



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

June 19, 2006

MEMORANDUM

To: Presidents
Chief Academic Officers

From: Delores A. Parker, Vice President
Academic and Student Services

Subject: **2006 Global Education Initiatives at the Community Colleges**

In February, the Joint Legislative Education Committee requested from the North Carolina Community College System, the Department of Public Instruction, UNC-General Administration, World View, and the Center for Understanding a status report on our global education activities.

We were asked to respond to these questions: (1) "What are our colleges doing to promote global education?" and (2) "What should we be doing?" When I had to make the presentation to the committee, along with my other colleagues, only 44 community colleges had responded due to the limited time frame. My staff and I were so impressed with the progress that the colleges have made in promoting global education that we wanted all of the colleges to have time to provide information on their global education efforts. This goal has been accomplished and I am pleased to share the attached report with you.

You will also find this report posted on the North Carolina Community College System web site. We hope that this report will be useful to you and establish dialogue within the system to share ideas and best practices regarding the continued globalization of our campuses.

As always, your questions and/or comments are welcomed. Please address these to Ken Whitehurst, 919-807-7098 or whitehurstk@ncccommunitycolleges.edu.

Thank you again for your cooperation in our efforts to respond to legislative requests in a timely fashion and for all that you do to make the North Carolina Community College System the best in the world.

Attachment

CC06-143

E-mail

c: President H. Martin Lancaster
Dr. Maria Fraser-Molina, Chair, NCCCS Global Education Consortium
NCCCS Global Education Consortium Members

**North Carolina Community Colleges
Global Education Initiatives
2006-2007**

STATEWIDE INITIATIVES	<p style="text-align: center;">What Are You Doing to Promote Global Education?</p> <ul style="list-style-type: none"> • North Carolina/United Kingdom Higher Education Exchange (funded primarily via private grants) Multi-year project led by President Lancaster between NCCCS and Colleges of Further Education and Universities in Northern Ireland and England to develop cooperative programs, study each others strengths, exchange faculty. Examples of projects in progress: Joint degree programs Workforce training in biotech, other high-tech Research on AAS articulation Faculty exchange (first completed May 2006) • Development of Community College System in Thailand (funded via federal grants, private funds, other sources) Multi-year project, led President Lancaster and System Office staff with work from individual NC community colleges, State Board, Trustees and the Kenan Institute, to establish first community college system in Thailand, develop small business training capacity, train Thai trustees. • Workforce Training in the Basque Autonomous region (Spain) (funded by Basque hosts) • Executive VP/COO has several times represented the US and North Carolina at major international workforce training conference, presenting NC model for workforce and economic development • Hispanic/Latino Initiative (funded by Z. Smith Reynolds Foundation) Establishment of statewide advisory board, other statewide initiatives. Now on hold pending new funding. • Global Education Consortium: Established by System Office to provide clearinghouse for information related to global education 	
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	<ul style="list-style-type: none">• Global Education Conference: 2001 Organized by System Office, first statewide meeting focused on Global Education• WorldView: System Office representatives attend and present at annual conference.• Data Collection: System Office annually colleges and updates data on global education activities in community colleges• Sponsor Annual Global Education Video Conference provided by ACIIE at 3-6 Community Colleges using grant money• State Board Issued Proclamation supporting 2005 as “Year of Languages”	
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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
ALAMANCE	<ul style="list-style-type: none"> • Extensive ESL program including videotape series, participation in development of statewide curriculum, and use of NC NET to disseminate materials. • Growing Spanish program with curriculum and non-credit components. Targeted Spanish courses for workplace. Summer immersion program. • Several courses in curriculum on global topics such as international business. • Diversity Committee involved in planning events on campus including cultural day. • Film and speaker series with some multicultural topics. • Club involvement in global/multicultural issues; Spanish Club contact with Mexico. • Individual staff involvement in community organizations such as Sister Cities and Hispanic Center that seek to educate the community. • Hispanic Coordinator position that deals exclusively with education/activities involving Hispanics and multiculturalism. 	<ul style="list-style-type: none"> • Professional development for faculty and staff about importance of global education. • Encouragement of faculty to incorporate global education in courses. • Better data collection on international students.
ASHEVILLE-BUNCOMBE TECH	<ul style="list-style-type: none"> • Adopted seven cross-curriculum general education competencies that all graduates of AA, AS, AAS, or AFA programs must meet, including the following: “Demonstrate an appreciation of the various manifestations of cultural diversity.” • Global emphasis in General Education courses, including Art Appreciation, Music Appreciation, African American Literature, World Literature, World History, World Religions, Astronomy, Botany, Ecology, Readers Theatre • Cultural immersion emphasis in Foreign Language courses (French, Spanish, German) • International business emphasis in Business Administration and Marketing and Retailing • Provide College-sponsored Study Abroad programs, including Art & Humanities in Summer 2004 and French & Spanish in Summer 2005 • Faculty, staff, and student contributions to Buddhist University in Thailand (books and computers) 	<ul style="list-style-type: none"> • Expand opportunities for travel abroad • Offer multicultural AFA Drama productions • Expand AFA Music program to include multicultural performances • Develop Faculty Exchange Programs • Develop Student Exchange Programs

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	<ul style="list-style-type: none"> • Writers Club study of multicultural works and authors • Fall 2005 Faculty/Staff Professional Development Day – Diversity and Cultural Awareness • International Student Club • SGA-sponsored Cultural Awareness activities, such as Latino Dancing, International Cuisine Day • Funding for faculty to attend professional development conferences (including the UNC Institute on Global Education) • Funding for faculty to study abroad (Readers Theatre in London) • Support for student Cooperative Work Experience abroad (Culinary Arts in France) 	
<p>BEAUFORT 3/01/06</p>	<p>Latino Fiesta, featuring food music, and dancing from Latino cultures.</p> <p>Travel/Study opportunity to Cuernavaca, Mexico, spring 2006.</p> <p>Bulletin board highlighting international students and their contributions to our campus.</p> <p>Most business curriculum courses have a strong international component either taught as a separate unit or embedded within the course.</p> <p>Two computer instructors have been working with Russian colleagues in Balashov, Russia, for the last 5 years to help develop their distance education efforts. During Spring 2006, students in selected sections of CIS 110 and CIS 172 are participating in a discussion forum with English speaking students in Balashov.</p> <p>Criminal Justice students study a significant amount of British law enforcement practices.</p> <p>Students in Spanish classes are required to do research on the educational</p>	<p>Greater emphasis in all programs on world markets and competition.</p>

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	<p>and political situations in different Latin American countries</p> <p>Students in advanced Spanish classes are required to complete a service learning project involving people from the local Latino community.</p> <p>Students in Developmental Reading classes use <u>Newsweek</u> readings to keep up with world wide events.</p> <p>One of our most popular courses, HUM 122 - Southern Cultures, includes a detailed examination of European and African contributions to American culture, particularly in the South.</p> <p>We teach World Civilizations and World Religions classes on a regular basis.</p> <p>Psychology and Sociology courses also include strong globalization components with emphasis on multinational interdependence.</p> <p>Faculty participation in World View Conference by UNC-CH each year.</p>	
BLADEN	<ol style="list-style-type: none"> 1. ACA Telecourses involve studying units on cultural aspects of communication and students are required to research communication customs in other cultures and prepare a college project based on their findings. 2. In one technology course, various technologies are studied and how they are deployed and used in Singapore. In Singapore the use of networks are used to collect traffic information “smart highways”, the USA uses Global Positioning technology in vehicles and armament in the Iraqi War and other countries are studied as a lesson in Global Education. 3. Developmental students keep portfolios where they write responses to international events. 4. An accounting instructor uses articles from the 	<ol style="list-style-type: none"> 1. More diversity in the college by having international speakers and groups to come in and speak to the students, faculty, and staff on cultural and educational issues their country. We are, although, in the process of doing this, 2. Offer more courses that address global educational issues. 3. Promote student exchange with a

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	<p>news media, papers, and magazines from different countries as well as videos to talk about international educational practices in his department.</p> <p>5. Our business instructor teaches different practices in international cultures as it relates to the business settings. One of our computer instructors incorporates Global Education in CIS110 and 113 by exploring originating country of websites by examining the URL. NET112 discusses network security threats from other countries. NET110, 225, and 226 addresses European standard for cabling. CSC139 addresses computer programs that output in English, Spanish, French, and other languages. CIS245 uses a flavor of LINUX from Germany (Knoppix)</p> <p>6. World Regional Geography incorporates “ global education” on a daily basis. One instructor has just discussed the new best selling book, “The World is Flat” and also incorporates country’s relationships with various foreign entities since the 1400’s.</p> <p>7. An instructor in Finance discusses the US deficit being financed by the rest of the world. US has to share resources now.</p> <p>8. Our sociology instructor incorporate a global perspective of societies that are interconnected around the world as society’s problems are becoming global concerns. Students discuss articles in terms of sociological theory.</p> <p>9. Our Spanish instructor constantly talks about Spain and Latin America, bringing pictures and artifacts to enhance learning Spanish.</p> <p>10. One English teacher incorporates African American Literature. In Drama 126, which is Storytelling, there are discussions of interpreting folktales and folklore from around the world. In her Humanities 130 class, there is an exploration of the creation and diffusion of myths from around the world to help foster an appreciation of our culture and other worldly cultures.</p> <p>11. A Psychology class includes references to ethnicity</p>	<p>foreign country and our college.</p>

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	<p>and diversity.</p> <p>12. Bladen Community College has a Diversity Committee that addresses cultural practices and tries bringing different experiences to the campus.</p> <p>13. February 27th- March 3, 2006 has been declared Global Education Week at Bladen Community College. There will be several activities on campus that week to promote Global Education</p>	

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BLUE RIDGE	<ul style="list-style-type: none"> • Meet the Globe (country study) • National Video Conference for Community College— International Studies participation (last 2 years) • UNC World View (on going) • International Group Study Exchange Forum – Russians: Human Services professionals • Cultural Tours (faculty, family members, and community members) -- Peru, Spain • Spanish classes for specific fields of business – hospital personnel, retail business 	<ul style="list-style-type: none"> • Online Instruction Methods exchange among faculty members with foreign colleges • Online degree programs with foreign colleges (This needs to be initiated by the NCCCS) • Appoint dedicated global education staff for developing the GE programs and to gather information • Offer Spanish classes for instructors and staff (due to the increase in Spanish speaking population in the community) • Offer Chinese culture and language classes (due to the Chinese economic and business expansion) • World View – active participation • Study/investigate the GE programs the colleges in other states offering and or participating in • Form a regional GE initiative rather than doing individually • Support developing sister college programs with Ireland as Dr. Lancaster proposed.
BRUNSWICK	<ul style="list-style-type: none"> • Intercultural Festival with average attendance of 3,500 in Sept. 2004 and 2005 • Peace Corp Week observed in March 2004 and one planned for 2006 • Global Diversity Luncheon sponsored by faculty • Faculty participation in World View Conference 2005/06 • Guest Lecturers include current Brunswick Community College students/military servicemen (VA) serving in Iraq • Faculty incorporates world views and activities throughout curriculum, such as chemistry manufacturing's impact on a global economy • Partnership with local Brunswick County Schools to operate Brunswick Educational Transition Center for our local Hispanic/Latino population 	<p>Investigate implementing a World View Committee of faculty/staff</p> <p>Ascertain interest in a global diversity student club</p> <p>Investigate international, academic travel for students/faculty</p> <p>Secure international Guest Lecturers</p> <p>Investigate faculty exchange with several Mexican educational programs</p>

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CALDWELL	<p>Caldwell Community College and Technical Institute is actively working on promoting global education. As part of global education / awareness, CCC&TI has done the following:</p> <ul style="list-style-type: none"> • Global Education and Diversity are major strategic priorities in our 2005-2010 Strategic Plan. • Formed a Diversity / Global Awareness committee • Formed a Global Awareness subcommittee • Developing a comprehensive plan to address global education / awareness. • Investigating a one day conference on the impacts of science on the environment. • Multiple trips have been taken to countries such as Brazil, Italy, etc. • A core representative group from CCC&TI attended the WorldView conference held at the University of North Carolina – Chapel Hill. 	<ul style="list-style-type: none"> • Caldwell Community College and Technical Institute recognizes the importance of global education. Therefore, CCC&TI is in the planning stages to expand its current initiatives in global education. These plans will include: • Maintaining a Diversity / Global Awareness plan. Revisit the plan annually. • Sponsoring trips to other nations • Encourage faculty/staff to attend conferences on global education • Invite guest speakers to CCC&TI to speak on issues relating to global education. • Incorporate global education issues into all facets of the campus. • Integrate global education issues into the classroom. • Maintain a list of all global education initiatives that take place on the campus.
CAPE FEAR	<p>Following are CFCC Global Education accomplishments for 2005:</p> <ul style="list-style-type: none"> • Five CFCC representatives attended the World View spring seminar, and two attended the fall seminar. • A Global Education web page with the Global Education Committee’s purpose and membership and links to World View was created on the CFCC web site. It is called “World Classroom” and is found under “About CFCC.” • Faculty sponsored two (one credit and one non-credit) international trips for students this past year to Uruguay and to Great Britain and France. 	<p>Following are CFCC Global Education objectives for 2006:</p> <ul style="list-style-type: none"> • Conduct a survey of faculty to determine what global issues are currently being taught in CFCC classes and what faculty might want in terms of professional development to increase their global awareness and that of their students. • Arrange for the UNC-CH Speakers’ Bureau to present at least one forum on global issues this academic year. • Obtain and hang world maps in areas frequented by students such as the cafeteria and the Learning Resource Center (LRC). • Expand the World Classroom web page with more links. Create

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	<ul style="list-style-type: none"> • A number of faculty and staff traveled internationally this past year. • A new Geography course was presented and approved by the CFCC Curriculum Committee. • Distance learning Chair, Larolyn Zylicz, attended the World View Residential Leadership Program in June, 2005. • Vice president of Instruction, Rick Zigler, was appointed as a member of Wilmington’s Sister Cities Commission. • CFCC students have created an International Club under the auspices of the Student Government Association 	<p>space on the web page where faculty, staff and students can post pictures and stories about their international travel experiences.</p> <ul style="list-style-type: none"> • Make the video “International Studies in the Community College” in the available for check-out through the LRC. • Recommend/facilitate additional student international trips, preferably with credit. • Investigate the possibilities for funding for World View faculty travel and international faculty exchanges. <p>Provide a team to attend the World View spring seminar program and an individual to attend the Residential Leadership Program.</p>
<p>CARTERET</p>	<ul style="list-style-type: none"> • The International Awareness Committee includes representatives from all areas of the college. • Carteret Community College hosted an International Awareness Festival April 4 through 15, 2005 featuring food, fashion, music and presentations on everything from the creation of the European Union to a Marine’s perspective of Southwest Asia. <p>(See attached Festival Events Schedule)</p> <ul style="list-style-type: none"> • Several on the IA Committee, led by Don Staub, submitted a proposal to the Fulbright Organization this fall for hosting a History Instructor from Turkey. Unfortunately, we just learned the grant was turned down. However, we were encouraged to apply again. • Currently, committee members are considering how to structure international education related activities for next year. • Numerous curriculum courses include international perspective: Sociology, Business, Sciences, for example. We also offer Spanish in both curr. and cont. ed. venues and we have an ESL Basic Skills program which serves people from nations such as Mexico, Brazil, Vietnam, and China. <p>When the local Rotary Clubs host Group Study Exchange from other countries, we always invite them to our campus.</p>	<p>Continue to network with other colleges and universities to provide global perspective for our students and community.</p> <p>Resubmit grant to Fulbright in effort to get a visiting scholar from another country.</p>

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CATAWBA	<ol style="list-style-type: none"> 1. Established an active globalization committee made up of faculty, staff, and administrators from a variety of disciplinary areas of the college. 2. Wrote a diversity/globalization statement included in the CVCC catalog. 3. Invited guest speakers to elevate our awareness of other cultures and their special needs. Currently we are in the process of scheduling Dana Clerico to speak at CVCC of her work with a school in Ghana. Ms. Clerico is a public school teacher in Charlotte, NC. 4. Invited Dr. Neil Bolick, Associate Director of World View based at UNC-CH, to CVCC. He spoke about his role to work with community college educators to assist in the globalization of their courses. 5. Sponsored an AIDS awareness conference featuring victims of AIDS and their personal life experiences (sponsored by the Social Science department and Student Government Association in cooperation with Alfa, AIDS Leadership Foothill AreaAlliance). 6. Celebrates Black History Month each year with the event sponsored by the CVCC Foundation, the Student Government Association, and community groups. 7. The globalization committee's participation in International week by organizing a global awareness day. This includes such things as a diversity of speakers, such as an authority on Islam, a representative from the Peace Corps, Hmong and other dancers, special interest booths, and a variety of food and music representing other cultures. 8. Proposed changing the name of the student center to reflect a diverse student body. (This has not been completed) 9. Displayed flags in the student center representing each nationality of CVCC students. 10. Developed a multicultural approach for the Student Handbook and catalog by the change of verbiage to remove religious and cultural 	<ol style="list-style-type: none"> 1. Promote greater attendance at culturally based conferences. 2. Continue to promo understanding and awareness of diversity. 3. Increase sensitivity, acceptance, and tolerance of others. 4. Address grievances appropriately. 5. Improve intercultural relationships. 6. Provide support and services. 7. Prevent inequity and discrimination. 8. Attract greater diversity in student enrollment. 9. Add a diversity component to graduate exit interviews. 10. Institutionalize the celebration of national months for Asian, African, Native American, Latino and women's history. 11. Develop an annual diversity survey for students to asses our sensitivity and behavior. 12. Study recruitment and hiring practices with the goal of eliminating bias and discrimination. 13. Review and implement appropriate pay equity differential. 14. Develop surveys to evaluate the performance of division chairs and deans. 15. Install directional and informational signs on campus in various languages.

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	<p>biases from such things as student breaks or holidays.</p> <ol style="list-style-type: none"> 11. Prepared a video of students welcoming the friends and family of CVCC graduates in their native language which is played at each graduation ceremony. 12. Presented a formal recommendation to the administration that graduation be observed as a secular event by not featuring any one religion or culture, as reflected in the music, guest speakers, convocation, and invocation. 13. Designed and produced a globalization poster featuring photographs of students of many nationalities displayed at CVCC's spring fling 14. Distributed a globalization pamphlet at the campus Spring Fling celebrations by the committee. It included definitions of globalization, diversity and tolerance statements, and goals for the CVCC community and students as well as goals for faculty and staff. 15. Involved CVCC students in the design and preparation of globally-minded materials for display. The globalization committee logo and overall design for the globalization pamphlet was created by the students of the graphic design program. The globalization poster design and photographs resulted from an assignment given to students in our professional photography program. 16. Offers annually a Southwestern experience course which exposes students to the Native American cultures via travel. 17. Attended conferences such as the "Global Education Videoconference" (Attended by two members of the globalization committee) and a speech by Hmong cultural activist Jane Hamilton Merritt attended by another committee member. 18. Surveyed students to determine our social diversity on campus, the level of student awareness, and the location of multi-cultural contacts within the community. 19. Established contacts with the Centro Latino and Hmong Society organizations in Catawba County area. 20. Offered a cultural anthropology course at CVCC. 21. Paired first semester, intermediate Spanish students with ESL students (English as a Second Language) for interview, grammar, 	<ol style="list-style-type: none"> 16. Develop a globalization newsletter. 17. Establish a Anthropology Club. 18. Establish more culturally-based courses which expose students to cultures first hand via travel. 19. Take biology students to different world regions to observe cultural and biological differences.
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	<p>and cultural exchange assignments.</p> <ol style="list-style-type: none"> 22. Partnered each second semester, intermediate Spanish student with the Centro Latino Organization in Catawba County to assist a Latino family and complete culture assignments for thirty-two lab contact hours. 23. Established FLICC, Foreign Language Instructors in Community Colleges. 24. Organized and sponsored the first annual FLICC meeting to be held at CVCC in March 2006. 25. Organized the Hmong Club at CVCC. 26. Organized the Biology Club at CVCC. 27. Presented and discussed the concept of the global culture of disease in biology, anatomy, and microbiology courses. This included its global progression and cultural aspects of disease such as age, gender, geography, environmental conditions, economic status, and ethnic group. 	
<p>CENTRAL CAROLINA</p>	<ul style="list-style-type: none"> • Video Presentations on various countries • Globalism and Localism have been focuses of Staff Development Day presentations • Cosmetology course for Spanish-speaking students • Con ed employs a person who speaks Spanish to conduct outreach 	<ul style="list-style-type: none"> • Become even more “user friendly” to Hispanic population • Provide bi-lingual training in specialized areas such as child care, small business, basic computer technology, legal/court issues, customer service, human resources, CNA, BLET, financial planning, welding • Develop a training program and resource bank to assist CCCC faculty, administration, and staff with incorporating a global perspective in their courses/programs/responsibilities • Provide more opportunities for students of Spanish to interact with native speakers • Need policies to encourage faculty and staff to develop second language skills, especially Spanish. • Identify multi-national employers in our service area and develop ways to respond to their global education needs • Offer professional certification for foreign degrees and transfer of courses • More cultural events on campus to encourage

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		<p>multicultural respect</p> <ul style="list-style-type: none"> • Consider a Global Business Expertise certification through the business department
<p>CENTRAL PIEDMONT</p>	<ol style="list-style-type: none"> 1) Sponsor two Global Issues Forums per semester. This month the college will host its 29th forum. The forums have attracted over 3,750 attendees. 2) Gives an instructor reassigned time to coordinate the Global Issues forums and to help other faculty incorporate global education initiatives in their classes. 3) Arranged for International Business students to hold a teleconference with students in another country. Recently, students communicated with students in Belgium. 4) One of our general education goals is that students will demonstrate knowledge of cultural similarities and differences 5) We offer the AAS Degree program in International Business. At least 45% of IB majors are international students. 6) Since Fall 2000 we have sponsored the CPCC Global Issues Project. The project's focus is (1) to increase the exposure of our students to global issues by encouraging faculty to add relevant global issues content to their courses. At least twenty instructors have modified more than 20 courses; and (2) to also meet that end by sponsoring Global Issues Forum speakers. To date we have had 28 major speakers and those events have attracted more than 3,750 students, faculty and local citizens. These speakers have participated at no cost to the College. Three additional Global Issues Forum events are scheduled for Spring Semester 2006. 7) We have conducted two teleconferences in which our students talk with students in other countries in live sessions. We have talked with students at Abenraa Business College in Denmark, and also with Chinese students at INHOLLAND University in the Netherlands. I am presently working to set up a teleconference with students at the Academy of Economic Science in Bucharest, Romania during Spring Semester. 8) I have spoken recently on implementing global education initiatives at a conference sponsored by World View at UNC-Chapel Hill. Many community colleges had representatives there. I am 	<ol style="list-style-type: none"> 1. Collaborate with other colleges to host events that promote global education. 2. Share what we are doing with other colleges. 3. Provide staff development to faculty to help them incorporate global education activities into their syllabi. <ul style="list-style-type: none"> • Seeking funding for international/intercultural education projects • Helping faculty/staff learn to communicate with international/immigrant students • Promoting multicultural events on campuses • Providing bilingual advising for international/immigrant students • Providing greater study abroad opportunities • Meeting language and cultural training needs of U.S. healthcare professionals • Promoting Global Ed events for students • Promoting interaction among CPCC students and students in other countries

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	<p>scheduled to speak on our project at Samson Community College early in Fall Semester, 2006.</p> <p>9) CPCC Student Life and the SGA sponsor an annual International Spring Festival on each of our six campuses. We have conducted this event for 12 years. Each year, nearly two thousand students, faculty and staff enjoy international music, dance, food, and exhibits presented by our international students and people from our community.</p> <p>10) CPCC Student Life sponsors programs and activities supporting awareness of global issues through programs such as: Latin American Student Festival; Hispanic Awareness Day; Live performances of Latino, African, and Vietnamese music.</p> <p>11) CPCC Student Life supports the following student organizations: Latin American Student Organization; International Student Association; French Club; Model United Nations.</p> <p>12) CPCC Service-Learning Center coordinates service opportunities for our students. A favorite service site is the International House, which works with recent immigrants to Charlotte.</p>	
<p>CLEVELAND</p>	<p>Our Global Education Committee plans activities for the school that deal with global awareness. In the Spring of 2005, one faculty meeting and several subject area divisional workshops promoted the faculty's knowledge of the school's emphasis on Global Awareness. Each faculty member included an item dealing with global awareness on each course syllabi. A display at the school's annual Springfest helped to make students aware of our emphasis. Global awareness was the emphasis in the Spring of 2005. For several years, the school has sent members of the faculty to the fall World View Conference at UNC-Chapel Hill. World View is an international program for educators. Our focus for this school year is to start a lecture series to inform the student body and community about global awareness.</p> <p>2005: formed Global Awareness Task Force; discussed initiative at faculty orientation; instructors began to "globalize" some of their courses; set up global information booth at campus Spring Fest including a one-hour presentation; employed full-time Spanish instructor who will teach the Spanish language and work with /develop the Community Spanish</p>	<p>Our future plans include a series of lectures open to our students and the community to inform the public about global awareness. We also hope to become a World View partner with UNC-Chapel Hill's World View Program. Although the school has been very supportive of our effort, any additional monies that the school could add would be beneficial to our promotion and plans for the future.</p> <p>2006: Continue activities from 2005; add additional members from Cleveland Community College to the Close the Gap program; College lecture series planned for staff development; add distance learning programs; added an additional section of HUM 170, The Holocaust, for evening students; established travel abroad program for students and others; College administrator to conduct research on the education of Afro-American youth, with findings to be presented to the Gap Steering Committee;</p>

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	<p>Interpreter program; increased offerings in American Sign Language; added global education resources for the library; opened the Global Studies Center, a cooperative project between the College and the Rotary Club; work with local schools to increase awareness of Afro-American culture through work with the local Close the Gap program; hosted Close the Gap Education Summit which included speakers from NASA, career information, and read aloud sessions for young Afro-American children; began work with Black Male Mentoring program</p>	<p>increase work with Black Male Mentoring program</p>
<p>COASTAL CAROLINA</p>	<p>Coastal Carolina Community College is uniquely positioned to promote Global Education. Coastal's service area includes two major military bases which attract a global array of students and employees to our community.</p> <p>Coastal offers foreign languages in both the Continuing Education and Curriculum programs. English as a Second Language courses are extremely popular. In addition, the college grants credit for the International Baccalaureate curricula credit completed through an authorized International Baccalaureate Organization diploma program. The college has trained over 600 Marines in Arabic language programs.</p> <ul style="list-style-type: none"> • Partnerships have been formed with the Community Health Initiative Program (CHIP) in order to provide language training for Hispanic workers. • Partnerships have been formed with Smart Start to provide family literacy for Hispanic parents of at risk preschoolers. • A speaker provided a seminar in cultural diversity topics for the student body. <p>Coastal's Career Center holds three annual job fairs where students can meet recruiters to apply for current job openings around the world. Students can also review local, national and international job openings.</p> <p>Our Center for Business and Industry Development offers classes in Export Ready to help businesses with interests overseas.</p>	<ul style="list-style-type: none"> • Continue to meet the community's needs by providing <ul style="list-style-type: none"> ▪ foreign language training ▪ support for the military ▪ support for the educational needs of student with diverse backgrounds • Ensure that we are providing a global perspective within business, economic and e-commerce courses. <ul style="list-style-type: none"> • Provide additional seminars on cultural diversity issues.

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
COLLEGE of THE ALBEMARLE 2/06/06	<p>Department chairs are supervising the revision of course syllabi in order to incorporate Global Education Issues. The Arts and Sciences Division is leading the project.</p> <p>During the past 3 spring semesters, the Social Sciences Department scheduled a trip abroad. The trip was open to people in the community as well as students. Last year they traveled to Spain and Greece.</p> <p>Student Development and the SGA hosts an International Dinner each year.</p>	<p>We should hold workshops and/or seminars on Global Education in order to raise awareness among the student body.</p>
CRAVEN	<ul style="list-style-type: none"> • Waiting for Board approval (Feb 21) for partnership with World View. Responsibilities: attendance at World View Symposia twice a year, participation in Residential Leadership Programs as well as Study Abroad Trips. • Promotion of global themes/issues/perspectives through creation of International Center, equipped with Rosetta Stone and SCOLA (April 2005). • Cooperative and mutually beneficial ties with locally based international companies include domestic and in country training for company employees (many of whom are hired from the college) and training of apprentices (joint venture). • Received Economic Development Administration grant for expansion of CCC machining area to train future and existing workforce. Instrumental in gaining State appropriation for Advanced Manufacturing Center to meet the needs of Bosch Siemens company. • In consultation with Guilford Tech, exploring the possibility of an International Studies Pre-Major or concentration. • New class offerings with global content: HIS 116, Current World Problems, HIS 151, Hispanic Civilizations; HUM 120 Cultural Studies, SPA 161 Cultural Immersion, GER 111-112-211, Elementary and Intermediate German, SPA 120 Spanish for the Workplace. These courses supplement those that currently have global content/perspective such as Music and Art courses, Geography, History, Humanities, Anthropology, Economics, and Literature. 	<ul style="list-style-type: none"> • With the active assistance of all its constituents, the college should define what “globalization” means and refine the college’s Global Action Plan accordingly. • The Board of Trustees should endorse the Global Action Plan and its immediate goals. • The college should create a budget for globalization that is consistent with the goals to which the college has committed itself. • The college should identify and pursue funds for globalization from appropriate agencies. • The college should encourage all faculty to more fully integrate global perspectives in their classes. • The college should make information available to all faculty and staff that can assist them in the globalization process such as web sites, bibliographies, publications and contacts at other colleges and granting agencies. <p>With the support of World View partners, Strategic Horizons connections, locally based international companies, the special and general populations of Craven County and all college personnel, the college should take those steps that will lead it to the next level of excellence in</p>

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	<ul style="list-style-type: none"> • Showing of seven international films on campus each academic year. Hosting of multicultural events. • Establishment of an International Club on campus, Fall 2004. Students support foreign language acquisition, appreciation of diverse cultures, international travel and service to local refugees. • Expansion of ESL offerings on campus and off campus sites. Classes serve individuals with a total of 37 languages represented. • Creation of language laboratory to facilitate learning for first year Spanish students. • Active participation in annual videoconference supported by ACIIE, CCID, beginning in Nov. 2002 with “Global Education Boot Camp”. 	<p>globalization: the multi-disciplinary and thematic level.</p>
<p>DAVIDSON 2/17/06</p>	<ul style="list-style-type: none"> • Davidson County Community College faculty and staff have added, “Recognize self as a world citizen” to the five learning competencies for associate degree students. Competency indicators include demonstrating a willingness to explore other cultures, demonstrating a knowledge and appreciation of other cultures, navigating diverse cultural situations, and participating in and adapting to changes in a global environment. Faculty will incorporate the learning competencies into each degree program and curriculum course with appropriate assessment to measure achievement. • With a 394% increase in the last decade, North Carolina ranks among the states with the highest growth rate in the Latino population between 1990 and 2000. Dr. Virginia Gonzales was the featured speaker for DCCC’s opening faculty/staff meeting in January, sharing her research and expertise on the topic, “Latinos and Higher Education: From Marginalization to Inclusion.” • Dr. Mary Rittling, DCCC president, serves on the Board of Directors for Community Colleges for International Development (CCID). Many 	<ul style="list-style-type: none"> ○ Providing opportunities for faculty exchanges with faculty in international community colleges. ○ Providing Spanish immersion study opportunities for faculty and staff throughout the College. ○ Expanding English As A Second Language (ESL) programs to support international students’ transition into curriculum programs. ○ Partnering with employers in the service area that have an international operation. ○ Providing opportunities for student exchanges. ○ Promoting foreign language studies as a global competency for all students. ○ Seeking grand funding to support global education.

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resources are available through this organization to assist DCCC in internationalizing its curriculum, partnering with international colleges, and providing professional development for faculty and staff. The following partnerships have resulted through CCID:

- Faculty and staff are working with Florence Darlington Technical College to establish an international partnership with the Bre'montier Lycee Technique in Bordeaux, France. Beginning in January 2006, Bre'montier Lycee Technique is offering a course in International Trade, and DCCC is offering International Business. The colleges will conduct their own courses and meet via video conference six times during the semester to discuss selected topics focusing on case studies selected from professional journals. Prior to this academic year, Bre'montier Lycee Technique was in partnership with a community college in Louisiana that was unable to participate as a result of damage from Hurricane Katrina.

- DCCC hosted a delegation from Thailand in November as part of the college's involvement in the Thai-U.S. Community College Partnership project sponsored by CCID, the Eastern Iowa Community College District, University of Hawaii Community College, Crowder College, and the North Carolina Community College System. As a followup to curriculum consulting in Thailand, three members of the pharmacy curriculum study team spent a week in North Carolina to learn firsthand about DCCC's pharmacy technology program. Thai visitors were Wiroon Supakul, a pharmacist and drug store owner who chairs the Board of Trustees of Mukdahan Province Community College; Viboon Wattananamkul, an associate professor at Khon Kaen University in Khon Kaen; and Virat Promdee, a lecturer at Mukdahan Province Community College. The delegation visited the DCCC campuses, clinical

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	<p>sites, and area pharmacies in hospitals and stores. Thailand's current two-year pharmacy technology program based in Public Health College trains technicians for hospitals only. Modeled on the DCCC program, the new one-year community college program will train technicians for Thailand's 10,000 pharmacies.</p> <ul style="list-style-type: none"> ○ In partnership with Howard Community College, DCCC arranged during fall semester to send a psychology faculty member, a financial aid specialist, and an accountant to Universidad International in Cuernavaca, Mexico January 6-28 for a three-week study experience in language acquisition, conversation skills, and Mexican culture. ○ Senior administrators participated in CCID trips to Scandinavia and a planned trip to Turkey in order to establish partnerships for international exchanges. 	
DURHAM TECH	<p>1) Academic and Continuing Education Offerings:</p> <ul style="list-style-type: none"> ● English as a Second Language ● Preparatory Classes for the GED Exam Taught in Spanish ● ESL Taught in Conjunction with Nurse Aide Classes ● College Level Foreign Language Classes in Spanish, French, German, Italian, and Portuguese ● Continuing Education Spanish Classes for Specific Businesses and Industries ● Continuing Education Foreign Language Classes in Arabic, French, German, and Spanish ● Continuing Education Certificate in Teaching English As a Second Language ● Curriculum Certificates in Spanish Language and Community Spanish Facilitator ● Annual Curriculum Study Abroad Opportunities ● International Business Classes in the Business Administration Associate Degree Program ● English as a Foreign Language Instruction for Curriculum Students 	<p>1. Academic Offerings More promotion of integration of global/international implications in more curriculum classes</p> <p>2. Professional Development for Faculty and Staff More opportunities for more faculty and staff to participate in sessions to build awareness of the global society and marketplace and the needs of international students and recent immigrants. Funds for memberships in local, state and regional professional associations Funds for attendance at conferences</p> <p>3. Student Support Services Staffing to process requests for documents from foreign students A coordinator/counselor for working with resources in the community to support international students</p> <p>4. Community Outreach More resources for outreach to the immigrant community would position the college to serve that constituency with</p>

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	<ul style="list-style-type: none"> • New and Expanding Industry Training for Foreign Companies Establishing themselves in Durham and Orange Counties 2) Professional Development for Faculty and Staff: Frontline Spanish Workshops and Informal Spanish Conversation Sessions through the Teaching and Learning Center • Travel Showcase Sessions by Faculty and Staff • Participation by Faculty and Staff members in regional, state and National conferences 3) Student Support Services: <ul style="list-style-type: none"> • International Student Admissions Counselor (1/2 time) • International Student Advisor (1/2 time) • Orientation for International Students • LEAD: International Leadership Initiative for Students • International Student Club with representation on Student Senate • International Student Newsletter • Emergency Funding for Living Expenses through DreamKeepers Grant 4) Community Outreach <ul style="list-style-type: none"> • Assistant to the President for Hispanic Community Outreach (1/2 time) serves as a liaison between the college and a growing Hispanic population in Durham and Orange Counties • Involvement of a Hispanic community leader on the Orange County Needs Advisory Committee • Partner in the annual Latin American Film Festival with some screenings on DTCC campus for the community • Displays of foreign art and artifacts in college spaces 5) Coordination <ul style="list-style-type: none"> • Appointment by the President of a broadly representative Global Connections Standing Committee 	<p>more comprehensive programming</p>
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EDGECOMBE	<p>Over the past twelve months, Edgecombe Community College has begun to put the people and pieces in place to address both global education and globalization. Faculty, staff, and administrators have spent valuable time attending conferences, symposiums, and residential programs to better understand these concepts and how they need to become a part of the College's mission.</p> <p>ECC has joined forces with UNC-CH in an effort to learn more about these concepts and to utilize the tremendous resources available to ECC through this collaboration. In the spring of 2005, ECC became a partner of World View, a special global education and globalization center based at the University of North Carolina at Chapel Hill. UNC-CH's consortium partners include Duke University and North Carolina State University. The resources and programs available through World View are offered to other colleges and universities, community colleges, public and private schools, and any agency or individual who might be interested in learning more about global education and globalization issues.</p> <p>Since the spring of 2005, ECC has sent ten staff members to participate in World View programs. World View Director, Robert Phay, has even visited the ECC campus and presented an hour-long, PowerPoint presentation on why members of the community colleges should become more actively involved in global education and globalization efforts. The programs that ECC has participated in at UNC-CH include conferences that have focused upon serving the Hispanic/Latino population and how science can be a natural discipline that helps to promote global education and globalization. In addition to this, ECC has participated in a week-long residential program known as Global Education Leaders Program. The topics included: The Challenge of a Global World and the Need to Understand It, Globalization: An Economic Perspective, International Terrorism: Background and Future, The Challenges and Responsibilities for the Single Superpower, Searching for the Roots of 9/11, The Cultural Dimensions of Globalization, The Clash of Civilizations: The Huntington Thesis, Global Environmental Issues, Immigration and Demographic Issues in the South, and Major Challenges Facing Schools and Colleges.</p>	<ol style="list-style-type: none"> 1. Raise faculty awareness of global issues by providing new learning opportunities. 2. Provide curricular and extra-curricular opportunities for the college's students to discuss global issues. 3. Create a sense of diversity on campus by recruiting minority faculty and students and by accentuating the physical campus environment. 4. Provide opportunities for global awareness for community residents.

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FAYETTEVILLE TECH	<ul style="list-style-type: none"> • The Global Education Committee met on September 29, 2005 to elect officers and to set an agenda for the coming year. • Since then, subcommittees have met to begin writing the College's Global Education Action Plan and to begin exploring the possibility of a future overseas travel opportunity for students, faculty, staff, and the community (similar to that undertaken in March 2004). The Committee continues to work on the Global Education Action Plan, to ensure that adequate consideration is given to global issues impacting the College and to incorporate ideas such as those gained from World View Symposium participation (<i>see below</i>). • On November 9, 2005, with the support of Learning Technologies staff, the Chair arranged for Committee members, including himself and the Dean of Business Programs - as well as Business Programs faculty - to attend a videoconference, "Developing and Enhancing the International Business Curriculum" at the Community College" in the Harry F. Shaw Virtual College Center. • On November 15-16, 2005, four Committee members, including the Chair, traveled to UNC-Chapel Hill to participate in the first-ever World View Symposium designed specifically for North Carolina community colleges. While the topic was "Global Science – What Every Faculty Member Needs to Know," the symposium, as World View symposiums always do, covered a wide range of topics of truly "global" interest. NC Community College System President Martin Lancaster spoke on "The Role of the Community College in Our Interconnected World." • The Global Education Committee Chair and other members serve on the College's Diversity Committee. One of the ongoing initiatives of that committee (which is really a joint project) is to plan and conduct a second – <i>and perhaps even a third</i> – International Flag Ceremony for the College during 2006. Following this, the current display of international flags (housed in the Tony Rand Student Center) will be expanded and a second display will be created in the College's Spring Lake Campus. 	<ul style="list-style-type: none"> • As part of our developing Global Education Action Plan, we must better consider how global issues impact our Institution, our community, and our students. This means that we must consider not only <u>what</u> we teach vis-à-vis global or international issues, but <u>how</u> we teach. Currently, staff and faculty are studying this from the Business Programs (i.e., <i>International Business</i>) perspective; our plan is to do so from other perspectives, as well. • We are exploring the availability of grants which will provide funding to support (at least partially) the development of new educational initiatives.

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	<ul style="list-style-type: none"> • The Global Education Committee Chair and other members are currently exploring the possibility of coordinating the College’s second “Overseas Travel Learning Experience.” On January 25, 2006, the Chair met with colleagues in the Cumberland County Schools who have experience organizing travel abroad for groups and who are looking for both a professional development opportunity and for travel partners. Discussion/coordination is continuing, with the possibility of such travel in Summer 2007. 	
<p>FORSYTH TECH</p>	<p>A. U. S. Department of Labor Education and Consultation</p> <p>a. Dr. Gary M. Green, President, was the sole community college representative invited by the Department of Labor to participate in the Brussels European Union Economic Summit.</p> <p>B. Community Connections Programs</p> <p>a. This is a US Department of State Educational and Cultural program which brings foreign professionals from Russia and Eastern Europe to the United States for three-week professional internships.</p> <p>b. Delegations have come to Forsyth Tech from:</p> <ul style="list-style-type: none"> i. 2002 Moldova, ii. 2003 Amur, Russia iii. 2003 Voronesh, Russia iv. 2004 Ulyanovsk, Russia v. 2005 Komi, Russia <p>c. As well as providing professional development for participants, cultural awareness and exchange is promoted through delegates living with America host families</p> <p>C. International Classes using NetMeeting</p> <p>a. NetMeeting provides interactive Internet-based live audio/live video linkups</p> <p>b. Interactive hybrid business course with Ulyanovsk, Russia</p> <ul style="list-style-type: none"> i. During summer semester 2004 the International Programs Officer taught BUS 110 Introduction to Business using classrooms in the college’s Swisher Center, Kernersville, and Ulyanovsk, Russian Federation linked via NetMeeting. Results were: 	<p>A. Determining new sources of funding should be a priority. The college’s track record should be a positive in this regard. Preparing a globally adept workforce rests upon the two thrusts of partnering with local and international business and community organizations and appropriately adjusting instructional content to achieve graduates and students with international skills reflected in the areas of technology, language, business and culture. This begins with adequately preparing faculty and staff with perspectives, skills and attitudes supportive of global education outcomes.</p> <p>B. Fundamental to insuring appropriate emphasis and focus on international activities is the centralization of international activities within the organizational structure of the college. Focal points to this centralization is establishment of the Center for Emerging Technology and globalization of the college’s website. Fundamental to building faculty and staff awareness of the value the college places upon the necessity of incorporating global education into the life of the college and its students is concrete actions taken by the college leadership.</p> <p>C. Develop Collaborative efforts to include:</p>

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	<ol style="list-style-type: none"> 1. Educational classes in free enterprise and small business development with heavy emphasis on business ethics and business plan development 2. Lively interaction between students and faculty of both countries <p>c. Building Business Partnerships - Ulyanovsk, Russia (Fall 2004)</p> <ol style="list-style-type: none"> i. Linking via NetMeeting Chamber of Commerce to Chamber of Commerce hosted by Forsyth Tech. Results were: <ol style="list-style-type: none"> 1. Focus on specific business projects such as golf club development 2. Third party link-up with Wake Forest University's Department of Communication undergraduate and graduate business students. 3. Participants also included business professionals, Chamber of Commerce executives, and SCORE Volunteers. <p>d. Summer 2005 link with Robert Ludwig Schule, a technical school in Germany</p> <ol style="list-style-type: none"> i. Students in BUS 137 Principles of Management participated in weekly student-to-student live audio/live video linkups <p>D. International Lectures and Conferences and Meetings</p> <ol style="list-style-type: none"> a. 2002 Finland Lecture "Digital Architecture" b. 2003 Belarus Lecture "Multi-Media Applications in Architecture" c. 2003 Spain At the request of the Spanish Trade Authority to visit college and schools designed for international students. Meeting with about 20 schools in Madrid and six site visitations. d. 2004 Mexico Students attended classes for two weeks at the Center for Bilingual and Multi-cultural Studies and lived with host families. 	<ol style="list-style-type: none"> 1. City of Winston-Salem 2. Town of Kernersville 3. Local and International Chambers of Commerce 4. Sister City Programs 5. Sister Colleges and Universities 6. Wake Forest University 7. Winston-Salem State University 8. North Carolina School of the Arts 9. Salem College 10. Guilford Technical Community College 11. University of North Carolina at Greensboro 12. University of California at Berkeley 13. Ulyanovsk State University 14. Gazprom Business Academy 15. Ulyanovsk Technical University 16. Center for Disease Control (CDC) 17. National Institute of Health (NIH) 18. Construction College Mogilev of Belarus 19. Robert Ludwig Schule, Freiburg , Germany 20. City Government of Ulyanovsk , Russia 21. City Government of Volgograd, Russia 22. City Government of Komi, Russia 23. Institute of International Relations, Ulyanovsk State University 24. Russian Academy of Sciences 25. Contact Corporation in Ulyanovsk, Russia 26. Gazprom Oil and Gas 27. Other international contacts.
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- e. **2004** Spain Return trip to Spain in the spring of 2004 to visit two schools of particular interest
- f. **2004** Volgograd, Russia Volgograd Technical College of Oil and Gas. Lecture on: “Marketing”
- g. **2004** Belarus Lecture Sustainable architecture, the HomeHouse project and Forsyth Tech. Meeting with the assistant to the Mayor of Mogilev.
- h. **2005** Ulyanovsk Lecture, business meetings, University meetings, student/faculty/business delegation.

E. International Student and Visitor

- a. 2003-2004-Ruslan Aliyev from Azerbaijan was enrolled at the college via a federal grant Results were:
 - i. He was enrolled in the Criminal Justice program of study
 - ii. He interned with the Winston-Salem District Attorney
 - iii. He participated in American life and culture by living with a host family
 - iv. Upon returning home, Ruslan is interning with the United Nations in Baku, Azerbaijan achieving his stated goal before visiting the United States

F. International Business/Management Academy

- a. Business leaders and educators visited the college on several occasions through a grant provided by the United States Department of State’s Community Connections program
- b. In July, 2005, Gazprom Gas and Oil officials concluded their visit by initiating a contract for Forsyth Tech to provide management training for GASPROM executives

G. Partnership Building – Activities and Agreements

- a. Russian Academy of Science faculty membership achieved by the International Programs Officer
- b. Memorandum of Understanding between Ulyanovsk State College, Ulyanovsk Technical University and Forsyth Tech established
- c. Freiburg, Germany; Forsyth Tech link-up with Freiburg Technical College

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	<ul style="list-style-type: none"> d. Russian Institute of USA-Canada invitation for lecture series e. Meeting with Governor of Ulyanovsk Region, Russian Federation f. Meeting with Economic Director, Ulyanovsk Region g. Meeting with Sports Director, Ulyanovsk Region h. Meeting with City Mayors of Ulyanovsk and Volgograd i. Meetings with Business leaders in Ulyanovsk j. Wake Forest University Baptist Medical Center., Amur, Russia Health Dept and Forsyth Technical Community College - joint HIV AIDS research proposal to the Center for Disease Control (CDC) k. Live link up between Kernersville Chamber of Commerce, Kernersville Sister City Program and Freiburg, Germany Chamber of Commerce hosted by Forsyth Technical Community College l. Meeting with Director Construction College, Mogilev m. Meeting with medical staff Mogilev Hospital n. Meeting with representative of the Mayors office, Mogilev <p>H. Economic Development - Business Development Assistance</p> <ul style="list-style-type: none"> a. Business Development Assistance for Amarr Industries: Consultation by the International Programs Officer with Amarr Industries regarding Russian market penetration, resulting in: <ul style="list-style-type: none"> i. Russian market development by Amarr ii. and with Community Connections Russian participant Demitry Ablaev selected as in-country representative for Amarr. b. International Club Group from Dallas, Texas, consulted with the International Programs Officer and the Director of the International Design Center concerning development of a golf course and golf club in Ulyanovsk, Russia. <p>I. International Economic Development Mission</p> <ul style="list-style-type: none"> a. February 2005 Students and faculty from Forsyth Tech and business leaders from the community participated in an economic and academic fact-finding mission to Ulyanovsk, Russia. 	
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	<p>J. Humanitarian Development Efforts</p> <ul style="list-style-type: none">a. Spring 2005 The International Programs Officer consulted with the Orphan Resource Center of Cary, NC, regarding strategies for establishing procedures and resources for training the leadership of Russian and East European orphanages. <p>K. Center for Emerging Technology (CET)</p> <ul style="list-style-type: none">a. Design component objectives include:<ul style="list-style-type: none">i. To encourage innovation in design.ii. To share mutual design resources, with public, private, academic and non profit organizations.iii. To provide the public with access to current technology and techniques relating to innovation in design through classes, internet access and a central resource center.iv. To promote local and global interest and partnerships for the development of Design related business opportunities.v. To serve as a prototype for other global Emerging Technology Centers. <p>L. Internationally Related Academic Efforts</p> <ul style="list-style-type: none">a. Global Programs of Study offered at the college are:<ul style="list-style-type: none">i. Business Administration – International Businessii. Global Logistics Technologyb. Certificate in International Business are:<ul style="list-style-type: none">i. International Tradeii. Global Communicatesiii. International Marketingc. The program of study for Business Administration was changed to make INT 110 Introduction to International Business a required course for all graduates.d. Languages courses offered at the college are:<ul style="list-style-type: none">i. Credit language offerings are:<ul style="list-style-type: none">1. Eight Spanish language and culturally related courses (transferable and non-transferable)	
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	<ul style="list-style-type: none"> 2. Five Russian language and culturally related courses (transferable and non-transferable) 3. Two French language and culturally related courses (transferable and non-transferable) ii. Non-credit language offerings are: <ul style="list-style-type: none"> 1. Spanish 2. Italian 3. German 4. Mandarin Chinese 5. French 6. Japanese <p>M. Global Commerce Education Center (GCEC)</p> <ul style="list-style-type: none"> a. The GCEC provides the business community with graduates knowledgeable of the new international economy. Students in this program learn to develop and disseminate information concerning global business practices, cultures and markets. Associate degree programs offered at the Global Commerce Education Center are: <ul style="list-style-type: none"> i. International Business – Business Administration ii. Global Logistics Technology iii. Logistics Management – Business Administration iv. E-Commerce – Business Administration v. Pre-Major in Business Administration b. These programs contribute to the ability of exporters in the region to develop and to increase their capacity for international understanding which contributes to increased economic enterprise. c. GCEC Goal -To become the educational provider in the Piedmont Triad for studies in international commerce d. Objective - Enhance the techniques, strategies and methodologies of businesses that are engaged in or will initiate international trade e. Strategy - Provide a comprehensive and integrated curricula of associated business programs with a focus on international understanding and economic enterprise f. Forsyth Tech is the only community college with a Global 	
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	<p>Commerce Education Center. It is the only community college to offer two logistics programs. Forsyth Tech will be the only community college in North Carolina to meet economic development training needs through an integrated, comprehensive approach with an international focus.</p> <p>N. Southside Hispanic Center</p> <p>a. This center serves the native Spanish-speaking residents of the college's service area. It represents a partnership of organizations dedicated to enhance adult literacy skills by offering English As a Second Language and adult basic education classes.</p> <p>O. Technological Infrastructure -VNS/NC Video Internet Protocol (NCVIP) room</p> <p>a. The college provides a certified VNS/NC Video Internet Protocol (NCVIP) room which has the capability to connect across the state, the nation, and globally.</p> <p>P. Proposals Completed</p> <p>a. Forsyth Technical Community College/Gazprom Business Academy</p> <p>b. Forsyth Technical Community and the College/Construction College Mogilev, Belarus Cooperative Agreement, Republic of Belarus</p> <p>Q. Proposals Pending</p> <p>a. Forsyth Technical Community College/Ulyanovsk State University Cooperative Agreement, Russian Federation</p> <p>R. International Student Projects</p> <p>a. Architectural Students/Facility Plan for Commercial Building Mogilev, Belarus</p>	
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GASTON	<ul style="list-style-type: none"> • Regular meetings of the Global Interdependence Team <ul style="list-style-type: none"> ○ The mission of the Global Interdependence Team (GIT) is to coordinate all college functions that promote cultural, educational, and economic interdependence among local and international organizations and residents in the Gaston College service area. (Gaston College provides release time for chair of the GIT). ○ Plans to implement an International Resource Center on campus ○ Participates in World View Program, UNC Chapel Hill <ul style="list-style-type: none"> ▪ Sent representative team to World View Conferences: Hispanics/Latinos in North Carolina (Spring 2005), European Union (Spring 2005), Teaching Science with a Global Perspective (Fall 2005) ○ Latino Film showing for campus and community: <i>Nuestra Comunidad: Latinos in North Carolina</i>, November 2005 ○ Participated in Gastonia's International Festival, November 2004 ○ Coordinates activities with Minority Affairs Committee • English as a Second Language Courses • Curriculum courses taught in Spanish • Cultural diversity courses: Cultural geography, world geography, cultural anthropology, general anthropology, archaeology, medieval history, world civilizations, world religions, eastern religions, international business • Community Education: Spanish for the Workplace, Spanish for Healthcare, Spanish for Bankers • Study Tour Program: 28 year program offering course credit for travel and cultural enrichment 	<ul style="list-style-type: none"> • Become an official partner with World View, UNC Chapel Hill • Create feasible ways to send faculty/students abroad • Increase funding for global education projects • Offer cultural diversity/awareness training for faculty and staff • Expand curriculum course offerings in cultural/global studies

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<p>GUILFORD TECH 2/22/06</p>	<p>Guilford Technical Community College has been actively involved in promoting global education for several years. Below is a description of the various activities we have engaged in to enhance our student's knowledge and understanding of cultures from around world.</p> <p>GTCC's involvement with TA3 (Trans-Atlantic Technology and Training Alliance) began in September 1999, when Gerald Pumphrey traveled to Finland to attend the TA3 annual European Conference. That initial contact with TA3 has led to GTCC's involvement in a variety of international ventures including exchange partnerships; collaboration in a student run, virtual business enterprise; and participation in a multinational Media Arts Alliance.</p> <p><u>Exchange Partnership with EUC-Syd</u> Since that time, GTCC has forged a strong alliance with EUC-Syd, a technical college in Sonderborg, Denmark, that has led to a number of student, faculty, and administrative exchanges between the schools.</p> <p>In Spring 2000, the two colleges exchanged Culinary Department Chairs for six weeks. Both chairs attended classes and taught food preparation in the college that they visited. In Fall 2000 and Spring 2001, the Division Chairs for Transportation programs at the two colleges exchanged visits to each other's programs. That exchange was followed by a visit to GTCC by the Presidents of EUC-Syd, Kolding, and Esbjerg Technical Colleges, as well as two members of the Danish Ministry of Education and the EUC-Syd Int'l Programs Coordinator. At the conclusion of this meeting, EUC-Syd and GTCC signed a long-term partnership agreement, which committed both colleges to ongoing exchanges of practices, ideas, college personnel and student study groups, as a means of ensuring that both colleges focused on developing a more global educational outlook.</p> <p>Since the signing of that agreement, the colleges have continued to exchange administrators and attend TA3 conferences; but more importantly, exchanges between faculty at the program level has continued, with GTCC hosting visits by Math, Business, Electronics, and</p>	
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Language faculty from EUC-Syd, and sending faculty representing Sociology, Carpentry, English and Humanities to Sonderborg. Guilford Tech has also hosted Student Study Group visits each Fall since 2003, during which 15-20 students from EUC-Syd and the Sonderborg Business College accompanied by Danish college faculty visit the college and NC. During these 2-3 week visits, students and their faculty advisors spend time in the GTCC classrooms each day, and visit historic, cultural, and entertainment venues during the afternoons and on weekends. Guilford Tech is planning its first such overseas Student Study Group visit to Sonderborg, with up to 12 students for May, 2006.

Media Arts Alliance

GTCC is a charter member of the Media Arts Alliance (originally known as EntertainNet), which is a network of community colleges from the U.S. (Shoreline CC, Valencia CC, and Mission College, in Santa Clara, CA) and several partner schools from Berlin, Germany; Durbin, South Africa; Plymouth, England; and Glamorgan, Wales. The purpose of this network is to apply the collective expertise, wisdom, and resources of the members to continually develop and improve education, training, and economic opportunities associated with the entertainment industry. They also are exploring hands-on ways in which our faculty and students can learn more about community cultural development, especially through working in collaboration with the local communities directly served by our respective schools. As a charter member of this group, GTCC hosted the initial organizational meeting in the college's new Larry Gatlin School of Entertainment facility in July 2004.

Virtual Business Enterprise

At meetings in Elizabethtown, Kentucky, and following the Fall 2005 Berlin TA3 Conference in Berlin, GTCC was instrumental in developing and starting the Virtual Business Enterprise project. This project includes colleges from Bellingham, WA; Elizabethtown, KY; and GTCC from the States; as well as EUC-Syd in Denmark, Telford, in Scotland, and Seimens in Wetzlar, Germany. The purpose of this group project is to have students from each of the colleges play a functional role in the operation of a virtual business, using L-Sites - - an interactive software package that

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	<p>serves as the vehicle for an array of scenario based situations that can be linked to different courses at each of the colleges. In this project, the Danish and German schools will become manufacturing partners in the development and production of self-contained, mobile emergency shelters. The other colleges will serve as internal and external agencies providing functional support in the areas of IT, Marketing, Logistics and Inventory Management, Human Resources, Web Development, and Accounting. The partners will meet in Greensboro in June 2006, to finalize their scenarios for student development of a business plan, product development, hiring practices, network development, and marketing.</p> <p><u>Culinary and Hospitality Project with Wuhan University, China</u> While most of our early experiences in international education, involve working with colleges in the U.S., Europe and South Africa, the college has also recently joined a multi-national partnership that focuses on education for the tourism industry in the People’s Republic of China.</p> <p>In December, 2005, GTCC became a partner with UNC-Greensboro; Crane Tower Group, USA; Hirsch Bedner Associates; and Wuhan University, in the People’s Republic of China, for the purpose of developing a School of International Tourism at Wuhan University. This project will include the construction of an International Conference Center by the Crane Tower Group, which will be managed as a five-star hotel, and serve as the primary teaching and research site for School of International Tourism. GTCC’s role, in conjunction with UNC-G will be to develop customized, state-of-the-art, Culinary Arts and Hotel / Motel Management programs from the certificate level through MBA programs to be offered in concert with other curricula at the School. In addition, GTCC would provide train-the-trainer classes for Wuhan faculty, distance learning faculty exchanges, on-line student course delivery, and supervised internships for Wuhan students.</p> <p>The initial planning meeting involving all partners will take place at Wuhan University, in China, on March 3, 2006.</p>	
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	<p><u>Other International Initiatives:</u></p> <p>In addition to these long-term projects and partnerships, GTCC has been involved in efforts to increase the global outlook of faculty and staff in a variety of other ways. Two faculty members have been selected as Fulbright Scholars in recent years, with Dr. Carol Schmid going to Latvia in 2003 where she taught in the University of Latvia, in Riga. In 2004-2005, Dr. Carrie White served as a Fulbright exchange faculty, traveling to Matej Bel University, in Banska Bystrica, Slovakia, where she taught for a year. During that time, Katarina Fetkova, a Matej Bel University faculty counterpart to Dr. White, taught at GTCC.</p> <p>The College has an Internationalizing the Curriculum Committee, which has sponsored “Third Thursday”, an international film series, since 2002. This committee is also engaged in developing an International Studies, pre-major, degree plan; and is exploring additional exchange / travel abroad opportunities for students.</p> <p>Finally, there is the International Student component at GTCC. In an average year, the college serves between 60-90 international students from more than 60 different countries.</p>	
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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
HALIFAX	<p>Established a Global Education committee (students, staff, faculty & community).</p> <p>Increased diversity of students, staff, and instructors.</p> <p>Established a Global Issues Lecture Series for students, community, staff, and faculty (promoted within Basic Skills, Continuing Education, and Curriculum).</p> <p>Established program to teaching workplace Spanish for local employers.</p> <p>Developed strategies in a collaborative effort to work with existing foreign businesses and industry.</p> <p>Hosted a salute to African-American authors.</p>	<p>Offer occupational training in Spanish.</p> <p>Encourage employees to train and learn in international/intercultural issues and topics through professional development activities.</p> <p>Expand our partnerships with local schools, agencies, businesses, and industries to address international issues affecting our economy and community.</p> <p>Work with Hispanic, Asian and other foreign entrepreneurs through the Small Business Center.</p> <p>Explore partnerships with other countries through exchange programs.</p> <p>Add global issue courses.</p> <p>Expand foreign language studies.</p> <p>Establish an instructor exchange program.</p> <p>Establish a Global issues link to our webpage.</p> <p>Host international events throughout the year such as festivals and dances through the college's cultural arts center.</p> <p>Schedule Global issues seminars.</p> <p>Expand world religion offerings.</p> <p>Organize an international education week.</p> <p>Organize field trips for students, faculty, and staff to attend international expos</p>
HAYWOOD	<p>At this time HCC:</p> <ol style="list-style-type: none"> 1. Has an annually revised Five-Year Global Education Plan. 2. Has an Entrepreneurial Skills set, which includes skills necessary for success in international business environment, for instructors to incorporate as needed into their courses. 3. Offers anthropology as part of general education to promote cultural understanding and awareness. 	<p>For 2006-2007 academic year HCC proposes to:</p> <ol style="list-style-type: none"> 1. Complete the annual update and editing of the HCC Five-Year Global Education Plan 2006--2011. 2. Review the existing Entrepreneurial Skills Set and recommend necessary changes consistent with developing a competitive workforce in our constantly changing global sociocultural system. 3. Develop and place into effect a new standard requirement in

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	<ol style="list-style-type: none"> 4. Maintains an established relationship with TA3 (Trans-Atlantic Technology and Training Alliance). The TA3 is a network of 29 leading technical and community colleges in the U.S, Europe and South Africa managed by Regional Technology Strategies in North Carolina and the Scottish Council for Educational Technology in Glasgow. 5. Has introduced Spanish into the curriculum. 6. Maintains a Global Skill Set for instructors to incorporate as needed into their courses. 7. Held convocation on diversity for students and faculty. Has a faculty committee dealing with global education matters. 	<p>A.A.S. general education, meeting statutory and regional accreditation requirements, which promotes global sensitivity and sociocultural awareness.</p> <ol style="list-style-type: none"> 4. Continue its established relationship with TA3 (Trans-Atlantic Technology and Training Alliance). The TA3 is a network of 29 leading technical and community colleges in the U.S, Europe and South Africa managed by Regional Technology Strategies in North Carolina and the Scottish Council for Educational Technology in Glasgow. 5. Broaden offerings in modern foreign languages into the curriculum as funding permits. 6. Implement selected objectives from the Global Skill Set in 80% of college courses. 7. Establish annual diversity convocation for students and faculty. 8. Continue the work of the Global Education Committee.
ISOTHERMAL	<ul style="list-style-type: none"> • We incorporate global education into many of our courses, especially those in social sciences and humanities. • We offer two foreign languages • We have a very successful English as a Second Language program • We promote travel study, including trips abroad • We send representatives to World View conferences • We often have cultural events featuring diverse cultures and art forms • Currently, our college is limited in global education. In the past we have had faculty participate in Fulbright and National Science Foundation projects abroad. A few faculty have participated in seminars offered throughout the state relative to global education. 	<ul style="list-style-type: none"> • If funding were not an issue, we should engage in more travel study that is affordable to our students. Currently, the only students who engage in travel study are those who can afford to cover their own expenses • We should engage more faculty in professional development training regarding global education • We need to make sure faculty/staff are aware of local resources that could provide the college with their expertise as guest speakers/lecturers. • <u>F</u>aculty need to be encouraged to participate more often in global education seminars and it needs to be part of their professional development plan. The college needs to provide financial resources if at all possible for these activities as well as opportunities abroad.

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
JAMES SPRUNT	<ol style="list-style-type: none"> 1. Participation in World View; partner institution; attendance at seminars and symposiums; participation in study abroad 2. Release time and educational leave for faculty to participate in study abroad trips 3. Revised Strategic Areas of Emphasis; one of the areas is <u>Serving Lifelong Needs of a Diverse Population</u>; included here is promoting diversity and global awareness 4. Institutional objectives in Long Range Plan related to Global Education 5. Guest speakers from foreign countries 6. Updating Global Education Plan; plan identifies specific objectives/activities related to Global Education 7. DCCLD Hispanic Leadership Program – train the trainer 8. Expanding library collection to include more materials on multiculturalism 9. Activities for International Education Week 10. Participation in local International festivals 11. Participation in Latino Initiative for Wayne, Sampson, Duplin counties 12. Participation in Duplin County Latino meetings 13. ESL classes 	<ol style="list-style-type: none"> 1. Hire a Hispanic coordinator to increase recruitment and outreach effort; problem is funding. 2. Employ a Global Education Coordinator/Grants Writer responsible for pursuing funds, grant writing and planning international trips for staff and students. 3. The College should investigate “Sister” College relationships with foreign institutions to institute faculty and student exchange programs. 4. The College should establish an educational transition center for Hispanic and other immigrant populations in the College’s service area. 5. Send more faculty/staff to global education awareness training. <p>Require that all course syllabi contain one competency that pertains to global education.</p>
JOHNSTON	<ul style="list-style-type: none"> - International Business Program proposed for fall 2006 - Spanish Interpreter Program proposed to start fall 2006 - International Festival – established 2005 - Global Education and Diversity Com. – established 2001 - Hispanic/Latino Coordinator hired May 2005 - Hispanic/Latino Initiative Grant received from NC Workforce Commission June 2005 	<ul style="list-style-type: none"> - Continue to integrate Global Education into the curriculum - Continue to provide faculty and staff with professional development opportunities to address Global Education - Continue to increase diversity recruitment of students and employees

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	<ul style="list-style-type: none"> - Mobile classroom (renovated bus) for outreach to Hispanic communities; will offer ESL, Spanish Literacy, and GED in Spanish. - Currently completing training sessions for establishing Plaza Comunitaria (in collaboration with Brunswick Community College) - Provide Basic Residential Construction classes and Office Technology classes in Spanish (through grant) through Continuing Education - International Club for students formed fall 2005 - Continue to send faculty and staff to World View conferences for professional development - JCC booth at La Fiesta del Pueblo - Hispanic Coordinators forum- proposed spring 2006 - Established Sister College relationship with Ranong Community College in Thailand; one faculty member will travel to Thailand in Feb. 2006 to meet with their administration and faculty - One faculty member will participate in exchange with University of Ulster in Ireland in Spring 2006 	<ul style="list-style-type: none"> - Continue to provide faculty and staff with exchange opportunities
LENOIR	<ol style="list-style-type: none"> 1. Active Global Ed Committee 2. International Speakers' Series each Semester 3. International Film each Semester 4. International Education Week activities each November 5. Participation in World View seminars each semester by 3-4 faculty members 6. Send faculty member on summer World View travel abroad trip. 7. Have globalization aspects in about half of our course offerings 8. Display international flags of countries of origin or our international students. 	<p>Achieve globalization aspects in every course offering. Display of world maps in each building. Create stronger community ties to achieve global awareness. Continue with current initiatives.</p>

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
MARTIN	<p>Currently we are implementing global education in regards to culture and education in majority of our courses, including professional development, literature, history classes, etc. In the Early Childhood courses, discussion is held on appropriate activities for educational experiences in that many of the activities taught involve may not be appropriate for certain cultures and should be adapted to fit the environmental climate.</p> <p>Automotive students and instructors discuss foreign cars including differences in techniques of repair and manual readings. Various automotive concepts are discussed to educate students in differences among foreign cars.</p> <p>Accounting classes have recently discussed the ENRON case and how it has affected the United States in a global effort both in business and economic trade.</p> <p>History classes are strongly tied to global affairs. Extra effort is made to discuss our nation's historical connections to other nations and continents. Discussion includes historical, economic, social, and cultural links.</p>	<p>Our College could improve our global awareness by</p> <ol style="list-style-type: none"> (1) Providing workshops for students, faculty, and staff (2) Inviting lecturers to participate in class discussion (3) Having the Student Government or the College to host a discussion forum on global education for the student body, faculty, and staff. (4) Host different cultural events on campus as part of the SGA activities. (5) Encouraging the Diversity Committee on campus to provide monthly cultural events.

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
MAYLAND	<ol style="list-style-type: none"> 1. We have an active Global Education Committee with college-wide representation. The committee has developed an annual plan of activities. 2. In January 2006, we began a monthly lunch and learn lecture series. Employees who have traveled to various countries will make presentations on those countries and their cultures. Scheduled presentations include: Belgium, France, Germany, China, Russia, Brazil, Mexico, and Thailand. A display with information on the country being presented will be set up in the cafeteria area. Food from the country will be available in the cafeteria. 3. The college has offered for two years an Oktoberfest prior to our fall break. This event provides cultural exposure for students and staff and promotes our German language classes. German food is served, German dances are featured in dance classes, German music is studied in music classes, etc. 4. Mayland is a partner with World View through UNC-CH, an international program for educators. Employees participate in their seminars and symposiums each year. 5. In fall 2005, the college hired a Spanish and Humanities instructor, originally from Brazil. The instructor is actively involved on our Global Education Committee and coordinates our study abroad program. He brings a global perspective to his classes and to the college that was readily embraced by our students. 6. During our Spring Fling event, we focus on something that is international. For example, last year we had a demonstration on Capoeira, a Brazilian art form. We have also provided workshops on the Latino culture and how to work more effectively with them. 7. About a year ago, the college hired a full-time ESL Coordinator to expand our services to Latino residents of our three-county service area. Many new classes have been established through her efforts. 8. We have developed and offered study abroad opportunities to New Zealand, Germany, and Brazil. A trip to Costa Rico is planned for later this spring. 	<p>Mayland is doing what we should be doing to promote global education. This is based on our annual plan of developing, promoting, and offering global education activities. Further, our efforts are in accordance with a resolution adopted by our board of trustees that commits us to teach students, faculty, and other members of the college community about the need to internationalize our college and to integrate a global perspective in all disciplines and subject areas in order to better prepare them to live and work in a global environment.</p>

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	<p>9. We are planning to begin an international film series this summer and to hold an international day, probably during the summer.</p> <p>10. We are establishing an international education section in the library to provide resources for the faculty members who are involved in internationalizing their courses and programs.</p>	
<p>MCDOWELL TECH 5/23/06</p>	<p>At MTCC, global education is more than having international campuses or exchange programs. We are a small rural community and feel to ensure that all of our students will be able to succeed in a world marked by diversity and rapid change, we must provide knowledge and understanding of culture, language, geography and global perspectives. Most importantly, a global education is one that enables all students, both domestic and international, to understand the world through the eyes of others and teaches them how their actions can affect, and be affected by people throughout the world.</p> <p>We encourage our faculty to incorporate within their teaching materials concepts not only for the United States, but for other cultures, as well.</p> <p>We have a large Hispanic population enrolled in our ESL classes. We offer special events for these students throughout the year and encourage other students to participate.</p> <p>We have “International Week” yearly with different events happening through the five days.</p> <p>We have international flags displayed in our “commons area” that remain throughout the year.</p> <p>Our Library provides displays of books and other materials throughout the year relating to other cultures.</p> <p>We offer on-gong staff development classes in “Diversity,” for our staff and faculty.</p> <p>We invite persons to lecture on “Diversity” and “Rapid Change” for our staff and faculty and also within our curriculum classes throughout the year.</p>	<p>Providing students and faculty opportunities to study abroad.</p> <p>Offer additional courses incorporating additional information for global education, including cultures, languages and overall global perspectives.</p>
<p>MITCHELL</p>	<p>Diversity Task Force—Faculty committee in which Global Education is addressed. This group develops and provides guest speakers and activities related to Global Education.</p> <p>Participation in World View</p> <p>Developing strategies to incorporate Global Education information and ideas into the curriculum</p>	<p>Continue with the efforts of the Diversity Task Force.</p> <p>Continue efforts to incorporate global concepts into our curriculum.</p>

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
MONTGOMERY 2/15/06	<ol style="list-style-type: none"> 1. Developing outreach educational opportunities to strengthen the Hispanic population's ESL skills and prepare them for successful enrollment and completion of MCC programs <ul style="list-style-type: none"> o ESL taught at East Middle School, West Middle School, Anchor School, Alandale, Longworth o OSHA Workshop for Construction in Spanish 2. Providing ESL/Spanish classes for business and industry workforce <ul style="list-style-type: none"> o CE Auto body Repair class, Longworth, Citation Foundry 3. Offering additional courses in Spanish and cultural diversity for English-speaking residents <ul style="list-style-type: none"> o Spanish Classes on campus, o Spanish Classes at Industrial Timber, Longworth 4. Devising a marketing plan that targets minority cultural groups <ul style="list-style-type: none"> o Increased use of Spanish language in printed informational materials 5. Building a college campus atmosphere supportive of diversity through the development of cultural, social, club, athletic activities, events, & camps <ul style="list-style-type: none"> o ESL Thanksgiving o Black History Month observances o Diversity Week (March) o Minority Male Mentoring Program 6. As the shape of programming and enrollment changes, ensuring high quality and comprehensive services reflect the needs of all students <ul style="list-style-type: none"> o Created avenues for undocumented immigrant students to enroll o Instituting deferred payment tuition plan for all MCC students 7. Seeking grant and Foundation funding to provide educational financial assistance to under-served and needy populations <ul style="list-style-type: none"> o Montgomery County Endowment Fund Multicultural Scholarship: given to support educational needs of multicultural students and to ensure post secondary educational opportunities for graduating seniors. (This scholarship is 	<ol style="list-style-type: none"> 1. Seek opportunities to provide additional cultural, athletic, and entertainment opportunities within the county to promote community awareness of and appreciation for global education and the benefits of diversity 2. Encourage and support legislative efforts to secure in-state tuition for undocumented aliens who graduate from North Carolina high schools 3. Create a multicultural community center to provide support and services to the Hispanic population and other populations with limited English proficiency 4. Seek leaders from minority communities to serve as MCC ambassadors. Develop and strengthen online offerings of ESL and Conversational Spanish.

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	<p>the result of a grant written by the financial aid officer to the Montgomery County Fund for this purpose.)</p> <p>8. Other efforts of note:</p> <ul style="list-style-type: none"> ○ Inclusion of Diversity plan in the Institutional Effectiveness Plan ○ Board of Trustees and MCC Foundation Board include minority representation ○ Use of Windstar software and increased knowledge of immigration policies has enabled us to hire a more diverse population 	
<p>NASH</p>	<ul style="list-style-type: none"> • Member/active participant in World View • Dean of Instruction traveled to Spain, Summer 2005, with World View • Humanities/Social Sciences faculty member is traveling to China, Summer 2006, with World View • English instructor studied at Oxford, Summer 2005 - will teach a British Literature course, Summer 2006, in which a component is a 10-day trip for the students to study in England • A Continuing Education Director traveled to Denmark, August 2005 - a part of Rotary Exchange • Nash Community College has organized an International Relations Club on campus • Dr. Joe Caddell with World View Programs will speak to Nash Community College students on February 14, 2006 on "International Terrorism: Background and Future" • College courses added to curriculum: <ul style="list-style-type: none"> ○ POL 220 International Relations ○ REL 110 World Religions ○ ENG 261 World Literature I ○ ENG 262 World Literature II • In College Transfer, the history sequence is in process of switching from Western Civilization I, II to World Civilization I, II • Nash Community College co-sponsors with the City of Rocky Mount the annual International Festival - this is the tenth year the festival has been held 	<p>Continue to globalize the curriculum programs</p>

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	<ul style="list-style-type: none"> Nash Community College hosted a group of educators from Denmark, Fall, 2005 – plans are in the process for a group of four from NCC to visit Denmark 	
PAMLICO	<ul style="list-style-type: none"> <u>Host the Rotary International GSE Team from Denmark on April 24, 2006.</u> <p>Dean of the Division of Learning Resources and current President of the Oriental Rotary Club in Pamlico County, who also serves on the planning committee to host the Rotary International GSE Team from Denmark in April 22 – March. The planning meeting is to be held on February 9, 2006 where a request will be made to the committee to host the GSE Team for a two-hour R & R event on campus. The team is scheduled to be in Oriental on April 23 and 24 for the Oriental Rotary Club. The college could provide the team with access to check their email, read a book or magazines for R & R. In addition we are asking if we could set up a social hour for students and faculty to mingle with the Denmark team.</p> <ul style="list-style-type: none"> On April 24th students and faculty could attend the Rotary meeting where the GSE team will make a presentation on what the GSE Team does which could be of interest to faculty who be released to participate in future teams. SGA hold an International food tasting gala at the OI' Country Festival May 6, 2006. Plan to have Pete DeVoss, Foreign Diplomat to present an educational discussion group. Conversational Spanish is offered through Continuing Education. Library books purchased to help education students and faculty on global education. 	<p>Seek ways to better serve the educational needs of the adult Hispanic population in our community.</p> <p>Consider participating in faculty or student foreign exchange programs.</p> <p>Seek participation from our community to partner with SGA to host the International food tasting gala at the College's Annual OI' Country Festival.</p> <p>Continue to add international educational resources to the library collection and look for opportunities for students and faculty to learn about the global community.</p>
PIEDMONT	<ul style="list-style-type: none"> The College is actively involved in preparing the Latino population with sufficient English language skills to obtain jobs that truly reflect their training and abilities. PCC is also very active in offering ESL classes. The College has representation on the Latino Center and was very active in getting the Center established. Curricula content addresses skills necessary for the local workforce to compete in a global economy. Educate or retrain the economic development team members in cultural diversity in order for a better understanding of service 	<ul style="list-style-type: none"> Develop a Global Education Board of Advisors Create cultural outreach programs in our community Market activities to the community and college Link with Catholic churches in order to strengthen partnership with Latino community Explore the feasibility of foreign student exchange programs

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	<p>prospects from other nations.</p> <ul style="list-style-type: none"> ◆ Create a greater cultural awareness among the residents of the college service area. ◆ Incorporate elements of international perspectives within existing Business and University Transfer curriculum. ◆ Expand course offerings in Command Spanish, University Transfer Spanish, World History, Western Civilization, and Spanish in the Workplace. Cultural perspectives are included in course contents. ◆ In HUM 120 – Cultural Studies, global cultures are discussed. The students learn about different cultures and current events around the world. ◆ The College offers experiences for exposure to other cultures and populations. The College currently offers annual travel abroad experiences for students, faculty/staff, and community citizens. ◆ PTK and the College work together to host an annual “International Day” each fall. ◆ Continuing education offers Diversity Sensitivity Training. ◆ Faculty/Staff attend World View Conferences ◆ Business curricula include literature on global economies and culture. ◆ The Film and Video Production Technology program of study include information on global film production. Many of the key figures in film history are not American. We screen The Cabinet of Doctor Kaligari, a German Expressionistic film, among others. Early film was influenced by the innovation of Russians such as Kuleshov, Pudovkin and Eisenstein; they in turn influenced the Italians, Americans and the French. The Lumiere's developed one of the first film cameras. They all developed new equipment along with new film styles so they are mentioned in Grip, Camera, Editing and Art classes. ◆ Computer Application courses include information on international concerns about computers and the Internet. ◆ Health Team Relations include topics on poverty and how it impacts health care. Other topics include Natural disasters and 	<ul style="list-style-type: none"> ◆ Inform and support students who have an interest in attending global education conferences ◆ Assess the demand for international business curriculum
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	<p>the impact on health issues, racism issues and workplace and society, children's rights, women's rights, and specific information on genital mutilation in third world countries.</p> <ul style="list-style-type: none"> ◆ Biodiversity and regulation of genetically modified plants and animals are included in curricula studies. ◆ Human Rights, justice issues, (USA) Foreign Policy and the impact on health issues and our responsibilities as a nation of power are also discussed. 	
<p>PITT</p>	<p>Established a Global Education Committee -Is a Partner with UNC's World View Program - Sponsors faculty to attend seminars and study-travel - Dr Robert Phay addressed Global Ed Cmte -Hosted Reception for International Students - Speakers from Afghanistan, Mexico, Iran -Hosted two International Teas - Speaker from UK, student & faculty presentations -Hosted Rotary exchange group form India -PCC Foundation - Provides 3 travel scholarships for students - Provides 3 travel scholarships for faculty/staff PCC Abroad -sponsoring 2006 study/travel to UK & France -sponsoring 2006 study/travel to Eastern Europe International Club -participates in Greenville International Festival -provides language-socials for students Faculty - World View participants integrating international themes into curriculum -Faculty member participated in Rotary Exchange to India - Provides Latino/Hispanic outreach - Offering Chinese language & culture through Cont. Ed Division Currently developing partnership with Cornwall College (UK) Trustee and President visited Mexico with NCCCS</p>	<p>Additional Funding to support: faculty travel, student travel abroad. PCC provides some scholarships, but the cost usually exceeds the typical student's ability to pay.</p> <p>Continue to seek opportunities abroad for faculty and staff. Especially when linked with industry and educational institutions.</p>

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
RANDOLPH	<p>Randolph Community College has initiated an International Food Day for our students. We provide food samples from different international restaurants as well as traditional American cuisine. During the celebration, flags from countries around the world are displayed. This year the display included fifty flags borrowed from UNCG.</p> <p>In an effort to promote greater awareness of global events, the College has invited speakers to address topics of globalization, learning services, Gandhi, and the concept of tolerance.</p> <p>The College has initiated an international club called “Randolph Cultural Fusion”. This club fosters communication among international and local students through cultural activities.</p> <p>The Health Occupations programs sponsored an event oriented to our Latino population.</p> <p>To promote global awareness, a relief fund was established for the victims of the Pakistani earthquake.</p> <p>The College will sponsor its first study abroad program this summer to Costa Rica.</p> <p style="text-align: center;"><i>Common Threads</i></p> <p>Common Threads is the oldest student organization on campus, beginning in 1992. It is a roundtable discussion group that explores prejudice and diversity issues. The group is open to all students and meets every Wednesday at noon in the SGA Conference Room. In past years, Common Threads has cosponsored a Martin Luther King Jr. celebration on campus.</p> <p>The Purpose:</p> <ul style="list-style-type: none"> • to find genuine unity in our diversity. • to find our common threads as one human race. 	<p>Global education needs to be a part of each curriculum rather than offered as part of student activities.</p> <p>Conduct cultural workshops</p> <p>Recruit international students</p>

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	<ul style="list-style-type: none"> • to focus on racial and cultural prejudice as our most challenging issue. • to learn what prejudice and racism are and how they have divided us. • to understand why this division causes pain, anger and frustration. • to find out correct information and fill in the missing information about each other. • to make new and lasting friends. • to welcome and include people who are racially and culturally different. • to bring awareness that the responsibility for harmony, justice and understanding lies with both the minority and the majority. • to create an environment where everyone feels safe to express their feelings and views. <p>To strengthen the diverse fabric of our college community through positive action.</p>	
RICHMOND	Faculty and staff development activities Campus wide International Day	Curriculum development to include global education competencies across all curriculum offerings.
ROANOKE- CHOWAN		Establish a Global Education Committee that will focus on: <ul style="list-style-type: none"> - Revising the College mission statement to reflect a global education component - Integrate global education throughout the curriculum

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
ROBESON	<ol style="list-style-type: none"> 1. Within curriculum courses, particularly business courses, faculty include concepts associated with the global economy in their instruction. Concepts include how cultures exist in a global economy. In so doing, faculty must, to adequately cover global economy issues, include how other people of the world live economically and in so doing, students gain a better understanding of how different cultures function. Sociology and economic courses are most appropriate to cover global issues. In addition, faculty teaching in technical and vocational programs must include global issues because students will enter a workforce that is globally driven. 2. Displays have been provided in the college's library to promote global issues (i.e., religions of the world, dress patterns, diets, etc.). These have been open for student and public viewing. 3. Some faculty and staff have attended workshops, seminars, etc. that deal with global education issues. 4. The College is offering Spanish I and II in curriculum and many ESL courses in Continuing Education. These help to prepare students for conversing in Spanish and are helping Spanish speaking students to speak English. 	<ol style="list-style-type: none"> 1. Our college should be providing instruction in appropriate courses to promote global education concepts (stated that our college is doing that in appropriate courses). 2. Our college perhaps could get more involved in student exchange programs and/or faculty exchange programs. 3. With a university (UNC-P) only eleven miles from our college's campus, we perhaps could be more involved with some of their efforts to promote global education through international exchange programs, faculty exchange programs, and other efforts to focus on international issues. 4. Continued support of workshops, seminars for professional development. 5. Perhaps more involvement in the community when international issues are discussed and promoted. (could be various cultural events, etc.) Perhaps the college could be involved in sponsoring events.

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
ROCKINGHAM 2/17/06	Review of Global Ed Committee membership/campus-wide representation Participation in NCCCS Global Education Consortium and Executive Board Partnership with World View, UNC-based global education organization Attendance at Global Issues Seminars like World View coferences Spanish language training on campus for faculty and staff Faculty study and travel abroad including school and business visits Partnerships with international universities and colleges Video conferencing with international colleges Global education elements in curriculum courses Visits to campus by international and exchange students and faculty Total-immersion trip to Spanish-speaking countries for Spanish language students and faculty Student and community travel abroad course and travel program Travel video series on campus for faculty, staff, students, community International covered dish supper with UNC-G international students Participation in UNC-G international student activities Joint SIFE (Students in Free Enterprise) projects whit Ghana SIFE team Hispanic section to library with books and other media and Spanish language computers, funded with grant money Flags from foreign countries displayed in student center International students attending college, on sports teams and otherwise Foundation funding for global education activities	Continue programs and activities listed at left Continue seeking global education funds Additional international partnerships Develop additional global education activities Create faculty and student exchanges More global education programs

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
ROWAN-CABARRUS	<p>Our response to the initiative has been college wide. We have promoted Global Education in the following areas:</p> <p>LRC: Display of Hispanic and Asian books emphasizing culture and its mix with American culture</p> <p>ESL: Nativity Scene on display in Student Center with Latino theme REAL: Rural Entrepreneurial Action through Learning- has developed course material in Spanish and Laotian</p> <p>ConEd: Working with State ABC to provide literature in Spanish so consumers will be aware of laws regarding alcoholic beverages</p> <p>ESL and SGA: Cultural Diversity Days on January 25 & 26, 2006. Students & faculty participated in setting-up displays and activities of examples of all facets of different cultures(dress, currency, photos, jewelry, music, religious icons and sampling food. TimeWarner taped and aired the event on 02/01 and 02/03 (Channel 7, 6:30pm)</p> <p>SGA: Organized an International Outreach Club meets monthly</p> <p>RCCC Catalog: Since 2000 has incorporated a statement relative to Globalization and Understanding</p>	<p>There are several areas where the college could continue its commitment to global education and understanding, namely:</p> <ul style="list-style-type: none"> • Provide Professional Development for faculty and staff relative to the changing world and the political, social and economic conditions that impact us all; • Develop outreach opportunities for students, faculty and staff to embrace the diversity of the our local service population; <p>Sponsor programs for employees and community patrons to provide awareness of global issues;</p>
SAMPSON 2/07/06	<ol style="list-style-type: none"> 1. Multicultural awareness components are currently incorporated in the following courses and activities: OST286, 289, ANS210, 140, ACA111, SOC210, SPA111,112, Conversational Spanish, Swine Production in Spanish, Command Spanish, Tractor Safety Training in Spanish, Introduction to Computers in Spanish, ESL, GED courses, Citizenship Course in Spanish, African-American History month activities, African-American Student Union and Choir, Native Indian History month awareness, Women's History month awareness, Latino Community Day activities, 	<ol style="list-style-type: none"> 1. Grant faculty release time for professional development in international languages. 2. Try to develop and implement customized courses and seminars to address global issues and multicultural awareness. 3. Seek more bilingual employees by incorporating a preference in the job announcement. 4. Allocate a budget for global education activities.

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	<p>Hispanic month awareness, and various cultural events sponsored by SGA and Student Support Services.</p> <ol style="list-style-type: none"> 2. Attend WorldView seminars and offer culture sensitivity training. 3. We are employing multicultural faculty members and instructors. 4. Currently the faculty is including a global perspective component to their coursework. 	
<p>SANDHILLS</p>	<ul style="list-style-type: none"> • International / Global Ed. Committee has been created • Faculty exchange program with the University of Vlora, Albania • Participation in World View (UNC Chapel Hill) Programs <ul style="list-style-type: none"> ○ Study visit abroad ○ Global Education Leadership Program ○ Spring and Fall seminars • Travel abroad by students: <ul style="list-style-type: none"> ○ England / France ○ Costa Rica ○ Israel • Travel abroad by faculty <ul style="list-style-type: none"> ○ India ○ China & Japan ○ Eastern Europe ○ Albania ○ Spain ○ Ireland • ESL classes offered through Cont. Ed. • A lesson on China and Japan has been developed and is currently taught in Intro. to Business (BUS 110). • A lesson plan on the European Union is in the process of being developed for economics courses. • International themes included in campus-wide student activities • International relations class taught by former ambassador • Focused language classes taught for employers and community members • Classes on great world religions 	<ul style="list-style-type: none"> • Upgrade the skills and prepare the local workforce for the challenges of a global economy • Provide for teacher professional development in bringing international concepts into the classroom • Develop classes with international learning objectives • Improve students' understanding of other cultures • Develop a more international approach in some of our programs (nursing, college transfer, business-administration) • Expand languages taught to include Chinese or Portuguese or Russian (French, Spanish currently taught) • Expand study abroad opportunities for students • Provide more international awareness activities for students

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
SOUTH PIEDMONT 5/24/06	<u>Nothing at present.</u>	<u>Teach International Business</u> <u>Host International Students and Faculty</u> <u>Host International Study Trips for Academic Credit</u> <u>Participate in CCID</u> <u>Host an International Day or Event recognizing the countries of origin of many of our students, approximately 35</u> <u>Faculty Exchanges</u> <u>ITV classes with similar classes in a foreign country</u>
SOUTHEASTERN 2/07/06	<ol style="list-style-type: none"> 1. Offering Travel Study Programs – 2 trips abroad annually 2. Participating with UNC-CH World View – Semi-annual seminars & yearly faculty/staff travel abroad program 3. Offering ESL Programs (general public and business/industry) 4. Developing distance learning opportunities with China 5. Identifying faculty to participate in exchange program with Ireland 6. Promoting community leaders to visit and instruct in former Soviet Union countries through CNFA (Citizens Network for Foreign Affairs) 7. Coordinating services for international students attending SCC 8. Developing, implementing and evaluating training programs and services for international companies in Columbus County 9. Conducting activities for International Education Week 	<ol style="list-style-type: none"> 1. Investigate the replication of Brunswick Community College’s Educational Transition Center (Hispanic Initiative) with Mexico and other Latin American countries. 2. Utilize Fulbright Scholar Program to enhance curriculum and continuing education offerings and promote international programs in city/county schools 3. Partner with 4-year institutions for student abroad programs

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	<ul style="list-style-type: none">10. Challenging SCC's employees to read Thomas L. Friedman's <u>The World is Flat</u>11. Promoting Spanish classes for faculty/staff12. Pursuing funding avenues for Community Connections/Moldova & Russia13. Developing opportunities for faculty and student exchange with Islington City College in London	
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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
SOUTHWESTERN 2/20/06	<ol style="list-style-type: none"> 1. Southwestern Community College meets the education/ training needs of our service area's international population through expansion, enhancement of offerings in both curriculum and occupational extension areas and small business assistance center. 2. Southwestern Community College offers English as a second language (ESL) 3. The college provides classes in conversational Spanish in the workplace (e.g., health science, law enforcement, constructional trades). 4. In cooperation with High Hampton Inn, the college offers a series of courses to develop their international workforce in the area of Hotel and Restaurant Management. 5. The college has an active College Diversity Committee that provides the SCC community with opportunities to expand on its cultural awareness. 6. Southwestern Community College provides professional/staff development plan activities for Southwestern Community College faculty and staff dealing with global/diversity/cultural issues. 	<p>The college is satisfied with the resources allocated to Global Education at this time.</p>
STANLY 2/20/06	<ol style="list-style-type: none"> 1) SCC has increased visual evidence of globalization throughout campus by displaying international clocks, international flags, maps, and using bulletin boards for global issues. 2) SCC has established a Multicultural Awareness Club. 3) SCC has an International Camp for one week during the summer semester for rising 6th graders. 4) SCC has an active Global Education Committee. 5) SCC has offered Global Education workshops for Professional Development. 6) SCC is a member of World View, a Global Education organization at UNC Chapel Hill. 7) SCC offers opportunity for faculty/ staff to attend global education conferences and seminars 8) SCC has sent faculty/ staff to study abroad. 	<ol style="list-style-type: none"> 1) Continue to enhance the SCC campus aesthetically in regards to globalization. 2) Develop and offer an immersion language class (SPA 161) in a Spanish speaking country. (This is in development for the Summer, 2006. 3) Continue to offer International Camp, but secure funding to provide stability and growth for the camp. 4) Offer the opportunity to study abroad for faculty/ staff and students. 5) Offer professional development workshops on global education. 6) Maintain status in World View. 7) Continue to offer the opportunity to attend global education conferences and seminars.

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	<p>9) SCC has offered guest speakers and presentations on global issues for students, faculty, and staff.</p>	<p>8) Continue to provide students with global education events on campus. (International festival, speakers, discussions, etc.) 9) Develop partnerships within the local community to provide global education awareness.</p>
<p>SURRY 5/30/06</p>	<ul style="list-style-type: none"> • SCC is providing opportunities for global awareness for students and community residents through a series of cultural immersion courses that culminate with a trip to the country whose culture is being studied. SCC hosts one travel/study abroad program per year in the spring. • President appointed a Global Education Committee and expanded committee to include representatives of many areas of the college in addition to faculty. • The Humanities & Social Sciences Division adopted the following program mission: “to produce learning that promotes broader, global perspectives for the students.” • Designed and implemented Community Spanish Interpreter degree to meet needs identified through Trend Analysis Study. • Special Events Committee used budget to support international cultural events including the following: <ul style="list-style-type: none"> - Eillen Torres – History of Salsa & demonstration – Hispanic - Ewabo – Carribean trio - Healing Force – African culture through storytelling, music, art & dance - Tai Yim lion Dancer – Dragon dancers – Chinese culture • SCC is providing extracurricular opportunities for students to discuss global issues such as symposium on topics such as Hispanic culture portrayal in the media and Race and Manners lecture presented by Bruce Jacobs. • Individual faculty members include global elements in their course content. • SCC developed and implemented the following courses within the Humanities & Social Sciences Division: <ul style="list-style-type: none"> - SPA 141: Culture & Civilization - SOC 230: Racial & Ethnic Relations <p>SCC faculty participated in 2005 World Food Day Teleconference</p>	<ul style="list-style-type: none"> • Continue to send faculty, staff, and administrators to World View Programs and Symposiums. • Establish a budget line for promotion of Global Education Committee initiatives. • Recruiting minority faculty and students by accentuating diversity within the physical campus environment. • Globalize the campus and community through partnerships with the U.S. Office of Citizen exchanges. Youth for Understanding (YFU) and the Council on International Educational Exchange (CIEE) are two such partnerships. • Establish institutional membership in the Community College Humanities Association. • Continue to support Community Colleges for International Development, Inc., and participate in CCID activities and conferences. Host International consortiums.

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Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
TRI-COUNTY 2/15/06	Currently, our college is limited in global education. In the past we have had faculty participate in Fulbright and National Science Foundation projects abroad. A few faculty have participated in seminars offered throughout the state relative to global education.	<p>We need to make sure faculty/staff are aware of local resources that could provide the college with their expertise as guest speakers/lecturers.</p> <p>Faculty need to be encouraged to participate more often in global education seminars and it needs to be part of their professional development plan. The college needs to provide financial resources if at all possible for these activities as well as opportunities abroad.</p> <p>The college needs to seek out and finance guest lecturers from various cultures that would provide unique opportunities for our students.</p> <p>The college must make better use of the local resources, especially in the Hispanic community and Moslem community, and promote these cultures through college activities.</p> <p>Being located close to larger cities such as Atlanta, Ga., Chattanooga, Tenn., Asheville, N.C., the college must make sure that faculty are aware of the many different cultural groups that are located in these areas and encouraged to seek out these resources.</p>
VANCE-GRANVILLE	<p>--Partnering with World View of UNC-Chapel Hill to participate in seminars, workshops, and study abroad</p> <p>--Integrating more cultural awareness in both curriculum and continuing education classes</p> <p>--Scheduling faculty/staff development training to include globalization and cultural diversity topics</p>	<p>--Target college marketing for Latino/Hispanic population to include Spanish as well as English publications</p> <p>--Add Latino/Hispanic link on college website</p> <p>--Continue to expand ESL offerings</p>

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	<p>--Organizing a summer session 2006 study abroad trip to Costa Rica for a group of VGCC students to take Spanish & biology classes to be taught by accompanying faculty</p> <p>--Expanded gift categories of college's endowment fund to include donations to help fund study abroad program</p> <p>--Added a new Latino/Hispanic Services Coordinator position fall, 2005 to organize and expand Latino/Hispanic services in our four-county service area</p> <p>--Displaying flags in the lobby of the college's civic center which represent countries of current/and recent students of our college</p> <p>--Offering more ESL classes</p> <p>--Sponsored a faculty member for a Worldview trip to Spain in summer, 2005</p> <p>--Conducting annual one-day Cultural Awareness Fair</p>	<p>--Offer classes in Spanish (such as Introduction to Computer) for Latino/Hispanic population</p> <p>--Provide opportunities for faculty, staff, and students to participate in cultural exchange programs</p> <p>--Budget funding (as available) to support study abroad and exchange programs for our students, faculty, and staff</p> <p>--Continue to sponsor Worldview study abroad trips for faculty</p> <p>--Continue to expand and improve annual Cultural Awareness Fair</p>
<p>WAKE TECH</p>	<ol style="list-style-type: none"> 1. <u>Doing Business in Mexico Program.</u> FEE Program. A one week export training class on location in cooperation with NC Dept of Commerce International Trade Division, US Dept of Commerce Commercial Service, NC Dept of Agriculture, NC Ports Authority, and NC World Trade Association. The program is designed to assist companies to export their product to Mexico, by meeting with the NC Trade Rep, and distributors and agents in Mexico. 2. <u>Doing Business in Canada Program.</u> FEE Program. The same mission as Mexico, on location, same players, however has been in done during the RFID (Radio Frequency Identification Conference) held in Markham, Canada. Companies who are interested in expanding their product programs in Canada are candidates for this training. 3. <u>Successful Importing Program.</u> FEE Program. This education program covers the need to know on bringing product into NC for sell, or to use in manufacturing processes here. The focus is on the intricacies of dealing with other countries in buying product 	<ol style="list-style-type: none"> 1. Expand the opportunities to work with NC Dept of Commerce International Trade in pursuing "Doing Business Programs" on location in the countries of Mexico, Canada, Korea, China, Japan, and Germany. These countries have NC trade reps on location. 2. Create an export trading company or export management company in collaboration with SBCN Directors who want to play, SBTDC, bring the Export assistance centers into the group, work with US and NC Departments of Commerce, FTZ Operators, and University programs to expand our education delivery to assist businesses in building international trade opportunities. <p><u>INTEGRATING GLOBAL STUDIES INTO THE COLLEGE CURRICULUM</u></p> <p>Creating Global Learning Communities</p>

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	<p>overseas and selling here.</p> <ol style="list-style-type: none"> 4. <u>U.S. Free Trade Zone (FTZ) Seminar</u>. FEE Seminar. This program presented in cooperation with Triangle Council of Governments, Research Triangle Regional Partnership, NC District Export Council, NC World Trade Association – Triangle Chapter, The Triangle’s US Export Assistance Center, Longistics International, and the World Trade Center North Carolina. The program is for companies who are going global and are looking for how the US FTZ contributes to International Trade, How the FTZ can help companies compete with foreign manufacturers, and how the FTZ #93 Operator, Longistics, can assist in facilitating international trade. 5. <u>Getting into the Import/Export Business</u>. FREE Seminar. An international attorney covers the basic steps required to start an import/export business for the small business person. 6. <u>Doing Business in China</u>. FEE Program. A special program being delivered to the Association of Non-Woven Fabrics Industry per request. The program will be delivered in cooperation with US Dept of Commerce Commercial Service and the NC Dept of Commerce International Trade Division. The program will cover opportunities and the how-to for association members to develop a presence in China to sell product. <p>All programs are dependent on number of participants.</p> <p><u>1. INTEGRATING GLOBAL STUDIES INTO THE COLLEGE CURRICULUM</u></p> <p>Providing Individual Students Exposure to Global Issues Course Offerings—Wake Tech offers credit courses in foreign languages (French and Spanish), world literature, art and civilization, comparative cultures, and international business. It also offers continuing education courses in several additional foreign languages (including Arabic, Chinese, German, Japanese, and Portuguese).</p>	<p>Developing International Concentrations and Degrees</p> <p><u>2. PROMOTING INTERNATIONAL EXCHANGE</u></p> <p>Increasing Student Study Abroad Opportunities</p> <p>Developing Faculty/Staff Exchanges Related to Attracting International Business/Industry</p> <p><u>3. SERVING THE DIVERSE COMMUNITY</u></p> <p>Increasing Foreign Language and Cultural Knowledge Offerings and Targeting to Business/Industry Needs</p>
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Sigma Delta Mu—This national honor society seeks to recognize excellence in the study of the Spanish language and the literature and culture of Spanish-speaking peoples. It also recognizes efforts to make Hispanic contributions to modern culture better known.
http://www.waketech.edu/studlife/student_clubs_and_organizations_3.html

2. PROMOTING INTERNATIONAL EXCHANGE

Tapping the International Student Resource

International Student Services—Wake Tech is approved to issue I-20 forms (Certificate of Eligibility for Nonimmigrant [F-1] Student Status—for Academic and Language Students) for all of its associate degree programs, and for its English as a Foreign Language academic preparation program.
<http://www.waketech.edu/international/index.html>

English as a Foreign Language Classes—Wake Tech offers these academic preparation classes in listening, speaking, reading, writing, and grammar in levels from beginning through advanced.
<http://www.waketech.edu/catalog/coursedes/efl.html>

International Day—Each year in conjunction with International Education Week in November, Wake Tech hosts this college-wide event showcasing the large international presence in its student body, almost 1,000 students from more than 100 countries.
<http://www.waketech.edu/intranet/news&views/2004/120904.pdf>
<http://www.waketech.edu/intranet/news&views/2005/120805.pdf>

International Friends Club—This club addresses issues important to both American and international students, including enhancing communication between international and American students and promoting good will and international understanding through sharing cultures with fellow students.
http://www.waketech.edu/studlife/student_clubs_and_organizations_3.html

Facilitating Student Study Abroad

Trip to Ecuador—Wake Foreign Language Department Head Melania

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Aguirre-Rabon and a group of Wake Tech students joined a group from Rockingham Community College for a 21-day educational stay in Ecuador, where students had the opportunity to immerse themselves in the culture of this Latin-American country, living with host families, taking Spanish classes at Academia Latinoamericana, and interacting with people on their daily excursions in and around Quito.

<http://www.waketech.edu/intranet/news&views/2005/072105.pdf>

Creating Faculty/Staff Exchange Opportunities

Partnership with Technical Institute in Bolivia—Through the University of North Carolina School of Public Health, Wake Tech has begun to establish relationships with healthcare providers and educational institutions, including Bolivia’s equivalent of a community college—the “escuela tecnica de salud publica.”

Hosting International Visitors

Town of Markham, Ontario Visit—Wake Tech met with leaders from this high-tech business hub and its local college, Seneca College, to explore partnership opportunities.

<http://www.waketech.edu/intranet/news&views/2004/090204.pdf>

Algerian University Administrators Visit—These educators, touring the country through the U.S. State Department, came to the college to find out about higher education accreditation.

<http://www.waketech.edu/intranet/news&views/2004/102104.pdf>

International Military Officer School Visit—Officers from Macedonia, Nepal, Philippines, and Poland learned about civilian law enforcement practices from members of Wake Tech’s Law Enforcement Training program.

<http://www.waketech.edu/intranet/news&views/2004/110404.pdf>

Mexican University Administrators Visit—The college acted as host for the North Carolina Community College System and a group of visiting Mexican university representatives for discussions about free trade and educational opportunities.

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	<p>http://www.waketech.edu/intranet/news&views/2004/120204.pdf Russian Delegation Exploring Cooperative Education—Wake Tech presented its experience in providing cooperative education opportunities to a group of Russians visiting through the International Visitors Council. http://www.waketech.edu/intranet/news&views/2004/120204.pdf</p> <p>Chinese Community College Delegation Visit—A Chinese community college delegation representing 12 different community colleges from various locations in China toured Wake Tech facilities, including the culinary, engineering, and network laboratories, and the Automotive and Heavy Equipment Technology Complex. http://www.waketech.edu/intranet/news&views/2005/062305.pdf</p> <p>Building Business Connections Doing Business in Mexico—This program, a part of the state’s Export Outreach efforts, takes local business leaders to Mexico to meet with trade officials and learn exporting basics. http://www.waketech.edu/conted/schedules/sbc.html#international http://www.waketech.edu/intranet/news&views/2004/050604.pdf</p> <p>Export Ready & Successful Importing Workshops—These training sessions designed to help local business become more effective players in the global market are offered in cooperation with partners including the N.C. Department of Commerce—International Trade Division, World Trade Center North Carolina, N.C. World Trade Association, and NCSU Economic Development Partnership. http://www.waketech.edu/newsandpub/ad_bic_bjsept03.pdf</p>	
	<p>3. SERVING THE DIVERSE COMMUNITY</p> <p>Meeting Basic Skills English as a Second Language Needs Basic Skills English as a Second Language—These classes are offered at beginning, intermediate and advanced levels to help students improve the speaking, listening, reading and writing skills that they need to live and work here. http://www.waketech.edu/conted/basicskills/basicesl.html</p>	

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	<p>High School Equivalency Program—Funded by a grant from the United States Department of Education, Migrant Education Division, this collaboration between Wake Tech and a collation of service organizations provides migrant and seasonal farm workers and their families the necessary training to obtain a GED (high school equivalency certificate). http://www.waketech.edu/catalog/conted/programs.html#hep http://www.waketech.edu/intranet/news&views/2004/010804.pdf http://www.waketech.edu/intranet/news&views/2005/012005.pdf</p> <p>Extending Community Outreach Hispanic Community Forum—Among its many efforts to explore educational issues and solutions to the barriers faced by Hispanics, Wake Tech has hosted community forums. http://www.wake.tec.nc.us/newsandpub/nr_hispanic_forum04.htm</p> <p>Workplace Preparedness in Spanish—Recognizing the need to provide workplace knowledge in Spanish, especially in the area of workplace safety, Wake Tech has provided courses that target such topics as OSHA. http://www.waketech.edu/newsandpub/ad_spanish_osh2.pdf</p> <p>Hispanic Health Task Force—Wake Tech has a representative on the North Carolina Hispanic Health Task Force (organized out of the Department of Health and Human Services – Minority Health and Health Disparities office) to participate in identifying problems and solutions related to the health of those in the local Hispanic population.</p> <p>Dental Hygiene Outreach to Local Refugees—Wake Tech’s Basic Skills ESL and Health Sciences Division collaborated to provide dental hygiene services to local elderly immigrants originally from Vietnam, Russia, Ukraine, Congo, and Liberia.</p> <p>Recruiting Underserved Groups to High-Demand Programs Project ARC (Access, Retention, and Completion)—Three of North Carolina’s community colleges (Wake Technical Community College, Durham Technical Community College, and Johnston Community College)</p>	
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	<p>have joined together to increase the access, retention, and graduation of minority and disadvantaged nursing students, including those from local immigrant communities.</p> <p>Providing Foreign Language and Cultural Knowledge for Professionals Business Spanish—Recognizing the need for local business people to develop conversational Spanish skills, the college offers courses for beginners that include vocabulary used in various business settings. http://www.waketech.edu/newsandpub/ad_bic_bjune03.pdf http://www.waketech.edu/conted/schedules/bic.html Meeting all of their needs: Teaching and supporting English Language Learners—This project, supported by a NCCC System Office Professional Development grant, is designed to improve the academic skills of non-native English speaking students in the health sciences by providing faculty with the professional development and follow-up support.</p> <p>A SU SALUD! (Spanish for Health Professionals)—In collaboration with University of North Carolina at Chapel Hill, with financial support from AETNA, Wake Tech’s Health Sciences Division will pilot an introductory level Spanish language and culture program for health professionals and students.</p>	
<p>WAYNE</p>	<ol style="list-style-type: none"> 1) Creation of a Diversity/Global Education committee with a separate budget 2) Offer students, faculty and staff opportunities to become more globally aware: <ol style="list-style-type: none"> a) Increased books in library related to globalization and other cultures and made the information available via display and email. b) Offered monthly “Lunch & Learn” speakers (<i>Cuba: Then & Now</i>”, <i>MLK Day Speaker</i>, <i>Genocide Today</i>) c) Established a close relationship with World View in Chapel Hill <ul style="list-style-type: none"> - Sponsor 2 World View Speakers per year at night. - Send a team of 4 faculty members to World View Conferences d) Sponsor a trip abroad in May and provide stipends. e) Offer new courses (college transfer) which increase cultural awareness (His 116 & Hum 110) f) Established and supported an International Students Club. 	<ol style="list-style-type: none"> 1) Strengthen the trip abroad program. 2) Sponsor with Mt. Olive and public schools an international festival. 3) Establish a sister school relationship with another school. 4) Provide a global education link on WCC’s webpage.

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	<p>g) Encourage faculty to integrate a global element in classes. World View information is distributed via email.</p> <p>3) Offer classes to the community</p> <p>a) ESL Classes established</p> <p>b) Spanish in the Work Place offered.</p> <p>c) Japanese in the Work Place offered.</p> <p>d) Provide technical & skilled vocation programs to Hispanic population</p> <p>4) Promote global education to the community.</p> <p>a) Publicize speakers and open to community members.</p> <p>b) International Students Club does volunteer work as translators and other volunteer work.</p> <p>c) WCC is closely involved with the Wayne County Reads program this year which is promoting reading “Night”.</p>	
<p>WESTERN PIEDMONT</p>	<ul style="list-style-type: none"> • Global Village student club is very active, and has presented several activities promoting global education, including a visit from students from Colombia and a talk by Dr. Jane Hamilton-Merritt on Hmong history. • Humanities faculty is taking a group of students to Peru this year. They visited Ireland last year. • Library received a grant for ESL materials. • Library staff member attended a World View seminar in Chapel Hill. • Instructor went to Honduras and Guatemala to teach astronomy to Mayas, and plans to take students on a future trip. • Media Services Director has proposed placing computers and trainers in the local Hispanic/Latino community. • History 112 students are doing research projects on modern countries. • Spanish language classes have been increased. • Class on Hmong culture will be offered in the Fall 	<ul style="list-style-type: none"> • College should provide more informational materials in several languages other than English. • More opportunities for travel abroad should be provided for staff and students. • College should offer more foreign language classes, including Hmong. • More outreach programs involving the immigrant community should be encouraged. <p>There should be more college efforts to recruit Southeast Asian and Hispanic/Latino students.</p>

**North Carolina Community Colleges
Global Education Initiatives
2006-2007**

Community College Name	What Is Your College Doing to Promote Global Education?	What Should Your College Be Doing to Promote Global Education?
WILKES	<ul style="list-style-type: none"> • Our Culinary Club makes an annual trip to Paris France to visit a French culinary school, commercial food markets, artisan bakeries and pastry shops. There is also an effort underway to allow students earn credit while spending a semester at either a French or Italian culinary school. • Our institution is responsible for and is the home of the Merle Watson Festival. The 2005 festival included performers and attendees from at least 10 foreign countries. The presence of these attendees and performers promotes global education to our students and spurs interest in other cultures. • We offer courses like World Regional Geography, Western Civilization, Spanish, French, Intercultural Communication, World Religions, Eastern & Western Religions, Current Events and World Literature. • Have placed world maps in 6 classrooms that had no maps but housed classes like literature and religion. • Past and upcoming forum and lecture series topics include: Iraq Religious Tolerance: “Trust Me?” An Interfaith Religion Forum Race, Class, Gender, and Violence: What it means for all of us • Three college employees attended the symposium “Global Science: What Faculty Need to Know” in Chapel Hill, Fall 05. 	<p>At the moment we do not market and promote our institution to international students. This would be a good opportunity to expose our native students to other cultures and also grow our institution.</p>
WILSON	<p>Offering English as a Second Language classes Offering occupational Foreign Language Classes Inviting guest speakers into curriculum classes to speak on relevant cultural/religious issues Providing field trips for students to museums, churches, historical sites, ethnic communities Providing in-plant training for foreign-owned businesses in Wilson County Implemented a new Community Interpreter Education curriculum program Revised the Mission Statement to embrace a global perspective that addresses the challenges of a global society</p>	<p>Offer occupational and college courses in Spanish (i.e. computer training, Nurse Aide training, small business courses)</p> <p>Offer community programs to increase the awareness of multi-cultural perspectives</p> <p>Establish a committee to coordinate activities with Wilson County Schools and Barton College for exchange students Collaborate with Wilson County Schools, Barton College, the Chamber of Commerce, churches, Employment Security Commission, Department of Social Services, and the Health Department.</p>

**North Carolina Community Colleges
Global Education Initiatives
2006-2007**

	Expanded curriculum to include additional global education opportunities Provide Faculty/Staff Professional Development opportunities Sponsoring an International Festival Co-sponsoring the Wilson Multi-Cultural Business Partnership event	
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