An International Education Curriculum Model for California Community Colleges

Based upon experience gained through an earlier grant, this project will address the need to introduce international materials throughout the existing curriculum. The objectives have been designed to meet that need. Twelve faculty will develop and refine at least 25 instructional modules for use in a wide variety of courses ranging from early childhood education to mathematics and from economics to art. These materials will then be used in the classroom where students' knowledge will be pretested and post-tested. The transferability of the materials will first be determined by selecting at least six Napa Valley College courses where materials will be shared, and later by providing materials to 35 other institutions. Evaluation materials will also be designed to measure the applicability of the materials disseminated. The project will emphasize the Pacific Rim, a world area which has a strong impact on the economy of the State of California.
An International Education Curriculum Model for California Community Colleges

Napa Valley College requests $20,315 to develop, evaluate, and disseminate international education instructional modules for community colleges and other educational institutions.

Recent technological developments and world events have resulted in a resurgence of national, state, and local interest in the need for international education. Countless policy statements, resolutions, and reports stress the importance of increasing the international perspective throughout the undergraduate curriculum. The economic future of the U.S. and California depend on international affairs and our ability to understand and compete in an international market. International education should be a fundamental part of general education and occupational studies.

The primary goals of the Fund for Instructional Improvement and the goals of the Board of Governor's Basic Agenda are addressed in this proposal. The project - which will be conducted by 12 Napa Valley College instructors in consort with other institutions interested in testing and adapting the materials developed - is an adaptation of methods and materials developed by other institutions.

The project addresses the need to introduce international materials throughout the existing curriculum. The objectives have been designed to meet that need. Twelve faculty will develop and refine at least 25 instructional modules for use in a wide variety of courses ranging from early childhood education to mathematics and from economics to art. These materials will then be used in the classroom where students knowledge will be pretested and post-tested. The transferability of the materials will first be determined by selecting at least 6 Napa Valley College courses where materials will be shared, and later by providing materials to 35 other institutions. Evaluation materials will also be designed to measure the applicability of the materials disseminated. The project will emphasize the Pacific Rim, a world area which has a strong impact on the economy of the State of California.

Evaluation of the materials is a major component of the project and will take place at Napa Valley College and at other schools where materials are tested. The results of the project will include International Education Curriculum Packets which will be available for dissemination to other community colleges, high schools, and universities.
An International Education Curriculum Model for California Community Colleges

1. Specific Educational Program Being Addressed

The President's Commission on Foreign Language and International Studies termed Americans' understanding of world affairs as "dangerously inadequate," and stated, "Our schools graduate a large majority of students whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation." The Commission urged that community colleges enlarge their international commitment and engage in the staff development necessary to strengthen their contributions to foreign language and international studies.

BACKGROUND

Compared to other colleges and universities in California, Napa Valley College has a very homogeneous student body with respect to race, ethnic background, and cultural diversity. This relatively similar background of the students reflects the population of Napa a semi-rural county.

It is essential that students who complete the general education component of Napa Valley College’s curriculum are provided with enough information to be conversant in world affairs and to understand and respect cultures that are different from their own. This is particularly true since the majority of the college’s graduates move from Napa to more cosmopolitan areas where they encounter a population that is much more diverse culturally and internationally than what they have previously encountered.

Even if students stay in Napa, they will interact with the thousands of visitors who are drawn each year to the Valley’s many tourist destinations.

Napa Valley College recognizes the need of community college students throughout the state to learn more about the world. This project is designed to meet their needs - and therefore focuses on strong evaluation and dissemination components.
EDUCATIONAL PROGRAM OR SERVICE AREA ADDRESSED

1. The primary purpose of this project is to strengthen the education program at Napa Valley College by promoting the development and use of international and intercultural materials in the curriculum.

The second purpose of the project is to disseminate the materials developed at Napa Valley College to other educational institutions including: community colleges throughout California, secondary schools within Napa County, and local four year institutions. Materials will also be disseminated through organizations devoted to the promotion of international education such as the World Affairs Council, California Colleges for International Education, and the North Bay International Studies Project (based at Sonoma State, one of the California International Studies Projects administered by Stanford University).

These purposes relate to the goals of the Fund for Instructional Improvement. Proposed activities correspond to the following services identified as Fund priorities:

a) Nontraditional forms, content and methods of instruction
   The international curriculum to be introduced is nontraditional in the community college. The international content will be introduced in a broad range of subject areas.

b) Programs for improving teaching abilities of faculty members
   The project will provide faculty members with the resources needed to learn about international dimensions of the subject areas they teach and to develop curriculum/lectures to be used in their course outlines. Faculty will then test the new material and develop methods to disseminate their work to other faculty at the secondary,* community college and 4 year college and university levels.

c) Efforts to improve traditional instructional programs
   The project will foster intersegmental cooperation (high school, community college, university) and contribute to the development of international understanding among students at all three levels. Traditional programs will be improved as a result of the introduction of an international perspective.

2. This project is an adaptation of Harbor College's Global Curriculum Project which was supported by the Fund for Instructional Improvement in 1983-84. Aspects of Vista College's International Business project, funded in 1985-86, are also included. The project builds on the highly successful Napa Valley College project, "Adding an International and Intercultural Dimension to the Curriculum," funded in 1986-87.

New perspectives include a strong evaluation and dissemination component designed to significantly expand the impact of the project throughout the State. Project staff and faculty will
tie into local, state and national networks of college faculty who are working to infuse an international perspective into their educational programs.

3. This project will be conducted in consort. Twelve Napa Valley College faculty members, representing a broad range of subject areas, will work in consort with the 24+ member consortium of California Colleges for International Education, Sonoma State University, World College West, Dominican College, Marin Community College, Napa Valley Unified School District, the World Affairs Council.

At least 12 faculty members from Napa Valley College will be involved in stages of lesson development, evaluation and dissemination.

The colleges and schools that will be involved have total enrollments of over 400,000 students. Dissemination of the project also will be coordinated through presentations at educational conferences sponsored by professional organizations including National Council for Resource Development, CACC, Academic Senate of California Community Colleges, and other Professional education organizations.

4. Other sources to be used in connection with this project include the experiences of consortium members, who willingly share materials they have developed independently and with grant support from the U. S. Department of Education and other sources. The World Affairs Council of Northern California will make available to Napa Valley College faculty its substantial collection of library resources including books, journals, tapes of council forums, computer reference services, and bibliographies of existing curriculum units from the council's teaching library.
BASIC AGENDA ADDENDUM

The goals of the Basic Agenda Addendum, 1987 are reflected in the purposes of the project.

• The project promotes excellence in community college programs by introducing an international perspective to the curriculum.

• The project fulfills the mission of community colleges by assuring success in postsecondary education among all student groups. Success may be measured in terms of a student’s understanding of the world in which he/she lives and the relationship of his/her individual goals within the global environment.

• The project has been planned with the goal of accountability in mind. The effectiveness and efficiency of this project is that it does not propose a new international program, rather the introduction of an international perspective in existing courses. Student access is increased, but ongoing costs are minimal. The instructional materials developed under this grant will be evaluated by multiple-institutions and disseminated widely.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS

1. Recent evidence indicates that most colleges and universities are doing a less-than-adequate job of exposing undergraduates to course material of a global nature. It is estimated that only five percent of all undergraduate courses offered in the United States stress international concerns (Council on Learning, 1981).

Californians and Americans need, more than ever, to have an international perspective. The world has become a smaller place with the rapid developments in technology, the communications industry and transportation. The experiences of the past several years underline the interdependence of world economy. The U.S. budget deficit, changes in international trade, changes in capital flow, changes in exchange rates, Asia, the Middle East, and Latin America are gaining shares of world business and power from the United States and European nations.

No longer is a country self-sufficient; rather we find ourselves dependent on the resources of the world. The world economy affects each of us everyday - in almost everything we do. An international perspective, throughout the curriculum, is important. Students should understand the impact of other cultures and other nations on each topic of study.

Books, newspaper articles, magazines, keynote addresses and business conversations focus on international topics. For example, John Naisbitt, in his book MEGATRENDS, states, "The two most important things to remember about world economics are that yesterday is over and that we must now adjust to living in a world of interdependent communities. Some of us find those ideas hard to accept."

Robert B. Reich, who teaches business and public policy at Harvard University, writes about America's economic future, "The realities of economic growth here and abroad have changed. Beginning in the late 1960's our competitive advantage from high volume mass production gradually moved to Japan and to less developed nations with lower labor costs and better access to raw materials and new markets." (THE NEXT AMERICAN FRONTIER)

California's economy is very much affected by the world. For example, more than 4 million foreign visitors and travelers spend $2.63 billion annually in our state, generating as many as 60,000 jobs. Most of our visitors are from Mexico, Canada, Japan, Great Britain and Germany.

California is a great trading state, with ports open to the Pacific Ocean and beyond. In 1984, more than $49 billion worth of goods were imported to California (primarily from Asia -79%, Europe -12%, and Latin America -5%). Only $32 billion worth of goods were exported from the state. Trade with Asia jumped from 69% in 1982 to 79% in 1984. Federal trade restrictions have been introduced to control this growth.
Clearly, Californians must learn about the world. The interdependence among peoples and nations is much greater than commonly imagined. Business people often find themselves dealing with foreign nations. Employees in most occupations will have contacts with foreigners. Our success in these efforts depends on cultural understanding.

To alleviate the problem, educators are providing international experiences for students through travel or study abroad programs and, to a limited degree, by internationalizing the curriculum. The diffusion of international materials as widely as possible throughout the curriculum is the method recommended by international education specialists throughout the world as the strategy which fits with existing procedures for curricular innovation. The method is also cost effective and has an impact on a greater number of students.

The need for international education is being addressed at many levels. At the state level, an Assembly Resolution called for "the Board of Governor's of the California Community Colleges to conduct a study of, and report to the California Postsecondary Education Commission on, the role of the..institutions and particular campuses in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim region.." In addition, the University of California has sought funds for new initiatives to study nations bordering the Pacific. A graduate school of International Relations and Pacific Studies is proposed at UC San Diego.

Community colleges throughout the US are working to strengthen the international education component of their general education programs. Broward Community College (Florida), Middlesex Community College (New Jersey), Mt. Hood Community College (Oregon), Pima Community College (Arizona), and Vista College (California) are recognized leaders in establishing comprehensive programs. The experience of these colleges will contribute to the International Education Project at Napa Valley College.

2. The project will build upon existing literature and current practice. Napa Valley College has made a major commitment to international education. Members of the college's International Education Committee have examined the variety of approaches used by colleges to add an international component. The committee agreed to infuse international modules into existing courses across the curriculum. The first attempts in these efforts have been very successful. Seven of our faculty have developed materials which they are testing in the classroom this semester.

A valuable source of resources and expertise upon which our faculty draw is the California Colleges for International Education, a consortium of 24 community colleges dedicated to the ideal of increasing international understanding through education. Dr. William H. Feddersen, Superintendent/President of Napa Valley College, is the Chairman of the Board of Directors of the organization.

This project will build upon the work that is currently being done at institutions in the consortium.
The desired outcomes of this project are as follows:

- The immediate outcome desired is to have developed and tested 20-30 high quality modules on an international perspective for use in California community college, high school and university classrooms.

- The more significant outcome desired is to provide education that enables students to understand issues and implications from a global perspective.
3. Population To Be Served

POPULATION SERVED

The population to be served by the Napa Valley College International Education program includes:

1. Napa Valley College Students

   Students enrolled in classes taught by the twelve instructors will develop a deeper understanding of other cultures and a greater knowledge of global interdependence. 800 or more Napa Valley College students will benefit directly from the project each year.

2. Napa Valley College Faculty and Staff

   Twelve faculty members will be directly involved in the project. The seven faculty member who have developed instructional modules will test and evaluate their new modules in their classrooms and refine the materials. Five additional faculty members will begin to develop modules for their courses.

   The seven faculty members who are to continue participation in the project are:

   Dolores Fischer - a study of values of Hispanic society through the visual arts of Spain and Hispanic America.

   Jean Schroeder - World population problems focusing on a comparison and contrast in the People's Republic of China and the USSR. Agricultural organization and operation in the People's Republic of China and USSR.

   Dr. A.T. Anderson - technological developments on a world basis

   Carolyn Broadwell - relate the development of the history of ceramics to world development

   Lauren Coodley - deviance, personal adjustment, and treatment from a cross-cultural perspective

   Curt Fromke - nutrition and food origins and international perspective

   Nelda Nocita - international trade and economics, a study of the patterns, changes and significance
Five additional faculty members have been selected to participate in the project. They will design new curriculum modules and will benefit from in-service training and the opportunity to develop and try-out the instructional modules they develop. The more experienced group of instructors will serve as resources and mentors to the new faculty.

Janet Gonzalez-Mena, Instructor, Early Childhood Education cross cultural, infant care giving practices to explore parenting differences that must be recognized by care providers.

Andrew McConnell, Instructor, Computer Studies - computerized language translation using Esperanto and "Ayuara", a Bolivian Indian language.

Rhoda Stewart, Instructor, Business - 1) the special concerns of business communications in international business relationships and 2) applying the principles of critical thinking to international relationships.

Dr. Chris Burditt, Professor, Mathematics - treating statistical issues with real data: land use, pollution, population, world health, energy, arms, literacy. Calculus for Business will include population growth, history of ancient mathematicians.

(Additional instructor to be identified)

Two of the instructors who have developed modules propose to develop additional materials for classes they teach:

Jean Schroeder - 1) comparing and contrasting South Korean economic progress and growth with that of Japan after World War II, looking at their economic relationship today and 2) comparing the US crime rates and punishments with selected Pacific Rim countries.

Nelda Nocita - 1) the new Canadian trade treaty with the US, and 2) economics of North African rim, the ASEAN area (Pacific Rim), and Central America.

3. Faculty at other educational institutions

Faculty and administrators belonging to the California Colleges for International Education consortium will benefit from this project through direct resource sharing and by way of presentations at conferences and workshops. Napa Valley College staff will serve as leaders by assisting interested consortium members infuse components of international education across the curriculum.

Member institutions of the North Bay International Studies Project, based at Sonoma State University, will also benefit from the project. Napa Valley College instructors will serve as resources to local institutions and will share the materials they develop and
test here at Napa. The schools included in the consortium are World College West, Sonoma State, Dominican College, Maring Global Education Center, College of Marin, and Napa Valley College.

Faculty and administrators from the Napa Unified School District and Napa County Schools will be invited to meet with college faculty to discuss articulation. The model and resource materials will be made available.

At least 50 faculty and administrators from other institutions will be directly involved in the evaluation and dissemination process.

4. Students at other educational institutions

Students, college staff and members of the community will benefit from this project as well. A modest estimate of 2000 students each year will hear a lecture or participate in a classroom activity that is developed under this project.
4. Objectives

OBJECTIVES

Objective 1:
Five faculty members will each develop and test at least two instructional modules on international components of courses they teach.
Timeline: July-May
Cost: $12,944

Objective 2:
The seven faculty members who have already developed 14 instructional modules will research, refine, update and modify the curriculum - where necessary.
Timeline: July-December
Cost: $5,061

Objective 3.
Project faculty will identify at least 6 or more courses at Napa Valley College where the international instructional units can be used. By sharing the modules with other instructors on campus, there will be broader use of the units that have been written.
Timeline: September and January
Cost: $0

Objective 4:
The twelve project faculty will evaluate student knowledge by administering a pre-test and a post-test in each course. The results will be analyzed statistically.
Timeline: September - May
Cost: $0

Objective 5:
A series of three international forums will be held during the 1987-88 academic year. The forums will focus on the importance of the Pacific Rim. Educators from Napa Valley college, local high schools, colleges and universities, local businesses and the public will be invited to attend.
Timeline: February - May
Cost: $0

Objective 6:
Napa Valley College faculty will share international instructional modules with at least 35 institutions to include 3 high schools, 30 community colleges, and 2 universities.
Timeline: September - May
Cost: $1,345
Objective 7:
Develop evaluation questionnaires and procedures to assess the replicability of at least 10 instructional modules by developing evaluation guidelines for students and faculty from other institutions who adopt/adapt the modules, and for project faculty.

Timeline: February - May
Cost: $0
5. Workplan Narrative

ACTIVITIES

The International Education project will be based at Napa Valley College. Project staff will include two project co-directors (faculty members at Napa Valley College), 10 Napa Valley College faculty members, faculty secretaries and an advisory committee. In addition, the Dean of Instruction will provide overall supervision to the project. The Assistant to the President will assist project staff with project evaluation, monitoring project activities, and preparation of project reports.

The advisory committee will be comprised of the two project co-directors, two representatives from the World Affairs Council, a faculty member from a university, a counselor from Napa Valley College, a member of the college's Board of Trustees, a representative from the North Bay International Studies Project, and a representative from local education.

The following timetable describes the proposed sequence in which project activities will be conducted. The timetable will be used by the project faculty and project director to evaluate and monitor progress in accomplishing the objectives in a timely manner.

Activity 1.
A preliminary organizational meeting will be held with participating faculty and college administration to review project objectives, grant requirements and reporting methods.

Objectives: 1, 2.
Schedule: September
Personnel: Project faculty, Division Chairs, Assistant to the President, Business Office staff
Evaluation: The involvement of all staff in the successful operation of the project.

Activity 2.
The advisory committee will be formed in September. The group will meet at least three times throughout the project period.

Objectives: 1, 2, 3, 4, 5, 6
Schedule: October, December and May
Personnel: Project co-directors, two representatives from the World Affairs Council, a representative from UC system, a counselor from Napa Valley College, a Napa Valley College Board member, a representative from the North Bay International Studies Project, and a representative of local education.
Evaluation: The success of the advisory committee will be based on evaluations made by the project faculty and other staff involved in project evaluation.

Activity 3.
Faculty, with input from the advisory committee and college administration will plan and schedule Pacific Rim forums. Speakers will be identified and may include a representative from the Vista College International Business Program, Port of Oakland, State Department of Commerce, World Affairs Council, Executives from multinational corporations, UC Berkeley and others.

Objective: 5
Schedule: October - Spring
Personnel: Project co-directors and faculty, advisory committee
Evaluation: Success of the activity will be based upon the results of the forums, as described below.

Activity 4.
Faculty members will conduct research and write their modules. They will use a variety of resources including the UC libraries, World Affairs Council, College and City/County Library, BofA Business Library, and other sources.

Objectives: 1, 2, 4
Schedule: July - May
Personnel: Project faculty, staff at libraries
Evaluation: Based on the timely completion of the modules

Activity 5.
Project faculty will meet and confer with experts at the World Affairs Council, with international education consortium members and will gather materials from other colleges and universities to exchange ideas on the international perspectives of a community college curriculum.

Objectives: 1, 2, 4, 6, 7
Schedule: July - May
Personnel: Project faculty, consultants
Evaluation: Based on project faculty assessments of the value of these exchanges and on the extent to which professional relationships with colleagues at other agencies have been established.

Activity 6.
The seven experienced faculty members will introduce their 14 instructional modules prepared last fall into their classes. They will:
- pre-test student knowledge of international perspective
- post-test student knowledge
- instructor self-evaluation of effectiveness of modules
- if necessary, revise and rewrite the instructional materials

Objectives: 2, 4
Schedule: July - May
Activity 7.
Faculty members will identify and select successful modules to share with at least 35 other schools.
Objective: 6
Schedule: September - February
Personnel: Project faculty
Evaluation: Based upon successful implementation of modules in the course outlines

Activity 8.
Project faculty, with the Assistant to the President, will design questionnaires for students, faculty, and administrators. The questionnaires will be sent to other schools and colleges as part of the dissemination package. The purpose of the questionnaires is to evaluate the effectiveness of the instructional modules.
Objective: 6,7
Schedule: Fall
Personnel: Project faculty, Assistant to the President, Advisory Committee
Evaluation: Based on the responses to the evaluation questionnaires from participating colleges which test the modules. The questionnaires are to be generic - used for all materials developed.

Activity 9.
Project co-directors, division chairs and instructors will identify instructors teaching courses at Napa Valley college who will adopt/adapt the modules developed under this project. For example, economics modules may be pertinent in business courses. Project faculty will meet with other instructors to share materials.
Objective: 3
Schedule: November - December
Personnel: Project co-directors, project instructors, division chairs, instructors.
Evaluation: Based on the applicability of instructional modules to other subject areas. The evaluation team will identify how many instructors actually adapt modules. Questionnaires and comments from instructors, students, and division chairs will relate the success of this activity.

Activity 10.
The five faculty developing new materials will classroom test their modules during the Spring semester, following the same steps outlined in activity 6 above.
Objective: 1
Activity 11.

Hold Pacific Rim forums to be attended by participating faculty, other Napa Valley College faculty and staff, representatives from local high schools, community members, business people, and other community college representatives.

Objective: 5
Schedule: Spring
Personnel: College faculty and students, others above
Evaluation: Based on the number of people in attendance, the coverage of the events in the media, audience reaction to the forums as perceived by members of the project advisory committee and project evaluators.

Activity 12.

Faculty will identify at least 35 other schools interested in testing the modules developed at Napa Valley College. If possible, NVC faculty will meet with the instructors from the other schools, and will send a dissemination packet.

Objective: 6
Schedule: Spring
Personnel: Project faculty
Evaluation: Based upon the ability to identify individuals at other colleges to adapt/adopt the modules developed at Napa Valley College.

Activity 13.

Each participating faculty member will prepare a dissemination packet which will contain:

- precis
- outline
- bibliography
- audiotape/transcript of lectures
- tests
- evaluation forms

These materials will be sent to colleges interested in adopting and adapting the modules developed under this project.

Objectives: 6, 7
Schedule: on-going: all materials will be completed by May although many packets will be completed by February
Personnel: Project faculty, advisory committee, evaluation staff
Evaluation: Based on the evaluation of the packets by students, faculty and staff at other colleges that use the materials.
Activity 14.
A Napa Valley College faculty member, who is currently on sabbatical to study video-broadcast techniques, will produce a videotape which will describe the project and the need for international education. The videotape will be available to colleges interested in adapting instructional materials and will be shown at workshops and conferences.
Objective:  6
Schedule:   January - March
Personnel:   Jan Molen (video), project faculty, advisory committee, students, college administration
Evaluation:   Based on the quality of the video and its effectiveness at conferences, workshops and as introductory material for colleges.

Activity 15.
Project staff, with the Napa Valley College International Education Committee, will hold an International Education Day celebration at Napa Valley College.
Objective:   all
Schedule:   May
Personnel:   Project faculty, staff, college faculty and staff, students, community members, other college staff will be invited to attend
Evaluation:   Based on the participation of all groups and attendance at the event

Activity 16.
The project co-directors and advisory committee will monitor the activities to insure that the timeline is being kept and that objectives are met.
Objectives:   all
Schedule:   on-going
Personnel:   Project co-directors, Assistant to the President, Advisory Committee
Evaluation:   Based on timely completion of activities and objectives, participation of all personnel identified, and results of questionnaires and other evaluation methods.

Activity 17.
Faculty will prepare project mid year and final reports. Project staff will document all project activities for evaluation and reporting purposes.
Objectives:   all
Schedule:   January and June/July
Personnel:   Project co-directors, Assistant to the President
Evaluation:   Based on timely completion of all reports, and thoroughness in which the activities were documented, and on the usefulness of the recommendations made.
Project Administration

The two project co-directors (Dolores Fischer and Jean Schroeder) will report to Dr. Richard Lowe, Dean of Instruction. Project staff will share their results with Division Chairs and faculty at Napa Valley College to encourage widespread application of international education throughout the curriculum.
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

The project will improve instruction at Napa Valley College, and at other educational institutions throughout the California.

The resulting modules will significantly add to the number of international education curriculum materials currently available to community colleges.

The modules will have been tested and revised at Napa Valley College and evaluated by students, teachers and administrators at other high schools, community colleges and universities throughout California.

The project will include materials on the Pacific Rim and the significance of this area on California and world affairs. Most international education programs have focused on European studies in the past. The importance of the Pacific rim must be emphasized in education.

The modules and expertise gained by project faculty will be shared with staff members of the Consortium of California Colleges for International Education, Napa Valley schools, and members of the CISP network at Sonoma State University. Total enrollment at these schools exceeds 400,000. Therefore, the potential impact of this project on California students and faculty is substantial.

The project will strengthen the general education program at Napa Valley College by adding a much needed international dimension to the curriculum. An international dimension will be added to multiple sections of the following courses:

- American Government
- Child Development
- Infant-Toddler Development
- Computers in Society
- Introduction to Computers
- Critical Thinking (English)
- Business Communications
- Calculus for Business
- Statistics
- Art Appreciation
- Art: Beginning Ceramics
- Biology - Nutrition Today
- Business - Human Relations in Organizations
- Economics 1
- Introduction to Environmental Studies
- Economics 2
- Introduction to Engineering
- International Relations
- Academic and Spoken Spanish
- Modern Political Ideology
- Psychology of Women
- Women in the Workforce

Non-project faculty at Napa Valley College will be involved in several project activities. All campus faculty will be invited to attend the Pacific Rim forums, where they will learn more about international issues. In addition, project staff will identify faculty at Napa Valley College
who may wish to "borrow" the instructional modules. Many of the modules will lend themselves to multiple uses across the college curriculum.

The information gained from this project will be shared with faculty and administrators from other community colleges through workshops, printed materials, videotapes, conferences, special meetings, and telephone conversations.

The results of the project, instructional modules, will be transferable to other educational institutions- high schools, community colleges, and four year colleges/universities.

Napa Valley College intends to establish an associate degree in international education and a specialization in international business in the Business and Computer Studies Division.

The project will establish a model for the design, testing and evaluation of international instructional modules.

Students will benefit from their exposure to the international/intercultural perspectives presented in their classes through lectures, videotapes, and well-known speakers.

Faculty participating in the project will benefit extensively from their experience. Not only will they increase their understanding of the international aspects of the subjects they teach through research and redesigning their courses, but they will also learn by sharing this information with colleagues at Napa Valley College and other schools.

Napa Valley College is committed to internationalizing the curriculum at the institution, and has been the lead college in California in developing instructional modules. The Board of Trustees, college administration, faculty, and community support these efforts. The potential for continued support is strong.

While many California community colleges have study abroad programs, only a few have taken steps to modify their curricula to expose a large number of students to courses containing a global perspective. Their interest in curriculum materials is growing and the colleges look to Napa Valley College as a leader. Many requests have been made for copies of materials that have been developed. The experience our staff acquires in adapting programs from other colleges, and in developing their own materials will facilitate their ability to help other colleges adapt the Procedures they develop during the Project.

A significant feature of this project is the close working relationship that faculty have established with members of the community college consortium, the North Bay International Studies Project, U.C. Davis, and other institutions that share Napa Valley College's interest in international education.
7. Evaluation Plan

EVALUATION PLAN

The plans to evaluate the proposed activities have been described in detail under "Activities" above. The overall evaluation design includes both formative and summative evaluation components.

The formative evaluation will determine the overall effectiveness of the project design. Faculty will meet periodically to assess their overall progress in meeting project objectives. The advisory committee will also discuss methods that are being used and will, when necessary, be called upon to suggest alternative methods. Formative evaluation will be particularly important in the process of testing, revision and evaluation of the international education instructional modules.

The summative evaluation will involve periodic monitoring. The project co-directors will contact participating faculty members at least three times each semester to evaluate individual progress. Meetings will be called as needed to address project concerns and overall progress. Is each faculty member listed in the proposal actually participating? If not, has an alternate been identified? How many modules have been completed? How many courses have "adopted" modules? How many colleges have requested copies of curriculum materials? How many schools are currently "testing" the materials? What are the results of their evaluations? Questions such as these will be answered.

The most important evaluative aspect of the project is the evaluation of the modules at the high school level, at other community colleges, and at four year colleges/universities. Students, faculty and administrators will evaluate the materials designed at Napa Valley College. An evaluation form designed for each group, as well as student pre-test and post-test results will be ultimate test of the replicability and usefulness of the materials outside of Napa College. Our goal is to develop materials that will have widespread use. Participating faculty will work with the Assistant to the President at Napa Valley College to design questionnaires that will analyze these factors.

The information collected during the course of the project will be shared with the college's International Education Committee and the Dean of Instruction. The project advisory committee, college administration, along with the project staff, will review the effectiveness of all the procedures followed and materials created in the project. The changes made will be shared with participating institutions and incorporated into the next phase of the college's plan to establish a comprehensive international education program.
8. Dissemination Plan

INFORMATION FOR DISSEMINATION

The materials listed below will be available for dissemination to other colleges:

- Mid-Year and final project reports
- Videotape project description
- Dissemination Packet
  - Introductory Letter
  - Instructional Modules
  - Instructor Outline
  - Student pre-test and post-test
  - Reading List
  - Handouts
- Evaluation Questionnaires

Materials will be made available to community colleges, high schools, colleges and universities and other organizations upon request. The cost to reproduce materials may be charged to those requesting these materials.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]