

7

This chapter explores how community colleges internationalize curricula by examining both on- and off-campus strategies.

Internationalizing the Curriculum: On- and Off-Campus Strategies

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The internationalization of the community college curriculum occurs through on-campus programmatic efforts and off-campus education abroad programs. As stated in Chapter One, growth in the field of international education is evident. However, it has not been institutionalized on many of our campuses. Despite two decades of efforts to internationalize the curriculum, this form of pedagogy remains at the periphery of most community colleges. This chapter explores strategies to internationalize the community college curriculum—to move international education from the margins to the core—by offering a context for future collegewide reforms. Examples from California Colleges for International Education (CCIE), a nonprofit consortium whose membership includes seventy-six California community colleges, are discussed.

Efforts to internationalize the community college curriculum infuse cross-cultural concepts, theories, and patterns of interrelationships into courses and academic programs. The international emphasis underscores the “need to understand a variety of perspectives (geographic, ethnic, cultural, gender, etc.) by acknowledging similarities, but also in a way that respects and protects differences among multi-country diversities” (Raby, 1999, pp. 3–4). On-campus internationalization strategies range from an individual faculty member’s efforts to integrate independently gained knowledge into course content to systemic changes that result from purposeful collegewide reforms (Green and Siaya, 2005; Raby and Tarrow,

1996). Off-campus internationalization strategies include education abroad, which embodies study abroad, work abroad, and international internships or volunteer programs. These two internationalization strategies are connected as travel entices faculty to revise curricula, which in turn inspires students to participate in internationally oriented programs and thereby gain international literacy skills.

Internationalizing Curricula: Establishing International Literacy Skills

A basic principle of internationalizing the curricula is development of a literacy that includes skills to perceive multiple perspectives, reconcile conflicting ideologies, and respect a relativity of differences. This literacy is a pragmatic tool that supports national security, prepares students for a globalized job market, encourages politically active citizens, and heightens problem-solving and listening skills. To achieve this literacy, curricula must include more than just awareness of basic cultural traits or geographic locals. It needs to establish a context for active learning in which “people begin to think in international and intercultural terms; where differences in response can be anticipated and understood merely as differences and not as right and wrong reactions; where one is constantly conscious of the different meanings and interpretations of the same words and expressions by people whose minds are conditioned by other languages” (Bhatia, 1985, p. 1). Pedagogically, it is critical to prepare community college students to live, work, and transact in our global world.

On-Campus Strategies for Internationalizing the Curriculum

Strategies to internationalize community college curricula range from individual acquisition of new knowledge to development of collegewide reform efforts. The likelihood of successful implementation depends on how the reform is introduced to each community college constituency. When reform comes from senior-level administrators, it is sometimes easier to modify college missions and policy documents, create curriculum committees, and establish a context for nonmonetary incentives such as release time and professional recognition. Those who control budgets can extend staff support for offices, approve faculty and staff travel, and encourage consortia or association memberships. Although top-down leadership is frequently encouraged in chapters throughout this volume, it does not always ensure success. Faculty support is also critical; they are the institutional actors who teach the internationalized curriculum, serve on international committees, and lead education abroad programs.

In creating collegewide reforms, it is essential to ensure that support for international education does not remain in the hands of a select few but rather is ingrained throughout the college. As is the case with any organi-

zation, programmatic efforts are affected when the faculty directors take a sabbatical, leave teaching for administration, move to another campus, or retire. To address such staffing changes and ensure program continuity, community colleges must constantly mentor new generations of leaders.

In addition to the aforementioned strategies, community college leaders can also employ six specific efforts to strengthen the curriculum; they are described here.

Diversify the Number of Modern Language Programs. The Committee for Economic Development (2006) has recently called for a dramatic increase in the number of Americans learning critical languages such as Arabic, Chinese, Russian, Hindi, and Farsi. Forty percent of the CCIE colleges offer at least one of these critical languages, and 25 percent offer at least three. In addition, most CCIE colleges offer between seven and twelve modern languages. It is not surprising that so many community colleges offer an array of language programs since these colleges serve their local populations, many of which are multiethnic. Although classes are offered, few colleges have a modern language program that offers multiple levels of every language. Moreover, many colleges fail to use language to support academic content. None of the CCIE colleges currently link language acquisition to graduation requirements, and most do not even connect language to other international programs at the college.

Target All Disciplines, Even Those That Need Extra Support. All community college disciplines (academic, technical, vocational, and occupational) are influenced by international relationships; *no* discipline is so provincial that it cannot be viewed from an international perspective. Courses with a comparative focus (literature, religion, government) or that address cross-border issues (cultural anthropology, cultural geography, ethnic studies, intercultural communications) are believed to be easily internationalized and are often targeted by faculty and administrators seeking to internationalize their college (King and Fersh, 1992). However, *ease* can be applied to all disciplines; faculty members simply need to reconceptualize the curriculum. For example, if child development faculty understand that not all children are raised the same way, it becomes easy to internationalize this discipline. Likewise, if a biology course includes a section on infectious diseases, the internationalization emerges from necessary inclusion of pandemics. All it takes is having college leaders understand that they need to embrace a philosophical shift that gives faculty the development opportunities to learn there is more than one way to view a particular subject.

Use the Experiences of International Students to Secure International Literacy. International students bring cross-border perspectives to class discussion. In addition, specific programs have been developed to take advantage of the learning opportunities that these students bring in. Among CCIE colleges, 60 percent use international students as guest speakers, 40 percent as culture tutors, 18 percent as study abroad orientation tutors, and 14 percent as language tutors. International students can become key

resources for on-campus internationalization efforts, but college leaders must remember that not all international students possess the necessary skills to teach others, and international students' worldviews may not always represent their country's mainstream culture.

Infuse International Perspectives into Lesson Plans and Course Activities. Infusion takes place as faculty members add international ideas and themes into three to six lectures each term. Infusion is cost-efficient; it requires little more than faculty initiative and commitment. To infuse the curriculum, faculty can rely on life experiences, including international travel for business or pleasure, participation in internationally themed seminars, and discussion of internationalized components of the textbooks. Overt reform occurs when faculty members conduct purposeful research on international aspects of their class. In 2006, CCIE member colleges infused international content in 90 percent of cultural anthropology courses, 85 percent of cultural geography courses, 80 percent of ethnic studies courses, and 50 percent of intercultural communications courses. Examples of specifically infused courses are Ethnomathematics (Coast District); Asian Infusion (City College of San Francisco); Multicultural Health Beliefs (Hartnell College); and World Languages, Phrases, Foods, and Facts (Lake Tahoe College).

Though content infusion does not create drastic change, it is a safe way to introduce international components to the core curriculum. In an era of dwindling electives and greater focus on the core courses needed for a certificate or degree, the content infusion approach may be the most efficient way to internationalize the community college curriculum and ensure that all students are prepared to survive and thrive in a global economy.

Introduce New Course Content. In addition to infusing international education into existing courses, community college leaders can also make radical changes to existing classes or introduce new, specifically designed international courses. The International Negotiations Modules Project (INMP)—a computer-assisted simulation that places students in the role of the decision makers and negotiators on issues of global importance—is one such example. In INMP, the basic course content remains the same, but how the course is taught and its explicit international emphasis are unique. Students gain experience in understanding course content, how the content relates to their assigned country, and how countries and cultures perceive contemporary thematic and policy issues (Raby and Kaufman, 2000).

The addition of new courses sets a context for in-depth internationalization that the infusion approach lacks. New classes can be general (World Literature or Introduction to Global Studies), specific (Films of Latin America or Global Environmental Agriculture), or thematic (Spanish for Nursing or Chinese in Business). Unfortunately, compared to infusion fewer colleges add new courses. In 2006, 78 percent of colleges offered a course in non-European history, 72 percent offered international business, 70 percent offered non-European humanities, 52 percent offered international rela-

tions, and only 10 percent offered international or global studies. Some examples of new classes are Culture and International Business: Kiss, Bow, or Shake Hands (Santa Ana College); Introduction to Global Studies (Mission College); International Trade, Marketing, and Management (Long Beach City College); and International Politics (Santa Barbara City College). Although there are many benefits to adding new international classes, it is expensive, articulation with four-year universities is difficult, and campus curriculum committee approval is time-consuming.

Focus on Systemic Changes. Supporting change that permeates the entire college is the final on-campus strategy for internationalizing the curriculum. For example, a college can ensure that multiple courses are infused so that students take a range of internationalized courses that solidify their international literacy skills. The Asian infusion of fifteen City College of San Francisco courses is an example. Another type of systemic change is development of either a specific certificate or degree program (international studies) or the transition of an existing department (business becoming international business). In 2006, 20 percent of CCIE colleges offered a certificate or associate degree in international business. However, these programs vary widely. In 2005, Glendale Colleges had 25 students enrolled in their program, whereas Long Beach City College had 225, 90 percent of whom obtained employment immediately after receiving their degree. International business has established itself as a known program, but international and global studies has not. Only 4 percent of CCIE colleges currently offered a certificate or associate degree in international or global studies, and another 5 percent offer a degree in intercultural studies. One of the largest intercultural programs is at De Anza College, which graduated between ten and twenty students in 2005, 90 percent of whom transferred to a four-year university.

The ultimate systemic change is internationalizing general education graduation requirements. This includes a structured core of required internationalized classes, in addition to a selection of infused general education courses and electives. This optimal learning situation does not currently exist at any CCIE college. Sjoquist (1993) states that the general education curriculum ceases to be *general* if it is bound by a single culture. An internationalized core curriculum reflects a balance of cultural perspectives. Although focusing on systemic changes is clearly the best way to move international education from the periphery to the core of the community college curriculum, there are several challenges inherent in this approach. Procuring stakeholder support, securing faculty expertise, overcoming low student enrollment, and creating articulation agreements with feeder universities all serve as roadblocks.

In sum, intentional on-campus reforms occur through explicit and systematic changes in course content, academic programs, majors, certificate and associate degree programs, and ultimately general education requirements that holistically encompass the entire campus.

Off-Campus Strategies for Internationalizing the Curriculum

Since 1967, community colleges have offered education abroad programs. According to the NAFSA Association of International Educators, education abroad is one of the more effective forms of internationalizing the curriculum because it embodies both content and physical presence in an international setting. For community college education abroad, classes involve the same requirements as those on campus but are modified to take advantage of the location in which they are offered. Community colleges offer single-subject, one- or two-week courses as well as summer and full-semester programs. Courses are credit-bearing and are in all academic, agricultural, occupational, technical, and vocational fields.

Numerous studies confirm the benefits of studying abroad for all students, especially those from underrepresented races, ethnicities, and income groups. Benefits include change in perception and attitude toward global relationships; increased empathy for politics and social service; significant growth in interpersonal skills, academic performance, language, and cultural proficiency; greater self-confidence; and reduction of cultural stereotypes (Raby and Sawadogo, 2005). There is no better environment than another culture to learn how to think about the world differently. In short, studying abroad is a life-altering experience.

Although community college education abroad continues to grow, only 0.01 percent of community college students study abroad annually (Institute for International Education, 2006). Moreover CCIE colleges, which lead the country in community college education abroad, send only thirty-eight hundred students abroad annually (0.06 percent of the total student population). The low participation rate begs the question: Why do so few students participate in education abroad?

Overcoming the barriers that prevent widespread student participation is crucial if colleges want to successfully internationalize their off-campus curriculum. However, defining these barriers has proven to be difficult. Lack of student interest, work and family obligations, and concerns about affordability are typically identified as the main reasons community college students do not study abroad. Interestingly enough, a recent study conducted by Coast Community College District, the Center for Global Education, and CCIE showed that these perceived barriers were not a significant factor in students' decisions on studying abroad (Raby and Rhodes, 2004). Although the seven hundred students surveyed agreed that financial barriers exist, 70 percent stated that finances alone would not deter them from studying abroad. Moreover, even though they acknowledged that family and work obligations make it difficult to take extended time off to study abroad, most surveyed indicated that they would be willing and able to participate in both short-term and long-term programs. According to the students surveyed, the primary barrier is institutional in nature; most community colleges do

not offer education abroad opportunities or fail to adequately inform students about their programs. This finding is not surprising considering that more than two-thirds of CCIE colleges lack an office, full-time staff, or a college budget to support their education abroad (Raby and Rhodes, 2004).

In an effort to make education abroad more visible and accessible, CCIE—with funding from the International Foundation for Study Abroad—is helping member colleges introduce more semester-length programs. Several new programs have been developed or are in process that will have an impact for hundreds of new students. Some of these new programs are Ecotourism, Sustainability, and Peace Studies in Costa Rica (Butte College); Field-Based Ecology and Biology with Spanish Language in Peru (Lake Tahoe College); Marine Biology in Costa Rica (State Center District); French Immigrant Populations (Glendale College); and Indian Civilization (Ohlone College).

Other Off-Campus Education Abroad Programs. In addition to study abroad, there are other off-campus education abroad opportunities that internationalize the community college curriculum. The most popular are work abroad, international service, and foreign internship and volunteer programs. Although very few CCIE colleges offer professional internships at overseas businesses or organizations, 8 percent offer a program of an academic year abroad that includes an internship or work emphasis. Most of these programs are located in England. In addition, Santa Rosa Junior College in California offers a work, study, and internship program in the Australian wine region.

Steps Toward Reform

Despite a proclaimed commitment to internationalizing the community college curriculum among education leaders and policymakers, widespread implementation is rare. Fewer than one-sixth of CCIE colleges have established an international degree or certificate program, and none has internationalized general education requirements. Considering that 42 percent of CCIE colleges include international and global education in their mission statement, and that more than a dozen CCIE colleges have received federal grants to internationalize the curriculum, the dearth of progress is disturbing. There are several reasons international reform has not occurred on community college campuses. Unfortunately, these reasons are the same as those discussed more than a decade ago (Edwards and Tonkin, 1990; Raby, 2000; Green and Siaya, 2005). The next section discusses how community college leaders can surpass these barriers and move international programs from the periphery to the mainstream.

Enact Philosophical Change. Community college faculty and administrative leaders need to understand the benefits of internationalization. Moreover, they must incorporate internationalization in their college mission statement, strategic plans, and budgets; support it at every opportunity; and encourage others to do the same. A philosophical shift toward internationalization must occur if institutionalization of an international

curriculum is to be realized. Furthermore, faculty and administrators must communicate and defend this shift to their peers, students, and the community at large.

Ensure a Budget for International Education. Without money, new international programs cannot be initiated or successfully maintained. As a result of budget shortfalls, some community colleges have cut international staff development activities, prohibited faculty from traveling abroad, and eliminated some study abroad programs. These actions do not help colleges prepare their students for success in a global marketplace. As such, college leaders must dedicate line items in the budget to ensure and protect funds for international programs and activities.

Support Staff Development. To effectively internationalize the curriculum, faculty must be involved in new research and creative application of international pedagogy and curricula. This requires time, enthusiasm, and collaboration with experts in the field. Administrative leadership must create and support opportunities for in-service training, conference attendance, and overseas professional travel. Stipends in the form of minigrants let the faculty know that their work in this area is being supported. Community college leaders must also honor faculty who infuse international knowledge in the classroom. However, such efforts take time and a considerable amount of staff development and administrative support.

Support Campuswide Internationalization Efforts. College leaders need to develop and fully support a centrally located office that furnishes information to students, faculty, and staff; and the office should collaborate with those who are involved in on-campus internationalization strategies and those who run study abroad programs. Community college leaders must also implement a systemic design to internationalize core courses, certificate and degree programs, and graduation requirements. Additionally, college leaders should support the long-range planning necessary for study abroad programs; adhere to known standards in the field; and develop a risk management program that addresses all legal, health, and safety issues. Finally, college administrators must develop broad-based coalitions with national and statewide consortia to help support and supply resources for education abroad programs.

Conclusion

For many students, the community college is the only opportunity to gain international literacy. Nonetheless, opportunities to study abroad or engage in an international curriculum are few. Even those colleges that offer internationalized programs rarely support them in a way that ensures maximum benefit. As shown in Chapter Two, 61 percent of U.S. community colleges still have a “low” level of internationalization (Green and Siaya, 2005), and only a handful of schools have institutionalized it as a component of their college.

Community colleges must enact basic philosophical, economic, and institutional changes beginning with recognition that internationalization is a central element of a quality undergraduate education. Institutionalization of international reforms must include support from all college stakeholders as well as changes to specific courses and academic structures. Furthermore, international emphasis should be a defined criterion for faculty promotion, tenure, or release time. Although top-down leadership is important in many internationalization efforts, successful reform must also support bottom-up efforts that are based on faculty interest. Moreover, faculty buy-in must be the foundation for all internationalization efforts; it is imperative if international education is to survive through generations of college faculty, staff, and administrators.

It is critical to view the process of internationalizing the community college curriculum as both on- and off-campus ventures and to ensure collaboration between the two strategies. As this volume repeatedly argues, an internationalized curriculum is essential to promote international competency among community college students, faculty, administrators, and staff. Knowledge and understanding of other societies, histories, geographic environments, values, institutions, and cultural traditions is essential for comprehending the complex, interconnected matrix of our world. Understanding how culture shapes our own policies and agendas—as well as those in other parts of the world—has a direct relationship with our capacity to make personal decisions on complex international issues. Indeed, investment in internationalizing the community college curriculum is an investment in prevention.

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