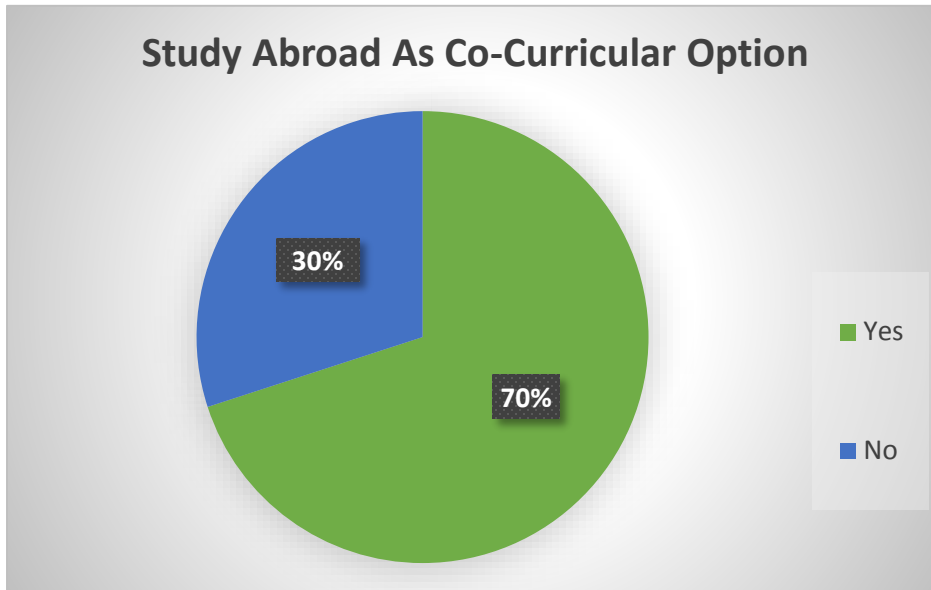
## FOREIGN LANGUAGE REQUIREMENT

Only 31% of the programs surveyed require the study of a foreign language. The number of mandatory credits ranges between 3 and 8. The remaining 69% of the programs do not ask that students acquire or advance their foreign language proficiency, but they frequently list foreign language courses as part of the optional coursework.



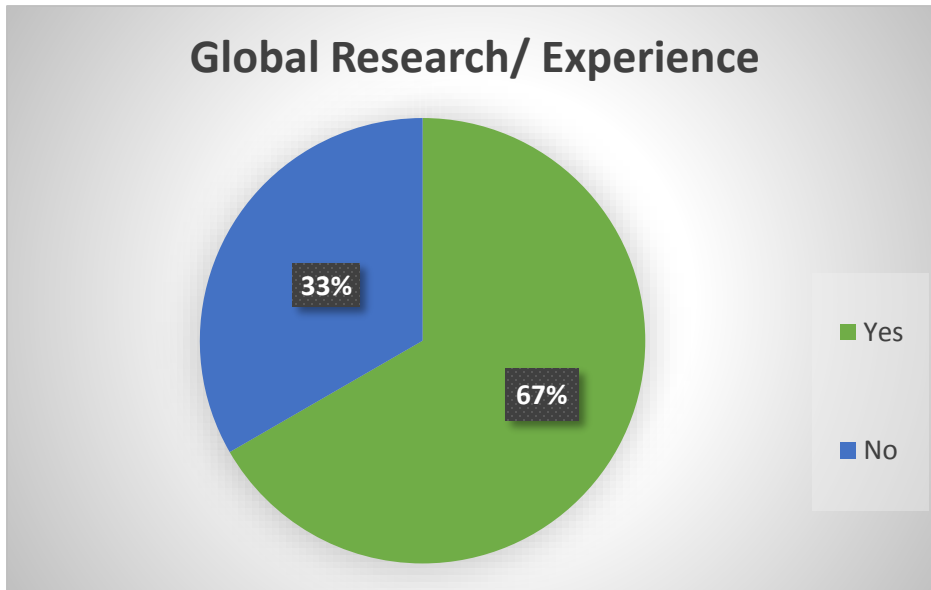
## STUDY ABROAD

Most colleges (70%) list study abroad among the co-curricular activities of their certificate programs. However, only 7% of them make study abroad a mandatory requirement for graduation. Domestic immersion experiences are normally offered as an alternative.



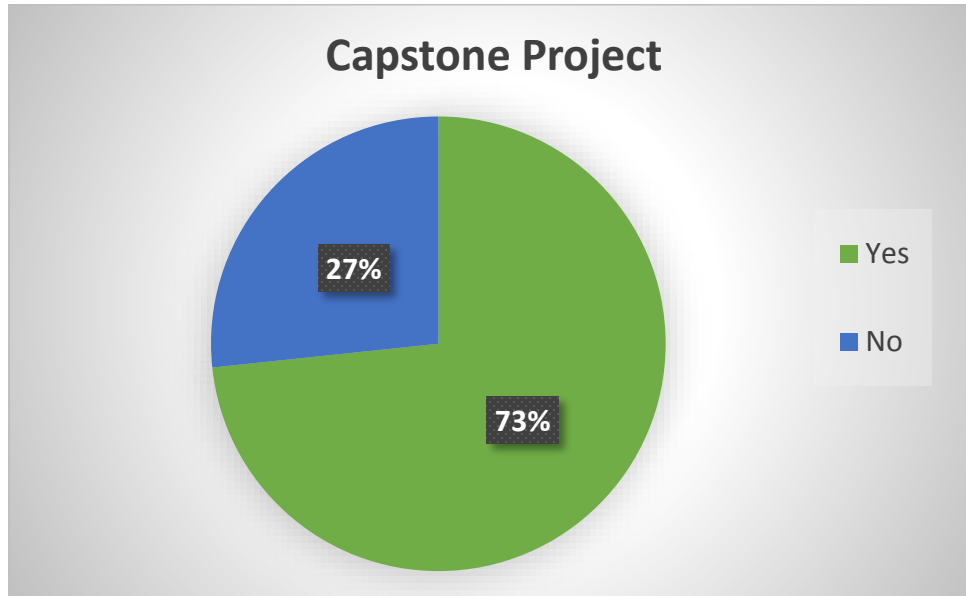
## GLOBAL EXPERIENCE/ RESEARCH

67% of the programs surveyed require either an extensive research project or an immersion experience (domestic or abroad) as a requirement for graduation. 33% of institutions do not demand this type of experience at all or list it as an option among the co-curricular requirements.



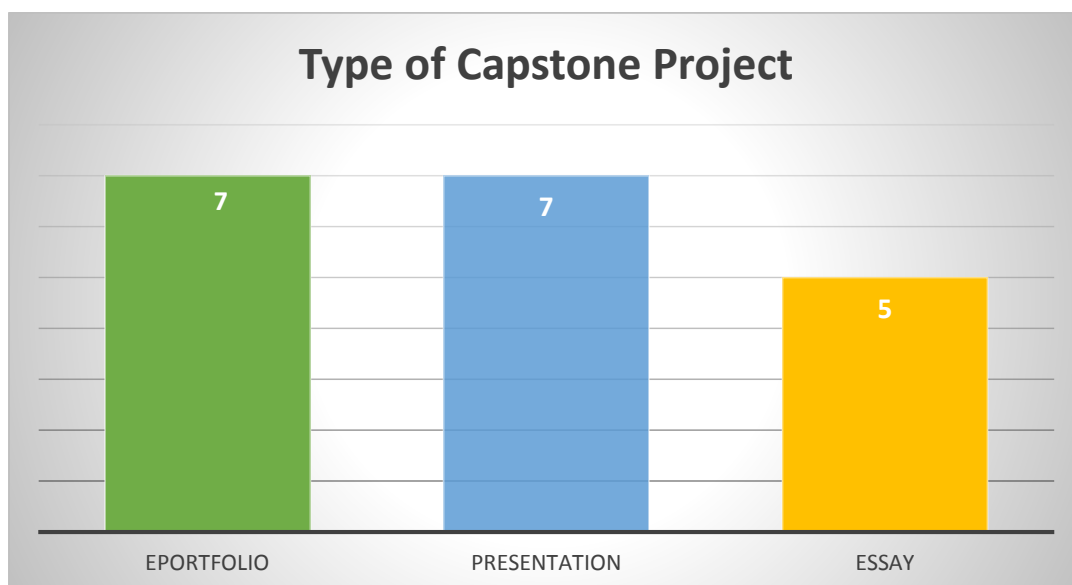
## CAPSTONE PROJECT

73% of the programs require a capstone project. Among those who do not require it, there is normally a capstone course and an equivalent assignment within the coursework.



## TYPE OF CAPSTONE PROJECT

30% of the programs allow students to choose a format for the capstone project. Others require a combination (i.e. final reflection paper and presentation). Therefore, there is no clear preference for one type of project over another.



## SURVEY DATA & PROGRAM DESCRIPTIONS

A complete catalog of the programs surveyed is available online at

<https://ccidcertificate.wordpress.com/>

## CONCLUSION & FOLLOW-UP

Despite the small sample covered by this survey, the results shed some light over the nature and structure of International Studies/ Global Scholar Certificate programs. Most interestingly, the survey shows that almost 50% of respondents have not implemented their programs yet. As these certificate programs proliferate, there is an increasing need to share information and identify best practices is increasing. A vibrant learning community focused on this type of programs would greatly benefit the institutions that are in the planning stages. It would also provide a platform for discussion and exchange of ideas for the improvement of existing programs.

Please feel free to address questions to:

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