

Plan of Operation

The proposed project entitled *Global Experience Through Technology for Community College Students* addresses the need to prepare El Camino College (ECC) students for entering the global labor market of the 21st century by providing them with substantial and meaningful international experiences without travel.

To achieve this goal, the project will accomplish the following specific objectives:

1. Internationalize ECC courses in various disciplines using the Global Experience Through Technology (GETT) model by:
 - a. Developing a World Cultures course to be offered every semester using the GETT model.
 - b. Expanding the use of GETT model to other disciplines, such as sociology, anthropology, political science, world history, business, etc. By the end of the grant period, at least 15 course sections will be internationalized using the GETT model.
2. Enhance and expand foreign language programs by:
 - a. Developing a model for using GETT as part of foreign language classes to provide students with opportunities to improve their language proficiency and knowledge of the target culture(s) by structured interactions with native speakers of the target language.
 - b. Developing at least three learning communities consisting of a language course linked to a content course in a specific discipline (e.g. conversational Spanish designated for future teachers linked with Education 101, or Japanese linked to International Business), which also incorporate the GETT model to interact with students enrolled in a similar content course at a foreign university.
3. Develop curricula for additional courses related to specific area studies, e.g. a course on Chinese cultures and a series of courses on Islamic issues.

Overview of the GETT Pilot and Model

The Global Experience Through Technology (G.E.T.T.) project aims at creating a learning environment that allows large numbers of students to become internationally educated without having to physically leave the campus. GETT can be considered a form of "Internationalization at Home" (IaH). The essence of the GETT model we are proposing is as follows: An existing ECC course becomes internationalized by incorporating regular interactions with at least one and ideally two or three foreign classrooms at partner universities. The interactions are in the forms of lectures by the foreign faculty, group discussions with students in the linked foreign classroom, paired discussions with a student's counterpart in the foreign classroom and joint assignments for small groups or pairs of students in all participating classes. All this is taking place via a live web-based video connection as well as chat and e-mail contact. This project is an adaptation of the *International World Cultures Project*, a model of international and intercultural education developed by East Carolina University (ECU) whose faculty Dr. Rosina C. Chia and Dr. Elmer Poe have been successfully implementing it for a few years.

This semester, El Camino College is pilot-testing the GETT model with the following three partners: (1) Dnipropetrovsk National University, Ukraine ; (2) Dipartimento di Scienze Sociali, Università di Modena e Reggio Emilia, Italy and (3) the Lebanese University in Beirut, Lebanon .

Two ECC faculty (Dr.Shadish and Dr.Nachef) were trained at ECU in June 2004, and then visited the three international partners in the summer to set up the technical aspects of the connection and discuss the class content (topics to be covered, lectures, assignments, etc) as well as the logistics and specific dates and times for each partner's rotation.

Since there is currently no existing ECC course that could be used for the project, Drs. Nachef and Shadish

created an informal class, tentatively called "Academy for International Understanding," and recruited 15 ECC students to participate in it on a voluntary basis. The 16-week long class includes two weeks of prep work when students are introduced to the technology-mediated environment – working with web-based video, chats, etc. –as well as the format of the class. Then, there are three four-week rotations with the three partner universities: (1) ECC with DNU (Ukraine) and Reggio with Beirut; (2) ECC with Reggio and DNU with Beirut; (3) ECC with Beirut and DNU with Reggio. The final two weeks give students a chance to reflect on their experiences and the cultural understanding they gained, and do additional research for their final assignments.

The class is co-taught by ECC faculty and faculty from each of the three partner universities. In a typical class session, an instructor begins the class with a lecture on a pre-determined topic from the course curriculum. After the lecture, the students divide into two groups. Half of the students connect with their individual partners via personal computers to continue their discussions or work on assignments together. The remaining students have a small group discussion via the video on the topic presented by the instructor with corresponding small group in the foreign classroom. Then, the groups switch, and both groups combine for a final discussion at the conclusion of each class. The instructors monitor all activities, facilitate universal representation and participation, and ensure that students stay on target. The professors assign grades according to their own school's standards. At the end of the course, each student writes an individual paper in response to the entire course. Each student is enrolled in his or her home university, pays the tuition of that university, and receives whatever credit the university deems appropriate.

This model is highly replicable as it uses regular internet and readily available hardware most colleges already have. Specific requirements include a laptop or other computer with internet connection at 256K bandwidth, a multi-media projector, a \$500 videoconferencing unit. The total cost for the basic set-up

should be less than \$3000. Computers are also needed in the classroom for students to do individual and small group chats. The course requires a technician at the American host school in addition to the instructor. The international school only requires one trained instructor who coordinates the class, presents a portion of the lectures, and handles the minimal technical arrangements. The major technical connection for all four schools is maintained by the American partner.

The evaluations and student responses so far have been overwhelmingly enthusiastic, both at ECC and at partner universities. In fact, at the conclusion of every joint class, students do not want to end the discussion when the class time is over. Oftentimes, the discussion continues beyond the scheduled class time until the connection has to be terminated. Personal relationships have developed among students who now not only exchange emails, but also pictures and even gift packages.

This model not only educationally benefits students in all participating institutions, but also offers much in the way of public diplomacy.

- It allows for interactive, personal relationship building without travel.
- A group of up to 40 students per class can have an international experience for less than the cost of one traditional exchange experience.
- It is mutually beneficial to all four countries and multi-faceted. The diversity of the four countries avoids polarization.
- The course offers an international experience to populations that would not typically be able to obtain this experience.
- Once the course has been established, it can be self-sustained with little financial support.
- It is locally appropriate to the respective university. The course can be adapted to fit any criteria or cultural standards.

- Students gain a better understanding of their own culture through contact with others.
- The academic element provides structure to the developing pen-pal relationships.
- It brings Internet connection to remote schools. If the Internet capabilities are established for this class, they can be accessed for other purposes when the class is not in session.
- The ongoing relationships and bi-weekly contact generates discussion among the student's friends and family, thus reaching a broader audience through an inside and trusted source.
- Students who later do travel, work in foreign countries, or with international audiences will be better prepared as they develop a greater tolerance for other cultures.
- Colleges and universities may use the connection to develop other shared projects: distance learning classes on topics not readily available at the home university, recruitment of foreign students, or to aid research.

Implementation Strategies for Each Objective

Objective One:

Internationalize ECC courses in various disciplines using the Global Experience Through Technology (GETT) model by:

- a. Developing and articulating a World Cultures course to be offered every semester using the GETT model.*
- b. Expanding the use of GETT model to other disciplines, such as sociology, anthropology, political science, world history, business, etc. By the end of the grant period, at least 10 course sections will be internationalized using the GETT model.*

Coordinators: Dr. Elizabeth Shadish and Dr. Joanna Nacheff

Year One

During the fall semester 2005, The World Cultures course will be submitted to the Curriculum Committee.

This course is intended to fulfill the general education requirement and be transferable to four-year

institutions. Arrangements will be finalized with additional partner universities abroad interested in implementing the GETT model in several disciplines which are now being recruited. Partnerships are currently being explored with three universities in Mexico (ETAC, Guadalajara and Oaxaca), two universities in Turkey (Bogazici and Orta Dogu Teknik University), a university in China (Qingdao Tech University), a university in Poland (University of Silesia), university in Puerto Rico and a few others. By Fall 2005, we anticipate to have at least 3-4 additional partnerships in place. Drs. Shadish and Nachev will start to develop training for GETT. Two ECC faculty will be trained in summer 2005 and two additional courses (sections) will be scheduled to use the GETT model in the fall.

Workshops on internationalizing the curriculum will be presented during International Education Week. They will include GETT demonstrations for faculty as well as presentations about the International Negotiation Modules project and other ways of internationalizing the curricula. The concept of *Global Virtual Faculty* will be presented. Project Director and participating faculty will recruit foreign faculty from partner universities who are willing to be guest lecturers in other ECC classes. Guest lectures can be delivered via video to on campus classes or be posted on the web for both online and on-campus classes. Students can ask questions and interact with the *Global Virtual Faculty* using email and chat.

Another GETT training session will be conducted during the winter intersession. Five more faculty will be trained. Three additional course sections will incorporate the GETT model of internationalizing during spring 2006 under the guidance of Drs. Shadish and Nachev. Courses in political science, history and Spanish cultures will be targeted

Year Two

An intensive 5-day GETT training for interested ECC faculty will be conducted during summer 2006 and winter 2007. Drs. Shadish and Nachev together with the assigned technician will conduct the training. Other

faculty who used the GETT model in their classes will be invited to provide their perspectives. The training will include a demonstration class with a foreign partner. At least five to ten additional faculty will be trained at each session. Dr. Shadish will help faculty interested in fall implementation to make arrangements with international partners, schedule connection testing and secure appropriate classrooms as well as lab technician for their classes.

During the fall semester 2006, at least three faculty trained in the summer will internationalize their courses using the GETT model. Two sections of the World Cultures course will be offered. Each will include working with a minimum of one and maximum of three international partners.

During the spring semester of 2007, five courses will use the GETT model to provide international experiences to students. Drs. Shadish and Nachev will continue to work with all the faculty involved in GETT assisting them in the technical aspects and logistics of their international connections. A GETT faculty support group and an internal GETT listserv will be used for ongoing discussions on issues that arise and for making improvements to the model. Based on all this input, GETT training will be modified. Another 5-day training session will be conducted in the summer of 2007. This time, it will be open to faculty from other community colleges in the southern California region.

Objective Two:

Enhance and expand foreign language programs by:

- c. Developing a model for using GETT as part of foreign language classes to provide students with opportunities to improve their language proficiency and knowledge of the target culture(s) by structured interactions with native speakers of the target language.*
- d. Developing at least three learning communities consisting of a language course linked to a content course in a specific discipline (e.g. conversational Spanish designated for future teachers linked*

with Education 10, or Japanese linked to International Business), which would also incorporate the GETT model to interact with students enrolled in a similar content course at a foreign university.

Coordinator: Dr. Mercedes A. Thompson, Professor of Spanish

Year One

During the fall semester 2005, Dr. Thompson and Dr. Alicia Class (Spanish) will work with the Director of the Teacher Education Program (TEP), Janet Young and other TEP faculty to develop a section of the Conversational Spanish class for future teachers. The section will be scheduled for the Spring Semester 2006. Dr. Thompson and Dr. Class will be trained in the GETT model by Dr. Shadish and Dr. Nacheff. Arrangements will be made with two or more partners in Latin America and Spain to set up joint activities for Spanish 3 (Intermediate Spanish) and Conversational Spanish in the spring semester. . During the Spring Semester 2006, Dr. Nacheff will work with Dr. Thompson to implement a pilot of the GETT model in Spanish 3. Other foreign language faculty will be invited to observe the pilot, and to participate as guest lecturers and in discussions. Their input together with student evaluations and Dr. Thompson's observations will be used to evaluate the potential of this model for foreign language classes.

A new learning community will be created, which will link a section of Conversational Spanish with Education 101. This learning community will be designated for students in the Teacher Education Program and will include a link with a Teacher Education Program at one of the universities in Mexico and possibly in another Spanish-speaking country. At the end of the semester, an in-depth evaluation of the pilot implementation will be conducted via students and faculty surveys at all partner sites and by comparing the learning gains of students in GETT sections with other sections of the same courses taught by the same faculty. Recommendations will be made for modifications of the model for the fall semester.

During the summer 2006, at least two more foreign language teachers will be trained in using the GETT model. Arrangements will be made with international partners for the fall semester.

Year Two

During fall 2006, Dr. Factor will incorporate the GETT model into her Spanish cultures course, which is taught in English. The class will include interactions with university classes in at least two Spanish-speaking countries. Two foreign language classes will use the modified GETT approach and continue the evaluation of this model for foreign language learning.

A new learning community will be developed to link up to three international business courses (International Business, International Marketing and Exporting Basics) with a foreign language course (either Spanish or Chinese or Japanese to be determined by students survey) and a link with international business classes in two or three other countries. The linked courses will be offered as a pilot in the spring semester 2007.

During the spring semester 2007, using the GETT model for foreign languages will be evaluated and specific recommendations will be formulated. Based on the recommendations, training and materials will be developed for foreign language faculty interested in using GETT in their language courses.

The International Business/foreign language/GETT linked courses will be pilot tested and evaluated.

Another learning community will be developed to link a nursing course with conversational Spanish and a corresponding nursing course at ETAC University in Mexico. This link will be scheduled for fall 2007.

Objective Three:

Develop curricula for additional courses related to specific area studies, e.g. a course on Chinese cultures and a series of courses on Islamic cultures.

Coordinator: Dr. Gloria Miranda, Dean of Behavioral and Social Sciences

Year One

During the fall semester 2005, an application for a Fulbright Scholar-in-Residence will be submitted to host a scholar from the Middle East who would assist the ECC faculty in developing curricula for courses focused on the Middle East.

During spring semester 2006, a new course on Chinese cultures will be developed and submitted to the curriculum committee. Once approved and offered, the class will be linked to an American culture class at Qingdao Tech University.

A team consisting of faculty representing the following disciplines: anthropology, economics, history, philosophy, political science, and sociology will participate in a seminar on the Middle East, which will be conducted by faculty from the University of Lebanon via web-based video. (ECC faculty will receive flex credit for participating in the seminar)

Year Two

During the fall semester 2006, the faculty team will work on developing new curricula or course components focusing on the Middle East (If the Scholar-in Residence request is funded -with the aid and participation of the visiting scholar.)

During the spring semester of 2007, curricula for new courses will be finalized and submitted to the curriculum committee. When the first course on Middle Eastern issues is offered at ECC, it will include lectures and activities conducted jointly with a similar class at the Lebanese University in Beirut.

Semester	Objective	ACTIVITIES	PERSON RESPONSIBLE
Fall 2005	One	a.The World Cultures course outline is submitted to the Curriculum Committee. b.Additional partner institutions abroad interested in implementing the GETT model in various disciplines are recruited. We anticipate to have at least 3-4 additional partnerships in place. Two faculty will be trained in summer 2005 and two additional courses (sections) will be scheduled to use the GETT model: Child Development and Sociology. c.Workshops on internationalizing the curriculum are presented during International Education Week. They will include GETT demonstrations for faculty as well as presentations about the International Negotiation Modules project, <i>Global Virtual Faculty</i> , and other ways of internationalizing the curricula.	Elizabeth Shadish Joanna Nacheff Bozena Morton
	Two	Section of Conversational Spanish for future teachers is developed.	Mercedes Thompson
	Three	An application for a Fulbright Scholar-in-Residence is submitted to host a scholar from the Middle East who would assist the ECC faculty in developing curricula for courses focusing on the Middle East. Faculty team is formed.	Bozena Morton Gloria Miranda
Winter 2006	1,2	GETT Training Testing connections for new partners	E.Shadish, J.Nacheff
Spring 2006	One	a.Three additional course sections incorporate the GETT model of internationalizing: political science, history and economy or anthropology. b.A series of real time videoconferencing discussions is incorporated into the study abroad orientation.	Joanna Nacheff Elizabeth Shadish
	Two	a. A pilot implementation of the GETT model in Spanish 3 . b. A new learning community is created, which will link a section of Conversational Spanish with Education 101 + link with a Teacher Education Program at one of the universities in Mexico.	Mercedes Thompson Elizabeth Shadish
	Three	a.A new course on Chinese cultures is developed and submitted to the curriculum committee. b. A seminar for the ECC faculty team interested in developing curricula on the Middle East is conducted with faculty from University of Lebanon via web-based video.	Gloria Miranda
Summer 2006	1,2	GETT training Testing partner connections	Elizabeth Shadish Mercedes Thompson

Semester	Objective	ACTIVITIES	PERSON RESPONSIBLE
Fall 2006	One	a.At least three more courses are internationalized with the GETT model. b.Two sections of the World Cultures course are offered. Each will include working with up to three international partners.	Elizabeth Shadish Joanna Nacheff
	Two	a.Two foreign language classes use the modified GETT approach and continue the evaluation of this model for foreign language learning. b.A new learning community links up to three international business courses with a foreign language and with foreign international business classes.	Mercedes Thompson Elizabeth Shadish
	Three	Curricula are developed for new courses and course components focusing on the Middle East (If the Scholar-in Residence request is funded -with the aid and participation of the visiting scholar.)	Gloria Miranda
Winter 2007	1, 2	GETT training Testing connections for new partners Scheduling facilities and tech support	E.Shadish, J.Nacheff M.Thompson
Spring 2007	One	Five courses use the GETT to provide international experiences to students.	Joanna Nacheff Elizabeth Shadish
	Two	a.Using the GETT model for foreign languages is evaluated and specific recommendations are formulated. b.A learning community linking a nursing course with conversational Spanish and a corresponding nursing course at ETAC University in Mexico City is planned.	Mercedes Thompson Elizabeth Shadish
	Three	Curricula for additional courses on the Middle East are developed and submitted to the curriculum committee.	Gloria Miranda
Summer 2007	1,2	GETT training, including specific unit for foreign language teachers Testing partner connections Scheduling facilities and tech support for classes using GETT	E.Shadish, J.Nacheff M.Thompson

Project Management

El Camino College has many years of successful experience implementing and managing substantial federal and state grants including Title III, Title V, Title VIB, NSF and others. El Camino College is confident that using the same management procedures will result in successful completion of the project objectives, on time and within budget. The proposed project will have a management structure and relationship to the sponsoring institution, El Camino College, patterned after the successful grant programs mentioned above.

The overall project management will be the responsibility of Bozena Morton, Director of the Center for International Education (CIE). She will devote 40% of her time to managing the project. Project Director will work closely with Objective 1-3 Coordinators and other staff to implement the project, and will report results in monthly meetings with Dr. Caldwell, Vice President of Student and Community Advancement as well as monthly written progress reports to Dr. Caldwell and the CIE Advisory Committee. All project staff members will report to the Project Director, who will be responsible for the overall supervision of the program, monitoring the program's progress toward the grant-stated goals and objectives, as well as coordinating the program's activities with the team consisting of Drs. Miranda, Nachev, Shadish and Thompson. The Project Director will have on-line real-time access to project financial information including program expenditures, funds encumbered, and funds available for the remainder of the budget period. The Project Director will have the authority to initiate all program purchase requests; however, El Camino College will retain final approval of all expenditures. Funds received by the College under each grant program are treated as separate, restricted funds. The federal fiscal regulations will be fully satisfied. Fiscal reports will be accurate and timely.

Additionally, there will be faculty coordinators responsible for accomplishing each of the three objectives of the project. These faculty members will be released from some of their course load during fall and spring

semesters and will be paid a stipend for their work during summer and winter sessions.

Roles and Responsibilities of Faculty Coordinators

Dr. Joanna Nacheff, Professor of Music and Dr. Elizabeth Shadish, Professor of Philosophy will alternate coordinating the GETT implementation (Objective 1). Dr. Nacheff will serve as the main coordinator during the spring semester, and Dr. Shadish during the fall semester. They will both conduct GETT training and preparatory activities during the summer and winter sessions. Each of them will receive 40% release time during the semester they will serve as coordinators. They will (1) teach the targeted World Cultures course, (2) develop training for faculty interested in implementing GETT in various formats (one partner, multiple partners, Global Virtual Faculty, etc) (3) conduct training during winter and summer semesters, (4) provide assistance to faculty during their first GETT implementation (help with set up, resolving technical issues, partner issues, etc) 5) assist with project evaluation and dissemination, and (6) recruit ECC and global faculty participants.

Dr. Mercedes A. Thompson, Professor of Spanish will receive 33% release time to coordinate the activities for Objective 2. She will (1) implement GETT in her Spanish 3 class and draft the manual for using GETT in foreign language classes; (2) recruit foreign language faculty and assist them in incorporating GETT into their classes; (3) identify content faculty and foreign language faculty interested in linked courses; (4) coordinate the development and scheduling of linked courses; (5) coordinated the development of GETT foreign language manual and recommendations; (6) assist with project evaluation and dissemination.

Dr. Gloria Miranda, Dean of Behavioral and Social Sciences will devote 10% of her FTE to coordinate the activities of Objective 3. She will (1) organize a group of interdisciplinary faculty to work on curricula; (2) provide necessary support to the faculty; (3) coordinate the submission of the developed curricula to the college Curriculum Committee; (4) assist in project evaluation and dissemination.

Plan to provide equal access and treatment for members of racial and ethnic minorities, women, handicapped persons and the elderly

El Camino College as an institution has taken many steps to increase access to higher education for all constituencies in the community. As a result, student demographics resemble demographics of the community we serve. To assure that this program achieves similar equity in access and participation, the following steps will be taken:

1. Diverse faculty will continue to plan and implement program activities and encourage other faculty and staff to participate.
2. All programs, classes and activities will be widely marketed and information will be sent to programs that serve diverse students, such as the Puente Project, Project Success, the Honors Programs, Veterans Upward Bound, Disabled student Programs and Services, etc.
3. Project faculty will attend meetings of student organizations to encourage diverse students to participate in GETT sections, interact with *Global Virtual Faculty*, enroll in targeted learning communities and newly developed courses.
4. Sections of conversational Spanish for future teacher and for nurses will be developed. As a result, more Hispanic students may be attracted into language programs.
5. Any materials and web applications developed as part of this project will follow guidelines for full inclusion.
6. Technology-mediate environment of GETT sections will better serve students with diverse learning styles and educational backgrounds.

Quality of Key Personnel

Experience ad Qualifications of the Project Director

Bo Morton – Project Director 40%FTE

Bozena Morton has been serving as ECC Director for Center of International Education since October 19, 2004. Before that, she spent eight years as Director of Grants Development and Management at Camino College. She is thoroughly trained in project/grant planning and management and has a substantial history of successful project development, management and evaluation. She graduated from the University of Wroclaw, Poland and was an English as a Foreign Language faculty member at the University of Silesia in Poland before coming to the United States. She is very familiar with the challenges of setting up international partnerships as she served as Project Director for two Department of State Bureau of Educational and Cultural Affairs partnership grants, one with Dnipropetrovsk National University in Ukraine and the other with the University of Silesia Cieszyn Branch in Poland.

Experience and Qualifications of Other Personnel

Dr. Elizabeth Shadish, Professor of Philosophy received her PhD in Philosophy from Purdue University and Master's degree in Education from College of Notre Dame. Her experience includes teaching lower and upper division philosophy courses, serving on the Los Angeles Regional California Virtual University Advisory Committee, coordinating California Virtual Campus Professional development websites as well as developing her own online courses. Dr. Shadish was also a recipient of a 1999 Community College Humanities Association grant to create, use and model a web-based project integrating technology into the humanities. She was also one of the ECC faculty involved in the Newly Independent States Community College Partnership project between ECC and Dnipropetrovsk National University (DNU) in Ukraine. She worked with DNU faculty both in the U.S. and in Ukraine to help them develop their own online and hybrid courses.

Dr. Joanna Nachev, Associate Professor of Music is a native of Lebanon and a fluent speaker of Arabic and French. She received her PhD in Musical Arts and Masters of Music degree from the University of Southern California. In addition to teaching music courses and directing choral activities at El Camino College since

1996, she has been teaching humanities courses at California State University Dominguez Hills since 1990. Throughout her tenure at El Camino College, Dr. Nachev has been a tireless and enthusiastic advocate for international education always ready to offer her expertise and international contacts to faculty and staff interested in bringing international perspectives into their classrooms.

Dr. Mercedes Arisso Thompson, Professor of Spanish is a native of Cuba. She received her PhD in Spanish-American Literature from the University of Colorado. She also received a Master of Science degree in School Management and Administration from Pepperdine University. Her experience includes teaching Spanish at the elementary, high school and college levels. She is also a well-known and highly respected leader in the foreign language community of Southern California making presentations at local, state and national professional conferences and meetings almost every year for over 20 years. In 1994, she received the Rotary Foundation (of Rotary International) Grant to live in Ecuador and study the country's institutions and ways of life. In the summer of 1995, she participated in the National Endowment for the Humanities Institute to study Spanish and Indigenous Cultures in Mexico and New Mexico. Dr. Thompson is also a teacher trainer, actively involved in the work of the California Foreign Language Project (CFLP) and California Language Teachers Association (CLTA). In 2000-03, as Director, Los Angeles Southern Region Site, she planned, implemented and developed a California Foreign Language Project (CFLP) site to deliver staff development programs to K-12 foreign language teachers. She is herself an outstanding classroom teacher, recipient of numerous teaching awards.

Gloria Miranda is the Dean of Behavioral and Social Sciences and Professor of History at El Camino College. She has also taught Chicano Studies and Humanities courses at a number of Los Angeles area community colleges and state universities. Dean Miranda earned a Ph.D. in history in 1978 from the University of Southern California. Her research emphasis is the history of California and the American

Southwest. Dr. Miranda's doctoral dissertation became a pioneering work on the topic of family life in Spanish and Mexican California. Gloria Miranda has published a number of articles on the topic of early California social life as well as essays on the Mexican American experience. She was elected as the first community college historian to serve on the Executive Board of the Organization of American Historians, 2000-2003. She also served as the first community college member of the American Historical Association's Committee on Minority Historians. Dr. Miranda's professional service also includes a past position on the Board of Trustees of the California Historical Society and service as a historical consultant on KCET's *Los Angeles History Project* and *El Pueblo de Los Angeles Historical Park Sepulveda House* restoration, to name a few of her civic activities. She is currently a member of the Board of Directors of the Historical Society of Southern California. Gloria Miranda is the recipient of a number of awards and was recognized by KCET in 1996 for Hispanic Heritage Month as one of five outstanding California Mexican American educational success stories.

Key Personnel and Staff time commitment:

Function	Name	Time Commitment
Project Director	Bozena Morton	40% FTE
Co-Coordinator for Objective 1 (fall semester)	Elizabeth Shadish	40% release time (fall) Special assignment winter/summer
Co-Coordinator for Objective 1 (spring semester)	Joanna Nachev	40% release time (spring) Special assignment winter/summer
Coordinator for Objective 2	Mercedes Thompson	33% release time fall and spring Special assignment winter/summer
Coordinator for Objective 3	Gloria Miranda	10% FTE
Lab Technician	Jason La	20-30 hours a week for every first two weeks of each rotation (fall and spring)

Commitment to Non-Discriminatory Employment Practices

El Camino College enrolls large numbers of underrepresented minority students and is committed to hiring employees that can be role models and mentors to its diverse student population. In pursuit of this, the college employs a Director of Student and Staff Diversity, and the ECC Board of Trustees has adopted a

Staff Diversity/Affirmative Action Plan that details the college's plan for obtaining diverse employees. According to the plan, "The Board of Trustees and the staff of El Camino Community College District recognizes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and harmony and creativity, while providing suitable role models for all students. The district is committed to involving all staff in the active promotion of campus diversity, including recruitment of members of underrepresented groups and provision of a work and learning environment conducive to open discussion and free of intimidation, harassment and unlawful discrimination. El Camino Community College District will continue to make efforts to ensure that the recruitment, screening, selection, hiring, retention, and promotional processes are in accordance with the principles of equal opportunity."

The college established many processes and procedures to create a diverse staff for the college. Human resources efforts are concentrating on recruiting large and diverse applicant pools for job openings to increase the likelihood that diverse persons are hired. This is accomplished by:

1. Posting job announcements for key positions in national and local publications that are focused on specific interest groups.
2. Establishing and maintaining a website that describes all job openings and provides clear application information.
3. Making information about job opportunities at ECC easily available to all staff and students.

For the purpose of achieving diversity among staff and faculty involved with the project, all college personnel rules and regulations will be followed.

Adequacy of Resources

Facilities and Equipment

The pilot implementation of GETT provided us with valuable lessons and insights as to what kind of resources and institutional commitment are needed to make a project of this kind successful. Expanding this approach beyond one class a semester will necessitate careful planning to ensure that the following resources are in place:

- a. Access to a computer lab or a smart classroom for each class using GETT;
- b. Flexibility in scheduling to accommodate needs of partners in different time zones;
- c. Availability of technical support prior to beginning of the course (to test the video connections between multiple partners) and during class time;

El Camino College will provide adequate facilities and equipment for implementing GETT in multiple classes. ECC currently has about 70 smart classrooms and 22 instructional computer labs, most of which have internet capability. GETT classes will have priority of scheduling for labs and smart classrooms. Video connections for GETT necessitate opening of the firewalls at each participating institution. During the pilot phase, ECC Information Technology staff worked very hard to ensure that the video connections are possible, and helped partner institutions resolve their firewall issues. The same kind of support will be provided for this expanded project. ECC Foreign Language Lab consists of 35 computers connected to the internet. A video camera will be added to the setup to make this lab GETT-ready. Foreign language sections using the GETT model will have priority of scheduling the lab.

Supplies and Materials

All faculty and staff participants of the project will have access to general office supplies and instructional materials through established college processes with no chargeback to the grant. General duplicating and printing will also be handled through regular processes. Supplies and instructional materials that are not available through the college supply system will be funded by the grant.

PLAN OF EVALUATION

A. Plan for Evaluation Program Effectiveness

Formative and summative evaluation of the project will provide feedback to participating faculty, Project Director, and the Department of Education on the progress of the various components of the program. The

primary objectives of the evaluation components are:

- To monitor and describe all program components and activities in sufficient detail to allow for replication in similar settings.
- To provide administrators and faculty with prompt feedback of preliminary and formative evaluation results to allow timely modification.
- To determine the extent to which the program directly impacted the skills and competencies of ECC students.

Formative Evaluation: Ongoing formative evaluation will be conducted by the Project Director. She will monitor time schedules and the implementation of all proposed activities. The formative evaluation component will document the design and implementation of the program. Data collection will utilize both quantitative and qualitative methods. Quantitative measures will extract data from assessment instruments, student records, and planning documents. Qualitative measures will utilize data from student and faculty interviews and surveys. The evaluation processes will be collaborative, involving participating faculty members, college research officers, Project Director, and students. We anticipate that close to 1,000 ECC students will participate in the GETT sections together with an even a greater number of students outside the U.S.

Outcome Evaluation will measure the impact of GETT participation on ECC students by gathering and analyzing objective data on the difference between project participants, including students in GETT sections and in sections using *Global Virtual Faculty*, and students in other sections of the same courses in the following areas: (1) level of global/international competency; (2) improvements in language proficiency

and cultural competency of foreign language students; (3) improved cultural awareness and knowledge of the American political system and society.

B. Plan to Provide Evaluation Data that is Objective and Quantifiable

The following table outlines the criteria to be used to elicit appropriate data that can be used for the evaluation to accurately measure the success of this project.

Objectives	Criteria for Formative Evaluation	Criteria for Summative Evaluation
Internationalize ECC courses in various disciplines using the Global Experience Through Technology (GETT) model by: e. Developing and articulating a World Cultures course to be offered every semester using the GETT model. f. Expanding the use of GETT model to other disciplines, such as sociology, anthropology, political science, world history, business, etc. By the end of the grant period, at least 15 course sections will be internationalized using the GETT model.	1.1 Timelines are met. 1.2 World Cultures course approved by Curriculum Committee. 1.3 Number of faculty trained each semester. 1.4 Training evaluations. 1.5 Number of faculty who complete GETT observations. 1.6 Number of foreign partners recruited for GETT. 1.7 Number of disciplines represented in GETT training. 1.8 Number of sections using GETT every semester. 1.9 Student and faculty GETT evaluations. 1.10 Number of students participating in Study Abroad GETT component.	1.1 Two sections of World Cultures course are offered. 1.2 20 faculty receive in-depth GETT training 1.3 30 faculty receive general training in internationalizing curriculum. 1.4 15 course sections use GETT regularly. 1.5 At least 10 foreign partners representing Europe, Asia, Africa and Australia are working with ECC. 1.6 Students in GETT sections demonstrate higher global competency. 1.7 Study Abroad students who participate in GETT component report better preparation for foreign experience. 1.8 Two manuals (GETT and foreign language GETT) are developed and used by faculty. 1.9 2-3 other community colleges begin to use GETT
Objective Two: Enhance and expand foreign language programs by: a. Developing a model for using GETT as part of foreign language classes to provide students with opportunities to improve their language proficiency	2.1 Timelines are met 2.2 Number of foreign language sections using GETT every semester. 2.3 Student and faculty GETT evaluations. 2.4 Language and content faculty are matched. 2.5 Language courses are modified to reflect the content.	2.1 Students in foreign language GETT sections demonstrate higher fluency in target language 2.2 Linked courses become permanent learning communities scheduled every semester. 2.3 Enrollments in the linked courses grow from semester to semester. 2.4 Students in linked courses demonstrate better knowledge of

Objectives	Criteria for Formative Evaluation	Criteria for Summative Evaluation
<p>and knowledge of the target culture(s) by structured contacts with native speakers of the target language. b. Developing at least three learning communities consisting of a language course linked to a content course in a specific discipline, which also incorporate the GETT model to interact with students enrolled in a similar content course at a foreign university.</p>	<p>2.6 Appropriate foreign partners are identified. 2.7 Linked courses are scheduled and broadly marketed. 2.8 Linked courses are pilot-tested and evaluated. 2.9 Sufficient numbers of students enroll in linked courses. 2.10 Faculty submit materials and activity recommendations for the manual.</p>	<p>international issues in the content area than students in other sections of the same course. 2.5 Success and completion rates in linked courses are above college average for the same courses. 2.6 Students in linked courses report increased interest in international affairs, study abroad and foreign languages.</p>
<p>Objective Three Develop curricula for additional courses related to specific area studies, e.g. a course on Chinese cultures and a series of courses focusing on Islamic cultures and issues.</p>	<p>3.1 Timelines are met. 3.2 A group of 7-10 interdisciplinary faculty is formed. 3.3 Professional development activities with a visiting scholar or virtual scholar are scheduled. 3.4 Faculty group meets monthly. 3.5 New courses are developed 3.6 Existing courses are revised to include components on Islamic/Arabic cultures. 3.7 New curricula are reviewed by department curriculum committees. 3.8 New courses are submitted to the college Curriculum Committee.</p>	<p>3.1 7-10 existing courses are revised to incorporate the Middle Eastern focus. 3.2 At least four new courses are developed. 3.3 Courses are approved by the Curriculum Committee. 3.4 Revised and new courses are offered. 3.5 Students respond positively in assessment/evaluation. 3.6 Students in target courses demonstrate substantial increases in knowledge and understanding of the Middle East. 3.7 At least 25 students enroll in the new course in Chinese cultures.</p>

Deliverables

The project will result in the following deliverables that will be shared with other interested colleges:

1. A detailed training manual for faculty interested in implementing GETT. The manual will include training in the technical aspects of setting up a video connection, guidelines for working with international partners and setting up a three-way rotation; student pre- and post-surveys, classroom procedures and materials for a variety of disciplines; joint student assignments (American students working with foreign students) for a variety of disciplines, recommendations for joint presentations, and other helpful suggestions.
2. A GETT Foreign Language Manual that will include classroom procedures, activities and materials for working with foreign partners to improve the American students' foreign language proficiency.
3. Course curriculum and materials for the new World Cultures course.
4. Curricula and materials for the Chinese cultures course, and courses and course components focusing on the Middle East.
5. A video documenting the Classroom implementation of GETT.

Commitment to International Studies

El Camino College has a strong commitment to international education. It was one of the first community colleges to establish a study abroad program. In 2002-03, 112 ECC students participated in study abroad programs. ECC also has one of the largest community college-based international student programs in the country with about 600 international students in the fall 2004 coming from over 50 different countries.

As one of few community colleges, ECC has successfully competed for and received two U.S. Department of State College and University Partnership grants. The first one in 2000 established a partnership with Dnipropetrovsk National University in Ukraine in the area of Early Childhood Education. Six ECC faculty and administrators visited DNU to assist them in modernizing their curricula and delivery methods, including assistance in starting DNU's online program. Six DNU faculty visited ECC to enhance their

expertise in their respective fields and to provide ECC students, faculty and staff with opportunities to learn about the Ukrainian culture, educational system and to become part of the profound changes taking place in this post-communist country. Even though the grant is now over, ECC and DNU are continuing their partnership via the GETT project.

In 2003, ECC received another partnership grant for a project with the University of Silesia in Cieszyn, Poland. The focus is education of future elementary school teachers. Prof. Antoinette Phillips is spending the fall semester of 2004 in Cieszyn working with the faculty and students to assist them in (a) developing student-centered outcome-based courses and activities; (b) developing needs assessments and outcome assessments; (c) teaching methodologies that promote active learning, such as inquiry-based, problem- and project-based, etc; (d) effective uses of technology in the classroom; designing hybrid and online courses; (e) strategies for teaching the "necessary skills", such as critical thinking, information literacy, communication, and team work. At the same time, via her online classes and professional listservs, she is sharing the Polish experience with at least 80 of her online students and hundreds of colleagues. Six ECC faculty and six Cieszyn faculty are scheduled to participate in the exchanges.

Faculty Involvement in Project Planning

All project objectives have been identified by a group of core faculty and administrators who have been involved in different aspects of the proposed project:

1. Professors Shadish (Philosophy) and Nacheff (Music) have been selected by their colleagues to be trained for the GETT project and conduct the pilot implementation; however, the initial group of faculty who expressed strong interest in implementing this model include Sue Dowden (Sociology), Antoinette Phillips (Child Development), and Janet Young (Teacher Education).
2. A group of ECC Teacher Education and Spanish faculty (Spanish: Dr. Mercedes Thompson and Dr. Alicia Class; Teacher Education: Janet Young, Susan Baxter) are already working together on infusing

information about the Mexican educational system and Mexican culture into the ECC teacher education courses via a Fulbright-Hays Group Project Abroad grant funded by the Department of Education which will take place in the summer of 2005. Creating a link between an Education course and a section of a Spanish course designated for future teachers would be a natural next step.

3. Several foreign language faculty have observed GETT class sessions and expressed interest in adapting and testing this approach for culture courses as well as some language courses: Drs. Bernie Rang and Donna Factor (Spanish), Prof. Anne Cummings (French and Italian), David Shan (Chinese).
4. Faculty leading study abroad programs as well as the Study Abroad Coordinator, Professor Rosemary Swade (Speech and Communication) expressed interest in integrating a modified GETT model as well as involving international students in pre-departure and post-arrival activities for study abroad students.
5. A group of faculty from different disciplines in the Division of Behavioral and Social Sciences as well as the dean of this division, Dr. Gloria Miranda are interested in developing new courses on the Middle Eastern cultures and perspectives. Faculty at our partner institution, the Lebanese University in Beirut will be approached to assist in this effort.

Current International Studies Courses Offered at ECC

Further evidence of the college commitment towards international studies is the number of courses already developed that have international focus.

Humanities Division	
<u>Chinese</u> 1 Elementary Chinese I 2 Elementary Chinese II 21ab Beginning Conversational Chinese 22ab Intermediate Conversational Chinese	21ab Beginning Conversational German 22ab Intermediate Conversational German 24 Introduction to German Literature and Culture
<u>English</u> 23 Modern Literature 28 Women in Literature 31 Mythology and Folklore 35 World Literature, 2500 B.C. to 1650 A.D. 36 World Literature, 1650 to Present	<u>Italian</u> 1 Elementary Italian I 2 Elementary Italian II <u>Japanese</u> 1 Elementary Japanese I 2 Elementary Japanese II 3 Intermediate Japanese I 4 Intermediate Japanese II

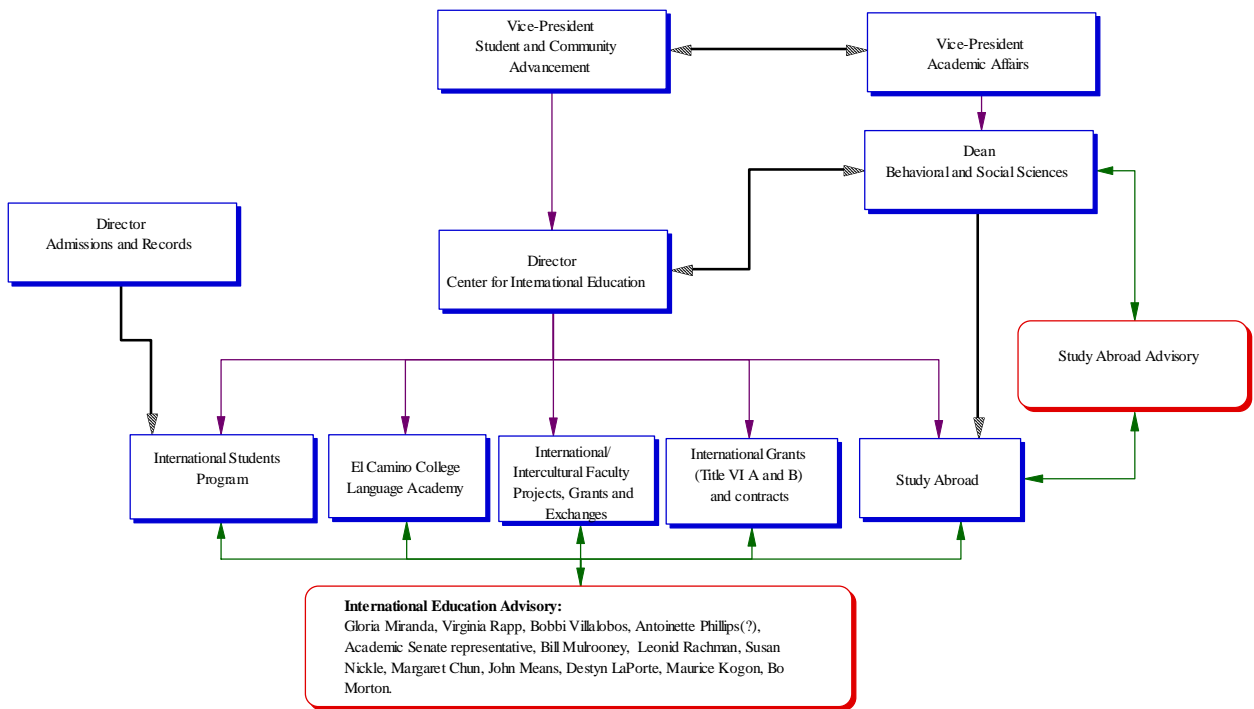
<p>42 Chicano/Latino Literature 43 African American Literature 44 The Literature of American Ethnic Groups <u>English as a Second Language</u> 44-50 – different levels <u>French</u> 1 Elementary French I 2 Elementary French II 3 Intermediate French I 4 Intermediate French II 5 Advanced French I 6 Advanced French II 21ab Beginning Conversational French 22ab Intermediate Conversational French 24 Introduction to French Literature and Culture 35 Introduction to French Literature in English Translation 50 Special Topics in French <u>German</u> 1 Elementary German I 2 Elementary German II 3 Intermediate German I 4 Intermediate German II 5 Advanced German I 6 Advanced German II</p>	<p>5 Advanced Japanese I 6 Advanced Japanese II 21ab Beginning Conversational Japanese 22ab Intermediate Conversational Japanese 24 Introduction to Japanese Language and Culture for Business Settings 25 Cultural Aspects of Japanese Language 27 Reading Journalistic Japanese 50 Special Topics in Japanese <u>Spanish</u> 1 Elementary Spanish I 2 Elementary Spanish II 3 Intermediate Spanish I 4 Intermediate Spanish II 5 Advanced Spanish I 6 Advanced Spanish II 21ab Beginning Conversational Spanish 22ab Intermediate Conversational Spanish 24 Introduction to Spanish and Latin American Language and Cultures 50 Special Topics in Japanese 52A Spanish for Native Speakers 52B Spanish for Native Speakers <u>Speech Communication</u> 14 Introduction to Intercultural Communication</p>
Behavioral & Social Sciences	
<p><u>Anthropology</u> 2 Intro to Cultural Anthropology 7 Native peoples of South America 8 Ancient Civilizations of the Americas 9 Women, Culture and Society 11 Anthropology of Magic, religion and Witchcraft <u>Child Development</u> 12 Teaching Young Children in Multicultural Classrooms <u>Geography</u> 2 Cultural Geography 5 World Regional Geography <u>History</u> 3 History of Early Civilization 4 History of Modern Civilization 5A History of Early Britain 5B History of Modern Britain</p>	<p>11 History of Russia and the Soviet Union 12 Intro to African History 14A History of Asian Civilizations 14B History of Asian Civilizations 16A The African American in the US, 1600-1877 16B The African American in the US, 1877-Present 17 History of the Chicano in the US 19 History of Mexico 22 20th Century World History 25 History of Modern Germany 1866-Present 30 History of Japanese Civilization <u>Political Science</u> 2 Comparative Politics 10 Intro to International Relations <u>Psychology</u> 10 African American Psychology</p>
Fine Arts	
<p><u>Art</u> 2 History of Western Art Prehistoric to Gothic</p>	<p><u>Dance</u> 14ab Mexican dance</p>

3 History of Western Art to 19 th century 4 History of Western Art 19 th century-Present 5A History of Asian Art – India & Southeast Asia 5B History of Asian Art –China, Korea, Japan 6 Cross-Cultural Art 7 Art History of Mexico, Central & South America 9 History of African art	16ab African dance 17abcd Intermediate African dance 18abcd Asian and Pacific Dance 51ab Latin Social Dance 52abcd Intermediate Latin Social dance <u>Music</u> 12 Music Cultures of the World
Business	
18 International aspects of Business	31 International Marketing 32 Fundamentals of Exporting

ECC’s commitment to international education is also demonstrated via the recent college reorganization. On October 18, 2004, the Board of Trustees approved a reorganization, which included creation of a new organizational unit - the Center for International Education (CIE) at El Camino College. All international programs at the college have now been put under the common umbrella of a **Center for International Education (CIE)** to:

- Increase coordination and cooperation among programs in areas such as marketing, student support, resource development, etc.
- Facilitate sharing of resources
- Create one voice and provide a stronger presence on campus
- Promote internationalization of curricula and programs
- Provide more and better quality services to international students
- Serve as a clearinghouse of all projects/programs and resources related to international education on campus.

Center for International Education Organizational Chart



Bringing together all programs with international/intercultural focus will provide a structure for systematic, coordinated international activities and increase the campus and community's awareness of international education programs at ECC. It will also provide for better utilization of resources already available and develop new and increased funding for international education initiatives. Co-location and enhanced coordination of programs under CIE will also reduce duplication of functions.

In 2003, El Camino College received its first Title VIB to implement an Export Enabler program and develop several new courses in international business, which will eventually lead to establishing a certificate program in international business at El Camino College. Five new courses have been developed as a result of this grant, and two have already been approved by the Curriculum Committee and are now part of the regular course offerings.

Elements of the Proposed International Studies Program

The proposed project activities will greatly contribute to strengthening international studies and foreign language programs at El Camino College. This project presents four areas of operation to be completed over two years: faculty development, internationalization of the curriculum, development of curricula for a number of new courses with international focus, and improvement and expansion of foreign language instruction.

1. Faculty Development

There is already substantial interest and enthusiasm among the ECC faculty for incorporating international perspectives into their courses. It was generated by two Department of State grants, which included faculty exchanges and initiated collaboration with faculty in Ukraine and Poland, the Fulbright-Hays Group project in Mexico, and by the GETT pilot project, which is now being implemented. Several faculty have visited the GETT classroom and expressed interest in using GETT as part of their classes. Drs. Nachef and Shadish will develop general training for GETT implementation, which will include both the technical setup as well as class management, scheduling and content issues. This 3-5 day training will be offered during every winter break (before the spring semester) and in the summer (before the fall semester). On top of the general training, a separate module for foreign language teachers will be developed by Dr. Thompson and a group of early adopters in foreign languages. It will be offered in conjunction with the general GETT training.

Other forms of course internationalization will be presented every year during International Education Week. Models, such as International Negotiation Modules and examples of course internationalization from ECC faculty and faculty at other neighboring community colleges will be presented during that week. We will also continue the tradition of holding a multicultural conference on the Friday ending International Education Week. Professor Nitza Llado (ESL) and Ruth Banda Ralph, Coordinator of the First Year Experience Program together with a committee which includes faculty members, Staff Development Coordinator and Director of Student and Staff Diversity have been organizing this conferences on the ECC

campus since 2001. These one-day conferences were initially sponsored by the Title V grant to provide a forum for ECC faculty to share information, resources and strategies of working with students from different countries and cultural backgrounds. The first two conferences were devoted to working with Latino students and highlighted different Latino cultures, the second one focused on the needs of African-American students, the third was devoted to working with students from various Asian cultures, and the conference planned for November 19, 2004 will highlight the importance of bringing global and international themes and connections into our community college classrooms.

ECC will also submit an application to host a Fulbright Visiting Scholar from a country in the Middle East to hold public lectures and discussions on the issues of Islamic cultures.

2. Internationalization of the Curriculum

Three to five sections each semester will be internationalized using the GETT model, which is described in detail under the Plan of Operation. We also expect that several ECC faculty will be trained in International Negotiation Modules (INM) and internationalize their courses that way. INM is used successfully in several California community colleges and arrangements have already been made for faculty from West Los Angeles College to do a demonstration of INM for ECC faculty. We expect that at least 15 sections will be internationalized during the 2-year grant period.

3. Development of Curricula for New Courses and Course Components with International Focus

As stated in the Need Section, many students who attend ECC have limited understanding of other cultures and countries. It is particularly true about certain cultures, like Arab/Muslim cultures. ECC does not offer a single course focusing on the Islamic cultures and yet understanding these cultures is critical to understanding the world situation today. Several disciplines would benefit from an opportunity to enhance

and enrich both the existing curriculum as well developing new curricula in various programs.

In Anthropology: the archeology of the Middle East along with the customs of that region would enhance our archeology course as well as our cultural anthropology survey classes. In addition, we look towards developing area type courses, a cultural course on the peoples of the Middle East would provide students with exposure to this very misunderstood region. Economics: The department is considering the development of a global economics course and better understanding the Middle East would expose students, many who are business majors, with an international dimension to this discipline. History: Our world history courses touch upon the Middle East at various points in a cursory survey manner. The department would like to develop a history of the Middle East, which would expand our area studies; the department has also considered a course on the history of world religions and Islam would be a major focus of such a course. Philosophy: Understanding Islam would provide students in our introductory Philosophy and Ethics courses with exposure to the major value system of the Middle East. Political Science: Our Comparative Politics and International Relations courses primarily focus on Western Europe but little attention is given to the Middle East. The existing curriculum would be revised to incorporate non-European countries, and especially the politics of this portion of the world. Students would greatly benefit from exposure to the study of the dynamics of this part of the world. Sociology: The global view of world societies and institutions that runs through some of the Sociology curriculum is deficient in regards to information on the Middle East. Topics such as the status of women, the family, religion, gender, etc. as they pertain to Islamic cultures would widen our students' understanding of this region and expose them to the most up to date scholarship on this part of the world.

In addition to a series of courses with the Middle Eastern focus, Dr. David Shan will develop a course on

Chinese cultures. ECC currently offers four levels of Chinese language, but not a single course on Chinese cultures. The informal World Cultures Academy (the GETT pilot) will be developed as a credit course intended to meet general education requirement and be transferable to baccalaureate institutions.

4. Improvement and expansion of foreign language instruction.

Dr. Thompson will work with other foreign language faculty to develop specialized sections of foreign language conversation courses that will be linked to selected sections of content courses to form learning communities, in which the foreign language course uses the content and vocabulary of a specific discipline to enhance the students' ability to communicate on topics regarding their specific areas of interest and understand the cultural issues related to those areas. For example, a section of Conversational Spanish course (Spanish 22) can be customized for two different links: (1) with Education 101 (Introduction to Elementary School Teaching and Learning) targeted for future teachers. This learning community will also use GETT to include joint activities with Teacher Education students in Mexico and other Spanish-speaking countries; (2) with Nursing 49 (Introduction to Nursing), which will also include joint activities with nursing students in Spanish-speaking countries. Linking International Business courses (Business 18 International Aspects of Business and Business 31 International Marketing) with a section of conversational foreign language course (the language will be determined by surveying students in these courses) and adding GETT connections with up to three business classes in three different countries will also be developed.

Foreign language faculty, including Dr. Thompson, Dr. Class, Dr. Factor, Dr. Rang, DR. Shan and Prof. Cummings will explore using the GETT model for foreign languages and develop specific techniques, exercises, topics and assignments that foster the development of linguistic and cultural proficiency of their students, and at the same time are of benefit to students in the foreign partner classrooms.

Need for and Prospective Results of the Proposed Program

The American Council on Education (ACE) in their recent report states that 93 percent of the public believe that knowledge of international issues will be important for the careers of their children and other young people. That same percentage said it would be important to understand other cultures and customs to compete successfully in a global economy. Also, ACE reported, approximately 90 percent of high school seniors believe that international skills and competencies would help them work with people from different cultures and provide a competitive edge in the workforce. Over 80 percent of students said it was very or somewhat important that colleges and universities offer opportunities to interact with students from other countries. Almost three out of four students said that they believe it is important that their college offer courses on international topics. Over 70 percent of respondents said it is important that their college offer study abroad programs. Almost nine in ten students said they were interested in gaining exposure to another culture. Just over 60 percent said they were interested in international education to acquire career-related experiences. Source: ACE Survey of 500 high school seniors who intended to enroll at four-year colleges or universities in the fall of 2000.

Dr. Richard Riley, former U.S. Secretary of Education and co-chair of the 2003 task force on international education said: "The generation that will lead our country tomorrow must receive international education today. They must have opportunities to learn about other countries, other cultures and other points of view...from direct experience, as an integral part of their higher education." Leon Panetta, the Keynote speaker at the California Colleges for International Education (CCIE) conference in March 2004, talked about the need to secure international education in the community colleges as an investment in the future. He noted that not only do community colleges provide a promise of democracy through access, but also help get students grounded. This grounding is enhanced through the establishment of international literacy skills.

El Camino College (ECC) serves about 26,000 students each semester. The student body at El Camino includes 29% Hispanics, 23% Whites, 18% African-Americans, and 18% Asian-Pacific Islanders, with 11% non-reporting or other. Because of its open enrollment policy and its affordability, ECC educates the majority of economically and educationally disadvantaged students in its service area. These are the students who will make up increasing numbers of the workforce of the future. Community college students, however, do not have the same opportunities as their counterparts in four-year universities for exposure to international issues and experiences. Close to 50% of ECC students are low-income financial aid recipients. About 80% of our students study part time and a vast majority of them hold at least one job. Even though El Camino College offers “traditional” study abroad programs, they are unattainable to 90% of the students because of their cost and the length of time they involve (a semester). The fact that 70% of ECC students come from various ethnic minorities does not mean that they are interculturally or globally savvy. Like immigrant populations of the past, our and other community college students live in culturally homogenous neighborhoods that are self-segregated by country of origin.

Need for Spanish for Future Teachers

According to the 2002-03 District Profile Report, 71.9% of students in the Los Angeles Unified School District are Hispanic. At the same time, only 27% of the district’s teachers are of Hispanic/Latino origin. About a quarter of California’s public school students do not speak English fluently enough to succeed in school. The percentages are the highest in the early grades – about 36% of K-3 children in 2002-03. Of the many dozen languages in classrooms, by far the greatest number of English learners speak Spanish (40.1%). New teachers entering the profession need to be equipped to meet these students where they are educationally and culturally.

Need for Internationalizing Business Courses

Although international trade is the leading employer in the college's service area, many companies willing to hire say they cannot find college graduates with the basic skills they need. The Port of Los Angeles alone needs 18,000 more employees, but there is no qualified labor pool to draw from. ITEP's 2004 annual survey of local international businesses identified (among others) the following knowledge and skills most useful in the sector of international trade, security and environmental sciences: teamwork and sensitivity to cultural differences; locations, names, boundaries of nations; ethical conduct in foreign countries; and cultural and political awareness.

Need for Cultural and Linguistic Competencies for Future Nurses

The increasing diversity of the American population is requiring nurses to have a vast knowledge of the influence of culture on health. They need to know about different cultures, and be able to work and interact with people from other cultural backgrounds. It is through many cultural experiences that future nurses can most effectively overcome fear and misconceptions about a particular cultural group. To be culturally competent nurses need to understand their own world views and those of the patient, while avoiding stereotyping and misapplication of scientific knowledge.

Forty-one (41) percent of universities require an international course or international experience for graduation, yet only about 2% of all American students study abroad. Community colleges enroll 10.4 million or 44% of undergraduate students, yet nationwide only 4,085 community college students participated in study abroad programs, with 65% of them being short-term programs. Caucasian students constituted almost 71% of community college study abroad participants. (Source: Institute of International Education *Open Doors 2003*). In California, 3,355 out of over 2 million community college students participated in study abroad programs in 2002-03 – slightly over 0.001% - according to the survey conducted by the CCIE. Out of 26,000 ECC students, 112 participated in Study Abroad in 2002-03.

There is also a strong tendency to conduct study abroad programs in a limited number of popular destinations: over 64% of community college study abroad students studied in Europe with England, Italy, France and Spain being the top destinations, almost 17% went to Latin America, with Mexico and Costa Rica being the top destinations (Source: Institute of International Education *Open Doors 2003*). This Euro-centric tendency while understandable creates a situation when most American students are never exposed to certain key regions of the world, such as the Middle East, Africa, parts of Asia, etc.

Clearly, other options need to be introduced to ensure that the generation of students currently in our care is equipped to deal with issues that transcend national and cultural boundaries, understand the issues and events that shape the world situation, and who will be informed and responsible custodians of the global environment, values and cultures and worldwide peace.

Educational institutions around the world have a responsibility to create “a new global learning space (...) that promotes cooperation and exchange at all levels and in all sectors of education around the world.” (United Nations *Ubuntu Declaration*, 2002) This project proposes to create such a space, a series of “global classrooms” – shared virtual classrooms, which connect similar courses (students and faculty) in several countries using simple and inexpensive technology.