

# North Carolina Community College System Global Education Action Plan

College: Caldwell Community College & TI

Date: July 1, 2001

Name of College President: Dr. Kenneth A. Boham

Name of Campus Global Education Director: To be named later

Names of Global Education Committee/ Team Members:

Laurette LePrevost

Jean Cauthen

Kim Hinton

Steve Melton

Garrett Hinshaw

July 1, 2001

**1. NEED**  
*(What conditions or circumstances exist which need improvement? Identify the needs.)*

Task	Responsibility	Completion Date	Verification
<p>1. Because local culture has long been insular and homogeneous (working class, white, Anglo, Protestant), both the local citizenry and even college employees have only superficial knowledge of international cultures and global issues.</p> <p>2. CCC and TI's international constituents are currently underserved: many are not accessing appropriate educational opportunities available through the college; others have educational needs that the college, because of limited resources, cannot meet.</p>	<p>Global Education Team</p> <p>International Student Advisor</p>		

**2. RELATED EFFORTS**

*(To your knowledge, what has previously been done by this or any other institution to satisfy these needs?)*

Task	Responsibility	Completion Date	Verification
<ol style="list-style-type: none"> <li>1. CCC and TI has an extensive <b>English as a Second Language</b> (ESL) program that serves hundreds of students.</li> <li>2. <b>Spanish</b> language classes are offered through the curriculum and continuing education departments.</li> <li>3. Our college has enhanced students' awareness of other cultures through a <b>curriculum</b> that emphasizes world history, religion, art, music, etc.</li> <li>4. CCC and TI's extensive <b>cultural and arts programming</b> has consciously featured multi-cultural performances and artists of diverse backgrounds</li> </ol>	<p>Basic Skills</p> <p>Curriculum Instruction</p> <p>Curriculum Instruction</p> <p>Curriculum Instruction</p>		

<b>3. CLIENTELE</b> <i>(What group or groups are the intended beneficiaries of this initiative?)</i>			
Task	Responsibility	Completion Date	Verification
1. Beneficiaries as related to the first described need are CCC and TI students, faculty, and staff – as well as our local community. 2. Beneficiaries as related to the second need are immigrant people, especially Hispanic and Asian. 3. Beneficiaries of the fifth are students of all cultural backgrounds.	Global Education Team  Executive/ Instructional Council		

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**4. COLLABORATIVE EFFORTS**

*(Will any other agency(ies) or organization(s) be involved in collaboration or partnership in this initiative?)*



Task	Responsibility	Completion Date	Verification
<ol style="list-style-type: none"> <li>1. Local business and industry partners with CCC and TI to facilitate ESL instruction (frequently on-site).</li> <li>2. The ABE/Adult High School department provides support to <u>Centro Latino</u>.</li> <li>3. The North Carolina Arts Council and the North Carolina Humanities Councils provide grants in support of conferences and cultural programming.</li> <li>4. The Arts and Science department partners with area secondary schools and colleges to sponsor various events.</li> </ol>	<p>Basic Skills</p> <p>Basic Skills</p> <p>Dean of Arts and Sciences</p> <p>Arts and Sciences Department</p>		

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**5. OBJECTIVES**

*(What are the specific and measurable ends to be achieved by the proposed project? These should be related to the needs identified in Section 1.)*



Task	Responsibility	Completion Date	Verification
<ol style="list-style-type: none"> <li>1. To promote awareness of globalization through a multi-faceted, college-wide strategy involving faculty, staff, students, and community.</li> <li>2. To provide a continuum of educational services through and beyond English as a Second Language (ESL) to our international constituents.</li> </ol>	<p>Global Education Team</p> <p>Student Services, Basic Skills, Instructional Council</p>		

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**6. PROCEDURES**

*(How will the objectives be met? What activities or experiences will be provided and how are these expected to accomplish the stated objectives?)*



Task	Responsibility	Completion Date	Verification
<ol style="list-style-type: none"> <li>1. Professional development, including an institution-wide workshop featuring a recognized authority, faculty/staff attendance at relevant conferences, etc.</li> <li>2. Infusion of international topics into the curriculum, for example, adoption of Latin America as a central theme in arts and sciences courses, examination of global economic trends and issues in economics and business classes.</li> <li>3. Multicultural cultural arts programming, as part of the Performing Artist Series, the Writers Symposium, art exhibits/exchanges, campus displays. The spring 2002 writers/history conference will focus on Latin America. The keynote speaker will be Julia Alvarez.</li> <li>4. Assuring access, for curriculum and continuing education students, to the study of Spanish.</li> <li>5. Providing students and faculty with information on opportunities to study abroad.</li> <li>6. That the college address the need to help immigrant students to successfully transition from ESL classes to other educational opportunities, including ABE, GED, and/or adult high school programs. Certificate programs taught in Spanish in subjects like landscape gardening, early childhood education, machine shop, nursing, and cosmetology should be explored.</li> </ol>	<p>Global Education Team</p> <p>Instructional Council</p> <p>Dean of Arts and Sciences</p> <p>Instructional Council</p> <p>Global Education Team</p> <p>Student Services, Basic Skills, Instructional Council</p>		

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**7. EVALUATION**

*(By what means will it be possible to determine the extent to which initiative objectives have been accomplished? What criteria will be used for evaluation?)*



Task	Responsibility	Completion Date	Verification
<ol style="list-style-type: none"> <li>1. Professional development activities are documented on performance evaluations and reviewed annually.</li> <li>2. All workshops and similar sessions are routinely evaluated at their close.</li> <li>3. All curriculum and continuing education classes are evaluated by students each semester.</li> <li>4. The popularity of classes designed to meet the needs of our international constituents will be quantifiable in terms of enrollment and retention data.</li> </ol>	<p>Department heads</p> <p>Global Education Team</p> <p>Instruction</p> <p>International Student Advisor</p>		

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**8. BUDGET**

*(List an estimated total cost for the initiative and give some general idea of the major categories of funds, for example, personnel, travel, supplies, etc., that will be needed. A highly detailed budget is not necessary, as this will be developed later.)*



Task	Responsibility	Completion Date	Verification
Workshops ..... \$10,000	College Executive Council		
International Student Advisor Travel.....500			
Supplies: Printing .....500			
Professional Development: Travel..... 1,000			

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**9. COMMITMENT**  
*(What kind of commitment—money, time, space, etc.—is the institution willing to make toward implementation of the initiative?)*

Task	Responsibility	Completion Date	Verification
1. The Global Education Team will need to meet every other month to discuss, plan, and evaluate the initiatives. 2. Release time for employees will need to be arranged for professional development.	Global Education Team Vice President of Instruction		

<p>3. Scheduling of time and location will need to occur to maximize attendance.</p>	<p>Global Education Team</p>		
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**10. ADDITIONAL INFORMATION OR COMMENTS:**



Task	Responsibility	Completion Date	Verification

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## **Abstract:**

### **CCC&TI Global Education Plan 2001-2002**

Global education at Caldwell Community College and Technical Institute is currently comprised largely of isolated departmental efforts aimed toward meeting the immediate needs of ESL students and providing cultural programming for native students and citizens within the service area. However, with information provided through the Global Education Conference sponsored by the Stanley Foundation and the North Carolina Community College System, this committee believes that the institution must commit to assuring that all students' education include an international dimension. We recommend for consideration a two-fold approach for creating an integrated, concerted college-wide emphasis on global education. The two primary focuses would be:

- to promote awareness of globalization through a multi-faceted college-wide strategy involving faculty, staff, students, and community, and
- to provide a continuum of educational services beyond English as a Second Language (ESL) to our international constituents.

The institutional motivation to work toward these revisions must be provided by the president and the board of trustees in order to assure institution-wide commitment.

With input from external constituents, the CCC&TI Global Education Committee has identified some options to initiate these changes. To assure the integration of a community-based perspective, external constituents from area agencies and businesses will meet with the Global Education Committee for advisement.

Some suggested strategies to promote awareness include:

Professional development, including an institution-wide workshop featuring a recognized authority, attendance at relevant conferences, etc

Infusion of international topics into the curriculum, for example adoption of Latin America as a central theme in Arts and Sciences courses, examination of global economic trends and issues in economics and business classes

Multicultural student activities, as part of the Performing Artist Series, the Writers Symposium, art exhibits/exchanges, campus displays

Assuring access for curriculum and continuing education students to the study of Spanish

Providing students and faculty with information on opportunities to study abroad.

The Committee also suggests that the college address the need to help immigrant students to successfully transition from ESL classes to other educational opportunities, including ABE, GED, and/or adult high school programs. Efforts must be made to help these students improve their earning potential and acquire more satisfying jobs. Certificate programs in landscape gardening, early childhood education, and cosmetology might be good choices to offer in Spanish.

The above exist as initial recommendations from the team attending the NCCCS Conference on Global Education. Ultimately, of course, CCC and TI's senior administration will determine an appropriate level of institutional engagement in global education for the college

