1. Online Options
   a. Fully--3-4 graduate programs fully online
   b. Hybrid/Blended
   c. Reference/Resource
      i. Cal State Online is fiscally hard to run. 35% goes to Pearson, 8% goes to Chancellor’s office. There is a program that is run through Pearson that checks if students are logging on. You have to pay for the different packages. Prices? $500 per unit for online courses. Discussion of which costs more. Degree comes from the CSU campus. It does not indicate whether or not it’s an online degree—an MBA is an MBA. The first year all 23 universities in the system “voluntarily” gave $50k to kick off the program. We don’t know if that will happen next year. If the program takes off, there will be revenue to pay the 8%.
      ii. No one has given a firm answer other than if you want to put up a program, you will be able to, even if it is a duplicate. The Academic side has not answered this. By EO you can’t cancel a program state side and run it through Extended Studies.
      iii. We could market online degrees to international students. Do we have partner institutions to have them help us with the SDSU students and faculty around the world. The classes would be fully online, except for the first two weeks, and the last week—two trips to San Diego... Would they pay international or out of state fees? Are the fees based on the actual expenses? If they take part of the course in another country but they come here to take a capstone course, would they pay as international students? Combination of onsite and abroad, would be more expensive. There is incentive to not take the online courses—tuition will be higher, but they would not have the other expenses—living costs, etc. Opens to up non-traditional students—older population, etc.
      iv. Could we go out to other countries and recruit online students? Non-credit seminars do that. What is the profitability? 45% of the revenue if you want to do the infrastructure ourselves—do we build our own, or do we buy the technology or the classes that are developed by others and we run them.
      v. This is an issue that is going to be decided at the Univ level regardless of the international consensus. It’s going to emerge, but our input would be to agree that some kind of model is
going to be accepted. What do we feel is the role of international:

2. Potential Areas of Internationalization
   a. Curriculum—can modify any course that we have to make it an online course. We can put an international perspective in the courses. The online courses cannot be different than what we offer in person. We are talking about permeating all programs with international flavor. Equivalent degree for an international student with different criteria, it would be adding a new degree program that does not exist. Taking an existing degree and offering it online is what we would do at first, but it would not work the same as it does in the classroom—although now there is technology that allows for many things to be done on computers (dissection, etc).
   b. Faculty—1. our faculty work with our students/2. Joint programs 2 years with us, 2 years with them. We can hire someone from another university to work with students internationally. There could be a combination where we are doing 2/3 of the courses, and the other university could be doing the other 1/3. We could build our own which offers us a greater flexibility to offer more international curriculum. The CSU may end up restricting the locations from having our hands in the curriculum. Laying the foundation now might be a good thing strategically. A student abroad want to come to SDSU to get the experience of being at SDSU—not something that they can get in their country. They want to get what we offer. It doesn’t have to be an international degree, but the selling point is us and our environment. –Does the international task force see that this is a point of relevance—assuming that students would want to do the online degree. We could offer our degrees online to a global audience to generate a huge revenue. 25 students in a 4 semester MBA--$25k. What programs would provide the most revenue? It’s a disservice today to not expose students to backgrounds cultures and experiences that they would not get anywhere else. Through distance learning—infusing international in all programs. Maintain a leadership role in the future to attract people from other countries to come to SDSU. Students from other countries taking courses that we offer in other countries.
   c. Research
   d. Students
   e. Study Abroad

3. Potential Benefits to our current students and to our potential international students. If we internationalize the curriculum and say that an international experience can be had online, it won’t generate revenue, but students can get the experience. The training and education of non-traditional students is a multi-billion dollar industry. Should we be providing training to people to help them advance, and should we also be providing a comprehensive education—or both. The udacity … model. The top 5 students who graduate
will start a career center and get students jobs. If the goal of the university is to provide an educated person to be useful to society, do we do it for free? Taking the traditional university and melding it with non-traditional—distance program where they blur the line between liberal arts education in the US, and technical. Integration of knowledge—non-academic/training and academic. Michael Crowe (Scientific American)—Argues against the notion of disciplines. When you break down the barriers, the technical/education breaks down also.

a. Broader Learning Environment
b. Expanded Diversity
c. Increased Access
d. Increased Understanding
e. International Research
f. International/Global Collaboration
g. Multi-cultural Virtual Classrooms
h. Virtual Study Abroad

4. Challenges
a. Accreditation
b. Approvals
c. Collaboration vs Subcontracting
d. Curriculum
e. Funding
f. Infrastructure
g. Intellectual Property Rights
h. Language/Translation
i. MOOCs
j. Partnerships
k. Recruiting
l. Training
m. Transfer of Credits

The strategic planning committee wants revenue generating suggestions in the next 2-3 years. We can suggest that for the next couple of years, we look at specific programs that can be quickly and easily converted to be offered online. We recommend resources to support that, and for the longer term, this will expose resident students to international experience. In the longer term, we can find out what they want. Maybe they want a traditional online degree, maybe they need something tailored to them. All of this has to go through Extended Studies because no other area has the resources.

Goal could be to internationalize resident students. Our goal is to internationalize the campus. If we start offering the degree online to people overseas, others will want to apply. The short term is financial, but is the long term international? One of the problems—students could not make it to campus/overseas, so we were seeing offering the program in places other
than on campus. Going TO the students, rather than having them come to us because they are far away—Access.

If we could provide a service to students all over the world, that is our obligation as educators. Students abroad are so desperate to learn things. They want us to teach them—and it is also a way for us to meet our financial obligations. Keeping the model going requires us to be continually innovative.

1. Years 1-3--For the first few years we look carefully at which degrees or programs can be easily migrated or offered online to an international audience. There are 3-4 Graduate programs currently online, some students are international. The structure of undergraduate degrees currently is a little different than other institutions. They would have to have all of the general education courses online as well...

2. Years 4-5--Begin to examine undergraduate programs. Start to think of a different approach of how we market or offer our product to an international environment—maybe a hybrid combination of online and on campus.

Every university is trying to recruit international students. It is very expensive to come to the US. We have to generate our own resources to survive and not depend on international population. The online/distance learning would seem to be more affordable. Recruitment would be limited in the future. It is most probable down the road that students would have multiple degrees—international and domestic. You see students who are asked to look more internationally at things, and require that they have both kinds of degree. Qualcomm is doing a Masters in Engineering at Qualcomm with Qualcomm requirements.

Draft Recommendations:

This committee recommends that: (establish a committee to look at this in more detail)

1. Begin taking advantage of existing Graduate programs for use in online marketing. Through needs assessment, discover what (degree-seeking, fee-paying) international students are interested in—business, marketing, engineering (computer), computer science (IT), biosciences, physics, geology (oil & earthquake), public health.

2. Expanding the role of distance learning in a global university be fully examined the next two academic years.

3. This examination includes all stakeholders and those with interest and/or experience in online and distance education—including students, faculty, staff, administration, instructional technology service, the College of Extended Studies.
4. Appropriate international learning outcomes be developed an incorporated into the evaluation of distance learning as an international education component of education at SDSU.

Develop a template that starts working now, and offer it up to other areas so that they can come up with programs that might be interesting to international students. You would have to do a market study to interdisciplinary programs to see if people are willing to take it online (Sustainability).

Look at what we already have online and see if we can target international students who might have interest in taking the courses online.

If you are matriculated student you can take the online courses. Can extended studies test the waters to see if international students abroad are interested in taking the courses. Advertise online, social media, to have them take a course through open university.

Courses already online-Identify what is already offered online and see if they are of interest to international students. If they take 4 courses online we could give them a certificate(?) Every program is evaluated and assessed.

(Cambridge Certificate for ESL)

We encourage other programs to expand the offerings beyond the 4 we currently offer. The committee is recommending that distance learning is supported to increase an ever-expanding role in international education.

Overall mission of internationalizing campus can be facilitated by these online international courses.

Draft of Report—so far we have points or partial points on:
1. Mission Statement
2. Study Abroad
3. Recruitment
4. Distance Education
5.