

ABSTRACT

Tracey Ivey. CURRICULUM INTERNATIONALIZATION AND THE COMMUNITY COLLEGE. (Under the direction of Dr. David Siegel) Department of Educational Leadership, October, 2009.

American higher education is striving to create the appropriate academic environment in order to prepare students to be interculturally competent for the realities of the twenty first century, and curriculum internationalization is part of this process. The purpose of this study was to investigate the process by which the curriculum is becoming internationalized at the community college level of American higher education. The research explored (1) the external environment's impact on the decision to implement curriculum internationalization; (2) the subsystems' interaction with curriculum internationalization; and (3) the policies, practices, and procedures that were put in place to support curriculum internationalization at select Community Colleges.

This study used a case study design with comparative analysis to investigate three North Carolina Community Colleges and how these institutions underwent the process of curriculum internationalization. Data were collected from the participating sites through semi-structured interviews, institutional documents, and site observations. The cases were cross-analyzed to examine similarities and differences which revealed relevant points and themes.

This study concluded that (a) all subsystems are necessary components in the process of curriculum internationalization; (b) a designated contact person or group is necessary for the flow of information; (c) the extracurricular

subsystem should be utilized for the expression of cultural diversity and not as a means to gain faculty support for curriculum internationalization; (d) assessment plans should be an active component of curriculum internationalization; and (e) a grassroots movement of curriculum internationalization among faculty enables an institution to begin the process at a greater pace.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Thomas Friedman (2005) states that we are no longer in a world where countries can pull up the drawbridge and retreat into self-sufficiency. Friedman contends that we are so interconnected now that all countries should work together in order to maintain the world's environment and that all countries are tied together economically. Referred to as globalization, this view of the interconnectedness of the world is gaining momentum and is requiring new skill sets for the world's leaders and their citizens. Others have seen the need for a global or international perspective to solve problems such as environmental degradation, political instability issues, and economic upheaval as these problems continue to expand beyond the territorial boundaries of nations (Davies, Evans, & Reid, 2005; Dunn, 2002). The issue of outsourcing and multinational corporations which operate in multiple locations in the world is creating a new dialogue on how best to prepare to meet economic challenges of the twenty first century as twentieth century rules no longer fit the global economy. Referred to as intercultural competencies, more experts are seeing the need for workers to have an understanding of other cultures in order to compete effectively in the 21st century (Arrindel & Hochhauser, 2004; Kedia & Daniel, 2003; Laughton & Ottewill, 2000; Levin, 2001).

Friedman asserts that this globalization movement is not new, but the magnitude of the twenty first century interconnectedness has changed the way the world operates politically, socially, and economically. Trade and the

exchange of ideas are not new concepts, but, given the flattening of the world, the rate of these two has created a need to improve how the world's countries cooperate (Friedman, 2005). Friedman (2005) defines this flattening as the leveling of the global economic playing field so that people and countries all over the world are competing on a global scale never before imagined. In *The Lexus and the Olive Tree*, Friedman (1999) provides explanations of this flattening as attributable to the democratization of information technology.

This interconnectedness of the world has permeated higher education discussions concerning global citizenship, global or intercultural competence, and an increasing emphasis on understanding what American college students need to know for the 21st century. The perception that U.S. college graduates are lacking in regards to intercultural competence has become a topic of inquiry for U.S. institutions of higher education (ACPA- American College Personnel Association, 2007, from www.myacpa.org/comm/globalstrategic/cfm; American Association of Community Colleges, 2006, from, www2.aacc.nche/research/index.html; American Council on Education [ACE], 1998; Hunter, 2004). The manner by which to address global citizenship and intercultural competence is currently being studied in order to ascertain how best to deliver the traditional higher education curriculum while including global components. This dialogue includes four year higher education institutions, as well as two year and community college institutions (Bennett & Salonen, 2007; Davies et al., 2005; Dunn, 2002; Farnsworth, 2001; Greenholtz, 2000). One area

of emphasis in the drive towards global citizenship and intercultural competence is curriculum internationalization (ACE, 1998; Bennett & Salonen; Deardorff, 2006; Farnsworth; Greenholtz).

Statement of the Problem

American higher education is in the process of acquiring the appropriate academic environment that will assist in preparing students to be interculturally competent for the realities of the twenty first century world. The need for government officials who can effectively work with their counterparts in other countries to solve international crises and the need for leaders who understand and can articulate environmental concerns and work to end environmental degradation are seen as purposes of higher education and have been of concern for decades (Bralower, Feiss, & Manduca, 2008; Costanza, 1990; Fernandez-Manzanal, Rodriguez-Barreiro, & Carrasquer, 2007; Haigh, 2008; Malone, 1990; Mitrano, 2006; Newell, 1990; Peterson, 1990; Reckmeyer, 1990).

Intercultural competence as it relates to higher education is also a topic of research for businesses and industry as we move into economic globalization and its impact on U.S. competitiveness in the global marketplace. Many authors from a variety of disciplines and backgrounds have offered their thoughts on what college graduates need to know (e.g., Arrindel & Hochhauser, 2004; Bikson, Treverton, Moini, & Lindstrom, 2003; Kirwan, 2004; Laughton & Ottewill, 2000). Of particular importance is the issue of foreign language acquisition and the need for multilingual workers in the 21st century global economy (Bikson et al., 2003;

Laughton & Ottewill). In addition, the need for international experience as a precursor for employment is addressed (Arrindel & Hochhauser; Bikson et al.; Laughton & Ottewill).

Many U.S. colleges and universities are striving to make changes that will enable students to be prepared for a world that has been flattened by global forces. Specifically, U.S. community colleges are part of the ongoing dialogue to create an educational environment that addresses global citizenship and global competence. Currently 46% of U.S. undergraduates are enrolled at a community college (American Association of Community Colleges, Retrieved February 28, 2008, from www.aacc.nche/research/index). Community colleges are attempting to rise to the challenge of workforce preparedness and the global economy of the 21st century (Dellow, 2007; Milliron, 2007). Because the original mission of American community colleges is workforce preparedness, the economic side of globalization is a focus for educational change. As outsourcing of local jobs continues, community colleges are trying to discern how best to address the educational needs of their students to enable their employability in the global economy. Moving towards this global transformation at the community college level is challenging because of the dichotomy between creating short-term programs and the need to enhance global competence. This pursuit is usually addressed through the general education core (Cardwell, 2006; Dellow; Dellow & Romano, 2006).

One way to move towards preparing students for the globalization of the 21st century is through an internationalized core curriculum. An internationalized curriculum can help prepare students to be global citizens, as well as prepare for an economy that is now interconnected to other regions of the world in an unprecedented way (Bennett & Salonen, 2007; Deardorff, 2006; Dunn, 2002; Farnsworth, 2001; Greenholtz, 2000; Johnston & Spalding, 1997). The means by which to implement curriculum change is not a well researched area, and there is no consistent framework used to explore curriculum revision and how it occurs in a higher educational setting. General Systems Theory posits the subsystems of an entity as interacting with each other in varying degrees to achieve goals (Von Bertalanffy & Rapoport, 1956). By examining the subsystems and their impact on each other, one can see the process of change more clearly. If one is trying to determine how curriculum revision occurs, it is important to have a framework with which to examine the change. Using a systems approach that allows inspection of multiple subsystems and their interaction, one can better understand which subsystems or parts of an educational institution work towards the change or revision. Thus General Systems Theory can be used as the lens by which to explore curriculum revision as change (Churchman, 1979; Laszlo, 1972; Millet, 1968).

Purpose of the Study

The purpose of this study was to investigate the process by which the curriculum is becoming internationalized at the community college level of

American higher education. This type of curriculum revision in the area of internationalization at the community college level of higher education has the ultimate goal of graduating students who can enter the twenty first century job market with appropriate skills, including intercultural competencies. Using the General Systems Theory, one can examine how subsystems have impacted changes that have been implemented for a community college. Given the large numbers of college students in a community college environment that are seeking job skills for the twenty first century economy, it becomes important to examine the process of curriculum internationalization and how it has been implemented by certain community colleges. This type of analysis assists other community college institutions seeking ways to improve the employability of their students through intercultural competencies necessary for a global economy. A case study design using General Systems Theory as a lens was used to investigate how three community colleges in the North Carolina Community College System have undertaken the process of internationalizing the curriculum in the general education core courses. The following research questions were used to frame the study:

1. How did the external environment impact the decision to implement curriculum internationalization?
2. How did each of the subsystems of the community college work towards the goal of curriculum internationalization?

3. What policies, practices, and procedures were put in place to support curriculum internationalization?

The subsystems identified for the purposes of this study were governance, academic programs, extracurricular activities, human resources, operations, and services. The identified subsystems are based on Knight's (2004) research on internationalization.

Significance of the Study

The study is significant from the perspective that U.S. higher education institutions are striving towards an understanding of how to effectively deal with the educational needs of U.S. students in a world that is interconnected on a scale that has no precedent (Bennett & Salonen, 2007; Deardorff, 2006; Farnsworth, 2001; Greenholtz, 2000). Internationalization of the curriculum is an important component of this effort to internationalize higher education institutions. Community colleges have not been at the forefront of this internationalization movement but have now embraced the need to educate a globally competent student. This study illustrates how three community colleges in the third largest community college system in the US have implemented curriculum internationalization. Ultimately, this study adds to the literature on the internationalization of the curriculum in U.S. higher education by viewing it through systems theory.

Limitations of the Study

The study was limited by the selection of three community colleges located in a specific geographic region of the US. Rich descriptions of the cases help the findings to be relevant to other community colleges moving towards curriculum internationalization. Researcher and participant bias could have impacted the findings, but data triangulation and collaboration on research methodology reduced any biases brought into the study.

Overview of the Methodology

Study Design

The case study design was utilized in investigating three North Carolina Community Colleges and examining how these specific institutions underwent the process of curriculum internationalization. The overarching research question answered by this study is as follows: what is the process by which the curriculum is becoming internationalized at the community college level of American higher education?

Data Collection

Data were collected using a variety of methods to ensure a thorough understanding of curriculum internationalization. Data collection methods included semi-structured interviews, retrieval and analysis of institutional documents, and site observations. Upper level administrators were interviewed to ascertain their understanding of the internationalization process from an institutional level.

Data Analysis

All data collected were coded and put into matrix form based on each subsystem. The data from all the subsystems were then compared to examine what types of interactions, if any, occurred during the process of internationalizing the curriculum (Miles & Huberman, 1994).

Definitions of Key Terms

Internationalization - the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of post-secondary education (Knight, 2003, p. 2).

Global Citizenship - the ability of an individual to understand that the world's problems require all the world's inhabitants to work together as citizens of the world in order to create solutions (Dunn, 2002).

Global Education - "education that emphasizes similarities among world cultures and underscores the universality of experience derived from the emergence of new systems, structures, and modalities that combine economic, political, and cultural characteristics" (Raby, 1999, p. 4).

International Education - "the need to understand a variety of perspectives (geographic, ethnic, cultural, and gender) by acknowledging similarities, and by respecting and protecting differences among multi-country diversities" (Raby & Valeau, 2007, p. 6).

Intercultural Competence - the ability of individuals to interact with others who are from different cultural backgrounds (Chen & Starosta, 1998).

Global Competence - preparing workers to cross borders as well as enabling students to function as global citizens that recognize that the world has common problems that transcend national sovereignty (Hunter, 2004).

Curriculum Internationalization - incorporating cross-cultural concepts, theories, and patterns of interrelationships into courses and programs (Raby, 2007).

CHAPTER 2: REVIEW OF THE LITERATURE

The following literature review examines curriculum internationalization in the larger arena of international education as it relates to higher education. In order to lay the foundation for this study, current literature was reviewed and is presented in four subsections. The first subsection delves into the history of international education. This provides a timeline for the development of the current concept of international education. The second subsection reviews curriculum theory with the ultimate emphasis on internationalization in higher education curriculum. The third subsection deals with the various components of curriculum internationalization, and the final subsection discusses systems theory and its relationship to higher education institutions.

History of International Education

In the early 19th century, French educator Marc-Antoine Jullien wrote of the need to establish an international commission on education to facilitate mutual understanding among countries. This publication went largely unnoticed, but the idea was revived in 1876 at the International Conference of Education in Philadelphia. There, the United States Commissioner of Education, John Eaton, presented a plan on a permanent organization to facilitate international conferences for educators (Scanlon, 1960). Herman Molkenboer, a Dutch lawyer and educator, started a periodical to promote international understanding through education, while establishing a Temporary Committee for the Foundation of a Permanent and International Council of Education (Scanlon). This committee

ultimately failed in its attempt at educational internationalization, but the idea continued to exist. In 1908, Edward Peeters created a quarterly bibliography containing education information to move towards an International Bureau of Education (Scanlon). World War I disrupted attempts at the establishment of such a group, but the League of Nations was viewed as a vehicle for internationalizing education.

The use of the term “education” proved to be problematic because it was viewed as a possible encroachment on sovereignty. The nineteenth century saw the growth of nationalism, which impacted Europe’s view of the purpose of education. This view was that education was a vehicle in which to instill their country’s view of history. Simply stated, internationalism in education was deemed unacceptable to the needs of the state (Scanlon, 1960). Therefore, the group created by the League of Nations was called the Committee on Intellectual Cooperation. Disenchanted with the Committee on Intellectual Cooperation’s stance on primary and secondary education, an International Bureau of Education was founded in 1925 in Geneva as a private organization. It became an intergovernmental organization in 1929, due to financial difficulties. By 1945, an international organization was finally formed within the framework of the United Nations. The organization was named the United Nations Educational, Scientific, and Cultural Organization, now known as UNESCO. Its purpose was stated in the introduction of its constitution, which was signed on November 16, 1945 (Scanlon):

In consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare for which the United Nations Organization was established and which its Charter proclaims (Scanlon, 1960, p. 84).

During this same period, private groups in the United States were moving towards international education organizations that would help facilitate mutual understanding among countries. The first was The Institute of International Education, which was established in 1919. By 1924, the International Institute of Teachers College at Columbia University was founded to increase the number of foreign exchange students and to provide information on educational movements in foreign countries. This move was specifically designed for teachers and not for the student population at large at Columbia (Scanlon, 1960). By 1966, the International Education Act (IEA) was passed by Congress, which elevated the idea of international education in the public domain, but lack of funding precluded any real change (Arum & Van de Water, 1992).

Post World War II saw a move to increase foreign language course offerings. The change in foreign policy to a more interventionist stance led to a need for foreign language competency, and the National Defense Education Act of 1958 gave support to this endeavor. The idea of internationalizing the curriculum was very low on the horizon at this point. By 1965, the Title VI

program launched by the Department of Education was providing financial support for language and area studies. In 1975, the American Association of State Colleges and Universities (AASCU) came forward with a policy statement that included the need for more international understanding that went beyond the foreign language agenda of the federal government. By 1982, the Association of International Education Administrators (AIEA) was founded to promote international education, closely followed by the 1984 statement from AASCU (American Association of State Colleges and Universities) entitled "Guidelines: Incorporating an International Dimension in Colleges and Universities." These guidelines included academic leadership, curriculum development, faculty development, student awareness, and resources. By 1988-89, The National Association of State Universities and Land-Grant Colleges (NASULGC) had issued a similar statement supporting international education. The American Council on Education established a Commission on National Challenges in Higher Education in 1988 which gave a "Memorandum to the 41st President of the United States," placing international education at the top of the list. Post Cold War America saw the 1991 National Security Education Program that provided funds for languages and area studies in conjunction with Title VI (Green, 2002).

In 1995, the American Council on Education issued an agenda for internationalizing higher education. Referred to as the ten ground rules for internationalizing higher education institutions, all ten are connected to curriculum revision. These ground rules include requiring all graduates to be

proficient in a foreign language, encouraging an understanding of at least one other culture, as well as increasing an understanding of global systems. One rule specifically states that all curricula should be revised to reflect international competence. The remaining six rules are peripheral to curricula revision with emphasis placed on study abroad, faculty development, and partnerships (ACE, 1995).

Even though the history of efforts towards internationalized education is long, the idea of curriculum internationalization has not been an extensive part of the conversation. The idea that curriculum internationalization is of pertinence to all areas of academia is a rather recent part of the dialogue. The American Council on Education has pushed the idea of curriculum internationalization and intercultural competencies to the forefront of the discussion on international education. The means by which the curriculum is internationalized are now a part of the dialogue (ACE, 1995).

Curriculum Theory

Defining Curriculum

Stark and Lattuca (1997) define curriculum as an academic plan which is designed to facilitate students' academic development. They include the following elements that are part of an academic plan: Purpose, Content, Sequence, Learners, Instructional Processes, Instructional Resources, Evaluation, and Adjustment (Stark & Lattuca). Beauchamp (2001) also notes the lack of consensus among curriculum scholars and that theory building in the field

of curriculum is disorganized. However, Beauchamp does specify that four parts should be included when discussing curriculum. These parts are a document stating the intent, statements that include goals for the institution, the recognition that the goals can be realized, and how the curriculum will be evaluated.

According to Beauchamp, a curriculum system differs from a specific type of curriculum because it is composed of a planning framework, implementation, and evaluation of the curriculum. The macro view of a curriculum system encompasses the development and planning of a curriculum, versus the micro view of the implementation of a particular curriculum (Beauchamp).

Curriculum Revision

Implementation of a curriculum revision never occurs in a vacuum. One can point to the four approaches to curriculum as a starting point in curriculum revision. These are the academic approach, the technological approach, the humanist approach, and the social reconstructionist approach. Each approach points to a different assumption concerning the purpose of education. The academic approach stresses traditional knowledge, the technological deals with the delivery of information, the humanist emphasizes the individual, and the social reconstructionist stresses the need of education to improve the world. These four approaches frame the debate on how to revise the curriculum at the macro level of education (Freedman, 1998). Diamond (1989) points to six conditions that should be present when attempting specific curriculum changes. These are faculty ownership, administrative support, allocation of resources,

evaluation procedures, support teams, and appropriate procedures for implementation. Moreover, Diamond recommends that a model be employed to revise or implement the new curriculum. This ensures that the stakeholders understand what objectives will be met and how the process will unfold. Thacker (2000) echoes these same ideas with her model for curriculum revision, which includes bringing together constituents, creating a mission statement, setting goals and objectives that are linked to outcomes, assessing the current curriculum and the differences between the old and new outcomes, and the development of a delivery system with a final component of assessment of learning outcomes. Dressel (1979) gives a broader perspective and identifies six areas that should be explored prior to the implementation of any new curriculum. These are a philosophical statement dealing with the objectives, a psychological statement concerning the learning process, a sociological statement that links the curriculum to a societal issue, an economic statement on the financial impact of the new curriculum, a planning statement that includes an institution's organizational structure and facilities, and a definition of the curriculum's concepts. Moreover, the need to evaluate any new curriculum is imperative, but revising and modifying should not be conducted until the curriculum has been in place for three to five years. According to Dressel, this allows sufficient time for the ramifications of the new curriculum to become apparent prior to any revision or modification.

Influences on Curriculum Planning

When considering what influences impact curriculum planning, Stark and Lattuca organize the influences into three categories: external influences, organizational influences, and internal influences. External influences are those influences that fall outside of the organization but impact what occurs within the organization. Societal pressures, governmental pressure, business pressures, and outside organizations can all impact what occurs within a higher education institution (Stark & Lattuca, 1997). White (2001) considers these external influences when discussing global education as a change agent for society as we continue to become interconnected at the global level. Organizational influences are viewed as those influences specific to the organization, such as mission statements, financial stability, governance, resources, and faculty development (Diamond, 1989; Stark & Lattuca). Internal influences include the characteristics of faculty and students, educational ideology, and the different academic disciplines (Stark & Lattuca).

External Influences and the Curriculum

External influences have impacted the curriculum in the recent past in the areas of women's studies, distance education, and curriculum integration. All three of these revisions were brought to the forefront by external forces that were beyond the control of the higher education community. For example, women's studies have been a recent addition to the curriculum and were precipitated by the women's rights movement of the 1960s and 1970s. This historical movement to

include women in all aspects of society, including the public realm, led to the realization that academia was male dominated and needed to be more balanced with regards to the curriculum (Bird, 2004; Burghardt & Colbeck, 2005; Stark & Lattuca, 1997). Due to the nature of disciplines as the overarching organization of higher education, it has been difficult to carve out a niche for women's studies (Allen & Kitch, 1998; Bird, 2001; Burghardt & Colbeck).

Distance education has been more successful than women's studies in being recognized and incorporated beyond the academic disciplines. The microcomputer and telecommunications revolutions of the last two decades have enabled more individuals to communicate in ways that have driven higher education to adapt computer technology in its curriculum. The demand for access to education previously unavailable for individuals because of time or location issues has increased the need to incorporate distance education as a component of higher education (Galusha, 1998; Green & Gilbert, 1995; Murphy & Terry, 1998).

Curriculum revision in the form of integrated learning is being driven by the perception that the world has become too interconnected not to prepare students for a more horizontal knowledge base (Crosling, Edwards, & Schroder, 2008; Haigh, 2008; Mitrano, 2006; Reckmeyer, 1990). Reckmeyer focuses on the need for a more integrated approach to curriculum development due to the needs of an interconnected world. The narrow approach of disciplines with their emphasis on knowledge acquisition does not promote a broader view of the world's problems.

This idea of educating students to be generalists has been echoed by many curriculum scholars for decades (Costanza, 1990; Malone, 1990; Newell, 1990; Reckmeyer). An integrated studies approach has been proposed by Peterson that would produce generalists that would be better equipped to handle the problems of an interconnected world. Peterson (1990) states that this would not negate the need for specialists but rather allow for a more interdisciplinary approach to the higher education curriculum. Moreover, he does not call for the end of liberal arts education or science based education degrees but does call for an added integrated studies degree that would allow students a choice in their ultimate educational goals. This type of horizontal curriculum organization allows for a broad approach to the curriculum with the establishment of corequisites that enhance students' understanding of the information presented (Calvin & Rider, 2004). Vertical curriculum organization can also apply with regards to the ultimate goal of global understanding, which includes a progressive nature to knowledge acquisition (Posner, 1992).

Curriculum Internationalization

Introduction

Like women's studies, distance education, and curriculum integration, the impetus for curriculum internationalization was first seen as a necessary response to external forces beyond the control of higher education. These external forces include government officials and business leaders who have verbalized the need for a populace that understands the forces of globalization

and that have intercultural competencies (Bonfiglio, 1999; Davies et al., 2005; Dunn, 2002). The purpose and policy challenges of curriculum internationalization bring with them a set of assumptions concerning what internationalization means as it relates to higher education. Some educators and administrators perceive internationalization and multiculturalism as one and the same. Perhaps the combination of definitions has occurred because multiculturalism, along with diversity issues, has been prevalent in higher education for decades. Banks (1996) states that multicultural education is an educational movement that changes the educational environment to allow all students an opportunity to receive a quality education. Similarly, multiculturalism implies a study of all cultures as separate entities to allow students to see the world through a lens other than the lens of their native culture. Moreover, multiculturalism encompasses issues such as gender and socioeconomic status, versus the international perspective of varying cultures across the globe (Bruch, Jehangir, Jacobs, & Ghore, 2004; Lee & Janda, 2006). Multicultural competence, therefore, is not the same as internationalization, which builds on the commonalities of cultures in order to create a world view that moves towards solving global problems (Altbach & Peterson, 1998; Bennett & Salonen, 2007).

Global Efforts to Internationalize

International education is also being addressed in other countries. Futao Huang (2006) did case studies in China, Japan, and the Netherlands. Huang analyzed the internationalization of curricula with regard to international students,

domestic students, and programs. There were several similarities among the three case studies. The first was that all three countries have seen an increase in the number of programs that are offered in foreign languages, with the most prevalent being English. The second similarity was with the type of international student that all three countries are predominantly dealing with in terms of seeking degrees. All three countries had a large proportion of foreign students from countries within their region of the world. The final similarity was with the types of international curricula. The first type included programs and non-degree-conferring courses that were short in duration. The second type was professional programs that were recognized among the region as exceptional programs for domestic and foreign students (Huang). Obviously, American higher education is not alone in the realization that international education should be addressed as we become increasingly connected at the global level.

Internationalization attempts to show students the interconnected world in which we live as well as delineate issues that affect the world and that will need global collaboration in order to effectively deal with such issues as environmental degradation, poverty, and human rights issues (Dunn, 2002). This idea of global citizenship is gaining momentum that can be seen in other countries as they strive to reform their national curriculum in effective ways to educate students to participate as citizens of the world. In Great Britain, this applies to creating a bridge between national citizenship and global citizenship in a way that is

meaningful to the student and the educators charged with the curriculum (Davies et al., 2005).

A more comprehensive view was taken by Walter Parker, Akira Ninomiya, and John Cogan (1999) with their study on multinational curriculum development as a global plan. Their research included a team that represented nine countries from four geopolitical regions of the world. Their goal was to formulate recommendations for curriculum revisions that represented the entire world, not just the United States. A survey was given to the 182 participants chosen by the team, and interviews were conducted with a subset of the participants. The results indicated what characteristics global citizens should possess, as well as what educational strategies should be stressed in order to create a multinational curriculum. The emphasis of the proposed curriculum is ethically based in order to promote global policy recommendations for global problems.

An example of the approach to internationalizing higher education is the Bologna Declaration of 1999. A joint declaration by European Ministers of education, the Bologna Declaration was created to establish a European area of higher education to facilitate the mobility and employability of its citizens by connecting institutions of higher education in Europe. There is no attempt to make higher education institutions become identical but to create common ground that will allow degrees to be comparable, create a clear definition of undergraduate and graduate levels of credit, and establish a system of credits that are easily understood in all member countries and their respective higher

education institutions. The Bologna Declaration does not deal with internationalization of the curriculum directly, but the intent to create mobility for students and faculty does encourage a revision of the curriculum that has been impacted by globalization (Council of Europe, Retrieved February 15, 2008, from www.coe.int/t/dg4/highereducation/ehea2010/bolognapedestrians).

When addressing other types of curriculum reform, the path to success seems simple. Increasing a technology element in the curriculum does not bear the same scrutiny that internationalization requires. Administrators and educators have a common understanding of what technology means and how to implement the curriculum changes necessary for implementation. Internationalization is much harder to define when assessing ways to implement curriculum reform. Even the terminology has created part of the confusion. Some sources refer to global education, rather than internationalization, when discussing higher education goals. If the definition remains vague and open to interpretation, how can higher education successfully implement changes that can be analyzed and applied to higher education as a whole (Arum & Van de Water, 1992)?

In 1989, the American Council on Education issued a report by Richard D. Lambert on the state of international education in American higher education. The sample included 1,308 four-year institutions and 1,311 two-year institutions. Looking at general education requirements, the study pointed out certain deficiencies that existed in the decade of the 1980s in the area of international education. The most obvious was the heavy emphasis on history survey courses

as the international education course in the general education requirements. This was perceived as off target with regard to international or global education goals of preparing students to deal effectively with current problems that an interconnected world faces. The report lists three specific strategies to deal with the need to internationalize higher education. These strategies are utilizing introductory courses in the different disciplines with the inclusion of an international focus, relying on national professional associations to come up with a comprehensive plan for internationalization, and the use of international introductory courses for accreditation purposes. The report also points to lack of external funding for internationalization goals with the exception of Title VI of the Higher Education Act. The report concludes with an emphasis on curriculum internationalization encompassing a broader spectrum of courses, which should enable students to gain a better understanding of international affairs (ACE, 1998; Lambert, 1989). Bonfiglio points to a different type of curriculum internationalization that emphasizes general knowledge and is interdisciplinary in nature, which produces generalists, not specialists. The components of specific disciplines, language, and study abroad will not, according to Bonfiglio (1999), produce students that have a global perspective. This global perspective has been translated into the idea of intercultural competence.

Intercultural Competence

An American Council on Education (1998) survey indicated that 86% of corporations reported that they will need workers who have an international

knowledge base in the 21st century. Others have echoed these same sentiments with statements concerning the necessity of cross-cultural understanding (Arrindell & Hochhauser, 2004; Bonvillian & Nowlin, 1994; Kirwan, 2004; Laughton & Ottewill, 2000). Bikson and Law (1994) view cross-cultural or intercultural competence as a critical new human resource requirement for businesses that hope to become competitive in the global marketplace. When considering intercultural competence, one must first consider what businesses state as necessary components for economic success in a global economy (Kedia & Daniel, 2003). Using Bikson et al.'s (2003) categories of knowledge, skills, and attitudes, one can discern how these interact with the academic environment of higher education in the United States. Intercultural knowledge competencies include cross-cultural sensitivity and a basic understanding of cultures that differ in language, customs, and socio-economic organization. This type of knowledge base can be achieved through higher education curricula and experiences abroad that allow for in-depth understanding of a particular culture that differs from one's own cultural experiences (Arrindell & Hochhauser; Bikson et al.; Laughton & Ottewill). Skill acquisition includes the ability to effectively communicate and move an organization forward in an intercultural environment (Arrindell & Hochhauser; Bikson et al.; Bonvillian & Nowlin; Laughton & Ottewill). Language acquisition is also noted as an important skill for the global economy; however, what academia considers proficiency and what the business world requires varies. According to Bikson et al., language proficiency for business

means that one can communicate at a certain level of proficiency but not necessarily have the language literature and other components that language courses in higher education require. Hence, Bikson et al. found that when surveyed, businesses include foreign language as a skill, but language acquisition is not at the top of intercultural competencies lists. Intercultural competency attitudes, also referred to as cross-cultural sensitivity, include the ability to respond to other cultures with respect and understanding (Arrindell & Hochhauser; Bikson et al.; Laughton & Ottewill).

Intercultural competence, as defined by academia, is open to interpretation and is still evolving. Deardorff (2006) concluded that there is still no concrete definition of intercultural competence, but there are certain components that have been agreed upon by leading internationally known intercultural scholars. These desired outcomes with intercultural competence include the ability to communicate with others from a variety of cultures, as well as an internal understanding of cultural differences. Other scholars point to the ultimate goal of intercultural competence by stressing that students should be prepared to effectively communicate and interact with people from different cultures (Bennett & Salonen, 2007; Farnsworth, 2001; Greenholtz, 2000).

Academic Departments

Becher (2001) refers to academic departments as the tribes of academia with the tribal artifacts being the periodic chart in the offices of chemistry professors and the posters of Shakespeare in the offices of English professors.

This type of curriculum design deals specifically with the acquisition of knowledge and does not lend itself to curriculum internationalization that promotes intercultural and interdisciplinary understanding. Altbach and Peterson (1998) raise the question of how to internationalize the curriculum when departments are specifically focused on an area of expertise. Moreover, they question how to globalize students when area studies programs are designed to produce specialists in one specific area of the world, versus educating globalists that see the interconnectedness of the entire globe (Altbach & Peterson).

This conflict between academic departments and a new knowledge base is highlighted by Bonfiglio and is seen as problematic in the area of curriculum revision (Bonfiglio, 1999). One such example is provided by the case study of a university under the pseudonym National Sectarian University. Gordon B. Arnold (2004), Professor of Liberal Arts at Montserrat College of Art in Massachusetts, conducted a qualitative study of curriculum reform and how symbolic politics plays an integral part of institutional change. Arnold's research focus was on the relationship between planners and administrators, the integration of cultural diversity, and the oversight body necessary to oversee the process. The study examined the reform process from 1989 to 1991 at this particular university. Even though the process appeared to be efficient and inclusive, the faculty moved to protect their individual academic areas in what was perceived to be an attack on certain departments. Powerful departments were able to stop specific measures, which ultimately led to minimal curriculum revision.

Lambert (1989) refers to this as the compartmentalization of knowledge that is driven by the academic disciplines. However, Lambert does state that a common practice that glosses over true internationalization of the curriculum is the additive approach of including courses that deal with an historical overview of areas of the world. His conclusion is that the additive approach is not true internationalization, but it is a step forward and is valuable (Lambert).

Edwards and Tonkin (1990) point to the individual course level as the most appropriate place to begin the internationalization process and that all courses, no matter the subject matter, can be internationalized. In their view, the resistance to internationalization of courses appears to be connected to the attitudes and perceptions of faculty members who view internationalization as not applicable to their academic area (Edwards & Tonkin).

Faculty

Faculty members are an integral part of any discussion on curriculum revision due to their involvement in the establishment of curriculum at the level of the courses offered at any higher education institution. Faculty determine on a day to day basis what will and will not be included in their courses. There is also the suggestion that faculty drive any changes in the area of curriculum through subcultures that coalesce around a new knowledge base, such as the area of feminist scholarship (Gumport, 1988). Any attempt at curriculum internationalization should incorporate faculty participation in order for full implementation to occur. Muller (1995) sees faculty participation as the only way

to ensure success within internationalization efforts. Faculty participation in the process is being addressed at the University of Victoria, which has implemented a Course Redesign for Internationalization Workshop (CRIW) in order to assist faculty members with the task of curriculum internationalization that will ultimately give its students an international perspective (Schuerholz-Lehr, Caws, Vany Gyn, & Preece, 2007). Faculty development activities are an integral part in internationalization of the curriculum. Providing workshops, study abroad opportunities, and the ability to work on collaborative projects are deemed important to continue the process of curriculum revision (Edwards & Tonkin, 1990; Pickert & Turlington, 1992). Mellow and Talmadge (2005) point to faculty leadership as one of the key components for internationalization processes at the community college level and that faculty input is critical for the success of curriculum internationalization. Similarly, Diamond (1989) points to the need to include faculty in any discussion of curriculum revision with emphasis placed on rewarding faculty for their participation in the revision process.

Area Studies

Area studies have come under fire with their focus on geopolitical units rather than an interconnected view of the world. Palat (2000) questions the relevance of area studies for the twenty-first century. Born out of the carnage of World War II, area studies should, according to Palat, be reevaluated for the contemporary world. Similarly, he states that the nomenclature used to designate area studies programs shows an ethnocentrism. For instance, East Asia could

easily be called West Pacific, but the designations grew out of the perception of the world. Palat sees this as an historical construct that has been utilized by area studies proponents and not based on what is important for the twenty-first century (Palat).

Bonfiglio (1999) points to the issues that faced Michigan State University when, in the 1990s, the Dean of International Studies and Programs attempted to redesign the programs to encompass a broad based approach to curriculum internationalization that would directly affect all undergraduate students and not just those in area studies or specific international programs. This attempt was blocked by the area studies and international programs faculty who saw it as an attempt to dismantle their curriculum structures. These specific programs were being funded by outside agencies, so the flow of resources kept the programs alive. Any change in outside funding would then cripple the area studies and international programs. An integrated curriculum approach supported by institutional resources would enable internationalization to continue, but the faculty continued to constrict curriculum revision (Bonfiglio).

Study Abroad

Study abroad is perceived as an integral part of curriculum internationalization by many higher education institutions. This is echoed by the economic community striving to compete in the global marketplace (Arrindell & Hochhauser, 2004; Bikson et al., 2003; Laughton & Ottewill, 2000). However, the study abroad component is cost prohibitive for most college students, especially

community college students. The impact on students that have studied abroad is great, and studies show that these students become more globally aware, but this does not reach down into the entire curriculum (Bonfiglio, 1999). Kitsantas (2004), in her quantitative study on college study abroad programs, echoes the conclusion that students who study abroad increase their global understanding and their cross-cultural skills. Younes and Asay (2003) conducted a qualitative case study of three study abroad trips originating from a mid-western university and concluded that study abroad created an environment for incidental learning, which is part of the experiential learning theory and social learning theory. These theories indicate a change in behavior due to the effects of self-discovery of the students based on their interaction with a different culture.

Faculty study abroad is cited as a very productive way to internationalize the curriculum because it allows faculty to experience other cultures and bring the knowledge they acquire back to the classroom (Pickert & Turlington, 1992; Robinson, 1990). However, Goodwin and Nacht (1991) describe a higher education culture that does not encourage faculty travel abroad, which, according to the literature, would help facilitate curriculum internationalization. Similarly, Carter (1992) describes the hurdles that faculty face in regards to international travel due to the belief that traveling abroad for study purposes will hurt their chances of promotion and tenure. Faculty who study abroad may not see their efforts as part of their career advancement due to lack of institutional support for internationalization. Lack of institutional funding, resources, and recognition of

internationalization efforts can hinder faculty's involvement in areas not deemed important by the institution. Similarly, absence from their institution may put them behind colleagues that are also actively seeking tenure and promotion, which leads to lack of involvement in study abroad (Carter).

International Students

International students and their impact on curriculum internationalization are another aspect of the discussion driving the internationalization of the curriculum. Currently, 39% of international students in the US attend community colleges (American Association of Community Colleges, Retrieved February 28, 2008, from www.2.aacc.nche/research/index). However, since 9/11, there has been a move to create barriers to international students for fear of allowing terrorists into the country. This issue is perceived as problematic for businesses, as well as for the political future of the United States. According to Kirwan (2004), the need to allow international students into American higher education has never been greater. According to NAFSA Executive Director and CEO Marlene M. Johnson, "We are taking a huge risk, short and long term, in denying educational opportunities to future leaders of governments and industry" (Kirwan, p. 6). However, according to Rhee and Sagaria (2004), this is a process of imperialism that is indicative of American higher education and its imperialistic view of international students. Students are perceived as commodities and not as students. This imperialistic view can be seen as a negative when considering what international students have to offer an institution in curriculum

internationalization. Green (2005) indicates that international students are not being perceived as a component of curriculum internationalization and are, therefore, underutilized by faculty and the institution as a whole when discussing internationalization of the curriculum. Other scholars point to the need to use international students on U.S. campuses as a valuable resource that assists in the internationalization of an institution. With funding issues becoming more problematic for higher education, the use of international students as internationalization resources becomes more important (Boggs & Irwin, 2007; Harari, 1992; & Hochhauser, 1990; Kuhlman, 1992). Oregon State University offers in-state tuition to international students who agree to hold talks through the year to students and faculty, thereby utilizing their cultural background to enhance the curriculum (Pickert & Turlington, 1992). Support services for international students can also be problematic according to Tilhan (1990). An institution should have support services in place to assist foreign students during their stay, as well as outline a specific set of outcomes to provide both the student and the institution with a more meaningful experience. A haphazard approach to international students does not allow for any synergy to be created at the beginning of the educational experience (Robinson, 1990).

Leadership

The need to have administrators involved in the process of internationalizing the curriculum is consistently discussed in the literature (Pickert & Turlington, 1992). According to Boggs and Irwin (2007), it is imperative that

leadership for internationalizing a community college, including curriculum internationalization, must come from senior administrators. The reasoning for this need to include senior administrators stems from perceptions of staff and faculty that the most important priorities of an institution are linked to direct reporting to a senior administrator. Similarly, the coordination of international activities falls on senior level leaders to convey that the move towards internationalization encompasses the entire institution. Moreover, there is the need to articulate to the local community the reasons why internationalization is occurring on the campus. Transmitting the necessity of internationalization necessarily falls to senior administrators in their role as spokespersons to the community for the institution (Boggs & Irwin). However, faculty members are also encouraged to take leadership positions due to their proximity to the course content and delivery (Gumport, 1988; Mellow & Talmadge, 2005; Muller, 1995). With regards to the financial obligations that are associated with internationalization, the institutional leaders must ascertain how to finance the internationalization of the curriculum (Hatton, 1995).

The literature on certain components of curriculum internationalization such as academic departments, faculty, area studies, study abroad, international students, and academic leadership does not address the intersection of these components and how they work towards the common goal of curriculum internationalization. A framework is necessary to understand how all the components interact in varying degrees to achieve the goal of curriculum

internationalization. General Systems Theory can be utilized as a framework to understand the interaction of components of curriculum interaction.

Systems Theory

Ludwig Von Bertalanffy (Von Bertalanffy & Rapoport, 1956) described the idea of General Systems Theory when he described phenomena as relationships between components, rather than viewing the phenomena as disconnected components with their casual properties. Skyttner (2005) defines a system as possessing two conditions: continuous identity and goals. The structure of the system is based on the arrangement of the subsystems at a given moment in time (Skyttner). First applied to the natural sciences, General Systems Theory has moved in to the realm of the social science (Laszlo, 1972). Churchman (1979) articulates the systems approach as a comprehensive view of reality. Millet (1968) used General Systems Theory to analyze higher education by looking at inputs, processes, and outputs and found that looking at an institution as a system helps in the decision-making process. Moreover, Millet points to three positive aspects of utilizing a systems approach in higher education institutions. These include understanding how the institution operates, the information retrieved can be quantified, and it provides information on the organization and financing of an institution. Scott (2003) continues in this vein with the premise that a systems theory can be utilized to explain organizational behavior.

Outputs are those objectives that the institution is trying to achieve. These goals should be clearly defined so that the process can be effectively evaluated to determine results. This evaluation of goals can be problematic within a higher education institution because evaluating graduates in terms of acquired knowledge is not something easily quantified. Inputs are those issues that impact the functioning of an institution. These include, but are not limited to, budget, personnel, and external forces. To understand outputs, one must consider what the inputs are so as to make informed decisions on the probability of output success. The communication between subsystems can impact the effectiveness of the overall mission of the institution. If the subsystems only consider their own system as a separate entity, the efficiency of the institution can be hampered. Only when communication is open between systems and a tandem approach is utilized can an institution operate effectively and efficiently to achieve the desired outputs or goals. Committees with representatives from the various subsystems involved, typically, are used to facilitate improved communication between subsystems, which can lead to improved decision making (Richman & Farmer, 1974).

Decision Making

McCorkle and Archibald (1982) refer to educational institutions' management styles as a systems approach to decision making. This entails long range planning, resource management, and evaluation or assessment to bring the necessary information back to the decision makers and stakeholders. Rather

than viewing academic decisions as static, McCorkle and Archibald propose a dynamic management style that is systems oriented, so that all components of a higher educational institution are included in the management process.

Specifically, the centralization of decision making in a higher education institution does not lead to good academic management which entails fiscal responsibility and maintaining of academic standards. The issue of good academic management stems from faculty, and their support that can make or break decisions made at the top of the administrative organizational chart. Millet (1968) refers to this as shared authority in decision-making and that the faculty desires a voice in how a higher education institution is managed. The decision making process allows the system to be adaptable for both long term and short term goals (Mitchell, 2007; Schoderbek, Schoderbek, & Kefalas, 1990; Simplicio, 2006).

There are several versions of General Systems Theory, but they all contain the premise that the parts of a system work in tandem for the benefit of the entire system. Churchman's (1968) version contains five different components when considering a systems theory. These are as follows:

1. The total system has objectives and performance measures.
2. The environment of the system must be included.
3. Resources of the system must be determined.
4. The subsystems must be defined.
5. The management of the system must be determined.

Millet's (1968) version looks at systems theory as encompassing input, process, and output but does not address the interaction of the subsystems. Richman and Farmer (1974) address the issue of interaction when discussing the interface between subsystems within a system. The amount of interface between specific subsystems is considered an unknown because of various factors that influence the need for interface change with time and events, as well as personalities involved. Schoderbek et al. (1990) speak of systems theory as an approach to problem solving that sees problems as having many subsystem problems and that effective problem solving must involve a systems theory approach. Moreover, Schoderbek et al. consider three types of relationships between subsystems. These relationships are symbiotic, synergistic, and redundant. To effectively deal with issues or problems within a system, one must consider the subsystems and the relationships between subsystems to fully understand the issue at hand. As the present study focuses on curricular revision and internationalization, the General Systems Theory will be applied to the process of that revision to understand how the individual components or subsystems of community colleges are interacting to achieve curriculum internationalization.

Frameworks for Internationalization

A framework has been developed by Ann Intili Morey (2000) that encompasses the components necessary to fulfill curriculum reform in what she terms international and multicultural education. Morey studied how universities attempted to implement systemic changes through organizational change and

creating an enabling environment so that all levels of leadership can participate. Using other studies, which are not listed in the article, Morey developed a framework designed to move institutions towards curriculum internationalization. This type of framework involves a much broader approach to curriculum change by assessing the need to transform courses in the area of content, instructional strategies, and assessment strategies (Morey). This framework requires a very transformative element and may appear daunting to higher education institutions. Such a change would require a more intrusive type of change in individual courses that may not be acceptable to faculty. Morey does reflect on the need to prepare faculty in this type of endeavor, but the strategies do not encompass how to truly fulfill this critical component (Morey). The notion of inclusion of faculty in the process of curriculum internationalization is cited in several sources on international education (Gumport, 1988; Mellow & Talmadge, 2005; Muller, 1995).

A more recent organizational framework was created by Schoorman (2000) (see Figure 1) that could be utilized to facilitate the implementation of an internationalization plan for an entire institution. The framework has three components and is shown as embedded rings. The three rings represent core characteristics that are necessary for internationalization, the context of activity that occurs at an institution, and the resources and interdependence that cross the boundaries of the institution. The first ring represents core characteristics that include institutional commitment, leadership, resources, and ongoing evaluation

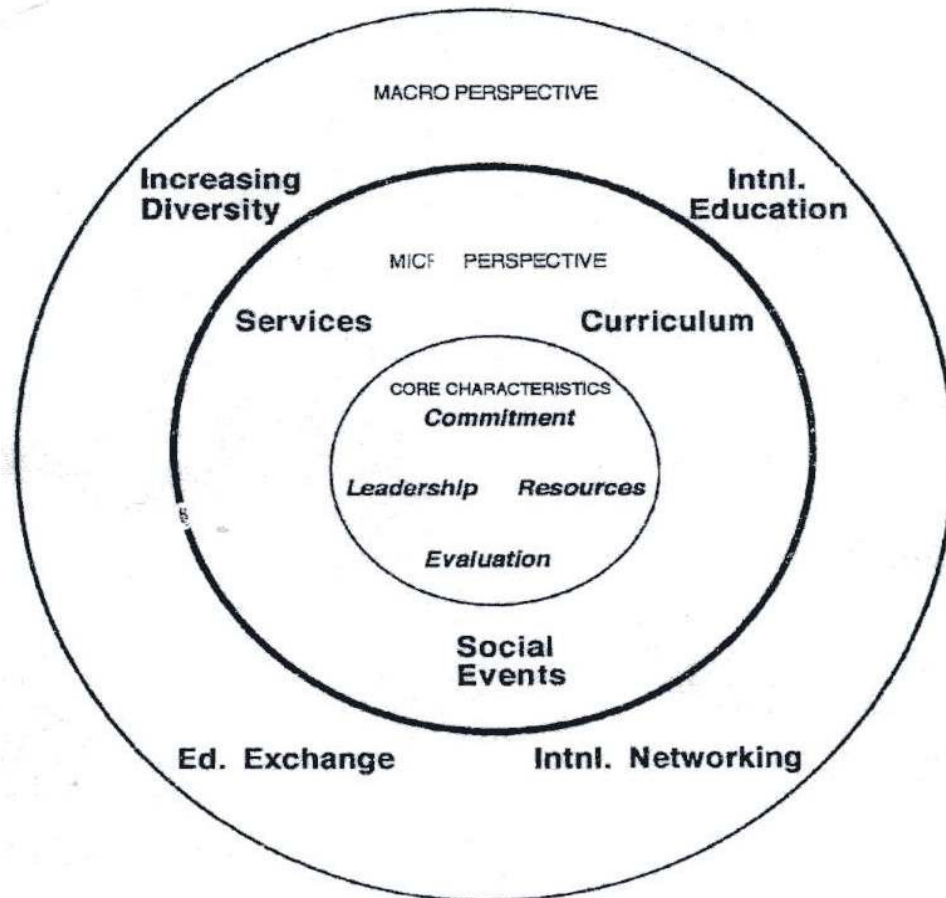


Figure 1. A framework for internationalization.

processes. The second ring represents the core characteristics of services, curriculum, and social events. The last ring is the interaction between the institution and the external environment (Schoorman).

For example, Santa Ana College in California has worked on internationalizing the general education curriculum with the assistance of two federal grants. Six steps were taken to promote student preparation for the global issues the world faces in the twenty-first century. The first step was to include an international perspective within the general education requirements so that students would have at least one course that would expose them to an international perspective. The second step was the development of a new course titled "Introduction to Global Studies" that was interdisciplinary in nature. A new international business program was developed as the third step, and then other general education courses were designated to incorporate an international component as the fourth step. Improved foreign language instruction using technology was the fifth step, and purchasing materials for the library for resource purposes was the final step of Santa Ana College's plan (Galvan, 2006). It appears that the institution used extensive planning to move towards an internationalized curriculum, but little information was given as to how the different areas of the college worked together to fulfill the objective.

Systems Theory as a Framework for Curriculum Internationalization

A systems theory approach to examine changes to a higher education institution has been utilized in the study of technology integration. Using a model

of systems theory that includes a technology subsystem, Barker, Sturdivant, and Smith (2000) examined how the integration of technology impacted the other subsystems of a university. This allows the system to examine the overall impact of technological integration rather than only looking at one subsystem and reporting the successes and/or failures. Gulyaev and Stonyer (2002) have advocated using a systems approach when examining tertiary science education in order to more effectively tie the science curriculum with its different areas of science together in an understandable way in order to facilitate the learning process. Systems theory allows the entire system or institution to be the focal point when examining changes. In the case of Santa Ana College, systems theory could be useful in understanding how the different subsystems of the institution were brought together to internationalize their curriculum. By using the systems theory, one could see the interaction of subsystems rather than viewing the revisions as ad hoc participation in achieving an objective.

The systems approach can also be utilized when examining curriculum internationalization. At first glance, it appears that only students and faculty are impacted by the transformation of curriculum with the goal towards internationalization. To determine how the entire institution or system has impacted the implementation of curriculum internationalization, one should first examine the institutional subsystems to assess how the process of curriculum change really occurred. The following identified subsystems are based on Knight's (2004) research on internationalization. These subsystems are (a)

academic programs, (b) governance, (c) operations, (d) services, (e) human resources, and (f) extracurricular. By exploring these subsystems, one will begin to see the process of curriculum internationalization as component parts that impact the overall system or institution. One type of higher education institution that lends itself to a General Systems Theory approach in understanding curriculum internationalization is in the community college educational setting.

Community Colleges

Community colleges are now addressing the need for an international component on their campuses. Designed as a local workforce preparedness institution, the community college has now moved beyond that mandate to include preparing students for a global economy at the local level as well as preparing college transfer students to enter four year institutions. This shift has made information concerning international education an issue for community colleges (Levin, 2001; Sjoquist, 1993). As early as 1979, the President's Commission on Foreign Languages and International Studies pointed out that community colleges were an integral part of the international educational movement due to their proximity to the local communities in which they resided (Greenfield, 1990). Overall, all institutions of higher education must be included in any dialogue concerning international education and curriculum reform. A case study conducted by Goodwin and Nacht (1991) reflected on the fact that more higher education students begin their academic career at community colleges; therefore, internationalization at community colleges is imperative. Bunker Hill

Community College in Boston actually states this in its institutional documents pertaining to internationalization.

However, there has been conflict with this notion of community colleges and internationalization. Levin (2002) points to a conflict in the community college identity with a global perspective incorporated in an institution originally designed for the local population base. He points to this transformation as the recognition that the world is interconnected in a way that no longer allows for parochial institutions to thrive as separate entities from the world (Levin, 2002). Ng (2007) also states that local politics can derail a community college's move to internationalize because it is not perceived as part of the mission of a community college. However, Levin (2001) states that the move to improve employability skills such as computer, communication, and interpersonal skills is a direct result of the globalization of the marketplace, and the community college curriculum changes in these areas is part of the globalization process. The interconnectedness of the world has now highlighted the need for all higher education institutions, including community colleges, to be cognizant of the role education plays in preparing students for the 21st century (Boggs & Irwin, 2007).

Summary

Curriculum revision as it pertains to internationalization had been researched but not from the perspective of an entire institution's involvement in the process. The majority of the literature focuses on the individual components of curriculum internationalization with little attempt to explain how the

components work together. General Systems Theory allows for a more comprehensive view of the process of curriculum internationalization by examining the subsystems and analyzing their interaction towards the objective of internationalizing the curriculum. Focusing on community colleges and curriculum internationalization using the General Systems Theory adds to the body of literature.

CHAPTER 3: METHODOLOGY

Design of the Study

The purpose of this study was to investigate the process by which the curriculum has become internationalized at the community college level of American higher education. A case study approach was utilized to gather and analyze data. Three North Carolina Community College were examined in this study.

Setting of the Study: North Carolina Community College System

The North Carolina Community College System was created in 1957 with the passage of the Community College Act by the North Carolina General Assembly, which authorized the creation and funding of community colleges and industrial centers designed to promote post high school education for adults. In 1963 the Department of Community Colleges was placed under the North Carolina State Board of Education, and by 1979 a separate State Board of Community Colleges was created due to the growth of the community college system. The mission of the North Carolina Community College System (2002) is located in the North Carolina General Statutes as 115D-1 and is as follows:

...the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs... (p. 10)

According to its website:

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals.... (Retrieved June 21, 2008, from <http://www.ncccs.cc.nc.us>)

The North Carolina Community College System has been addressing the need for global education at the community college level since 2001. A Global Learner Consortium has been created to facilitate this move towards the internationalization of the NCCCS. Since 2001, all fifty-eight North Carolina community colleges have moved towards this goal with varying levels of interest and success. One aspect of this move towards global education has included an emphasis on curriculum development and internationalization. Different institutions have approached internationalization of the curriculum from a variety of ways. Using General Systems Theory to examine how three North Carolina Community Colleges have dealt with internationalizing the curriculum as an institutional goal will increase the knowledge base for such an endeavor at other community colleges.

The North Carolina Community College System (NCCCS) was chosen for this study because it is actively promoting international education. In 2001, a system wide conference was held to address international education which

produced a call for all 58 institutions to create a global education plan. The 2006 NCCCS Economic and Workforce Development Annual Report included a subsection on International/Global Initiatives that discussed international business initiatives at three community colleges, and a report to the North Carolina Joint Legislative Education Oversight Committee in 2006 specifically addressed global education and the NCCCS. Moreover, as the third largest community college system in the United States, internationalization within the NCCCS constituent institutions may be instructive in understanding the process of internationalization elsewhere.

The case study approach was chosen because it allowed for a “bounded system” which could be studied through in-depth data collection using multiple sources of information (Creswell, 2002). Cross-case analysis was utilized to examine the similarities and differences between the cases to gain a richer understanding of the process of curriculum internationalization across different institutional sites within a singular higher education system (Miles & Huberman, 1994). The replication strategy proposed by Yin (1998) for cross-case analysis allowed one case to be examined and then compared to the successive cases to gain an understanding of possible patterns that emerge through research.

The study sought to answer the question, “What was the process utilized to internationalize the curriculum at the community college level of American higher education.” The following questions were used to frame the study:

1. How did the external environment impact the decision to implement curriculum internationalization?
2. How did each of the subsystems of the community college work towards the goal of curriculum internationalization?
3. What policies, practices, and procedures were put in place to support curriculum internationalization?

The subsystems identified for the purposes of this study were governance, academic programs, extracurricular, human resources, operations, and services. These subsystems are based on the work of Jane Knight (2004) on internationalization and higher education.

Sample Selection

Purposeful sampling, as described by Patton (1990), allowed for information-rich cases that gave depth to the study. Information-rich cases yielded pertinent information related to the research questions, and participants within the cases were more knowledgeable of the context which led to more credible results (Merriam & Associates, 2002). Institutions selected for the present sample were chosen from the 58 North Carolina Community Colleges. I reviewed all 58 of the North Carolina Community Colleges' Global Education Plans in order to identify which community colleges state curriculum internationalization as an institutional goal.

Selecting Sites to Study

To narrow down the site selection, a table of dimensions was created in order to determine which sites were best suited for the study. The table enabled me to select sites that were in different parts of North Carolina as well as select community colleges that differed based on institution size, urban versus rural, and proximity to major cities. These particular community college attributes were chosen because they impact funding and resources for each community college. Rural colleges are small with low enrollment and fewer external resources, which determine the level of discretionary funds that could be utilized for systemic change. Urban colleges are large with high enrollment and multiple external resources from which to draw, so funding systemic change is more realistic. From these sources, three colleges were identified as case study sites. The criteria for selection were based on the following:

1. The 58 North Carolina Community Colleges were divided into two groups based on the inclusion or absence of curriculum internationalization as a global education goal using their global education plan as the determinant.
2. The Chair of the North Carolina Community College's Global Learner Consortium was asked to view the list and, based on her involvement with global education endeavors in the North Carolina Community College System, list the top ten institutions with regards to curriculum internationalization.

3. Sites that were listed by the resident expert were then placed in a matrix that examined regional location, Full Time Equivalent (FTE), student headcount, and proximity to a major city. These attributes impact funding and resource allocation for each community college.

The three sites that were chosen were given pseudonyms to ensure confidentiality in order to elicit reliable information from participants that might not be as forthcoming if participants felt their participation in the study could be detrimental to their institution. The three institutions will henceforth be referred to as Alpha, Beta, and Chi Community Colleges throughout the study. Alpha Community College is a large institution located in a rural area of North Carolina but is in close proximity to a major city. Beta Community College is also a large institution and is located in an urban area of North Carolina. Chi Community College is a small institution in a rural area of the state and is not located near any major city. The selection of these particular institutions allowed for a cross section analysis of curriculum internationalization among community college institutional types as well as an overall analysis of curriculum internationalization at the community college level of higher education.

The internationalization of the curriculum implies that a curriculum has undertaken a revision to include the issues of the interconnectedness of the world and the need to collaboratively address current global problems such as environmental degradation, poverty, and human rights issues (Dunn, 2002). Bonfiglio points to a different type of curriculum internationalization that

emphasizes general knowledge and is interdisciplinary in nature, which produces generalists instead of specialists. The components of specific disciplines, language, and study abroad alone will not, according to Bonfiglio (1999), produce students that have a global perspective. An alternative conception is posed by Deardorff (2006), and it refers to intercultural competence as the ultimate goal of curriculum internationalization. The desired outcomes with intercultural competence include the ability to communicate with others from a variety of cultures as well as an internal understanding of cultural differences. Other scholars echo the sentiment that the ultimate goal of intercultural competence is that students should be prepared to effectively communicate and interact with people from different cultures (Bennett & Salonen, 2007; Farnsworth, 2001; Greenholtz, 2000).

In this study, I was looking for evidence that the goal of curriculum internationalization and/or intercultural competence was included in the planning documents of the institutions. This was indicated by the strategic plans of the institutions as well as their planning objectives at the subsystem levels. Committee documents that pertained to curriculum internationalization, such as committee meeting minutes, were also examined to ascertain the process by which curriculum internationalization was being pursued. Syllabi were not examined to determine if the institutions' courses had goals and objectives consistent with curriculum internationalization and/or intercultural competence because syllabi may not be an accurate representation of what is actually

occurring in the courses. Faculty interviews were utilized in the absence of syllabi to provide a much deeper understanding of how courses have been altered for curriculum internationalization. I was also open to learning more about the manner in which internationalization is adopted and following additional avenues of curriculum internationalization as they unfolded during data collection.

Data Collection Methods

This section identifies the data collection methods that were used in the study. They include (a) semi-structured interviews, (b) document analysis, and (c) direct observation.

This study relied heavily on qualitative methods of inquiry in order to retrieve data that pertain to curriculum internationalization. I visited selected institutions as per the sample design so as to examine the internationalization process in its natural setting (Creswell, 2002). Patton (1990) states that the setting plays an important role in determining what happens in that environment. It is, therefore, imperative that the natural setting be described in such a way that the reader can visualize the physical environment.

Semi-Structured Interviews

Qualitative semi-structured interviews are designed to allow the interviewees to use their own words and perceptions rather than fit information into proscribed categories (Patton, 1990). A semi-structured interview approach was used so that interviewees were able to share information without being inhibited by specific questions of a formal interview that could limit data

collection. Semi-structured interviews with open-ended questions allowed a fuller understanding of what has occurred at the specific site without the assumptions that structured interview questions bring to the interview process (Piantanida & Garman, 1999). Cases had the commonality of curriculum internationalization, but the processes involved in that endeavor were not presently known. As such, semi-structured interviews allowed for a topical structure while also giving me flexibility to delve in to areas that might have arisen during the interview.

Similarly, I also had the flexibility to explore particular issues in much greater detail without being locked into a proscribed script (Patton). Interviewees at all the sites included the President, Vice President of Academic Affairs, Dean of college transfer division, department chairs in the college transfer division, and others identified by these participants, consistent with snowball sampling. The decision to interview the individuals in these specific administrative positions was based on their level of oversight in the functioning of community colleges.

Department chairs also gave insight into the faculty aspect of curriculum internationalization because community college department chairs have teaching responsibilities along with their administrative duties. This vertical approach to the administrative levels, which also included faculty, insured a cross section of information on the process of curriculum internationalization.

The interviews were recorded and transcribed to be coded for comparison based on cross-referencing. Coding included topics and themes that emerged

during the interview process. Access, a software program, was used for labeling data and creating a data index for purposes of analysis.

Transcribed interviews were not released to anyone not connected to the study, so that the privacy rights of the participants could be protected. The interview tapes were secured until the end of three years post-study, at which time the tapes will be destroyed. This follows the policy of East Carolina University's Institutional Review Board regulations.

Documentation Collection

Documents were collected in both printed and electronic formats depending on how each of the sites stored relevant information. Documents included the institutions' global education plan, institutional promotional literature, organizational chart, planning and research documents, and committee documents that pertained to international education.

Site Visits

Site visits lasted two days and were conducted to enable (a) documentation retrieval, (b) interviews, and (c) informal interaction with the institutional staff and faculty. Informal interaction allowed me to observe the physical environment of the institutions and the participants in their natural setting. This informal interaction occurred while obtaining institutional documents, having meals with institution personnel, conducting class observations, and conducting meetings, as well as during the down time between interviews. Valuable descriptive information can be obtained while informally interacting with

the participants beyond the formal interaction of interviews. Age and upkeep of buildings indicated available resources that the institutions had at their disposal. Also, the placement of offices and people indicated their level of importance in the organization (Yin). Observations of social interaction played an important role in the study (Patton, 1990). A field journal was used to document data collected during site visits. Observer comments were included in the field journal notes to allow for a much richer analysis of the processes involved in the internationalization of the curriculum. These observer comments included mental observations of the setting, observations of interaction between participants, and thoughts that could have been forgotten if not recorded (Bogdan & Biklen, 1992).

Coding

Documents were collected from a variety of sources, including print and electronic. Coding categories were developed during data collection and continued through the analysis portion of the research. Setting or context codes were used to categorize general information (Bogdan & Biklen, 1992). Information from the documents and interviews was entered into Access for coding purposes. Coding included, but was not limited to: (a) the site of the study, (b) title of the document, (c) subsystem location, and (d) content description.

Data Analysis

Data analysis was conducted on two levels, (a) cross-case analysis and (b) individual case analysis. The individual case analysis allowed data collection

to be conducted within the bounded system of the site which allowed for an understanding of the process at the three individual sites within their particular institutional and environmental contexts. The cross-case analysis allowed for identification of similarities and differences between the sites which allowed me to document the commonalities from which to draw conclusions. Moreover, by analyzing data collected within the general systems theoretical frame, a better understanding of what happens inside of the “black box” of curriculum internationalization was gained.

Validity and Reliability

Internal Validity

Qualitative research measures of validity are based on the idea that the research findings match the research focus. More succinctly, the researcher captures the reality of the situation being researched (Merriam, 1998).

Triangulation is used to maintain internal validity. Each type of data collection method within qualitative research – observation, interviewing, and documentation retrieval – is singularly strong and weak. It is the combination of the three data collection methods that allows for internal validity to be established by shoring up the weak aspects of each method with the strengths of the other methods (Patton, 1990).

Reliability

Reliability concerns the ability of a study to be replicated to ascertain if the results of a study can be authenticated with the same research. Replication is not

available in the strictest sense of the word with a qualitative study. Therefore, reliability rests on the ability of the researcher to maintain a field journal that connects the researcher and the audience so that a person can follow the trail of decisions that are made and how the data and researcher interfaced during the research process. In essence, does the information reported in the study accurately represent the experience of the participants?

Merriam (1998) recognizes the inherent issues with reliability and qualitative research by formulating three recommendations to enhance the reliability of a qualitative research. These are (a) explanations of assumptions and theory used, (b) triangulation of data, and (c) an audit trail for future researchers. All three of these recommendations were used in this study.

External Validity

External validity pertains to the generalizability or transferability of a study to a larger population. Qualitative research does not necessarily propose to use data for purposes of generalizing but instead looks towards understanding a case or phenomenon with in-depth analysis. This does preclude statistical generalizability but moves toward analytical generalizability and synthesis of similar phenomena in order to ascertain what is actually occurring, what may be occurring, or what could be the ideal (Schofield, 1990).

Limitations

There are two limitations specific to qualitative research that must be addressed. These two limitations include the bias of the researcher and the bias

of the research participants. The purpose behind revealing inherent biases is based on the necessity of allowing future researchers to understand these biases which could impact future studies (Creswell, 2002). Because “researchers are the primary instrument of data collection and analysis,” their biases can play a part in the interpretation of the data (Merriam & Associates, 2002, p. 25).

Acknowledging the biases of the researcher is a necessity in qualitative research. The research participants can also answer questions in a light that is favorable to themselves or their institution. By utilizing documents, one can verify and analyze participants answer with more clarity (Creswell).

I have participated in global education plans since 2001 as a member of a community college’s globalization goals and as a member of the North Carolina Community College System’s Global Learner Consortium. I am also familiar with the structure and systems that comprise a community college institution. To help alleviate researcher bias, I used member checking to allow study participants to review the findings as well as peer debriefing to allow others to evaluate data and analysis.

With regard to research participants’ biases, I triangulated data through the use of observations and document retrieval. This helped insure a better analysis of what was actually occurring rather than basing the study strictly on participant opinions.

Summary

This chapter has explained the qualitative study methods that were utilized in studying the process of curriculum internationalization at the community college level using General Systems Theory to explore the process. The study design, research questions, sample selection, data collection methods and analysis, as well as the validity and reliability of the study itself, have been included.

CHAPTER 4: ALPHA COMMUNITY COLLEGE

Background

Alpha Community College was chartered by the North Carolina General Assembly in 1958 as an Industrial Education Center. The purpose of the institution was to assist area residents in the transition to a more industrial based economy by providing educational opportunities for industrial and technical skills necessary to move North Carolina away from an agricultural based economy. In 1966 college transfer courses were added to enable area residents to obtain an Associate of Arts and Associate in Science degrees. Alpha Community College is currently located on two campuses and three satellite education centers (Received October 2, 2009, from http://www.nccommunitycolleges.edu/Statistical_Reports/collegeYear2007-2008/annual/ann0708.htm).

Alpha Community College is located in a rural area that has recently suffered economically because of a series of factory shutdowns. Total student enrollment in curriculum programs is 4,123, with a full time equivalency of 2,378 students.

Factors Influencing Curriculum Internationalization

Several factors led to the process of internationalizing the curriculum at Alpha Community College. They were (a) the desire to give students the skills necessary for employment, (b) the influx of international companies into the area

of Alpha Community College, (c) faculty members interested in international education, and (d) a President committed to international education.

Employment Skills

Because the area has suffered job losses in recent years, there has been a focus on employment skills and opportunities for students attending Alpha Community College. One upper level administrator commented that “if a company comes here and we can show that we are committed to international education and understanding that the world is much smaller and that our students understand cultural differences and appreciation for cultural differences then we really feel that it’s a selling point for us from an economic development standpoint.” Another administrator stated that “cultural literacy or a global awareness is something that they (local businesses) feel like is important now and is going to become increasingly important as we see more and more globalization.” Preparing students to become a part of a global marketplace is seen as an imperative for Alpha.

International Companies

After the closure of so many domestic companies in the area, the local officials moved to recruit other companies to fill the void and provide employment opportunities for local residents. Alpha Community College, according to one administrator, “works very closely with our Economic Development Officers in our area.” It was also stated that “we’ve heard more and more from advisor groups and sources talk about globalization and talk about the importance of

understanding the international piece.” The International Education Director said that “the last two companies that have moved in are international companies and it seems to be the growing trend.” This need to recruit companies into the area and provide a workforce that can effectively deal with an international company is seen as part of the mission of Alpha Community College. Thus, an understanding of various cultures has become a factor in the promotion of curriculum internationalization.

Faculty Interest

All the administrators interviewed stated that prior to the current President’s arrival there had been a grassroots movement at Alpha. One administrator said that “they [faculty] were doing that [study abroad] before our current President came.” A similar sentiment was expressed by another administrator who stated that “it [curriculum internationalization] was basically faculty led and faculty led in the sense that faculty would say that I would like to take a group or cultural class to Europe or Spain.” However, this same administrator also said that “it [study abroad] wasn’t a specific effort to internationalize the curriculum” and that “there wasn’t a lot of cross pollination there between faculty.” This indicates that there was some international exposure and interest in broadening students’ cultural experiences but that it was not organized on the institutional level.

Presidents

The current President was seen by everyone interviewed as a major force behind curriculum internationalization. A lower level administrator said that “our President’s focus was very different from our previous President in a lot of different ways and that [curriculum internationalization] was one of them and this President brought that into the discussion for all of us who worked here at the time of the transition.” One specific item that was also mentioned by interviewees was the fact that the current President initiated the relationship between Alpha Community College and the Community Colleges for International Development (CCID), which is an organization that assists two year institutions with global education goals. The relationship between Alpha and CCID was mentioned repeatedly during the interview process, one administrator stating that “ideas and opportunities that come from CCID are just a regular part of our lives.” It was obvious that the administrators interviewed felt that Alpha Community College has become focused on international education under the current President’s leadership.

General Systems Theory

Academic Programs

There has been a definite shift in emphasis in the area of academic programs at Alpha Community College with regards to curriculum internationalization. Several strategies have been implemented or re-energized within the subsystem of academic programs. These strategies include study

abroad, relationships with foreign educational institutions, establishment of a foreign language consortium, and the addition of general education learning outcomes for the institution. These strategies will be covered in greater detail to gain a better understanding of the various aspects of the academic subsystem.

Study abroad had been a part of the culture of Alpha as early as the 1980s but was handled by individual instructors who had an interest in travel and exposing students to different cultures. An upper level administrator who has been employed at Alpha since the 1980s stated that “we were doing travel to Spain and Mexico in the late eighties, early nineties, and I think that’s when faculty retired and that kind of program went on hiatus.” The current President’s agenda includes a tremendous amount of travel for students and faculty, but the issue of cost remains problematic for student study abroad.

In order to enhance the foreign language courses, Alpha received a grant to create a language consortium with five other community colleges so that a variety of languages can be taught. This not only allows students at Alpha Community College to broaden their choice of foreign languages to study but also allows Alpha to actively recruit international companies to relocate to the area with the understanding that their native language can be part of the training process for their workforce. In essence, this language consortium is both academic and economic for Alpha.

Relationships with higher education institutions abroad have also been a focus of the academic subsystem. Foreign language instruction has been

impacted, with French courses routinely being involved in videoconferences with classes in France in order to enhance language acquisition with the assistance of native speakers. One upper level administrator felt that “we’re [Alpha] ahead of the curve for a lot of people based on travel and video conferencing with France.” Moreover, Alpha is currently working with Turkey to create a sister institution relationship with the Turkish equivalent of a community college. Alpha participates in the Fulbright Scholars program and will also have four Egyptian students on campus for one year as part of an exchange program through the U.S. State Department, which has established relationships with an international higher education institution. According to the President, these relationships are “about embracing the world.”

General education learning outcomes are part of the overall academic plan of all North Carolina Community Colleges. These learning outcomes state what community college graduates will learn while moving through their academic career at a particular institution. Even though there are commonalities among the general education learning outcomes at community colleges, there are also a wide range of possibilities. Alpha Community College has chosen to include a global understanding in its general education learning outcomes. This means that in the various educational programs at Alpha there will be certain components that allow students to learn about various cultures and how to relate to individuals from cultures other than their own.

Governance

The current President was viewed by all those interviewed as being a driving force behind Alpha Community College's move towards curriculum internationalization. One upper level administrator stated that "I think one of the biggest forces, and I consider it an external force, is our President." Others echoed that same sentiment while also recognizing that there were some aspects of international education, such as study abroad, that were already occurring but not in an organized way. An International Education Director was named to assist the President with developing an international focus for Alpha Community College. According to the International Education Director, "one of my first assignments was actually to develop the vision of what International Education means to us, what is our vision for International Education, and what are some action steps to create an international focus for Alpha."

Operations

Community Colleges in the North Carolina Community College System all have a Strategic Plan that maps out the institutions' visions and initiatives during their planning cycle and governs the direction of the institutions. Alpha's 2008-2009 strategic plan includes an international education component expressed by the vision of creating international opportunities and increasing cultural literacy. Included in Alpha's strategic plan are benchmarks (including curriculum benchmarks) for each initiative, one of which was a new International Education plan. This particular benchmark was met, and the new International Education

plan will be implemented during the fall 2009 semester. This specificity in the strategic plan shows that the Governance subsystem is actively engaged in curriculum internationalization.

Assessment of learning outcomes is handled by the Planning and Research Department through a program review process. Alpha is set up on a three-year planning cycle with one third of all programs up for review every academic year. The International Education Director described the process as a forum where the various academic programs present program goals and accomplishments. According to the Director, “there were three key questions this year, and one of them had to do with the general education competency related to international education and globalization.” This information is collected by the Planning and Research Department for documentation purposes as well as to prepare for SACS accreditation. It is unknown if the Planning and Research documentation of internationalization and globalization will be retrieved for future planning purposes, but the intent of creating a Global Education Committee to plan and review processes is now in place at Alpha.

To facilitate the move towards curriculum internationalization, a Global Education Committee was formed under the leadership of the International Education Director. The Director established the committee with involvement from all areas of the institution in order to create a more comprehensive International Education plan for Alpha. This approach allows both faculty and staff across the campus to be involved in the internationalization process as well

as facilitates communication among the various subsystems. It was this committee that formulated the new International Education plan for the 2009 – 2010 academic year. The International Education Director also indicated that he sees the “group emerging more as an internal and external group as time progresses.” The use of committee members beyond the confines of the institution will allow the local population to voice their ideas as well as gain a better understanding of the international focus and vision of Alpha Community College. However, other administrators interviewed were not fully aware of what the new International Education Plan would encompass because the plan had not been presented to the staff and faculty at the time of the interviews and site visits.

Services

The subsystem of services for faculty, staff, and students in the area of curriculum internationalization was not present in the institutional documents but was mentioned during the interview process. The service areas mentioned included student services, technology personnel, the business office, and the grant writer. Student Services was discussed within the context of preparing student services personnel to deal with the influx of Hispanic speaking students. An upper level administrator stated that “people from student services did an immersion program in Mexico.” According to this administrator the purpose was to have personnel in place so that “we are able to communicate with students from a specific cultural background.” The technology staff was mentioned

multiple times within the context of the videoconferencing that has taken place at Alpha within the French language courses. The business office is responsible for the Fulbright Scholars that have been placed at Alpha, but the personnel in the business office were not seen as having any impact on curriculum internationalization even though that area handles the forms that accompany such an endeavor. However, the grant writer was seen as more integral to curriculum internationalization because there is an initiative from the President to apply for grants at Alpha. According to the President “we’re looking at Title VI A and B grant possibilities, which are international grants, to help with the integration of the curriculum and the advancement of the curriculum.” The references to these areas in the service subsystem were in conjunction with curriculum internationalization but did not appear to those interviewed to be at the forefront of this particular initiative.

Human Resources

The issue of preparing faculty to either begin or continue their efforts to internationalize the curriculum was recognized by the Alpha administration. One upper level administrator stated that there has been some anxiety accompanying curriculum internationalization “because you’re [administrators] dealing with their classes, you’re messing in their domain.” Professional development opportunities were recognized as a necessity in order to fully embrace curriculum internationalization, with one administrator stating that “we have to boil those facts down so that faculty can grasp the concept and not become so intimidated

by the process.” However, with the exception of the satellite campus, there were no references in the documents or the interviews that faculty development opportunities were on the horizon. The satellite campus is planning a series of “lunch and learns” for the staff and faculty on internationalization, but no specific topics had been discussed at the time of the interview.

One area that was emphasized by all those interviewed was study abroad opportunities that are present at Alpha Community College. Faculty members from multiple areas have traveled to various countries, and there is hope that more will choose to study abroad in order to facilitate curriculum internationalization. Given the economic aspects of curriculum internationalization at Alpha, there has been a necessity for faculty in technical programs to travel to the headquarters of the international companies that have relocated to the area in order to gain a better understanding of the training needs for those particular industries. College transfer faculty have also had opportunities to study abroad, but there still appears to be some resistance. One upper level administrator stated that “I think sometimes we have to boil it down to what we’re going to say.....and then I think people are more willing to get on a plane and go across the ocean.” Obviously, the financial support for study abroad at Alpha is not enough to move all faculty towards study abroad as an opportunity to internationalize their courses.

Extracurricular

Two items were mentioned within the extracurricular subsystem by all interviewees and within the institutional documents. These two items were the International Student Club and the International Night, which are interconnected in that the International Student Club sponsors the International Night. It appeared from the interviews that the main focus of the International Student Club is to raise awareness of other cultures as well as to increase opportunities for student travel abroad. One administrator said that “one year we used the money to buy llamas for Mexican farmers.” The vehicle used to accomplish the two goals of cultural awareness and student travel abroad appears to be the sponsorship of International Night at Alpha. This event involves all areas of the institution and is normally held one night in March. All student clubs participate and use the activity as a fundraiser, with the International Student Club using the money to help offset the costs of student travel abroad.

One example of club involvement given by a lower level administrator was the Early Childhood Education Student Club, which provides a play area for children. The event is geared towards the community, and normal attendance hovers around 1000. There are also exit surveys conducted in order to gauge the impact on students in terms of cultural understanding. This type of assessment provides data on the progress of internationalization at Alpha but also helps to raise awareness of internationalization on the Alpha Community College campus.

Future Challenges

Curriculum internationalization at Alpha Community College faces two challenges. These two challenges are lack of faculty professional development opportunities and the introduction of a Global Education Committee in to the curriculum internationalization process. None of the interviewees mentioned either of these as challenges, but the lack of documentation indicates that there are issues that will need to be addressed as Alpha moves forward with curriculum internationalization.

Professional development opportunities for faculty are paramount to successful implementation of curriculum internationalization. Faculty do not always see how they can incorporate an international component in to their specific subject matter and if left to their own devices will opt not to change their curriculum. Even when a general education outcome specifically targeting cultural understanding has been stated by Alpha, faculty may choose to ignore the outcome, citing that other courses are more suited to a global component, and, therefore, the outcome can be measured in those subject areas. Without appropriate professional development, faculty in the areas deemed unnaturally suited to curriculum internationalization such as math, science, and psychology may never fully embrace the idea of curriculum internationalization at Alpha Community College. Given the fact that assessment of general education outcomes occurs at the program level, it is feasible that not all courses in the college transfer program will add an international component, which is not

complete curriculum internationalization. Study abroad was mentioned as one way the institution is moving forward with curriculum internationalization but it is unlikely that all faculty members in the college transfer program will be given or accept the opportunity to travel abroad.

The second challenge lies with the creation of a Global Education Committee and its role in curriculum internationalization. Developing a new International Education Plan was the purpose behind the creation of the committee, but it was unclear from the interviews and the documentation as to what role the committee will play in terms of curriculum internationalization now that a plan has been created. The International Education Director stated that the committee's initial members are internal, but, eventually, that could change to include external members from the local community. What the committee membership will mean for curriculum internationalization was not specifically stated nor how the committee will operate in terms of expanding the number of courses that have an international component. Obviously, a new committee will take time to integrate in to the operations of the institution, but clarity of purpose will need to be articulated with regard to curriculum internationalization. Without this clarity, the global education committee may not be taken seriously by the faculty and may hinder curriculum internationalization efforts.

Unique Attributes

Alpha Community College is unique in that it is located in an area that has been economically devastated by the loss of industries and the outsourcing of

products that had been produced in the area. This has created a climate of change brought on by the necessity to find employment opportunities in new fields. Historically, education has been viewed as a vehicle of change for individuals seeking new employment opportunities. Community colleges were created for this very reason, and Alpha is no exception. However, Alpha Community College is now being seen as the vehicle for not only training purposes but also as a way to entice new industries into the area with the promise of specific training to meet the needs of relocated companies. Because some of these new companies are international, the necessity of preparing students for employment must include global understanding in order to not only show receptivity to international companies but also to prepare students to understand the cultural differences associated with upper level managers who are usually from the company's country of origin.

Another unique attribute is the funding sources that Alpha is tapping in to in order to push a global agenda for the institution. These sources include grants directed towards internationalization and higher education institutions. They include Title VI grants as well as Fulbright scholarships aimed at enhancing international understanding. Grants are not new to community colleges, but the majority of institutions do not have a full-time grant writer in place nor are they familiar with how to obtain grants for funding purposes. Alpha has a full-time grant writer and is actively pursuing grants as a funding source beyond the local and state funds allocated to the institution. Alpha's membership in CCID and the

President's membership with the AACC's International Services and Programs committee have heightened the awareness of the administration to grant opportunities. Moreover, Alpha Community College's involvement with CCID indicates the institution has put international education as one of its priorities and therefore stands an increased chance of being granted funds to continue internationalization efforts. External funding is becoming more important to institutions seeking assistance with curriculum internationalization, and Alpha Community College has incorporated grants as part of its International Education Plan.

Summary

Alpha Community College has incorporated a comprehensive approach to internationalization which has placed curriculum internationalization as one component of a multifaceted internationalization plan. This can be seen as both a positive and negative for the institution as a whole and curriculum internationalization specifically. A broad based approach that is aimed at not only the economic development of an area but also at the institution itself appears to have created an internationalization environment that is not well connected to the faculty at large.

During the interview process it became clear that not everyone in the college transfer program was targeting curriculum internationalization but rather saw the internationalization effort at Alpha as an institution-wide goal aimed at economic recovery for the area, which includes curriculum internationalization.

This is not to say the administrators were unsupportive but that their focus was not on curriculum internationalization in all college transfer courses. The mindset appeared to be that certain courses like history, foreign languages, and humanities were incorporating global components, and that was sufficient. In the context of program assessment, this mindset still allows for curriculum internationalization to take place but only in certain courses. In essence, the college transfer program is undergoing curriculum internationalization by adding global components to certain classes but is not focusing on all college transfer courses.

Alpha Community College is well on its way to curriculum internationalization. The vision for full implementation of curriculum internationalization is definitely part of the President's goal for Alpha. The process by which full implementation will occur is still evolving and remains part of the discussion among the upper level administrators. Articulating how this process fits in to the overall mission of cultural literacy has not been well addressed to the college transfer program. It appears that the economic focus of globalization at Alpha has created a wide variety of activities that have not combined into an overall strategy for the various components of globalization. Although all six subsystems have input into curriculum internationalization, there is no grand design to create a web of inclusion between the subsystems. The President of Alpha sees the connectivity between the subsystems, but it will take time for this vision to create a real climate of change for curriculum

internationalization where all faculty embrace the idea and have the resources provided to them to internationalize their individual courses.

CHAPTER 5: BETA COMMUNITY COLLEGE

Background

Beta Community College was one of the original six Industrial Centers to be authorized by the North Carolina General Assembly in 1957. The original purpose of the institution was to provide educational opportunities to local residents 18 years or older. Instruction included basic literacy skills as well as vocational and technical training for job placement. That educational mission has changed over time to include college-level courses with the intent of transferring to a four-year institution. This mission change moved the institution to community college status along with the other original Industrial Centers.

The institution is located in an urban area that is in close proximity to several four year institutions and encompasses two campuses with two additional learning centers. Total enrollment for the institution in the curriculum programs is 7,662, with a total full time equivalency of 3,229 students (Received October 2, 2009, from http://www.nccommunitycolleges.edu/Statistical_Reports/collegeYear2007-2008/annual/ann0708.htm). Beta is considered a large community college by the North Carolina Community College System's standards.

Factors Influencing Curriculum Internationalization

Several factors led to the process of internationalizing the curriculum at Beta Community College. They were (a) the desire to give curriculum transfer students a competitive edge for university admissions, (b) faculty members

interested in international education, (c) current and previous Presidents interested in international education, and (d) a large international student population.

University Admission Standards

Over the last several years, four year institutions have stressed the need for students to have some level of global competence, also referred to as cultural understanding, when they graduate. Entering a four year institution as a freshman allows multiple opportunities to gain global competence or cultural understanding. Community college students typically enter as sophomores or juniors depending on whether they obtain an associate degree or just take a few semesters of college transfer courses. Having exposure to international education in the community college environment allows transfer students to be more competitive in the application process to obtain admission to a four year institution.

Several of the interviewees expressed the need for this competitive edge. One stated that “overall the fact that we send so many students to Carolina, not that we’ve had any formal, you know, relationship, but you know, when Carolina started to really globalize, they started the Center for Global Initiatives and they did the huge center on campus, it was kind of, we either do this or our students will not be competitive.” Another administrator stated that “we want to try to replicate the university experience as much as possible, and one component of that, of course, is giving students the opportunity to experience other cultures.”

Because of the proximity of Beta Community College to several nationally recognized four year institutions, the need for international education was perceived as great because of the sheer number of applicants these four year institutions receive every year. This competitiveness and the desire to mirror the first two years of a four year institution educational experience have been factors in curriculum internationalization at Beta Community College.

Faculty Interest

Lower level administrators that were interviewed all commented on the fact that the move to internationalize the curriculum was a grassroots movement among the faculty of the Foreign Language Department. The idea of curriculum internationalization was then discussed by other curriculum departments and adopted within the framework of their discipline. All administrators interviewed felt that the faculty, to varying degrees, was on board with curriculum internationalization. There did not appear to be dissension, but it was noted by a high level administrator that not all faculty were as eager to internationalize their courses although they were supportive of those desiring to pursue curriculum internationalization.

Presidents

The previous President of Beta Community College was, according to all the interviewees who were employed during his tenure, very interested in international education and was supportive of faculty endeavors to internationalize the curriculum. He told one administrator "that he wanted to

change the culture of Beta Community College and that he wanted it to be a global campus.” In response to this interest, the past President created a Global Education Committee to lead the move towards curriculum internationalization and international education as a whole. Because of the early involvement of the Foreign Language Department, the original leadership of the Global Education Committee was vested with its Department Chair. There was little guidance from the President after the creation of the Global Education Committee. It appears that it was understood that the Global Education Committee would be responsible for ideas on globalizing the institution.

The current President has been much more involved in the process of internationalization as it pertains to the entire institution. He stated “The economy is a global economy; our students, without regard to where they are going to work, are going to work in a global environment. They will work for companies that are internationally oriented or maybe owned internationally.” The President has re-energized the Global Education Committee and has proposed a new organizational structure that would encompass multiple global education initiatives, including curriculum internationalization. According to all of the administrators interviewed, the President’s involvement has created an environment where more faculty are seeking to understand how to implement and/or improve their efforts at curriculum internationalization.

International Students

No single ethnic group holds majority status among the student population. The institution states that the student body is made up of 5% Asian, 41% Black/Non-Hispanic, 36% White/Non-Hispanic, and 12% other, which creates a diverse environment for a community college. All interviewees commented on the fact that in any given class, faculty would normally have eight or more countries represented by students. One recounted that in her class of “probably 15 to 20 students, we had eight different nationalities in that class.” Another stated that a sociology instructor had said that he didn’t “have to fake social diversity because it’s there [in the classroom].” According to the interviewees, this demographic reality has assisted in the internationalization of the curriculum because of the dialogue between students of various nationalities. The international students are able to give concrete examples of ideas and norms that are present in their home countries.

General Systems Theory

Academic Programs

Beta Community College, according to institutional documents and interviews, has been aggressive in implementing curriculum internationalization at the academic program level. Several strategies have been implemented both at the course level and at the program level. These strategies of curriculum internationalization will be discussed individually in order to gain an

understanding of each one as a component of the overall subsystem of academic programs.

Community colleges in North Carolina all have different levels of curriculum learning outcomes. These levels include the general education outcomes, program learning outcomes, and course level learning outcomes. Beta Community College has implemented learning outcomes that are specific to curriculum internationalization at the program and course level. By identifying a learning outcome that addresses the internationalization of the curriculum, the institution must show an outside accrediting association that the learning outcome is being met at the program and course level. This type of academic assessment means that the institution is supportive and intends to implement and assess the outcome or risk the accrediting association rating the institution as noncompliant.

To assist in the assessment of various outcomes, Beta Community College has created capstone courses for the Associate in Arts and Associate in Science degrees. These capstone courses evaluate the various program and learning outcomes which include the curriculum internationalization outcome. For example, according to a lower level administrator, "One of the projects is a globalization project which looks at the impact of globalization by testing some math learning outcomes such as graphs, different countries and their access to color television, and their poverty rate and education rates, and draw some conclusions there and correlations." This type of exercise demonstrates not only

the mathematical and analytical skills of students but also allows them the opportunity to learn about other areas of the world beyond their own personal experiences. This type of exposure enhances cultural understanding, which is the cornerstone of curriculum internationalization.

Another strategy of curriculum internationalization has been the addition of English as a Foreign Language (EFL) in order to facilitate the entry of international students into the college transfer program. According to middle and upper administrators, EFL is designed to assist international students with their goal of receiving an American higher education degree. One administrator stated, "We started the English as a Foreign Language program, which is really academic ESL. In other words, it's going to prepare non-English native speakers to perform better in academic programs." This allows international students that already hold an advanced degree from their native institutions to move more quickly into the academic world of the United States.

Course additions such as World History have been utilized to move from a western perspective to a more comprehensive historical view of the world. Similarly, World Religions has been implemented to give students an understanding of different religious views and norms as opposed to the traditional religion courses of the New and Old Testament. Some existing courses have added an international component in order to assist students with global competency. According to one lower level administrator, these additions and revisions assist in replicating the university experience of global awareness.

Study abroad has been utilized by Beta Community College but only on a limited basis. Both faculty and students have had opportunities to travel abroad for a limited time frame of just a couple of weeks. The financial cost of study abroad is especially difficult for community college students and has limited their participation in overseas travel. Most students who attend community colleges are doing so because of the financial costs of attending a four year institution for the full four years. Similarly, a large number of community college students are non-traditional college students that have family responsibilities that are not normally associated with traditional college students. The institution has had visits from international colleagues, which has encouraged dialogue between Beta and foreign institutions. However, those visits have not been consistently ongoing.

One final strategy in the Academic Program subsystem has been the decision to implement a Global Citizen Program, which allows students to take college transfer courses with an emphasis on courses that are international in nature. This gives the student who participates in the program the ability to include a Global Citizen certificate in his or her application packet to a four year institution. Currently, only a small number of students have completed the program, but the fact that a subprogram on internationalization has been implemented shows a commitment to curriculum internationalization.

Governance

All those interviewed stated that both the previous and current Presidents expressed an interest and commitment to international education. This was also seen in the institution's documents. The previous President established a Global Education Committee in response to the urging of the Foreign Language Department. Funds were given when needed, but no budget line was allocated for international education. The current President has included international education as part of the institution's strategic plan as well as approving the program learning outcome that addresses global competency.

The grassroots aspect of the move to internationalize the curriculum was stated by most of the interviewees. Those who were not clear on this faculty led initiative stated that they joined the institution within the last few years. Capstone courses include an international perspective and were designed and implemented by faculty. Similarly, faculty must report to the Planning and Research Department their assessment strategies for the course learning outcomes.

To facilitate the move towards curriculum internationalization and global competency in general, the current President has started the process of creating a new organizational structure that will encompass all aspects of international education under one department. This means that all international education strategies will be centralized in one area even though the strategies themselves are decentralized in nature. This is a comprehensive view of international

education from the viewpoint of Beta Community College as a whole. In essence, the current President's plan is to bring together all the subsystems based on one particular theme, international education. This does not mean that the subsystems no longer exist but that there will be unified coordination of international education goals.

Operations

Beta Community College's mission statement clearly states that the institution sees preparing students for an interconnected world as part of its education mission. Similarly, as has already been stated, curriculum internationalization is a part of Beta Community College's strategic plan, also referred to as an Institutional Effectiveness Plan. The Planning and Research Department is responsible for housing all information pertaining to the operations of the institution, including curriculum internationalization. All reports necessary for accrediting associations are generated in Planning and Research, as are certain internal reports that are utilized for internal decision making. For instance, student questionnaires are utilized for planning purposes, with the most recent student questionnaires containing a global understanding question.

However, it appears that the majority of curriculum internationalization information is generated from the Global Education Committee. This particular committee is made up of people from all areas of the institution in order to facilitate communication and coordination of international education efforts. With that idea in mind, only the interviewed administrators who were connected to the

Global Education Committee had an in-depth understanding of what the other areas of the institution were actively doing to promote international education.

Services

The subsystem of services encompasses both services to students and faculty and was mentioned both by the interviewees as well as referred to in institutional documents. With regard to students, the Student Services area of the institution has created a position that is designated as the International Students' Advisor. This advisor assists international students with their academic decisions but does not yet assist in issuing student visas. Two administrators mentioned that a long term goal in the area of student services would be to undergo training to begin active recruitment of international students with the intent of issuing student visas. The Beta institutional website has a link under the Student Services section that gives information concerning educational opportunities at Beta Community College. At this point, the goal is to recruit foreigners living in the service area of Beta with the long term goal of recruitment overseas. Similarly, the EFL coordinator is the designated advisor for college transfer international students.

The faculty also relies on the service units of the institution to assist with international education and the internationalization of the curriculum. One such area is the library, which, according to the lower level administrators, has been very helpful in assisting faculty by purchasing international education media resources for faculty use in internationalizing their courses. "If you go in there

and say, 'Look, we need to beef up a specific area concerning globalization, they are on it immediately, so they've been nothing but supportive.'" Another service area has been the technology department, which has assisted the Global Education Committee in posting international education information on the Beta website, allowing the committee to share information with other parts of the institution as well as the public at large.

Human Resources

In order to facilitate curriculum internationalization, the human resources subsystem at Beta Community College has been instrumental in assisting personnel in obtaining the necessary resources to move forward. Frontline staff members have received cultural sensitivity training in order to meet the needs of incoming international students as well as those students from various ethnic backgrounds. In terms of faculty, several professional development opportunities have been made available. The professional development opportunity mentioned consistently by those interviewed was World View based at the University of North Carolina at Chapel Hill. World View is a program for international educators with the purpose of internationalizing the curriculum at all grade levels as well as to promote foreign language instruction and travel abroad. World View offers programs throughout the year that assist faculty and staff with curriculum internationalization. Beta Community College has participated in these programs with the intent of assisting faculty and staff with internationalizing the curriculum.

Other professional development opportunities have also been promoted within the institution itself. Several interviewees mentioned Teaching Learning sessions that feature faculty presentations on various topics. Some of these teaching and learning sessions have been about internationalizing the curriculum and have been an avenue for sharing information and best practices that otherwise might not be shared. One administrator recounted one particular Teaching Learning session where “I saw firefighters talking about the issue, I saw people in automotive talking about the issue, so my sense is this is a campus-wide thing. This is not something that is exclusively being looked at as university transfer.” Study abroad has also been supported monetarily by the institution, which allows for faculty to gain a deeper understanding of their subject matter as well as increase their own personal cultural understanding. Finally, one lower level administrator stated that new hires for that particular department were specifically asked questions concerning globalization and how they view curriculum internationalization. The administrator stated that “it’s always part of our interview questions for full-time faculty.” This indicates that the particular department perceives curriculum internationalization as a priority and not just a part of the program learning outcomes.

Extracurricular

The extracurricular subsystem was the least utilized in terms of curriculum internationalization at Beta Community College. Only two items were mentioned in the documents and interviews. The first item was the International Student

Club, which is designed to give international students the opportunity to meet other international students as well as give American students the opportunity to interact with international students beyond the classroom setting. The second item was a grant proposal to fund an outreach program for Latinos in the service area of the institution. At the time of the interview, the grant had been submitted, but no word on funding had been received. If there are any other extracurricular activities at the institution, they were not found in the institutional documents nor were they known by the interviewees.

Future Challenges

Two challenges to curriculum internationalization at Beta Community College were mentioned in the interviews. These challenges were faculty resistance and funding. Each interviewee expressed concern with varying degrees of emphasis about faculty and funding, but each interviewee saw the challenges from different perspectives, with lower level administrators focusing more on faculty and upper level administrators focusing on funding.

Faculty resistance was not seen as an insurmountable barrier, but concern was expressed. The concern was not so much that there was lack of faculty support for international education but that certain disciplines seemed to be struggling with how to appropriately internationalize their courses. One faculty member had applied for and received a World View grant that would assist the instructor in internationalizing a particular course. This external source of funding was welcomed, but there was the realization that more needs to be done to

assist faculty in other disciplines, such as math, to press forward with curriculum internationalization. Hope was expressed with the Teaching Learning sessions that were offered by faculty at the institution, but to be successful, programs would need to be provided for those faculty in disciplines where curriculum internationalization is not as obvious.

Funding was seen as a barrier but mentioned more often by upper level administrators who have a different perspective of the overall budget constraints on Beta Community College. Funding sources have been an issue for community colleges in North Carolina due to the funding formula of Full Time Equivalency (FTE), where funding is based on how many students are attending. On the surface, this appears to be logical, but there is a lag time between increased enrollment and state funding. An institution can see a jump in FTE but not have the funds to hire more instructors and support staff to handle the increased volume of students. Because community college students tend to be part-time students, an institution could be faced with more students that do not equate to a large increase in FTE. This creates an atmosphere of looking for ways to gain more students and to have current students take more courses. When the focus is always on increasing FTE, the idea of academic change can easily move to a secondary consideration. Beta Community College falls in to that category, particularly during times of economic insecurity.

To compensate for this situation, the institution is considering using its current technology to create a virtual clearinghouse for information to be shared

and expanded until such time that the budget will allow a brick and mortar location with paid staff to oversee the new organizational department of a Global Education Center. Grants were also mentioned as a possibility for funding, but that requires personnel to research possible grant opportunities and the training to write competitive grant proposals. However, upper level administrators did not seem to be deterred from moving forward with curriculum internationalization due to funding issues.

Unique Attributes

Beta Community College is in a unique position for community colleges due to the large numbers of international students that attend the institution. This situation has been created because of the proximity of several four year institutions that hire international faculty members who usually bring their families with them to the United States. Some of these family members have opted to attend a community college to enhance their language skills in order to transfer to a four year institution. Moreover, some of these family members already hold advanced degrees in their home country, but those degrees do not necessarily equate with American degrees for employment purposes, hence the creation of the English as a Foreign Language (EFL) for those particular students versus the traditional English as a Second Language (ESL) courses designed for continuing education students that are more interested in vocational job opportunities.

Another unique attribute is the long term support of the Presidents of Beta Community College for international education. For the majority of North Carolina

community colleges, senior leadership on the topic of international education has been non-existent. The idea was simply not stressed by the North Carolina Community College System Office until 2001, and even at that point it was seen as an option and not as a mandate. Moreover, North Carolina community colleges are locally controlled, so if the local Boards of Trustees do not see international education as a priority, it becomes the job of the President to articulate the goals of international education, which includes curriculum internationalization. Beta Community College had begun moving towards international education well before the system discussed the topic due to its past President's acceptance of international education as a component of the institution.

A final unique attribute is the fact that Beta Community College is in close proximity to several four year institutions. This creates a much deeper relationship with transfer institutions that does not exist with other North Carolina community colleges. One lower level administrator mentioned that part of her role was to meet with the four year institutions administrators on a continuing basis to discuss academic issues that impact the transferability of Beta Community College's students. This type of close professional relationship allows for more sharing of information between the institutions. Therefore, if the four year institutions are moving forward with curriculum internationalization, it translates into a priority of Beta Community College.

Summary

Beta Community College has moved forward with curriculum internationalization based on the current climate of globalization, most importantly because of the factors specific to the institution. As a large, urban community college it is in a unique position to tap into information and resources that may not be available to other community colleges that are not in a similar type of location. The institution has been involved with international education and, specifically, curriculum internationalization much longer than other community colleges in the North Carolina system, which could be related to its current progress with curriculum internationalization and the decision to implement an organization structure change to further the process. One administrator stated “that before this [curriculum internationalization] was a stated goal, we already did a lot of things related to global issues and globalization, but what is happening, in fact, is that the focus is becoming more organized and more emphasized.” The administrators who were connected to the institution’s Global Education Committee recognized this organizational change and understood that the original committee’s mandate would necessarily shift to one of advisement versus the mandated vehicle for continued change. This shift of emphasis was viewed as a positive one and was not perceived as an attack on the goal of curriculum internationalization.

Overall, Beta Community College exhibited a very positive attitude towards curriculum internationalization and the overall idea of international

education. The bilingual information posters in the hallways and the presence of international students made manifest the emphasis on curriculum internationalization. The atmosphere was one of openness and diversity within an institution that is old by community college standards. Moreover, all the interviewees were positive about the potential for increased curriculum internationalization even though some were not as clear on how to proceed within their own discipline.

There was a real recognition of the limitations that Beta Community College is facing with the endeavor of curriculum internationalization. It is not easy to continue to move forward with academic change when buildings are old and need to be painted, departmental copiers need to be purchased, and parking lots need to be resurfaced—parts of the various upkeep issues that are necessary for an older institution that has not relocated but only expanded to meet current needs. The enthusiasm appeared to be genuine, with a focus on what the students of Beta Community College need academically to be successful in the 21st century. Overall, the administrators interviewed did not appear to be deterred from continuing the process of curriculum internationalization even though faculty resistance and funding issues are barriers the institution faces.

CHAPTER 6: CHI COMMUNITY COLLEGE

Background

Chi Community College is not one of the original community colleges established by the North Carolina General Assembly in 1963 but was rather an extension of another community college until it became independent. This independence and the creation of a separate community college transpired when the Chi County administration accepted oversight for the institution. In contrast to Beta Community College, Chi was originally created for local residents to obtain a post-high school education that was to be more comprehensive than just technical training for industry.

Chi is located in a rural area but is close to one major university and a private college. Chi Community College is composed of two campuses, with one being designated as the main campus. Both campuses are very modern, and the buildings are very well kept. New construction over the last ten years has enabled Chi Community College to expand its programs as well as incorporate modern technology within the buildings themselves. Total enrollment for the institution in the curriculum programs is 3,242, with a total full time equivalency of 1,727 (Received October 2, 2009, from http://www.nccommunitycolleges.edu/Statistical_Reports/collegeYear2007-2008/annual/ann0708.htm). This is considered a small community college by the North Carolina Community College System's standards.

Factors Influencing Curriculum Internationalization

All interviewees stated that the only factor that influenced the original move towards curriculum internationalization was the President of Chi Community College. According to the current President, "it was part of my vision of the college that we actually move forth with internationalizing the curriculum, and so, I think from Chi's perspective, it was certainly from the top down." One upper level administrator stated that "we would not be where we are, had it not been for the current President." When I asked if there had been any grassroots movement from the faculty prior to the current President's arrival, one administrator stated unequivocally, "No, there was no movement whatsoever." However, no one interviewed felt that the faculty is opposed to the idea of curriculum internationalization, the top down approach notwithstanding. One lower level administrator stated that most faculty members have embraced the idea of curriculum internationalization in varying degrees and that "it's not something that you hear on the complaint list or anything."

General Systems Theory

Academic Programs

Chi Community College, according to the documents reviewed for this study, appears to be very involved in curriculum internationalization. The institutional webpage incorporates links to international stories to assist faculty with internationalization. There is also a study abroad program for faculty that is designed to assist in curriculum internationalization. All faculty members who

study abroad are required to share their experiences with other faculty members in order to assist the entire institutional process of curriculum internationalization. A lower level administrator stated that presenting information to other faculty members is “just one of the expectations” of study abroad. There were references to this type of presentation in the Global Education Committee minutes as well as discussion concerning study abroad trips in the future. There was very little mentioned concerning student study abroad in any documents. The expense of study abroad for students has been an issue, so one lower level administrator stated that “taking them to Raleigh for the day, to an Art Museum and letting them see things from Egypt, or Greece, Rome, or China, that makes an impact on them. It’s exposing more people in the county to things outside.” For Chi, then, study abroad is one component of curriculum internationalization and at least on the student side has not been found to be as effective due to the cost associated with travel abroad.

The institutional documents also showed various international education activities on campus where the local residents were invited to attend. Moreover, two different speakers representing two different ethnic groups were sponsored by Chi Community College to present on their culture. These presentations were also open to the public. Chi’s Global Education Committee minutes showed a tremendous amount of planning for international activity with specific events targeting curriculum internationalization. It was also apparent from the documents that there is no overall budget for international education. Instead,

funds were made available for the different international activities and professional development opportunities. This decentralization of funding shows a lack of integration with the overall mission of the institution. Lack of a separate budget line for international education development does not mean that there is lack of financial support, but there is the implication that this type of professional development is not deemed as important by the administration and, therefore, might discourage faculty from applying for such development opportunities.

In terms of the interviews, a different picture of curriculum internationalization was expressed which did not coincide with the documentation. An upper level administrator, when asked about the role of assisting faculty with curriculum internationalization, stated, "I don't know that I would say that I was responsible for that." The same administrator was asked specifically about faculty involvement in the process, and the response was "I think like anything else, there's going to be a few people that will embrace it and move forward with it." One lower level administrator, when asked about the number of courses that have actually been internationalized, stated "just a few that are easier to implement." The courses that were referenced included history, English, and a few of the humanities classes. Another lower level administrator stated that curriculum internationalization at Chi Community College was moving slowly and that "those of us who are already doing stuff like that are continuing to do it, but there's not a check sheet that says you have to do it, so a lot of folks aren't."

One aspect of Chi Community College that has changed in academic programs is the move to add a global and cultural awareness general education outcome. General education outcomes are integral to the assessment process at all community colleges, and institutions must show how they are assessing their general education outcomes for SACS accreditation. By implementing a global education outcome, Chi Community College has taken a step forward in the process of curriculum internationalization even though few interviewees could recount with any specificity what had really changed at Chi Community College in terms of curriculum internationalization.

Governance

According to the Chi Community College documents, curriculum internationalization is addressed. The Planning and Research Department administers student and faculty surveys that ask questions pertaining to global education, and the results are shared with faculty and staff. The institution also has a diversity plan which includes global education and curriculum internationalization specifically. Also, multiple areas of the institution have representation on the Global Education Committee, which allows for diverse input into the planning process of curriculum internationalization.

As has already been stated the current President of Chi Community College is committed to global education, including curriculum internationalization, and has included global education as one of the college-wide goals. Moreover, an upper level administrator has been designated as the

International Education Director. This type of organizational designation shows an involvement of senior leadership and the recognition that Chi Community College is moving forward with curriculum internationalization.

The issue of compliance with curriculum internationalization emerged during the interviews. There was an understanding that international education is one of the general education outcomes, but no one seemed to view curriculum internationalization as being pervasive at Chi Community College. Obvious courses such as World History were held up as examples that curriculum internationalization is occurring, but there was acknowledgment that this was only surface deep and that more will be done in the future. The use of World View grants as a vehicle for curriculum internationalization was mentioned. These grants provide for a community college faculty member to visit with a University of North Carolina at Chapel Hill faculty member in the same academic field for assistance with internationalizing a specific course. Only one instructor's minigrant proposal had been accepted by World View at the time of the interviews, but a total of five instructors had submitted proposals.

Operations

Chi Community College has included international education as one of the institution's goals in its strategic plan. Moreover, the move to include a general education outcome of global and cultural awareness in the general education core shows that the idea of curriculum internationalization has been integrated into the institutional planning process. However, if the general

education outcomes are not being assessed in every course, there is no incentive to move curriculum internationalization beyond the courses that are global by nature such as World History. There is not a budget line for global education, but money has been made available through the institution's general fund, and travel funds have been made available through Chi's Foundation. One upper level administrator stated, "When we were allocating our resources, it was based on our strategic planning and goals of the institution, and one of the goals of the institution does include globalization, and cultural awareness and global awareness."

The use of faculty and student surveys shows a commitment to tracking the impact of curriculum internationalization, but the global education questions are only a small percentage of the overall survey instrument. Also, there was no documentation of how the results of the surveys were being used, and no one connected to the Global Education Committee mentioned the surveys or how they assessed curriculum internationalization progress.

The Global Education Committee has been designed to facilitate the interaction of the different areas or subsystems of the institution in terms of global education. The committee has taken on a lot of the responsibility for documenting global education and pursuing different avenues to promote global education. One such avenue has been a Global Education Fall Institute, which is fairly well attended by faculty. However, the spread of responsibilities that incorporate all aspects of global education seems to have created a more scattered set of

priorities for the Global Education Committee. This means that the focus is really on international educational activities versus a very specific focus on curriculum internationalization.

Services

Chi Community College has implemented a webpage link on the institution's website which incorporates the expertise of the technology staff, but no one interviewed saw that area as having an input into curriculum internationalization. The interviewees only saw the inclusion of the various areas of the institution on the Global Education Committee as evidence of inclusion beyond the academic programs. There was no recognition of the technology support staff as having any involvement. The same was true of the public relations staff, even though certain multicultural events at the institution were advertised in the local paper, and the institution has its own weekly newsletter that has, in the past, mentioned global education activities. Chi Community College has also participated in video conferencing with a foreign country, but no one mentioned that the technology area of the institution handled the support for the endeavor. According to one upper level administrator, "It's really been an instructional led process and everyone else has sort of adapted, so I can't really say there's really been influence from other areas." When asked about the Planning and Research Department, one upper level administrator did not see the connection between curriculum internationalization even though that is the area that documents the assessment process of general education outcomes as

well as the institution's overall strategic plan. The administrator stated, "I don't really know of any way that it's [Planning and Research] involved."

One area that will be brought onboard in the next few years will be the student services area. This is according to the President, who would like to move towards issuing student visas in order to increase international students on the Chi campus. The President stated that "their [Student Services] role in this would be in working with international students, and I hope with making available options for students to do an exchange with us here and our students do an exchange abroad." The President also stated that "probably just about every area of the college has been touched." That statement indicates the President's vision for the overall direction of the institution in terms of curriculum internationalization, but that has yet to trickle down to the institution as a whole.

When I was considering services, the documents clearly showed that multiple areas of Chi Community College are involved in international education. The President had an understanding that all areas of the institution must be involved in order to bring about real change. The International Education Director also viewed multiple areas of the institution as playing a role in international education and curriculum internationalization as a whole. The issue of viewing services as an integral part of the curriculum internationalization process was not as obvious to the other interviewees.

Human Resources

The support of faculty and administrators to attend World View seminars has been one of the most visible signs of professional development at Chi Community College. According to the International Education Director, approximately 25% of the faculty and administration have attended at least one World View seminar. These seminars are designed to assist faculty and administrators in understanding globalization as well as how to internationalize the curriculum. Faculty have also been encouraged to apply for World View mini grants that will pay for faculty to work with someone at the University of North Carolina at Chapel Hill to facilitate the complete overhaul of a particular course in order to add a global component.

There has also been support of study abroad for faculty with the intent that the faculty member will present at some type of meeting what he or she learned. There was no specific venue mentioned, but all those interviewed stated that a presentation was the expectation. In order to finance the trip abroad, the President gained the support of the College's Foundation for curriculum internationalization so that the trip is paid out of Foundation funds. For those who do not get the opportunity to study abroad, staff development days are set aside three times a year. According to an upper level administrator, "I would venture to say that just about every single one of those [staff development days] since I have been here has had some form of internationalization or global or cultural

awareness or something to that effect.” There is also a Fall Global Institute that gives faculty and staff a professional development opportunity.

Extracurricular

Chi Community College has implemented a few international extracurricular activities for the institution. These include cultural presentations that are open to the public as well as presentations for faculty and staff. There has also been a global scavenger hunt initiated by the Global Education Committee for the benefit of the students. However, budgetary issues impact the type and number of these extracurricular activities in any given year.

Future Challenges

The two biggest challenges facing curriculum internationalization appear to be faculty and the process of assessing the progress of curriculum internationalization. It was obvious from the interviews that the President and the International Education Director are committed to curriculum internationalization and understand that Chi Community College has a long way to go before there is full implementation. The International Director stated that “we are maybe 25% to 50% there.” This indicates that there is an understanding that there is a process to curriculum internationalization and that Chi Community College is moving through the process. There was also an understanding that all areas of the institution should be involved and will be given a larger role to play in the future.

The faculty, however, did not seem to be fully aware of how or why curriculum internationalization is being discussed, nor was there any indication

that all administrators understood their role in the process. Lower level administrators are the closest to faculty, and many also teach as a part of their duties. If these administrators are struggling with how and why, it may be in part because the faculty is not fully engaged in the process. Faculty do not seem resistant to curriculum internationalization but are not particularly supportive of it either. All but one lower level administrator mentioned courses that could and should contain international components beyond the courses that were perceived as a natural fit such as World History or World Religions.

The assessment process for curriculum implementation is also a challenge that Chi Community College faces. Even though there is an expectation that all courses will reflect the general education core in their course learning outcomes, this did not seem to be the case. To track implementation one must be able to point to specific course learning outcomes. This was not the case because of the type of assessment being used at Chi Community College. The assessment approach is one of learning outcomes linked to specific a course, which means that as long as a few courses are implementing specific learning outcomes of internationalization, then the general education outcome has been addressed and met at Chi Community College. The intent of curriculum internationalization is much more inclusive than just adding an international component to a few courses, and it was clear from the President and International Education Director that complete curriculum internationalization is their ultimate goal.

Unique Attributes

Chi Community College is unique in that there is a high level administrator who has been named International Education Director. This is not a common practice at most North Carolina Community Colleges. If a community college has a named contact person for international education issues, that person is usually a low level administrator without the level of access to the President that an upper level administrator would have on a daily basis. This type of organizational designation is rare and suggests a deep commitment to the process of internationalization at Chi Community College.

A second unique attribute is that the President has identified a funding source for curriculum internationalization through Chi Community College's Foundation funds. These funds are separate from state and county funding and are governed by the Chi Community College's Foundation Board of Directors. This means that as state and county funding becomes more precarious, international education can still be funded through private foundation funds. This type of monetary commitment beyond government funding shows a commitment to international education that extends to the external community and the recognition that international education is important.

A final unique attribute of Chi Community College is that international education is seen as a very broad based initiative that is not limited to curriculum internationalization. According to the President, "We look at globalization as more than just internationalizing the curriculum." The video conferencing that has taken

place at Chi Community College with a foreign country is a large technological step towards internationalization that most community colleges have yet to attempt and shows this overarching goal of international education where curriculum internationalization is only one piece. Moreover, the intent to train student services staff to issue student visas shows a concerted effort to bring international students to a rural part of North Carolina with the goal of broadening the perspective and understanding of the world in which we live to those who attend Chi Community College.

Summary

Chi Community College is in the first stages of curriculum internationalization even though the institution was rated as one of the top ten institutions in the North Carolina Community College System for internationalizing the curriculum. This is indicative of assessment of an organization based on documentation rather than what is actually transpiring within an organization. According to the documents, Chi Community College has implemented major changes to facilitate its move toward globalization and curriculum internationalization. However, during the interview process it became clear that implementation of curriculum internationalization has not been integrated in to the culture of Chi Community College. There are various reasons for this current situation.

The first reason that curriculum internationalization has not been fully implemented lies with administrators and their understanding of the initiative.

Even though almost all of the administrators interviewed had attended a World View seminar on globalization and curriculum, they did not appear to see the connection within their area of expertise. The administrators who did have an understanding viewed the assessment process from a more limited perspective in that, as long as a few courses contained international components, the institution had complied with assessing the general education outcome of global understanding. This does not mean that the administrators did not support curriculum internationalization but that they see it within a much narrower perspective than the President and International Education Director.

The faculty have also been hesitant to move forward with curriculum internationalization beyond courses that are already international in nature. Lower level administrators also teach as a part of their responsibilities, and they indicated that most courses had not been internationalized for various reasons. One administrator stated that there was no “check sheet,” so faculty were not very motivated to make changes in their courses. It did not appear that there was faculty resistance to curriculum internationalization but that it was not seen as a priority, particularly when few faculty had internationalized a few courses. Having a few courses internationalized was perceived as having fulfilled the global understanding general education outcome.

Another issue appears to be the location of Chi Community College, which is in a rural area. There are very few international students, and there are only a couple of international businesses in the vicinity of the institution. This means

that the faculty and staff are not as exposed to internationalization, and, therefore, the need to internationalize the curriculum is not seen as a priority. There is recognition of a global economy, but how it impacts the role of faculty and staff has not been articulated so that awareness and the need to internationalize the curriculum have not been connected.

The vision of the current President of Chi Community College is one of full implementation of curriculum internationalization. This vision was echoed by the International Education Director. However, one of the issues seems to lie with the entire Global Education Plan of Chi Community College. The plan is extensive and includes much more than just curriculum internationalization. The breadth of the plan creates a need for implementation priorities that can be handled effectively. Moreover, there is a need to articulate that vision and how faculty play an important role. Without external forces pushing Chi Community College to internationalize, there is a need for improved articulation and assessment to gauge where the institution currently stands with curriculum internationalization and the establishment of benchmarks to continue the process.

CHAPTER 7: CROSS CASE ANALYSIS

In order to gain insight into how a community college creates an environment that allows for curriculum internationalization, the case studies were analyzed, compared, and contrasted. Cross case analysis allows the variation among the samples to be utilized to gain an understanding of the various subsystems' interactions and how the subsystems impact curriculum internationalization.

The Analysis Process

Using the subsystems and relevant points within the subsystems, the three community college cases were analyzed based on similarities and differences. These relative points were contained in institutional documents and interview transcripts, with themes emerging throughout the individual case analysis. The cross case analysis allowed relative points to emerge as themes covering all three cases.

Institutional documents were combed for relevant points and then typed into Access using codes to allow placement of information based on subsystems. The coded information was then printed on colored paper specific to each of the cases. The information was printed, cut out, and then placed on large sheets of paper according to the subsystem. The interview transcripts were also printed multiple times on colored paper specific to the case and then placed on large sheets of paper according to the subsystem. This allowed a visual organization of

information based on case as well as a cross comparison of cases and the relevant points within the subsystems.

Background and History

All three community colleges are in the North Carolina Community College System and were designated as top ten institutions in terms of curriculum internationalization by the Chair of the North Carolina Community College System Global Learner Consortium. The selection process utilized institution size, urban versus rural, and proximity to major cities. The cases also represented three different regions within the state of North Carolina. A matrix was created in order to select the three cases for study in order to have a cross section representation of North Carolina Community Colleges (see Table 1).

General Systems Theory

Governance

The presidents of Alpha, Beta, and Chi were all very supportive of curriculum internationalization efforts and have initiated changes within the organization to assist with this effort. Both Alpha and Chi have created an International Education Director's position that reports to the presidents as well as oversees global education efforts at the institutions. Beta has not named an International Education Director but is moving towards the creation of an entire international education department that will bring together all international education efforts and subsystems at Beta. This is to improve the organization of

Table 1

Individual Case Studies-Background Comparisons (Institution)

	Alpha	Beta	Chi
Regional Location	West	Central	East
Full Time Equivalent	2,378	3,229	1,727
Head Count	4,123	7,662	3,242
Proximity to Major City	Close to Major City	Close to Major City	Not Close to Major City
Rural/Urban	Rural	Urban	Rural

international education at Beta and to increase the activities associated with international education, which includes curriculum internationalization.

The President of Alpha has also enabled the institution to become actively involved in the Community Colleges for International Development (CCID) and the international committee of American Association of Community Colleges. This involvement has assisted Alpha with several international education endeavors but has not assisted specifically with curriculum internationalization. When mentioned by interviewees, the involvement with CCID and AACC offered a broader perspective with regard to international opportunities but not necessarily for curriculum internationalization efforts at Alpha.

Beta Community College was the only institution that appeared to have a grassroots effort from the faculty to internationalize the curriculum. The past President of Beta was seen as being supportive of internationalization efforts, but those who were employed under the past President's tenure stated that it was the faculty that began the move towards curriculum internationalization and then gained the support of the President. The interviewees perceived the current President as having continued internationalization efforts at Beta with the emphasis on moving forward. This grassroots movement helps explain why Beta is further along with curriculum internationalization than Alpha and Chi. Without faculty support, curriculum internationalization can become a paper idea without realization in the classroom setting.

Academic Programs

All three institutions were involved in study abroad both for faculty and students. Study abroad for students was relegated to short term trips (10 days) at all three institutions due to the high cost of study abroad and the nature of community college students who typically lack disposable income. Faculty study abroad was utilized by all three institutions, but Alpha was more likely to assist faculty with funds for study abroad than Beta or Chi. This appears to be connected to the international relationships that Alpha has created, as well as the economic ties with international companies that are located within the Alpha service area.

Foreign language instruction was also a part of the academic programs at all three institutions, but Alpha has expanded language offerings by creating a language consortium with other institutions in order to facilitate Alpha's business relationships with international companies. Beta has taken a different approach to language instruction by creating an English as a Foreign Language (EFL) course to enable international students to improve their English skills for the purpose of moving more rapidly into the college transfer program. This was seen as a necessity for Beta given the large numbers of international students present at the institution as well as the desire to increase the number of international students who live in the vicinity of Beta whose ultimate goal is an American university degree.

Videoconferencing has been used at Alpha within the French classes in order to facilitate language instruction by talking with native French speakers, but Beta and Chi have not really utilized videoconferencing for academic programs. Their approach has been from the perspective of periodic videoconferences with international entities but within specific classes. All three indicated that they would like to increase the use of videoconferencing, but there were no specific plans in the near future.

Course additions within academic programs with the specific purpose of curriculum internationalization were only mentioned by Beta. An example of a course addition was World History versus the traditional Western Civilization course that most community colleges teach. Alpha had included new foreign languages, but the purpose was for economic growth and not for the purpose of curriculum internationalization. Chi pointed to specific courses that had added an international component such as English and humanities courses, but very few were perceived as having added an international component.

Beta was the only institution that has implemented a specific program for students in the college transfer program, which indicated that the students' program of study included international courses. This program is entitled the Global Citizens Program and is open to all students within the college transfer program. The purpose of the program is to allow students to have a specific designation on their transcripts so that the receiving institution will know that the student has an international foundation within their previous course of study.

Beta is located in the vicinity of several four year institutions that are also pushing global competency for their graduates and works well for students vying for university entry in a very competitive higher education market.

All three institutions have included general education outcomes that reflect global competency, which is supposed to be achieved within the academic programs of the institutions. The issue of assessing these general education outcomes has proved problematic, and only Beta has created a way to measure the success of the global competency general education outcome. Beta's approach has been to include capstone courses within the Associate of Arts and Associate of Sciences degrees. These capstone courses are designed to incorporate all the general education outcomes within one course for assessment purposes. However, not all students in the college transfer program intend to graduate prior to transferring to four year institutions, so assessment is limited by the numbers of students opting to take the courses for degree completion purposes.

Extracurricular

The extracurricular subsystem was used by all three sites but not to a great extent. Alpha has an International Student Club and an International Night open to the public, but those are the only extracurricular activities mentioned in the documents and interviews. Beta has an International Student Club and is working on a grant to create an outreach program for Hispanics. Chi's extracurricular activities are limited to cultural presentations open to the public as

well as a global scavenger hunt. All three institutions saw extracurricular activities as cultural awareness tools and not necessarily linked directly to curriculum internationalization.

Human Resources

Beta uses multiple avenues within the human resources subsystem for curriculum internationalization. These avenues include study abroad for faculty, participation in World View seminars, and staff sensitivity training for frontline staff. Study abroad has been an active part of Beta's push towards curriculum internationalization for some time. Study abroad allows faculty to increase their cultural understanding, which can be transformative for students in their courses. Participation in the World View seminars allows faculty to hear speakers on the topic of globalization with the goal that these participants will move towards internationalizing their courses. Similarly, Beta conducts Teaching Learning sessions that faculty can participate in, and several of these sessions have been presentations on how certain courses have been internationalized. This type of peer assistance was viewed very positively by those who have participated. Beta has gone one step further with the interview process for new faculty. One department actually includes questions on curriculum internationalization for job applicants to gauge their understanding of curriculum internationalization and their willingness to incorporate a global component in their academic discipline.

Alpha and Chi have not put as much effort into professional development opportunities. Alpha's efforts within the human resources subsystem lie within the

study abroad program for faculty, with the expectation that the faculty will add a global component to their courses. There appeared to be no other avenues for professional development to enable faculty who have not had a study abroad opportunity to move forward with curriculum internationalization. However, having Fulbright scholars and international exchange students can be viewed as peripheral professional development opportunities for faculty as they interact with international faculty and students who are on campus. Chi relies on World View participation by faculty, extracurricular activities, and cultural presentations to facilitate curriculum internationalization. This lack of direct professional development opportunities appears to have hampered Alpha and Chi's move towards curriculum internationalization.

Operations

Strategic plans are the blueprints for community colleges, and all three case studies include curriculum internationalization in their current plans. These plans indicate to the institutional community and to the local community the areas of emphasis for the institution for the upcoming year. However, a strategic plan is only valuable if paired with assessment tools that allow the institution to gauge strengths, weaknesses, opportunities, and threats. Alpha was the only institution that specifically stated that all program reviews include a questionnaire asking for information on international education efforts within that program. A program review presentation is also a part of the process which enables the program review board to ask questions concerning international education plans that have

been included. Beta was in transition with its Planning and Research Department, so assessment was not a known quantity at the time of the site visits and interviews. No one felt comfortable expounding on the assessment of the strategic plan without the new Planning and Research Director in place. Chi uses a matrix model to determine whether the strategic plan is being implemented, but that limits results to a few classes. The classes that have been chosen were those that could easily add a global component such as humanities classes. This allows the institution to state that it is globalizing its curriculum, but this type of assessment is not a comprehensive assessment technique in terms of curriculum internationalization.

All three institutions have created Global Education Committees to assist the institution with international education as a whole. However, none of the case studies showed that the Global Education Committees were actively involved in curriculum internationalization. Alpha's committee was created to write an International Education Plan, but no specifics were given as to what the Global Education Committee would be responsible for in the future. Chi's Global Education Committee appeared to be more focused on providing extracurricular opportunities for the institution versus professional development opportunities that assist faculty with curriculum internationalization. Beta's Global Education Committee was the most active of the three but is in the process of revamping its mission and focus. With the new International Education Department on the

horizon for Beta, it was felt that the current Global Education Committee would take an advisory role within the new department.

Services

Alpha, Beta, and Chi used the services subsystem, but only the presidents and vice presidents stated that this subsystem impacted curriculum internationalization. Chi's International Education Director also saw the services subsystem as being part of the overall mission of curriculum internationalization. The other interviewees did not see a great connection with the effort to internationalize the curriculum but did acknowledge that the services subsystem was helpful with the endeavor.

All the institutions used information technology personnel to place information on their websites or with videoconferencing. The library was seen by Beta as a helpful resource for faculty, and the library personnel continually updated their international collection in anticipation of faculty needs. Alpha has actually sent personnel in support services to an immersion program to facilitate the influx of Hispanic students, and Beta has an international student advisor to assist international students with acceptance to the institution as well as academic advising.

Chi's President will be using support services personnel for the issuance of student visas in the near future. Alpha uses the Business office personnel with the Fulbright Scholars and the student exchange program through the U.S. State Department. Alpha's president saw the business office as an integral part of

curriculum internationalization, and saw that the services subsystem was necessary to further international education at Alpha Community College. Alpha also employs a grant writer who has assisted the institution in garnering funds for international education. Chi uses the services subsystem the least of the three institutions, and the majority of interviewees saw no real connection between services and curriculum internationalization. Alpha and Beta use the services subsystem to a greater degree but did not see the connection with curriculum internationalization at all levels of administration.

Similarities

Similar attributes were observed in all three case studies but to varying degrees. The presidents of Alpha, Beta, and Chi were all very supportive of global education and felt strongly that curriculum internationalization was necessary for their students' educational process. All three presidents pointed to their institutions' general education outcomes that are specific to curriculum internationalization. These general education outcomes are created at the local level with faculty input, which is evidence that curriculum internationalization is a part of the dialogue among faculty. However, the level of assessment is much different at all three institutions, with Alpha using program reviews in both written and oral form to gauge success of curriculum internationalization.

Beta is hindered by the lack of leadership in its planning and research department, but all other upper level administrators saw the assessment of general education outcomes as a vital part of curriculum internationalization. All

items related to the curriculum internationalization general education outcome are forwarded to the Planning and Research Department for SACS documentation purposes as well as evaluation of progress. There was the expectation that the new administrator for Planning and Research would be reevaluating the assessment process and that changes would be occurring.

Chi had the least effective assessment of the curriculum internationalization general education outcome because specific courses were used to show implementation, which is not an integrated approach. Assessing courses that can easily add a global component such as humanities courses or using courses that are global in nature such as World Religions and World History courses does not assess curriculum internationalization in its totality.

Funding was an issue for all three institutions in two distinct ways. According to the interviews at Alpha, Beta, and Chi, funding was not readily available for curriculum internationalization. Because there is no budget code for global education at Alpha, Beta, or Chi, all funds needed for curriculum internationalization efforts were pulled out of the general funds. This poses a problem during tight budget years when money is short and multiple activities are pulling from the same budget code. However, all those interviewed believed that the Presidents had all been generous in the past with global education financial needs but recognized that this could easily change with changes in the economy. The lack of a designated budget code does indicate that global education is not the highest priority financially at the three institutions. The use of institutional

strategic plans for curriculum internationalization, evident at all three institutions, does mean that it is a priority even though there is no specific budget code. In essence, curriculum internationalization is a strategic priority for Alpha, Beta, and Chi, but separate funding is not part of the strategy for accomplishing this strategic priority. This indicates that curriculum internationalization is being viewed as a low cost priority that faculty can implement on their own without tremendous financial support. This lack of financial support hampers professional development opportunities that could assist faculty with curriculum internationalization.

The study abroad programs at Alpha, Beta, and Chi were the exceptions to the funding problem in that all three presidents support and provide funding for faculty to study abroad. All those interviewed felt that study abroad was very important for their institutions and that study abroad enhances curriculum internationalization in a tangible way. All faculty who participate in study abroad are expected to internationalize their courses upon their return and assist other faculty members with curriculum internationalization efforts. All three institutions provide a venue for the faculty member to present an overview of his or her study abroad experience, but other faculty members are not required to attend these presentations. Attendance on the part of faculty members is voluntary even though the presentation itself is mandatory. Funding is limited for study abroad at all three institutions, so there are not large numbers of faculty participating in any given year.

Services such as the library and technical support were all mentioned in the interviews but were not perceived as being a part of curriculum internationalization. The library was seen from a resource perspective as providing international books for faculty and students. Technical support was recognized as assisting with posting international education information on websites and setting up for videoconferencing but was not seen as an integral part of curriculum internationalization. However, even though faculty did not recognize the connection, all three presidents recognized that the services subsystem is a vital part of the curriculum internationalization process and that all the subsystems are engaged. Lower level administrators focused more on the immediate issues impacting curriculum internationalization while the presidents and a few upper level administrators recognized the overall impact of the various subsystems on the system as a whole.

The human resources subsystem was mentioned during the interview process and was also seen in the institutional documents at all three institutions. Different types of professional development activities were offered at Alpha, Beta, and Chi, but there was no organizational structure to effectively track the success of the human resources subsystem at the three institutions. The approach of all three institutions was haphazard, and very little attention was paid to the impact of professional development opportunities on curriculum internationalization. All those interviewed understood that this subsystem is crucial to the success of curriculum internationalization, but assessment of the

professional development opportunities was not directed at the effect on specific faculty and courses. The assessment procedure for human resources is directed more towards the institution as a whole, which limits the ability to understand the success or failure of various avenues of professional development for curriculum internationalization.

Extracurricular activities were noted at Alpha, Beta, and Chi but with varying levels of implementation. Alpha and Beta used the least amount of extracurricular activities to support curriculum implementation, with Chi having the largest amount of extracurricular activities. According to the interviews, extracurricular activities assisted with the recognition of cultural diversity and allowed faculty, staff, and students to participate in activities that are entertaining and informative without the formal structure of a classroom setting. Alpha and Beta appeared to see extracurricular activities as peripheral to curriculum internationalization while Chi pointed to extracurricular activities as much more integral to the process of curriculum internationalization by raising awareness of the need to incorporate a global component in courses (see Table 2).

Differences

The difference between the three case studies in regards to General Systems Theory was more of degree rather than lack of subsystem inclusion with curriculum internationalization. According to the presidents of Alpha, Beta, and Chi, the recognition that all the subsystems are necessary for the successful implementation of curriculum internationalization is evident. During the interview

process, both upper and lower level administrators mentioned the various subsystems but did not see a connection between the subsystems and the overall goal of curriculum internationalization. In other words, administrators were more focused on the individual attributes of the institution and curriculum internationalization rather than as a whole system working towards the goal of curriculum internationalization. This is not necessarily an issue if understood from the perspective of those working closely with a specific subsystem and who are not interested in or privy to what the other subsystems are doing in regards to curriculum internationalization. The important issue is that the presidents of all three institutions understand the connection and are supportive of all the subsystems in the process of curriculum internationalization.

Another difference that became apparent during the interview process was the external reasons behind the move towards curriculum internationalization. The two external forces that have driven Alpha Community College towards curriculum internationalization have been the local economic situation and the agenda the current President brought to Alpha. The discussion of outsourcing and the global economy has made the local community very receptive to Alpha's move to internationalize, particularly with the institution assisting in the recruitment of international companies into the region. The President's involvement with CCID and AACC also meant that internationalization was introduced to the institution with external organizational assistance ready to be implemented. Beta's external forces include the close proximity of four year

Table 2

Cross Case Analysis-Similar Attributes

Institution	Governance	Academic Programs	Extracurricular	Human Resources	Operations	Services
Alpha	Presidential Support/Gen Ed Outcomes	Faculty Study Abroad	International Night/International Student Club	Fulbright Scholars/Int Exchange Students	Strategic Plan/Lack of specific funding sources	Library/Tech Support
Beta	Presidential Support/Gen Ed Outcomes	Faculty Study Abroad	International Student Club	World View Seminars/Teaching	Strategic Plan/Lack of specific funding sources	Library/Tech Support
Chi	Presidential Support/Gen Ed Outcomes	Faculty Study Abroad	Global Scavenger Hunt/Cultural Presentations/International Student Club	World View Seminars/Staff Develop Days	Strategic Plan/Lack of specific funding sources	Library/Tech Support

institutions and the large number of international students choosing to attend Beta Community College prior to attending a university. These four year institutions are pushing curriculum internationalization, which means that Beta has to follow suit in order to make transfer students more competitive in the application process for the local universities. The large number of international students due to the large urban area where Beta is located has been a force for curriculum internationalization. Lower level administrators who also have teaching responsibilities at Beta consistently commented on the necessity of taking a global view in their courses due to the large number of international students present in their classrooms. Unlike Alpha and Beta, Chi's external force for curriculum internationalization was limited to the President's vision of an internationalized institution which includes curriculum internationalization. Even though there are a couple of international companies in the area, local economics was not mentioned by any of those interviewed as being an external force for curriculum internationalization. Overall, the external forces were different for each of the case studies based on location, with the exception of academic leadership (see Table 3).

Future Challenges

The future challenge that was mentioned by the President of Alpha was resources and how to obtain these resources given the current budget situation. Grants were viewed as the best avenue to obtain funding for curriculum internationalization, and Alpha is actively pursuing grants that are geared

Table 3

Cross Case Analysis-Contrasting Attributes

	Economics	Proximity to Four Year Institution	International Student Population
Alpha	Regional	No	No
Beta	No	Surrounded by several Four Year Institutions	Yes
Chi	No	No	No

towards international education. The President also viewed curriculum internationalization as a process and felt that the institution is moving forward, but total curriculum internationalization is not a reality at this point. This lack of total curriculum internationalization was not seen by the President in a negative light but was rather seen as steps towards a community college with an international focus which includes curriculum internationalization.

Beta's President saw the biggest challenge to curriculum internationalization as providing resources for faculty to internationalize their courses on an individual basis and to enhance their ability to modify their curriculum. The goal of a separate department for global education initiatives that will incorporate all aspects of global education is part of the challenge to provide a clearinghouse for information pertaining to global education at Beta, which encompasses curriculum internationalization. The President believed that the faculty will continue to move forward with curriculum internationalization, but they must be provided with adequate resources.

The President at Chi saw curriculum internationalization as a small piece of the overall goal of internationalization at the institution. In essence, the goal is broader than adding a global component to courses and reaches beyond the confines of the institution and into the local community with cultural presentations. There was no real challenge mentioned specifically, beyond the fact that faculty are driving the curriculum changes that apply to internationalization, and the pace in which curriculum internationalization occurs

is based on faculty interest. However, all faculty who participated in the study abroad program at Chi were expected to not only present information from their trips but also to use the knowledge they have gained to internationalize their specific courses. Ultimately, that means that the curriculum internationalization process is limited by faculty interest, by their ability to internationalize their courses, and by their willingness to share with colleagues, which are independent challenges.

Summary

The three case studies provide a cross section of different types of community colleges within the North Carolina Community College System, with all three being viewed as being successful with curriculum internationalization. Participants at all three sites indicated that curriculum internationalization is part of their overall global education plan and are viewed as being successful in this endeavor, using other North Carolina Community Colleges as the standard.

All three institutions are utilizing the various subsystems in various degrees to further curriculum internationalization even though not everyone interviewed saw the interaction between the subsystems as being significant. Only the Presidents and a few upper level administrators at the case study sites saw the interaction of the subsystems as being necessary to the goal of curriculum internationalization. This is not a negative but simply points to a lack of articulation of how all areas of the institution impact a shift within the curriculum. The differences within the case studies were the degree of

involvement by the various subsystems rather than an exclusion of a particular subsystem. In addition, the external forces that were identified by the participants of the study as having had an impact on the decision to internationalize the curriculum differed.

CHAPTER 8: CONCLUSIONS AND RECOMMENDATIONS

This chapter restates the research problem and methodology used in this study. As more community colleges strive to infuse the curriculum with a global component, it becomes necessary to investigate institutions that have moved forward with an international initiative. By examining three community colleges deemed successful in their move towards curriculum internationalization, the process towards curriculum internationalization becomes much clearer. A qualitative approach was utilized in order to better understand external forces; subsystem interaction; and alterations in policies, practices, and procedures at three community colleges in the North Carolina Community College System. This chapter also reports my conclusions which were derived from the individual case studies and the cross case analysis. The implications of this study and the recommendations for further research are presented.

Statement of the Problem

The purpose of this study was to investigate the process by which the curriculum is becoming internationalized at the community college level of American higher education. The desire to prepare students to be interculturally competent is driving this move towards curriculum internationalization and is motivated by two forces. The first force concerns the need to have national leaders who grasp the global interconnectedness of environmental issues and can effectively understand other cultures in order to work with their counterparts in other countries to end environmental degradation (Bralower et al., 2008;

Fernandez-Manzanal et al., 2007; Haigh, 2008; Mitrano, 2006). The second force deals with economic globalization and the needs of businesses and industry to hire interculturally competent workers in a highly competitive global market (Arrindel & Hochhauser, 2004; Bikson et al., 2003; Kirwan, 2004; Laughton & Ottewill, 2000; Treverton et al., 2003).

The case study design was utilized to gather and analyze data on individual cases and perform a cross case comparison of three community colleges in the North Carolina Community College System. The choice to study community colleges was precipitated by the lack of research on curriculum internationalization and community colleges. The original mission of community colleges was local workforce preparedness and, therefore, has been perceived as not being involved in the drive towards intercultural competency. However, local economies are now being impacted by the outsourcing of jobs and the establishment of international companies in the United States, which precipitates the need to allow students to gain an understanding of why jobs have been moved to other parts of the world as well as become interculturallly competent in order to work in an environment where management is from another culture (Cardwell, 2006; Dellow, 2007; Dellow & Romano, 2006).

Review of the Methodology

I utilized a case study analysis design using General Systems Theory as the lens with which to examine the process of curriculum internationalization at community colleges. The subsystems identified for the purposes of this study

were governance, academic programs, extracurricular, human resources, operations, and services. The identified subsystems are based on Knight's (2004) research on internationalization.

Conclusions

The findings of this study are based on individual cases and the cross analysis process and emerged as meta-themes and relative points. These themes and points include the external environment and its impact on the decision to implement curriculum internationalization; the subsystems interaction in the process of curriculum revisions; and the policies, practices, and procedures that were altered at all three institutions to adapt to curriculum internationalization.

External Forces

The external environment impacts the decision to implement curriculum internationalization. Stark and Lattuca (1997) organize influences that impact curriculum planning into three categories: external, organizational, and internal influences. Intercultural competency and the necessity to educate students to live and work in a global economy have become an external force on American higher education that now encompasses community colleges (Arrindel & Hochhauser, 2004; Bikson et al., 2003; Bralower et al., 2008; Fernandez-Manzanal et al., 2007; Haigh, 2008; Kirwan, 2004; Laughton & Ottewill, 2000). All three cases were impacted to varying degrees by external forces, but these external forces were not the same for all three.

Alpha

Alpha Community College was influenced by two external forces in the initial move towards curriculum internationalization. The economic condition of the region where Alpha is located was one external force that impacted the decision to begin the process of revising the curriculum to include global components. An economic downturn has created a situation where the economic leadership in the community is actively recruiting international companies to locate in the area. The relocation of these companies made it necessary for Alpha to assist in providing the students with the skills necessary for employment. Specifically, Alpha created worker training programs that address the needs of these international companies now located in their service area. Alpha is also trying to infuse a global understanding component so that graduates who are hired by international companies have an understanding that there are cultural differences and of how to maneuver in a multicultural environment (Arrindel & Hochhauser, 2004; Bikson et al., 2003; Kirwan, 2004; Laughton & Ottewill, 2000).

The current President of Alpha was also cited multiple times as an external force for curriculum internationalization due to the President's previous experiences with international education. Membership in CCID at other institutions meant that the President entered the institution with an awareness of internationalization and its importance to community colleges. However, awareness and implementation do not necessarily go hand in hand when it

comes to curriculum internationalization. The majority of those interviewed had not added a global component to their courses, nor were they aware of efforts beyond a few courses and a few study abroad trips. These types of external forces did not appear to have a direct impact on the faculty in the college transfer area, and, therefore, there has been little movement towards curriculum internationalization in the general education core courses.

Beta

Beta Community College was influenced externally by the admission standards required by neighboring four year institutions which focus partly on global competency. Moreover, the influx of international students into the community and the institution has created an environment conducive to curriculum internationalization. College transfer faculty were acutely aware of transferability and the need to have students prepared to enter four year institutions (Levin, 2001; Sjoquist, 1993). This awareness, coupled with the desire of four year institutions in the area to graduate students that have intercultural competencies, has driven curriculum internationalization at a much faster rate than at Alpha or Chi. Moreover, the sheer number of international students on Beta's campus has enabled faculty to tap into the cultural knowledge of these students and include relevant information concerning cultural differences and similarities in classroom discussions and assignments (Boggs & Irwin, 2007). The external forces at Beta appeared to be more relevant to faculty, and, therefore, Beta has moved much more rapidly towards curriculum

internationalization. Even those faculty at Beta that had not moved to include a global component in their courses were interested in doing so with appropriate professional development opportunities (Raby, 2007).

Chi

The only external force mentioned at Chi Community College was the arrival of the current President and the international education agenda that was implemented during the first few months of the President's arrival (Boggs & Irwin, 2007; Green, 2002). Although leadership is an important component of sufficient to move Chi forward at the same speed as Beta or even Alpha. The external factor of new leadership has simply not been adequate to encourage the faculty to embrace curriculum internationalization to a large degree. This is not to say that there has been no move towards curriculum internationalization, only that the move has been slow and limited to only a few classes.

While external forces did impact the decision to internationalize the curriculum at all three institutions, the type of external force appeared to be a factor in the engagement of the faculty in curriculum internationalization. The external forces at Beta clearly impacted the faculty in a much more concrete way, which is indicated by the fact that the faculty at Beta were more involved in the process of curriculum internationalization. Because the students at Beta were directly impacted by the necessity of global understanding and transferability to four year institutions as well as the numbers of international students on campus, the faculty were much more interested in curriculum internationalization and felt

compelled to revise their curriculum accordingly. Alpha and Chi were impacted by the external forces of new presidential leadership and, in the case of Alpha, an economic downturn in the local economy. These external forces did not appear to impact the college transfer faculty at Alpha and Chi to a large degree beyond awareness that the institution was moving towards curriculum internationalization. In essence, the faculty at Alpha and Chi were not as compelled to implement curriculum internationalization beyond what was necessary to fulfill the general education outcomes concerning global understanding. Faculty participation in the process of curriculum internationalization is integral to any move towards curriculum internationalization because, ultimately, faculty must revise their courses to encompass a global component (Green 2002; Mellow & Talmadge, 2005; Schuerholz-Lehr et al., 2007).

Subsystems

Similarly, each of the subsystems was engaged at all three sites in working towards the goal of curriculum internationalization. Scholderbek et al. (1990) discusses the issue of subsystems interaction when dealing with a problem that needs to be solved. This applies to the issue of curriculum internationalization and the processes necessary for implementation. All three Presidents at the case sites saw a connection between the subsystems and the process of curriculum internationalization. However, very few administrators interviewed understood the connection of the subsystems even though they all

mentioned the various subsystems as contributing to curriculum internationalization in a peripheral way. General Systems Theory does not rest on the understanding that all those involved in a system see the connections between subsystems but rather that the subsystems are interacting to move the organization forward. However, when institutional personnel understand General Systems Theory and that subsystems should operate in tandem, change happens more quickly and efficiently. Understanding the plan and processes for curriculum revision is an important component if an institution is committed to real change (Thacker, 2000). This is true of curriculum internationalization and the process of implementation. Institutional leadership should articulate General Systems Theory and how all the subsystems must work together in order to bring about curriculum change even when personnel do not see the immediate connections between curriculum internationalization and their own subsystem.

Alpha

Alpha appeared to be utilizing all the subsystems to pursue internationalization of the curriculum, but the lack of emphasis on faculty has created an environment that has not been conducive to the integration of global components in the general education core classes. It appeared that an institutional umbrella for internationalization was created prior to bringing faculty onboard with targeted professional development opportunities. I believe this occurred because of the external force of economics rather than an academic approach to curriculum revision. The economic realities of Alpha's service area

have dominated the internationalization efforts, which have placed the emphasis on workforce training for international companies that have located in the area. This puts the college transfer faculty in the backseat with regards to curriculum internationalization and professional development opportunities. This does not mean that there was no plan in place to further curriculum internationalization. In fact, Alpha has included a general education outcome specifically targeting curriculum internationalization which directly affects the college transfer faculty.

Beta

Beta also appeared to be utilizing all the subsystems to pursue curriculum internationalization. Moreover, like Alpha, the faculty subsystem appeared to be an area of weakness. Unlike Alpha, Beta did have a grassroots movement among faculty for curriculum internationalization, and all those interviewed were very supportive of the idea. However, a few departments noted the lack of professional development opportunities that could assist their areas with adding a global component to their courses. Overall, Beta was much farther along with curriculum internationalization, which, I believe, is directly related to faculty involvement in the process from the very beginning. Also, the external factors of transferability to four year institutions and the large number of international students directly affect college transfer faculty, so they have a vested interest in pursuing curriculum internationalization. Adequate resources and the lack of funding was perceived as a barrier to further curriculum internationalization by upper level administrators but was not perceived as an insurmountable obstacle.

Overall, Beta is utilizing all the subsystems and has been more successful with curriculum internationalization than Alpha, which, I believe, stems from the external forces of university transfer admissions and international students at Beta.

Chi

Chi was also utilizing all the subsystems but to a much lesser degree than Alpha and Beta. Like Alpha, the faculty subsystem has been the least utilized when examining curriculum internationalization efforts. Interestingly, Chi has placed more emphasis on professional development opportunities, but the effectiveness has not been great. Moreover, the goal of curriculum internationalization has not been articulated well among most of the college transfer faculty. I believe this is linked to the type of assessment Chi uses to gauge its general education outcomes. By using a matrix to show particular courses and which general education outcome is present in those courses, the necessity of completely infusing the entire general education core with global components is lost on the majority of college transfer faculty. Overall, Chi is the least successful of the three case studies with curriculum internationalization, which I believe is due to the fact that the President is the only external force and that faculty have been left out of the dialogue in regard to why curriculum internationalization is important to the institution.

The presidents at Alpha, Beta, and Chi were all aware of subsystems and the necessity of subsystem interaction to fulfill goals and objectives at their

institutions. Both Alpha and Beta were attempting to strengthen these interactions and recognize which subsystems are the weakest in terms of curriculum internationalization. Overall, Beta was farther along with subsystem interaction, which is apparent when discussing the topic of curriculum internationalization. Once again, this appeared to be related to the external forces at Beta, with these external forces directly impacting college transfer faculty, which in turn impacts curriculum revision in a tangible way. Chi had the weakest interaction between the subsystems, particularly within the faculty subsystem. I believe this is directly linked to the type of external force as well as the type of assessment utilized by the Chi. All three institutions were moving forward with curriculum internationalization, but the pace was not the same, which was reflected in the amount of interaction between the subsystems.

Policies, Practices, and Procedures

Finally the policies, practices, and procedures were altered at all the case sites to varying degrees in order to facilitate the process of curriculum internationalization. The majority of changes were similar but with varying degrees of success. A few of the changes in policies, practices, and procedures were limited to just one institution.

Alpha

Alpha has included curriculum internationalization in its strategic plan, which drives the direction of the institution by stating initiatives and benchmarks. These initiatives included creating international opportunities, increasing cultural

literacy, and creating a new International Education plan. Similarly, Alpha has incorporated a general education outcome on international competency. By incorporating curriculum internationalization in the general education outcomes, faculty have an accountability factor to follow when teaching the general education core and curriculum internationalization. However, depending on the assessment process utilized by various institutions, it is possible that not all courses will include a global component. Alpha's assessment was very specific to programs so that all programs must answer the question of how they are addressing the outcomes both in writing and in a public forum. This means that the general education outcome on cultural literacy must be addressed and that courses must show how they are assisting in creating a climate where cultural literacy is obtained. Alpha has also named an International Education Director, an organizational change that affects policies, practices, and procedures. A Global Education Committee has also been named, but it was unclear what role the committee would play in the future. However, this type of committee allows faculty to have a voice in the direction of internationalization at Alpha. The addition of a position and a committee dedicated to international education raises awareness of curriculum internationalization on campus and can facilitate professional development opportunities for faculty, which is important for any type of curriculum change (Raby, 2007). Organizational changes highlight a President's strategic emphasis, and this is important to the long range goals of an institution such as curriculum internationalization (Green, 2002).

Membership in external organizations was considered by those interviewed as an important piece of curriculum internationalization. These external organizations included CCID and AACC's International Education Committee. However, no one could specify exactly how these two organizations assisted with curriculum internationalization efforts beyond assisting with partnering with the U.S. State Department's student exchange program to facilitate the hosting of international students. This type of student exchange program brings international students on campus to work towards a degree as well as speak in various venues about their culture. Research indicates that utilizing international students is a productive way to assist the institution with a curriculum internationalization goal (Boggs & Irwin, 2007; Green, 2005). Similarly, the affiliation has assisted in Alpha hosting a Fulbright scholar.

Beta

Beta has also included curriculum internationalization as part of its strategic plan and has incorporated a general education outcome that addresses cultural literacy. This was very apparent in the interviews, with all participants mentioning the outcome and how it was implemented in various college transfer courses. Moreover, the transferability of students and the necessity of indicating to four year institutions that Beta was preparing students to have intercultural competence were mentioned several times. However, due to an interim situation with the leadership in planning and research, it was unclear how the general education outcomes would be assessed. To assist with the internationalization

process, Beta has chosen to create a new organizational department that will act as a central point of contact for all international activities and initiatives on campus. The current Global Education Committee's future was not clear, but there was indication that it would change into an advisory committee after the new department is created. This type of organizational addition is a clear indication that Beta is committed to the internationalization of the institution and the curriculum (Green, 2002; Raby, 2007). Beta has also joined the World View organization to help facilitate professional development activities suited to internationalizing the curriculum. It was clear from the interviews that professional development opportunities were welcomed and that World View has been helpful in the past, but there was no concrete evidence as to how the external organization had actually assisted with curriculum internationalization.

Chi

Like Alpha and Beta, Chi has also included curriculum internationalization in its strategic plan as well as included a general education outcome that addresses curriculum internationalization. However, the type of assessment utilized by Chi was not as conducive to full implementation because the institution gauges success if a few courses contain a global component versus the more encompassing measure of determining how the cultural literacy general education outcome is evident across the curriculum. The addition of an International Education Director has increased awareness of curriculum internationalization at Chi, but once again, the real impact was faculty inclusion in

the process and how assessment was handled. Chi does have a Global Education Committee, but the responsibilities of the committee are very broad, and little was being done concerning curriculum internationalization. This large focus appears to have hampered efforts to concentrate on curriculum internationalization in the general education core. The association with World View was perceived by those interviewed to be a large part of their global education plan and, specifically, Chi's intent to continue the process of curriculum internationalization. In fact, a significant portion of the faculty and administration had attended World View conferences for professional development opportunities. This is striking given the fact that Chi is behind both Alpha and Beta with curriculum internationalization efforts. As I have stated earlier, I believe this is indicative of assessment measures that allow the majority of faculty to disregard general education outcomes that do not appear to fit in their academic fields as well as the lack of external forces besides the arrival of a new President.

Overall, Chi was moving forward with curriculum internationalization, but the pace was much slower than Alpha and Beta. All three have made significant changes in policies, practices, and procedures, but the impact of the changes varies between the institutions. Beta appeared to have more momentum with its changes, which I believe stems from the external forces at Beta as well as the significant inclusion of faculty at the grassroots level of the curriculum revisions. Alpha appeared to be preparing for a surge forward with the inclusion of curriculum internationalization in the strategic plan and the general education

outcomes. Similarly, the organizational changes that were occurring with the International Education Director and the development of a Global Education Committee at Alpha were perceived as positive moves towards curriculum internationalization. Chi's changes, even though similar to Alpha and Beta, have not been as focused on the curriculum internationalization, and, therefore, Chi was not as far along with their efforts to include global components in the general education core.

Implications for Practice and Policy

Understanding the process of curriculum internationalization is becoming more important as community colleges attempt to add global components in their general education core. Several implications for practice and policy concerning curriculum internationalization and community colleges emerged from the conclusions of this study. These implications were derived from the individual cases as well as the cross case analysis and are presented in the following section.

All subsystems are necessary components in the process of curriculum internationalization as evidenced by this study. Curriculum revision requires that all the subsystems interact to effectively bring about the organizational change necessary to sustain curriculum internationalization. Investigating how the various subsystems impact the process is an important component of curriculum internationalization, and creating a comprehensive plan tailored for an institution is recommended. Having all the subsystems involved in the process allows the

revision to move forward in a more effective manner and harnesses the resources of an institution, thereby enabling the process to become an institutional reality.

All three institutions in this study had a designated contact person or group to direct global education initiatives. Alpha and Chi created the position of International Education Director, and Beta used a Global Education Committee in order to have a point of contact for all the subsystems at their respective institutions. This allowed for a centralized approach to curriculum internationalization. Although the three sites were at different levels of curriculum internationalization, the organizations had implemented a process by which to drive the initiative. The flow of information is critical for any type of curriculum initiative to be maintained, and a person or committee designated for the task is essential for continued success. Community colleges that are considering pursuing curriculum internationalization should consider what position or entity will be responsible for the initiative in order to allow all of the subsystems to be engaged in the process.

Although all three institutions engaged the subsystems to work towards curriculum internationalization, the extracurricular subsystem was utilized in a more prominent way by Chi, which had the least effective curriculum internationalization process. A recommendation for engaging the extracurricular subsystem is to use it as a peripheral component that allows for the expression of cultural diversity rather than as a means to accomplish faculty buy-in for

curriculum internationalization. Using the extracurricular subsystem as a vehicle for curriculum change gives the impression of a “dog and pony show” rather than a substantive move towards curriculum internationalization. However, using the extracurricular subsystem for student engagement and the inclusion of ethnic groups in the community can be a valuable reinforcement tool for curriculum internationalization at all levels of progression.

Moreover, assessment plans should be an active component of curriculum internationalization in order to ascertain the strengths, weaknesses, opportunities, and threats of the current strategies for curriculum internationalization. Not having an adequate assessment plan hinders progress and could actually lead to the funding of strategies that are not appropriate or effective in terms of curriculum revision. The assessment plan should include the curriculum internationalization plan as well as how to assess the impact on student learning. Although the general education outcomes were assessed at all three institutions, there was no assessment plan to gauge the success of their curriculum internationalization strategies. Having an assessment plan in place would allow institutions to evaluate what strategies are effective and what strategies are not in terms of curriculum internationalization.

A top down approach to curriculum internationalization without the inclusion of faculty at the grassroots level is problematic given that faculty ultimately are the ones who revise the curriculum at the course level. This study concluded that beginning the process without the support of faculty hinders the

ability of an institution to fully implement curriculum revision due to the lack of understanding and support for curriculum internationalization. It is recommended that an institutional plan to internationalize the curriculum should include the faculty at all stages of development. This will allow faculty to drive the type of professional development opportunities they require in order to successfully internationalize the curriculum.

Implications for Theory and Research

Implications for theory and research are derived from the findings and conclusions of this study. Further research is necessary to expand the literature on curriculum internationalization and community colleges in order to provide valuable information to institutions considering how to implement curriculum revision that pertains specifically to international education. These recommendations are based on issues that emerged from the study and are not discussed in the current literature on curriculum internationalization. The recommendations are as follows and are not placed in order of importance.

This study concluded that assessment tools are a vital yet underutilized avenue for evaluating curriculum internationalization success. Research on assessment tools should be undertaken to determine what type is the most effective in determining success in curriculum internationalization. Assessment should include not only the implementation of curriculum internationalization but also the impact on students in terms of cultural competency. Several studies discuss what students should understand in order to be considered interculturally

competent, but how to assess intercultural competence is not addressed (Bennett & Salonen, 2007; Deardorff, 2006; Farnsworth, 2001; Greenholtz, 2000). It is important to assess any curriculum revision, and deciding upon the proper assessment tool is paramount in determining if an institution's curriculum internationalization process actually impacts student learning outcomes.

This study extends the literature on external forces and their impact on organizational change. The evidence suggests that the type of external force impacts faculty interest and support for curriculum internationalization. This is much more specific than the current literature on external forces and curriculum internationalization suggests. Current research indicates that economic globalization and the need for interculturally competent leaders are the leading external forces, but very specific external forces were identified in the study (Bralower et al., 2008; Fernandez-Manzanal et al., 2007; Haigh, 2008; Mitrano, 2006). A larger research study should be conducted on the various types of external forces that resonate with faculty. This information will be helpful to administrators striving to articulate to faculty why curriculum internationalization should occur at their specific institution and within their specific academic discipline.

In the same way, this study reinforces the positive manner in which external organizations can impact curriculum change (Green, 2002; Raby, 2007; Schuerholz-Lehr et al., 2007). However, more research should be conducted on external organizations in order to ascertain what types are best suited to assist in

the curriculum internationalization process. The case studies involved in this study all were connected to one or more external organizations but their affiliation was based on convenience or previous organizational relationships and not research. Future studies may yield pertinent information as to what type of external organizations specifically impact curriculum internationalization.

Moreover, a larger study looking at funding sources will yield important information on sources of funding as well as what types of funding are more efficient with international education. This study concluded that funding is a major issue as evidenced by all three Presidents expressing concern over funding curriculum internationalization with the limited resources that community colleges face, particularly during times of economic uncertainty. The literature does not address what types of funding yield the greatest benefit, yet this information is vital in determining what funding approach should be taken (Hatton, 1995). For example, grants are not permanent types of funding, whereas organizational funding is more secure over an extended period of time. However, lack of research on funding sources creates a situation where institutions must guess what types of funding yield the greatest impact on curriculum internationalization. Research on the financial aspects of pursuing curriculum internationalization would enable community college presidents to make informed decisions regarding funding.

Finally, research should be conducted on the human resources subsystem in order to determine what type of professional development is the most

appropriate and effective in regards to curriculum internationalization. This study concluded that the lack of appropriate professional development opportunities within the human resources subsystem was creating a barrier to the process of curriculum internationalization. It appears to be difficult for certain academic disciplines to include a global component without assistance from professional development opportunities (Schuerholz-Lehr et al., 2007). Research on effective professional development opportunities will allow administrators to make educated choices on the most appropriate types to incorporate in their global education plan.

Summary

The research problem was restated in this chapter and the methodology summarized. Also included were the conclusions, practice and theory implications, and recommended research topics. The conclusions of this study are (a) the external environment impacts the decision to implement curriculum internationalization; (b) each of the subsystems was engaged at all three sites in working towards the goal of curriculum internationalization; and (c) the policies, practices, and procedures were altered at all the case sites to varying degrees in order to facilitate the process of curriculum internationalization.

The practice and policy implications emerged from the findings and conclusions. The implications are that (a) all the subsystems are necessary components in the process of curriculum internationalization, (b) a position or organizational entity should be identified as the point of contact for curriculum

internationalization efforts, (c) the extracurricular subsystem should be used for student and community engagement rather than as a vehicle to gain faculty support, (d) an assessment plan should be included in the curriculum internationalization process in order to evaluate strategies, and (e) the faculty should be included in the process of curriculum internationalization from the beginning.

The implications for theory and research emerged from the conclusions and implications. These recommendations include research on (a) assessment tools and the type most effective in determining success in curriculum internationalization, (b) the type of external forces that impact faculty the most, (c) types of external organizations that are best suited to assist with curriculum internationalization, (d) funding sources and the impact of grant funding versus institutional funding sources, and (e) what types of professional development opportunities are the most effective in assisting faculty with internationalizing the curriculum.

In conclusion, General Systems Theory can be utilized as a framework by which to examine the process of curriculum internationalization in a higher education institution. General Systems Theory allows for all subsystems to be examined separately, and it also allows examination of the interaction between subsystems in regard to curriculum internationalization. This effectively engages the entire institution and guides it towards the ultimate goal of curriculum revision within the general education core. Viewing the process through the lens of

General Systems Theory gives administrators, faculty, and staff the necessary information to pursue curriculum internationalization in a manner that brings curriculum revision, with all its components, together in a comprehensive way and allows for informed decision making during the process of curriculum internationalization.

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APPENDIX: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



University and Medical Center Institutional Review Board
East Carolina University • Brody School of Medicine
600 Moya Boulevard • Old Health Sciences Library, Room 1L-09 • Greenville, NC 27834
Office 252-744-2914 • Fax 252-744-2284 • www.ecu.edu/irb
Chair and Director of Biomedical IRB: L. Wiley Nifong, MD
Chair and Director of Behavioral and Social Science IRB: Susan L. McCammon, PhD

TO: Tracey Ivey, 103 Adler Ln., Goldsboro, NC 27530
FROM: UMCIRB *WIK*
DATE: May 20, 2009
RE: Expedited Category Research Study
TITLE: "Curriculum Internationalization and the Community College"

UMCIRB #09-0450

This research study has undergone review and approval using expedited review on 5.19.09. This research study is eligible for review under an expedited category because it is on collection of data from voice, video, digital, or image recordings made for research purposes. It is also a research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

The Chairperson (or designee) deemed this unfunded study no more than minimal risk requiring a continuing review in 12 months. Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The investigator must adhere to all reporting requirements for this study.

The above referenced research study has been given approval for the period of 5.19.09 to 5.18.10. The approval includes the following items:

- Internal Processing Form
- Letters of Support
- Informed Consent
- Interview Guide
- Research Methodology

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

The UMCIRB applies 45 CFR 46, Subparts A-D, to all research reviewed by the UMCIRB regardless of the funding source. 21 CFR 50 and 21 CFR 56 are applied to all research studies under the Food and Drug Administration regulation. The UMCIRB follows applicable International Conference on Harmonisation Good Clinical Practice guidelines.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418
IRB00004973 East Carolina U IRB #4 (Behavioral/SS Summer) IORG0000418
Version 3-5-07

UMCIRB #09-0450
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