

**Strengthening International Studies & Foreign Languages
at Illinois Community Colleges Through Partnerships: A Consortium Between
Joliet Junior College and College of Lake County**

1. Plan of Operation

1a) Joliet Junior College (JJC) and the College of Lake County (CLC) have for more than two decades continuously sought new and innovative ways to internationalize their general education curricula and to improve and expand their foreign language courses. Both have seen the problems that adversely affect enrollment in these courses at community colleges: lack of funds, lack of awareness, and lack of time on the part of students who are often low income, first generation, and/or working adults. We propose a consortium project that will share our resources and individual expertise to help overcome these enrollment issues, and create a new, cost-effective international education model that can be replicated by other Illinois community colleges and by extension, nationwide. Our project will meet Invitational Priority 2 since our project will internationalize the curriculum with a focus on India, Japan and Jordan and will develop Arabic, Hindi and Japanese, all world areas and languages identified under this Priority Invitation. This project has four grant objectives:

1. To further internationalize the general education curriculum with 39 new modules and courses with a focus on India, Japan, and Jordan;
2. To enhance foreign language offerings in 11 courses by (a) developing two semesters of Conversational Hindi, (b) developing one additional semester of Conversational Japanese and (c) enhancing 8 existing Arabic and Japanese courses with cultural content;
3. To develop 3-week cultural immersion study abroad programs for students to India, Japan, and Jordan; and
4. To develop a Certificate in International Studies (the first in Illinois).

1b) The principals are JJC, located approximately 50 miles southwest of Chicago and CLC, located approximately 50 miles northwest of this city, and share strategic reasons for collaborating in this consortium grant application. Both colleges are state leaders in international education as seen in the fact that both (a) have proactively internationalized their curricula and expanded foreign languages over the last two decades; (b) successfully promote study abroad for students and international professional development opportunities for faculty, administrators, and staff; (c) have been active members of the Illinois Consortium for International Studies & Programs (ICISP, founded in 1986), one of the oldest and largest consortia for international studies for community colleges in the country; (d) have International Education Coordinators, the co-directors for this project, who have successfully administered Title VI grants and who themselves have international backgrounds and strong commitments to internationalization as immigrants and naturalized citizens of the U.S. (JJC's Arias from Cuba and CLC's Yu from China).

Both Drs. Arias and Yu have assisted their respective institutions and faculty by progressively adding international foci across the general education curriculum by focusing on various world regions and specific countries of national interest, along with developing language instruction. As colleagues in international education discussing the needs of their colleges, they discovered that both colleges were interested in focusing on developing international modules on India, Japan, and Jordan, countries identified in independent surveys of their faculty as lacking in course representation and faculty training. They were also interested in the development and enhancement of the languages of these countries, plus adding the valorization of the study abroad experience for students and professional development opportunity for faculty in these countries. Lastly, for several years both colleges have been actively researching a Certificate in

International Studies since no such Certificate currently has approval of the state supervising body, the Illinois Community College Board (ICCB).

The co-directors bring to this consortium project request a level of shared expertise, which they believe will produce a more cost-effective and successful program than either could devise alone. Both co-directors are experienced in assisting with internationalization of the curriculum, including in the area of world languages. Dr. Arias' additional strength (JJC) is 40 years experience as a professor of French and Spanish and 20 years experience in developing nine less-commonly taught critical languages. Dr. Yu (CLC) has special expertise in developing international professional development opportunities for faculty and staff and a successful, growing semester study abroad program for students in China. By bringing their individual expertise to this consortium project, securing commitment from their administrations to share resources and personnel, offering JJC and CLC students in-district tuition for courses developed under this grant, and combining efforts to develop and obtain state approval for a Certificate in International Studies (the first in Illinois), the co-directors believe this high quality project will impact not only the 32,000 students at JJC and CLC but also those at community colleges across Illinois.

1c) The project will focus on one country in each of the three years of the grant: India in 2010-2011, Japan in 2011-12, and Jordan in 2012-13. JJC and CLC have identified faculty at the University of Chicago's (NRCs) Centers on South East Asia, East Asia, and the Middle East to assist faculty in internationalizing existing courses and in new course development (see Appendix A – Support Letters). At each CLC and JJC we have identified faculty native to each of these countries who possess the personal contacts and knowledge necessary to serve as lead

persons for the professional faculty development immersion experience and the study abroad immersion programs for students.

ANTH 275	Cultural Social Anthropology (Jordan)	Dr. Roya Falahi (JJC)
ARAB 121	Elem. Modern Arabic I	CLC – NEW ½-time faculty position
ARAB 122	Elem. Modern Arabic II	
ARAB 221	Intermediate Modern Arabic	
ARAB 222	Intermediate Modern Arabic II	CLC – NEW ½-time faculty position
ART 109	Visual Arts (India)	Meaghan Callan (JJC)
ART 109	Visual Arts (Japan)	Meaghan Callan (JJC)
ART 115	Ancient Medieval Art (Jordan)	Meaghan Callan (JJC)
ART 299	Japan and the West: Intersections in Visual Cultures	Gisele Atterberry (JJC)
CHM 120	Chemistry 120 (Jordan)	Dr. Ahmad Ali Audi (CLC)
CRJ 121	Introduction to Criminal Justice (Jordan)	Dr. Frank Zera (CLC)
CRJ 121	Introduction to Criminal Justice (India)	Dr. Frank Zera (CLC)
ECON 122	Macroeconomics: A Comparison of the US and Japan	Robert Kerr (CLC)
ECON 103	Principles of Macroeconomics (India Japan & Jordan)	Dr. Nataliya Marchenko (JJC)
EDU 224	Diversity in School (Jordan)	Dr. Michelle Proctor (CLC)
ENG 021	Developmental Reading II (India)	Dr. Julie Delfinado (JJC)
ENG 102	Rhetoric (Japan)	Tamara Brattolli (JJC)
ENG 190	Introduction to Film (India Japan & Jordan)	William Yarrow (JJC)
ENG 221	Literature of Asia(India & Japan)	Roxanne Munch (JJC)
ESC 120	Geology Earth Science (Japan)	Dr. Xinoming Zhai (CLC)
ESC 121	Physical Geology (Jordan)	Dr. Xinoming Zhai (CLC)
ESC 224	Environmental Geology (India)	Dr. Xinoming Zhai (CLC)
FSM 299	Cuisine of India	Mark Dowling (CLC)
FSM 229	Cuisine of Jordan & the Middle East	Mark Dowling (CLC)
FSM 229	Foods of Japan	Mark Dowling (CLC)
HIN 110	Beginning Hindi I	U of Chicago staff
HIN 111	Beginning Hindi II	U of Chicago staff
HIST 111	History of Horticulture (Japan & India)	Dr. James Ethridge (JJC)
HORT 161	Gardens Designs of Japan (India & Japan)	Dr. James Ethridge (JJC)
HORT 288	Floral Crops Production (India Japan & Jordan)	Dr. James Ethridge (JJC)
HUM 223	Introduction to International Film (India)	Dr. Chris Cooling (CLC)
HUM 299	Culture of India: Critical Insights	Cindy Thomas-George (CLC)
JAPN 112	Intermediate Japanese I	U of Chicago staff
JAPN 121	Beginning Japanese I	Dr. Hiroshi Okana (CLC)
JAPN 122	Beginning Japanese II	Dr. Hiroshi Okana (CLC)
JAPN 221	Intermediate Japanese I	Dr. Hiroshi Okana (CLC)
JAPN 222	Intermediate Japanese II	Dr. Hiroshi Okana (CLC)
LANG 299	Culture & Society of India	Dr. Roya Falahi & R Raghuraman
PHYS 101	General Physics (India Japan & Jordan)	Dr. Kueiming Lee (JJC)
PSC 221	Comparative Literature (India)	Dr. Timothy Murphy (CLC)
PSC 222	International Relations (Jordan)	Dr. Timothy Murphy (CLC)
PSY 121	Introduction to Psychology (Japan)	Dr. Ken Kikuchi (CLC)
VET 216	Exotic Animal Nursing (India & Japan)	Eileen McKee (JJC)
VET 280	Clinical Pathology III (India Japan & Jordan)	Eileen McKee (JJC)
Course # TBD	Introduction to International Studies	Dr. Li-Hua (CLC)
Course # TBD	Non-Western History (India Japan & Jordan)	Robert Lossman (CLC)
NA	Conflict Resolution in Jordan	Wendy Brown/D. Groeninger CLC
NA	Conflict Resolution in Japan	Wendy Brown/D. Groeninger CLC

NA	Gandhi in Film	Wendy Brown (CLC)
NA	One Book One Community	Susan Prokopeak (JJC)

The project design addresses the overarching goal stated above to further strengthen international studies and foreign languages through the partnership between CLC and JJC through four objectives:

Objective 1: To further internationalize the general education curriculum with 39 new modules and courses with a focus on India, Japan, and Jordan.

The faculty at CLC and JJC were invited to submit proposals to the co-directors for curricular development or internationalization of courses with a focus on India, Japan, or Jordan. Thirty faculty proposed a total of thirty-nine courses, which were selected for their excellence in design and potential student impact. Table I above outlines the broad selection of disciplines, which reflect the community college mission to provide career/vocational programs and an excellent first two years of academic coursework transferrable to a university for a baccalaureate. These new courses and modules will also provide students with courses that lead to a Certificate in International Studies.

Since developing and enhancing faculty understanding, knowledge, and skill is key to successful internationalization, the project faculty will work with scholars from the University of Chicago's (NRCs) Centers for South East Asia, East Asia, and Middle East to develop the modules and new courses with focus on India, Japan, and Jordan. The directors and scholars at these Centers have worked with CLC and/or JJC on previous international projects. During each fall semester of this project, the scholars will give presentations on the history, society, and culture of each India, Japan, and Jordan. They will continue to assist the project faculty throughout the academic year in developing bibliographies, materials, selecting texts and audiovisual materials, and designing special projects to help each faculty develop a new course

or to internationalize a course with an India, Japan, or Jordan focus. All project lectures and events will be videotaped by the Media Department at both JJC and CLC. Copies will be available for classroom use and project review through the International Education Centers at both colleges. Project faculty will participate in both fall and spring lecture and film series in support of the internationalization efforts and in preparation of the professional faculty immersion experience in the country of their course focus. The new course content will generate greater interest, understanding and debate on India, Japan and Jordan and the world regions and cultures they represent.

Lead faculty at each institution have been identified who are natives of India, Japan, and Jordan and whose personal and professional connections will help us run both the faculty and the student experiences abroad. The professional faculty immersion experience for the project faculty will be a unique 10-day opportunity for faculty to go beyond their personal course research and development activities and gain first hand experience of the culture and society of their focus country. In all three countries, faculty will mingle with local faculty, colleagues, and students on the partnering universities' campuses. Scholarly academic pre-trip preparations and on-site lectures will add to the faculty's knowledge and skills for internationalizing curricula. Faculty will prepare for this experience abroad in the fall, and travel will coincide with the spring break of the following year.

Objective 2. To enhance foreign language offerings in 11 courses by (a) developing two semesters of Conversational Hindi; (b) developing one additional semester of Conversational Japanese; and (c) enhancing 8 existing Arabic and Japanese courses with cultural content.

U.S. security has been increasingly tied to language learning, with specific focus on the less-commonly taught critical languages including Arabic and Japanese, two of the languages to be enhanced in this project. The third language targeted in this project, Hindi, is the official language of India and is also spoken in eastern Pakistan, both countries critical to American national interests. We are confident that the opportunity to learn these languages will enhance our community college students' employability and long-term development as global citizens.

Support from this project will develop videoconferencing as an innovative technology to deliver the foreign languages courses developed under this project to students at both JJC and CLC. Both colleges will support this technological development with cash contributions, amounting to two-thirds of the total from JJC, and we request one-third federal funding, less than 2% of the total project cost. We expect a considerable increase in all foreign language courses developed or enhanced through this project with this new delivery system.

At CLC, students can enroll in four semesters each of the following credit, transfer languages courses: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish.

Students at JJC can enroll in traditional credit classes of French and Spanish through six semesters. Also, for the past two decades, we have successfully utilized the Self Instructional Language Program (SILP) method to provide our undergraduate students with the option of learning languages that are not otherwise supported by the regular language curriculum. JJC offers two semesters of transfer conversational courses in Arabic, Chinese, German, Japanese, Italian, Polish, Portuguese, Russian and Tagalog delivered through this SILP method.

Enrollment in these classes averages 200 students per year with exit assessments demonstrating an 85% retention rate. Of students completing these courses, 75% receive A and

B grades. Student surveys at midterm and prior to final exams confirm a High to Very High satisfaction rate, and 80% of students indicate they plan to continue their language learning.

The SILP method was developed in 1965 by a core group of universities, including Cornell University, which formed the National Association for Self Instructional Language Programs (NASILP). NASILP has offered 50 languages to approximately 9,000 at 125 institutional member university and colleges. It serves as the clearinghouse for information on appropriate texts and materials as well as professional development for SILP coordinators and directors. SILP is a proven supervised program of learner-directed language study mentored by weekly conversational drill sessions with a native-speaking tutor and assessed by external examiners who are university professors of the target language. Currently, SILP utilizes American Council for the Teaching of Foreign Languages (ACTFL) standards for evaluating authentic oral communication.

Even though English is the language of business in India, as internationalists we value the benefit of communicating with citizens of a given country in their own language, and as the official Indian language, Hindi will be selected as the language that will be developed under this grant. Adding Hindi to the language curriculum will not only expand the linguistic and cultural range of the CLC and JJC language programs, but it will also complement this project's internationalization of courses with an India focus.

Hindi will be developed through the SILP method, and JJC will take the lead in this development because of its 20 year experience in this area. JJC's SILP coordinator, Cristobal Trillo, Professor of Spanish and French raised in Morocco and proficient in Arabic, will work with the Center for Middle East Studies at the University of Chicago to develop two beginning semesters of Hindi, HIN 110 and HIN 111. Once developed, these two semesters will be

available through videoconferencing to students at CLC at in-district tuition. At the end of the semester, University of Chicago faculty in Hindi will administer the final oral examination to students at both CLC and JJC campuses.

At JJC, enrollment in the first two semesters of Japanese has been strong for many years, and in yearly student course surveys, students have expressed interest in an additional semester of Japanese. Therefore, under this grant, third semester Japanese will be developed through the SILP method under the supervision of Prof. Cristobal Trillo with assistance from the University of Chicago's East Asia Center. All of JJC's Japanese courses taught through SILP will also be offered to CLC students through videoconferencing at in-district tuition.

CLC successfully offers credit classes in Arabic and Japanese, but these have been grammar based with little cultural content. With grant funding, a cultural component will be added to the CLC traditional Arabic and Japanese courses. Courses will be offered to JJC students at in-district tuition through videoconferencing and will be of interest to JJC students wishing to continue Japanese and Arabic beyond the levels that JJC offers.

Dr. Hiroshi Okana, Professor of Foreign Languages, will develop the cultural component for CLC's existing Japanese language classes: Beginning Japanese 121 and 122, and Intermediate Japanese 221 and 222. He has found that students struggle with the very different cognitive and cultural structures embedded in this non-Western language, and he believes that students need a learning environment that will enable them to immerse themselves more fully in these differences. To create such a learning environment, he will hire an additional Japanese language tutor; organize a series of at least three Japanese Days at CLC during the second year of the project, with presentations on such topics as calligraphy, the tea ceremony, and flower arranging; purchase classroom materials to create a Japanese cultural atmosphere, such as maps,

posters, art objects, and materials with which to practice calligraphy; and oversee the purchase of library materials to expand our collection on Japanese language and culture.

In the third year of the project, CLC will use college funds to hire a new, half-time instructor, to provide additional instruction in Arabic language and culture, including creating new courses. The new instructor will teach the existing Arabic courses offered by CLC: Elementary Modern Standard Arabic 121 and 122, and Intermediate Modern Standard Arabic 221 and 222. The instructor will also be expected to teach new humanities courses in Arabic and/or Islamic culture, art, philosophy, and/or literature, and to help develop new modules in these topics for existing humanities courses. He or she will also help to create cultural immersion programs, and Arabic language lab materials and programs. This person will also institute tutoring programs in Arabic, will advise faculty on adding Islamic cultural aspects to their classes, and will assist the Library in purchasing appropriate materials for the collection. JJC students will be able to enroll in CLC Arabic courses through videoconferencing.

Objective 3. To develop three-week cultural immersion study abroad programs for students to India, Japan, and Jordan.

Both CLC and JCC have had experience in organizing and designing short-term study abroad programs, and both have sent students to programs abroad through their membership in the Illinois Consortium for International Studies & Programs (ICISP).

CLC, however, is the stronger partner in this grant objective. CLC faculty members have conducted study abroad programs in many countries in Europe, Asia, Africa, and Latin America since 1983, with an estimated 1,500 students participating. Up to now, however, there have been no study abroad programs for India, Japan, or Jordan, all countries in regions of critical national security and economic importance for the United States.

Study abroad programs, even short-term ones, can be a prohibitively high-priced item for community college students, who choose to attend two-year institutions partly for financial considerations. Universities often accommodate small numbers of community college students in their study abroad programs. Still, community colleges sometimes fail to enroll even these small numbers. The proposed study abroad immersion programs in India, Japan, and Jordan will (1) enroll students from both JJC and CLC, (2) send lead faculty from each institution to maintain the program quality and safety controls required, (3) and utilize grant funding to provide financial support to the students in the programs. These combined factors will help us reach the minimum eight student enrollment needed for a viable program, and our JJC and CLC partnership and will ensure program success beyond the project period.

At the beginning of each academic year of the project, information on the federally funded scholarship opportunity will be sent through college email to all JJC and CLC students. On-going articles in college and local newspapers and radio advertising will maximize the outreach to the student community. We are confident that these measures will increase student interest in the project, study abroad immersion programs, and study abroad in general.

Lead faculty members Prof. Raghuraman (India), Dr. Kikuchi (Japan) and Dr. Audi (Jordan) have already laid the groundwork for all the study abroad immersion programs and will continue to plan and organize activities. Each program will include a language class, a culture and society class (including a service component), and an optional general education class. In all three programs our students will mingle with local students on the partnering universities' campuses, live on or near campus, and take courses offered by lead faculty from both colleges and from faculty at the host institutions.

The co-directors strongly believe that the study abroad immersion program must include studying the language in the target country to begin the student's road to achieving language proficiency, especially given the fact that language acquisition and competence in the critical languages of this project require three to four times as many hours for native English-speakers as the time it takes them to learn Spanish (575-600 hours of study for Spanish vs. 2200 hours for Arabic, Hindi and Japanese).

Also, we know from our previous experience in both short-term and long-term study abroad programs that students continue enrollment in foreign language courses when they return from their experience abroad. Living and traveling in the target language country also help develop informed, ethical local and world citizens.

Each study abroad immersion program will have pre-and post-assessment of the student's scope of familiarity with and knowledge about each country (e.g., social institutions, cultural geography, and history), to assess learning outcomes at the completion of the experience abroad.

Students will maintain a journal during their study abroad immersion program, recording observations, which will be used in part to write a comparative research paper, comparing and contrasting the culture of the U.S. with that of the target country on a chosen topic (e.g., social institutions, economy, gender relations, child-raising practices, religious institutions). The final grade will be based on an average of scores on assignments, active participation in program events, quality of journal entries, and the final comparative research paper.

Each study abroad program will be evaluated upon completion, and lead faculty will provide co-directors with the results of student and faculty surveys and assessments. Necessary adjustments will be made for the subsequent program year.

Three-Week Cultural and Language Immersion Program in India – May-June, 2011:

Between mid-May and early June of 2011, JJC and CLC will offer a three-week study abroad immersion program at Pondicherry University, a teaching and research university with approximately four thousand students. The program will be organized and led by Professor Ram Raghuraman, Chairman and Professor of the JJC CIOS Department, and by the JJC Minority Student Support Services counselor. They are both natives of Pondicherry, India, a diverse and colorful town of French colonial heritage located in the subcontinent's southeast.

Prof. Raghuraman travelled to Pondicherry in the summer of 2009, discussed the grant project with Pondicherry University administration, and began preliminary cost discussions. We have received a letter of support from Dr. Venkatraman, Dean of Extension Campuses at Pondicherry University, agreeing to provide us with classroom facilities, accommodations for our students, and assistance for in-country cultural experiences. Students will receive room and board at the Foreign Students Hostel run by the University.

Three courses developed under this grant will be offered for this program: Cultures and Society of India and Hindi 110 and 111. As part of the culture class, students will be required to participate in a service component, volunteering at a local institution that will be identified by Dean Venkatraman's staff. Students will work, teach, or help locals with their own talent, skills, and time. Prof. Raghuraman will also offer an optional computer science course open to the Pondicherry University students, further facilitating mingling with the local population.

As part of their studies, students will participate in many cultural activities and site visits to enhance their learning. Site visits will include the following: Institute of Indology (a center for the study of Indian languages, culture, civilization, ecology and environmental development);

various parks and memorials to Mahatma Gandhi and other important Indian figures; and a visit to the Taj Mahal, India's major cultural attraction.

The program cost is approximately \$2400 (roundtrip on American Airlines is estimated at \$1,500, room and board \$240, \$660 for in-country transportation, museum fees, travel insurance, visa, and incidentals).

Three-Week Cultural and Language Immersion Program in Japan – May-June, 2012:

Between mid-May and early June of 2012, JJC and CLC will offer a three-week study abroad program at Ehime University, in Matsuyama City, Japan, led by Dr. Kenneth Kikuchi, professor of psychology at the College of Lake County. Ehime University, a comprehensive four-year university, has a long history of hosting international students who are studying Japanese languages. We prefer this relatively traditional and small Japanese city because it still maintains the old Japanese cultural traditions. In addition, Ehime University is able to offer us competitive values for student housing and other facilities to host our program. Our students can use university bikes to travel to most parts of the city and to the university campus.

Dr. Kikuchi travelled to Matsuyama in mid-October of 2009 with CLC funds to finalize the housing and other logistical arrangements, as well as the Japanese language and cultural course offerings, with Ehime University. We have signed a MOU with this university, which will lead to further collaborative projects in the future.

Students will take two courses offered by both CLC or JCC faculty members: a Japanese language class, „Survival Course on Living in Japan“ offered by Professor Ruth Vergin of Ehime University, and PSYCH 224 (Theories of Personality) a course comparing Japanese and Western ways to study personalities taught by lead faculty Dr. Kikuchi. As part of the culture class, students will be required to participate in a service component, volunteering at one

of various local institutions that will be identified by Ehime University staff where students will work, teach, or help locals with their own talent, skills, and time. Courses will be open to Japanese students to nurture a mutual learning environment for American and Japanese students.

Included in this study abroad program will be activities and visits to cultural and historical sites such as Saka no Ue no, the Ishite, Osaka and Tokyo. Students will also participate in the Sanjia Matsuri, one of Tokyo's three major festivals.

Program cost will be approximately \$3,200 (roundtrip on American Airlines is estimated at \$1,100, room and board \$1,400, \$700 for in-country transportation, museum fees, travel insurance, and incidentals).

Three-Week Cultural and Language Immersion Program in Jordan – May-June, 2013:

Between mid May and early June of 2013, CLC and JJC will offer a three-week cultural and language immersion program at Jordan University of Science and Technology/JUST at Irbid. This university is well-known for its research departments. We have received a letter of support from the university, pledging their cooperation in providing classroom facilities and accommodations for our students. Dr. Ahmad Audi, Professor of Chemistry at CLC, and co-director Yu will be the lead faculty members for this program.

Students will take two classes in Arabic language and in sociology. Jordan University of Science and Technology has agreed to provide the instructor for Arabic language instruction. Dr. Yu will offer Sociology 224, Sociology of Families and Marriages, focusing on Jordanian families, marriages and Islamic traditions. As part of this culture class, students will be required to participate in a service component, volunteering at a local institution that will be identified by Jordan University staff. Students will work, teach, or help locals with their own talent, skills, and time.

Dr. Ahmad Audi will teach Chemistry 120 as an optional class, comparing how science is taught in Jordan and America and invite Jordanian instructors to discuss some basic chemistry principles in his classes.

To enhance our students' cultural immersion in learning about Jordanian cultures and history, we will include the following visits to ancient Arab, Muslim, Christian and Roman sites: Amman, Madaba (home to the famous 6th century Mosaic Map of Jerusalem), the Holy Land, Gadara, and Pella.

Program cost will be approximately \$3,200 (roundtrip on American Airlines is estimated at \$1,500, room and board \$1,000, \$700 for in-country transportation, museum fees, travel insurance, and incidentals).

Objective 4: To develop a Certificate in International Studies.

We will develop a Certificate in International Education for both JJC and CLC. It will be the first in Illinois and will serve as a model for the other 42 Illinois community colleges.

The purposes of this certificate are (1) to provide a coherent base on which our students may build a greater understanding of global systems and their interconnectedness in this increasingly global environment, (2) to assist students in acquiring intercultural skills and general knowledge of world events, both past and present, (3) to train our students with specific skills of another language and culture, and (4) to build on existing programs in order to enhance employability in our global market.

The certificate will certainly help fulfill the missions of both JJC and CLC as it relates to increasing cross-cultural and global awareness, to prepare students to better understand and to involve themselves in our global community.

Due to the continuing efforts to internationalize our curriculum through previous grants and funds provided by both colleges, CLC and JJC have over 200 courses with international or global content which will be flagged in the colleges' catalog and class schedules as IS (International Studies) courses. These courses, plus all the courses developed under this project, will be of interest to students in the general population and will also be the course selection for the Certificate in International Studies. As stated earlier, both JJC and CLC have agreed to offer the courses in foreign languages and general education developed under this project to all our students with in-district tuition, offering them affordability and ease in pursuing the Certificate.

We have ensured that all courses designated as IS at both colleges will have the following five development outcomes: to (1) enhance cultural awareness, (2) increase intercultural communication, (3) develop „international citizenship,“ (4) demonstrate international work skills in a specific discipline, (5) encourage international travel, and (6) develop foreign language communication skills.

Co-directors Arias and Yu have been in contact with Illinois Community College Board administrators Karen Hunter Anderson and Tricia Broughton who have agreed in principle that the CLC and JJC application for a Certificate in International Studies will be a cost effective and value-added factor that promises to enhance employability for our students in our global market.

Within the Illinois Community College System, certificates must be attached to a specific program. The Certificate in International Studies will therefore build on existing programs, beginning with a Certificate in International Studies in Business, Certificate of International Studies in Culinary Arts, and Certificate of International Studies in Horticulture. More programs will be added in future.

Regardless of the program to which it is attached, the Certificate in International Studies will require students to take 21 credit hours in IS courses from the CLC and JJC lists, including the new course Introduction to International Studies, plus two semesters of a foreign language. Students will be strongly advised to participate in either a short term or long term study abroad program and to take advantage of the federally funded scholarships under this project for the study abroad immersion programs in India, Japan and Jordan.

d/e) The following is the list of project personnel from JJC and CLC, all of whom make up the project Advisory Team mentioned throughout this narrative: Co-Directors: Dr. Berta Isabel Arias (JJC) and Dr. Li-Hua Yu (CLC); Language Coordinators: Prof. Cristobal Trillo (JJC) and Dr. Olivia Yanez, (CLC); Lead faculty for both the professional faculty immersion experience and the study abroad immersion program: Prof. Ram Raghuraman (JJC) – India; Dr. Kenneth Kikuchi (CLC) – Japan; Dr. Ahmad Audi (CLC) – Jordan; Vice President Betsey Oudenhoven (JJC) and Assistant Vice President Karen Hlavin (CLC); Grant Budget Agents: Elaine Falk (JJC) and Kimberley Vagnoni (CLC)

JJC, founded in 1901 and the oldest public community college in the United States, has a long and rich tradition of excellence in higher education and community service. It has been providing the 650,000 citizens within its seven-county district with a superior education for 108 years. JJC offers pre-baccalaureate programs for students planning to transfer to a four-year university, occupational education classes leading directly to employment, adult education and literacy programs, workforce development services, and support services to help students succeed.

In 2008 JJC served 27,182 students in credit courses and 14,425 students in non-credit courses over three campuses, one branch, and twenty extension locations. Will County, which covers 837 square miles and where 85% of the college's students reside, is the fourth fastest growing county in the nation and the fastest growing county in the state of Illinois. Currently,

the college enrollment is close to 15,200 with 28% minority representation: 10.3% African American, 14.2% Hispanic, 2.7% Asian and <1% Native American.

CLC, founded in 1969, is a public, open access, comprehensive community college serving the postsecondary needs of Lake County, Illinois (population 732,632, 2009 U.S. Bureau of Census) residents at three campuses. CLC is located in the northeast corner of Illinois, in another rapidly growing suburban area of Chicago. The college is the primary postsecondary institution for low-income, first-generation, and minority students in its region and serves a population diverse in education, ethnicity, levels of income, and other demographic factors.

CLC's enrollment leapt from 16,359 in 2008 to 18,092 in 2009. Most students (59%) are traditional-age (18-24) and of all students, 39% are members of minority groups, with the largest single group being Hispanic, at 25%. CLC is therefore also an emerging Hispanic Serving Institution (HSI), and is currently participating in a U.S. Department of Education Title V: Developing Hispanic-Serving Institutions grant under the "cooperative grant" category with Northeastern Illinois University.

CLC and JJC declare and reaffirm their policy of administering all of its educational programs and support services in a way that does not discriminate. Both the CLC and JJC mission statements closely relate to **Section 427 of GEPA**. As affirmative action, equal opportunity institutions, the CLC and JJC prohibit discrimination against individuals or groups based on race, color, creed, ancestry, national origin, sex, age, religion, veteran's status, disability, or sexual preference, and college policies are designed to assure equality of treatment for all.

2. Quality of Personnel

2a) The project co-director, Dr. Berta Isabel Arias, has successfully directed both U.S. Department of Education Title VI-A and Title VI-B Projects, and two World Policy Association

Projects. She has also been a reader for Title VI-A Project proposals and has served as a consultant to other community colleges in their Title VI applications. In her capacity as the College's International Education Coordinator since 1988, she has administrative responsibilities in the research, organization, and delivery of venues that highlight global education at the College. She is currently a JJC Professor Emeritus in World Languages and JJC's International Education Coordinator, as well as serving as the Executive Chair of the IL Consortium for International Studies & Programs since 2007.

Dr. Arias' commitment to world languages involved her in the Self-Instructional Language Program in 1990, which was not well-known or utilized at the community college level at that time. This involvement helped to bring critical less-commonly taught language opportunities to the students at the College. Dr. Arias is trilingual in Spanish, French, and English and has a moderate level of fluency in Italian and Portuguese. She has traveled extensively in Eastern Europe, the European Union, Latin America, and China. As the International Education Coordinator, she oversees the student Study Abroad Programs for both semester and summer programs and also coordinates faculty staff development activities abroad.

Dr. Li-Hua Yu, Ph.D., will serve as co-director and will be responsible for the overall planning and execution of the grant components at CLC as well as for joint overall leadership of the project. Dr. Yu has been the Coordinator of CLC's International Education Program, and its institutional representative to ICISP, since 2005. A native speaker of Chinese, Dr. Yu received her baccalaureate from Xian International Studies University, and a master's degree and Ph.D. degree in American Cultural Studies, with a concentration in sociology, from Bowling Green State University. She has taught the History of Chinese Culture and Society course, and led its associated Field Study tour, since 1994, and has served on CLC's International Education

committee continuously since then. She has been very active professionally, including being a founding member of The Association of Chinese Professors of Social Sciences of the United States. In January, 2010, she will become the Director of CLC's International Education Center, created in large part due to her success in both managing CLC's Title VI-A grant in 2007-09, and to her efforts to expand and deepen that grant's East Asia-related curricular projects, its study abroad experiences, and CLC's resulting partnerships with universities in China. The co-directors will each dedicate fifty percent of their time to carrying out all aspects of this project.

2b) Lead persons Raghuraman (JJC), Kikuchi and Audi (CLC) are all full time professors at their colleges and are natives of India, Japan and Jordan respectively. They maintain close personal and professional connections in their native countries and are key faculty in the development and planning of both the professional faculty immersion experience and the study abroad immersion program.

SILP language coordinator Cristobal Trillo is a JJC professor in French and Spanish and having been raised in Morocco is also fluent in Arabic. He is experienced in SILP language development and supervision. Dr. Olivia Yanez, CLC Chair of the Foreign Language Department and romance languages expert (her Ph.D. is from the University of Chicago), will work closely with Dr. Yu to assist with the Japanese cultural immersion activities. She will also help to successfully recruit a qualified half-time language instructor in Arabic at the beginning of the third year. Then they will plan and implement further cultural and Arabic language immersion programs at CLC.

The CLC and JJC project faculty members who will develop new courses or modules are all experienced professionals dedicated to the advancement of international education. Many, if not all, have published and/or lectured extensively in their discipline and have high recognition

and visibility in their respective fields. They are all capable participants in our colleges” continuing internationalization of the general education curricula.

Vice President Betsey Oudenhoven will serve as the JJC administrative officer for this project. Dr. Oudenhoven has extensive experience working both with international and diverse populations and is currently instrumental in the development of the international students” initiative at JJC. Karen Hlavin, Assistant Vice President for Student Development, will serve as the CLC administrative officer for this project. She has a long history of experience in administration and policy creation in the student development field, oversees international student recruitment at CLC, and also oversees the new International Education Center.

Elaine Falk (JJC Federal Grant Accountant) has successfully supervised many federal grant budgets including all JJC Title VI grants and will serve as this project”s fiscal supervisor. She will work closely with Kim Vagnoni, CLC”s Grant Accountant, to administer grant funds.

These key JJC and CLC staff are the Advisory Team, which has been involved with this project from the onset and will help support and maintain all project activities. All have previously been involved in the management, administration, and successful completion of previous USDE and other grants and are familiar with achieving a successful completion of tasks and objectives. The Advisory Team will be supported by appropriate CLC and JJC staff, drawn from every area of the college and too large in number to enumerate.

The Letters of Support from the CLC and JJC Administrations, from the University of Chicago NRCs, and from the partnering colleges in India, Japan and Jordan give the basic tenor of the commitment and external support dedicated to achieving the project objectives. The colleges have identified key personnel at all levels of their institutions to dedicate appropriate and necessary time to assisting in all facets of this project.

2c) Both CLC and JJC are committed to a total policy of nondiscrimination. They have hiring procedures that require consistent advertising in non-English newspapers and magazines and on minority professional websites and organizations. CLC has well-developed relationships with local media and local minority institutions that facilitate this process, as well as in-house sources of referral through an active TRIO: Educational Talent Search grant. JJC increased its percentage of employees from minority groups from 13.9% in 2004 to 18% in 2009 through a new Manager of Recruitment and Diversity position that monitors implementation of the JJC's Affirmative Action Goals.

3. Budget and Cost Effectiveness

3a/b) Project personnel have been selected so as to most effectively meet the objectives of the grant. CLC and JJC are committed to supporting the project activities by:

- a) over-matching federal funds, beyond the required 50%;
- b) contributing non-federal money for areas such as videoconferencing technology to share foreign language classes between CLC and JJC, travel support for international and national conferences for project faculty, library acquisitions, computer software, and other supplies;
- c) contributing time for key college personnel to assist in the success of this project; and
- d) providing 50% release time for the co-directors to successfully administer this project.

In the planning stages of this project, the co-directors met beginning February, 2009 with the Advisory Team to identify the grant objectives and to devise a budget that would accomplish those objectives in the most cost-effective manner possible. JJC will be the grantee and fiscal agent for federal funds. Grant funds will provide substitutes for project faculty who have regular teaching loads of 30+ credit hours in an academic year to conduct the research and make the

curricular changes for modules or new courses and for support for the professional faculty immersion experience in India, Japan, and Jordan, which will enhance the faculty's research and course development. Funds are requested for seven to eight students to participate in each of the three week study abroad immersion programs which will enhance the students' understanding of these countries and world regions and increase global awareness and appreciation for diversity.

Honoraria is requested for the scholars who will help the project faculty to infuse the identified courses with perspectives of project countries and the foreign languages experts who will develop two semesters of Conversational Hindi and a third semester of Conversational Japanese. Language experts will also assist in developing cultural modules to the existing Arabic and Japanese language courses.

Both federal and institutional funds will also provide the project faculty with opportunities to attend relevant conferences and workshops such as the conferences sponsored by the Asia Studies Association, the Middle East Studies Association, Community Colleges for International Development, and the National Association for Self-Instructional Language Programs and ACTFL. Attendance at these conferences will ensure that project faculty remain apprised of the work being done at other institutions as well as provide a forum for discussion of our own initiatives under this partnership between CLC and JJC. The project co-directors will attend the annual U.S. Department of Education meetings as arranged by the USDE.

Funding is requested for an „end of project“ conference in May, 2013 where CLC and JJC project faculty, co-directors and staff from the University of Chicago who assisted with grant objectives will present the grant activities, objectives, outcomes and perspectives.

Lastly, funds are requested to purchase select materials (texts, videos, maps) to support the curricular and foreign language development and will also provide monies for the purchase

of similar materials through both colleges' libraries where all materials will be accessible to the community at large. The Budget Narrative provides specific costs per grant year.

4. Adequacy of Resources

4a) JJC and CLC have excellent common resources, such as state of the art smart classrooms equipped with the latest technology, computer labs, personal computers, email, fax and duplicating services, and fully equipped media services and website design departments, which will all be available for project purposes as necessary. Some special areas at JJC are: Foreign Film Library, The Academic Skills Center (provides tutoring services for all students), STAR Office (provides disability services and accommodations), Women's College (counseling and support services targeted to returning adults), Early Childhood Center (for children of faculty and students), Veterans Affairs Office (supports returning veterans), and Multicultural Affairs Office.

With regard to support for the foreign language classes, all JJC computer labs are appropriately equipped so that students wishing to practice their audio/aural skills can avail themselves of headphones and CDs provided for all foreign languages offered. Further, the Rosetta Stone program is available in the LRC. Most importantly, with both grant and matching funds, a JJC campus to CLC campus state of the art videoconferencing capability will be developed to allow students to take any of the less commonly taught critical languages taught with in-district tuition. CLC and JJC will fund this innovative technology with two-thirds of the cost in cash contributions.

CLC's institutional resources are manifold and include the John C. Murphy Memorial Library, with a nearly 1 million volume collection. CLC also has a Learning Assistance Center, a Professional Development Center for both faculty and staff, a Military Network of Services Committee to serve an increasing veterans population, and an Office of Disabled Students. CLC

has three IBM microcomputer laboratories, and a state of the art language laboratory with 34 stations of the Sanako Lab 300, which enables the lab stations to be used either as a classroom, or as individual units for self-paced learning. CLC already has videoconferencing capability in one room on each of its three campuses. A combination of matching funds and federal funds will be used to upgrade the existing system in concert with JJC.

5. Plan of Evaluation

5a) The Institutional Effectiveness Office at JJC and the Office of Institutional Effectiveness and Research at CLC have assisted with evaluation design, and will support the project by assisting in collection and analysis of data, and preparation of reports so that the evaluation process remains objective and can provide quantifiable data.

5b/c) The following is a list of evaluation and assessment tools, samples of which can be found in Appendix C (Evaluation Tools): pre and post assessment for each new course or module; satisfaction assessment for foreign language courses developed or enhanced; evaluation survey questions pre and post professional faculty immersion experience; evaluation survey questions pre and post study abroad immersion program; evaluation forms for each workshop, speaker or lecture; evaluation of cultural activities; quantitative assessment (one for project faculty and one for students) of assessment of new courses and cultural activities, assessment of impact of Certificate in International Studies on career choice and employability. Each instrument will measure the impact in learning outcomes and attitudinal changes affected by the new content in the internationalized courses and in the new foreign language courses.

5d) Further, at JJC, external assessment of each Hindi 110 and 111 and Japanese 112 will be achieved through the Illinois Board of Higher Education-required evaluation process whereby new courses are sent to three Illinois universities for their review and approval. Evaluations of

student learning outcomes for these courses will follow the Self Instructional Language Program criteria for *prochievement* oral assessment. Evaluation in the enhanced Japanese and Arabic language credit courses at CLC will be conducted by collecting data from student evaluation forms, results on tests and quizzes, and by comparing enrollment and persistence rates from earlier courses with those in the newly enhanced versions. The evaluation process, therefore, will be on-going during the project as outlined in Table II.

Table II – Timeline: Objectives, Activities & Evaluations Goal: Strengthening International Studies and Languages through a Consortium between Joliet Junior College (JJC) and College of Lake County (CLC)		
2010-2011: Focus India July – December 2010		
Objective 1: To further internationalize the general education curriculum with 4 new courses and 14 new modules on India		
Activities:	Evaluation:	Learning / Project Outcomes
Aug: workshop for curricular dvlpmt Sept.: India Lead faculty formalizes arrangements for prof. faculty immersion experience, March 2011 Oct: submission of 1 st curr materials Nov: a) International week: 1 st Film and Lectures series on India b) course materials sent to external evaluator for comments Dec: final submission for courses and modules	Workshop evaluation survey Review by co-directors Evaluation survey for lecture/film series Feedback to faculty members by co-directors and external evaluator Approval for courses & modules by co-directors	Increase faculty knowledge of India Promote international education at JJC and CLC
Objective 2: To enhance foreign language offerings with 2 new Hindi language courses – Hindi 110 and Hindi 111		
Aug: Hindi prof. & language coord begin developing Hindi 110 & 111 Oct: a) lang coord attends the Natl Assoc. of Self-Instructional Langs Conference b): 1st videoconferencing training for lang profs & tutors at CLC & JJC c) submit Hindi 110 & 111 to co-director and external evaluator Nov: 2 nd videoconferencing training Dec: final Hindi 110& &111 syllabi	Co-director participates in planning Feedback from the conference Evaluation survey for the training Review and feedback by the co-director and external evaluator Evaluation survey for video training Final approval of Hindi 110 & 111	Lang coord & Hindi prof gain insights in selecting best materials for Hindi classes Lang coord makes connection with other Hindi SILP coords CLC & JJC lang profs & tutors appreciate benefits of multiple sites for language instruction
Objective 3: To develop 3 week cultural immersion study abroad program for students at Pondicherry University, India		
July: develop marketing materials for the program Aug: send federal scholarship support info to all students via email & begin student info. meetings Sept: co-directors finalize India program evaluation tools Nov: International week: continue	Co-directors and lead faculty review materials and provide input Lead faculty provide slide presentation on India to students & faculty Assess & produce final evaluation tools for the program	Students demonstrate interest in Pondicherry program and attend informational meetings

promotion of the program & scholarship Dec.: articles on program in local & college newspapers, radio	Assess number of participants to plan for further promotion	
Objective 4: To develop a Certificate in International Studies in Business		
Aug: meeting with personnel in curriculum development and business division Sept: meeting with IL Comm. College Board (ICCB) Oct: 2 nd meeting at CLC and JCC Dec: initial draft of the proposal	Co-directors evaluate input from meeting Co-directors evaluate input from ICCB	When the Certificate for International Studies in Business is approved and implemented, students will be better prepared and have better credentials for our increasing global job market
2010-2011: Focus India January – June, 2011		
Objective 1: To further internationalize the general education curriculum with 4 new courses and 14 new modules on India		
Activities:	Evaluations:	Learning /Project Outcomes
Jan: a) teach new courses and modules on India b) finalize prof. faculty immersion experience at Pondicherry University, India Feb: Pre-trip workshop on India March: faculty trip to India (10 days during the spring break) April: external evaluator visit May: a) faculty submit program learning outcomes to co-directors b) co-directors send year report to external evaluator	Pre-test on India in new courses/modules Co-directors review the program & faculty's professional plans Pre-trip assessment survey Trip evaluation survey and post-trip assessment questions by co-directors External evaluator's report sent to co-directors	Students better understand and appreciate the people, society and cultures of India through new or revised courses Faculty demonstrates interest in curriculum development and appreciation of culture of India
Objective 2: To enhance foreign language offerings with 2 new Hindi languages – Hindi 110 and Hindi 111		
Jan: Hindi 110 & 111 begin at JJC & CLC through videoconferencing Feb.: lang coord visits Hindi classes March: co-directors discuss videoconferencing delivery w/tutors May: a) prochievement oral exams administered; b)course evaluations sent to co-directors and external evaluator	Lang coord monitors tutors Lang coord surveys student course satisfaction & videoconferencing delivery Feedback by co-directors and external evaluators to lang coord	Students can communicate in Hindi in basic social conversations and develop an appreciation & understanding of the cultures of India
Objective 3: To develop 3 week cultural immersion study abroad programs for students at Pondicherry University, India		
Feb: new promotion for the program and federal scholarship based on previous assessments March: a)deadline for scholarship application b)deadline for program application April: a)select & notify participants and scholarship recipients b) pre-trip lectures by lead faculty members May: a)pre-trip survey distributed b)3-week program at Pondicherry University	Student survey of promotional materials and media info Co-directors evaluate student applications for program and for scholarship Evaluation of lectures Summary of trip evaluations by co-	Students better understand and appreciate the people, society and cultures of India through this first hand experience in the country Students can practice Hindi in real life situations

June: post-trip on-line evaluation by email notification	directors and presented to the external evaluator	
Objective 4: To develop a Certificate in International Studies in Business		
Jan: incorporate ICCB suggestions to new certificate draft March: final proposal for the certificate sent to ICCB May: develop catalog changes and promotional information for new certificate	Advisory Team and business dept. personnel review new draft and provide input ICCB approves Certificate in International Studies in Business	Students will be able to improve their employability in the business sector with the new Certificate Students will be able to continue toward a B.A. in international business or related fields with a solid background with this certificate
2011-2012: Focus Japan July – December, 2011		
Objective 1: To further internationalize the general education curriculum with 3 new courses and 16 new modules on Japan		
Aug: workshop for curricular dvlmpt Sept.: Japan Lead faculty formalizes arrangements for prof. faculty immersion experience, March 2012 Oct: submission of 1st curr materials Nov. a) International week: 1 st Film and Lectures series on Japan b) course materials send to external evaluator for comments Dec: final submission for courses and modules	Workshop evaluation survey Review by co-directors Review by co-directors Evaluation survey for lecture/film series Feedback to faculty members by co-directors and external evaluator Approval for courses & modules by co-directors	Increase faculty knowledge of Japan Promote international education at JJC and CLC
Objective 2: To enhance foreign language offerings with a new Conversational Japanese-JAPN 112 and enhance existing Japanese 121, 122, 221, 222 with cultural content		
Activities	Evaluation	Learning/Project Outcomes
JAPN 112: Aug: Japanese prof and lang coord begin developing Japanese 112 Oct: a) lang coord attends the Natl Assoc of Self-Instructional Langs Conferencing b) videoconferencing training for lang profs & tutors at CLC & JJC c) submit Japanese 112 to co-director and external evaluator Nov: videoconferencing training Dec: final submission Japanese 112	Co-director participates in planning Feedback from the conference Evaluation survey for the training Review and feedback by the co-director & external evaluator Evaluation survey for the training Final approval of Japanese 112	Lang coord and Japanese prof gain new insights on selecting best materials for Japanese class Lang coord makes connection with other Japanese SILP cords CLC & JJC lang profs & tutors appreciate benefits of multiple sites for lang instruction
Japanese cultural enhancement of Japanese 121, 122, 221, 222 Aug: dvlmpt of cultural enhancement components Sept: purchase lab materials b) begin Japanese tutoring Oct: submit draft of culture modules Nov: Submit final culture modules	Co-director reviews module plans Evaluation of tutoring program (Dr. Hiroshi Okana); co-director gives feedback on modules	CLC & JJC students increase knowledge/interest in Japanese culture and language Students will increase oral fluency with tutoring assistance and new language lab materials for practice
Objective 3: To develop 3 week cultural immersion study abroad program for students at Ehime University, Japan		
July: develop marketing materials for the program Aug: send federal scholarship support info to all students via email & begin student info. meetings Sept: co-directors finalize Japan	Co-directors and lead faculty input Lead faculty slide presentation Assess & produce final evaluation tools for the program	Students demonstrate interest in Ehime program and attend informational meetings

<p>program evaluation tools Nov: International week continue promotion of the program and scholarships Dec: articles on program in local & college newspapers, radio</p>	<p>Assess numbers of participants to plan for further promotion</p>	
<p>Objective 4: To develop a Certificate in International Studies in Culinary Arts</p>		
<p>Aug: meeting with personnel in curriculum development and culinary arts division Sept: develop draft of certificate Nov: send draft to ICC Dec.: final draft sent to ICCB</p>	<p>Co-directors evaluate input from meeting ICCB evaluates draft of certificate and provides input</p>	<p>When the Certificate in International Studies in Culinary Arts is approved and implemented, students will be better prepared and have better credentials for our increasing global job market</p>
<p>2010-2011: Focus Japan January – June, 2012</p>		
<p>Objective 1: To further internationalize the general education curriculum with 3 new courses and 16 new modules on Japan</p>		
<p>Jan: a) teach new courses and modules on Japan b) finalize prof. faculty immersion experience at Ehime University, Japan Feb: Pre-trip workshop on Japan March: faculty trip to Japan (10 days during the spring break) April: external evaluator visit May: a) faculty submit program learning outcomes to co-directors b) co-directors send year report to external evaluator</p>	<p>Pre-test on Japan in new courses/modules Co-directors review the program & faculty's professional plans Pre-trip assessment survey Trip evaluation survey and post-trip assessment questions by co-directors External evaluator's report sent to co-directors</p>	<p>Students better understand Japan through new or revised courses Faculty demonstrates interest in curriculum development and appreciation of culture of Japan</p>
<p>Objective 2: To enhance foreign language offerings with a new Conversational Japanese-JAPN 112 and enhance existing Japanese 121, 122, 221, 222 with cultural content</p>		
<p>Activities</p>	<p>Evaluation</p>	<p>Learning/Project Outcomes</p>
<p>Jan: JAPN112 begins Feb: lang coord visits Japanese classes review video conferencing of Japanese March: co-directors discuss videoconferencing delivery w/tutors May: a) prochievement oral exams administered; b) course evaluations sent to co-directors and external evaluator</p>	<p>Lang coord monitors tutors Lang coord surveys student course satisfaction & videoconferencing delivery Feedback by co-directors and external evaluator to lang coord</p>	<p>Students can communicate in Japanese at an intermediate level for social conversations and continue to develop an appreciation & understanding of cultures of Japan</p>
<p>Jan: begin Japanese courses with new culture modules Feb: begin Japanese tutoring at CLC for Japanese 121-122, 221-222 March: 3rd Japanese culture program April: completion of lab material purchase</p>	<p>Survey student satisfaction with new tutoring services and materials Assess new enrollments of 4 courses due to the cultural immersion effort</p>	<p>Students have increased knowledge/interest in Japanese culture and language Students will increase oral fluency with tutoring assistance and new language lab materials for practice Students will continue in Japanese</p>
<p>Objective 3: To develop 3 week cultural immersion study abroad program for students at Ehime University, Japan</p>		
<p>Feb: promotion for the program and federal scholarships March: a)deadline for scholarship application</p>	<p>Student survey of promotional materials and media info Co-directors evaluate student</p>	<p>Students better understand and appreciate the people, society and culture of Japan through this first hand experience in the country</p>

<p>b)deadline for program application April: a) select & notify participants and scholarship recipients b)pre-trip lectures by lead faculty members May: a)pre-trip survey distributed b)3-week program at Ehime University June: post-trip on-line evaluation by email notification</p>	<p>applications for program and for scholarship Evaluation of lectures Summary of trip evaluations by co-directors and presented to the external evaluator</p>	<p>Students can practice Japanese in real life situations</p>
<p>Objective 4: To develop a Certificate in International Studies in Culinary Arts</p>		
<p>Jan: incorporate ICCB suggestions to the new certificate draft March: final proposal for the certificate sent to ICCB May: develop catalog changes and promotional information for new certificate</p>	<p>Advisory Team and culinary arts department personnel review new draft and provide input ICCB approves Certificate in International Studies in Culinary Arts</p>	<p>Students will be able to improve their employability in the field of culinary arts with the new certificate Students will be able to continue toward further studies in international cuisine with this certificate</p>
<p>2012-2013: Focus Jordan July - December, 2012</p>		
<p>Objective 1: To further internationalize the general education curriculum with 13 new modules and 4 new courses on Jordan</p>		
<p>Aug: workshop for curricular dvlpmt Sep: a) co-directors organize the end of project conference; b) Jordan Lead faculty formalizes arrangements for prof. faculty immersion experience in March '13; c) co-directors finalize Jordan program evaluation tools Oct: submission of 1st curr materials Nov. a) International week: 1st Film and Lectures series on Jordan b) course materials sent to external evaluator for comments Dec: final submission for courses and modules</p>	<p>Workshop evaluation survey Review by co-directors Evaluation survey for lecture/film series Feedback to faculty members by co-directors and external evaluator Approval for courses & modules by co-directors</p>	<p>Increase faculty knowledge of Jordan and the Middle East Promote international education at JJC and CLC</p>
<p>Objective 2: To enhance foreign language offerings in existing Arabic 121, 122, 221, 222 w/cultural content</p>		
<p>Aug: meeting with Dean for 1st draft of new Arabic position; Oct: advertise the job position Nov: Hiring committee interviews candidates Dec: completion of hiring</p>	<p>Co-director will evaluate job description with the chair of Foreign Language Dept. Prepare for the new instructor</p>	<p>Identify the needs for improving Arabic language offerings at CLC and develop awareness of Islamic cultures Define goals for the new Arabic instructor</p>
Activities	Evaluation	Learning/Project Outcomes
<p>Objective 3: To develop 3 week cultural immersion study abroad program for students at University of Science and Technology, Jordan</p>		
<p>July: develop marketing materials for the program Aug: send federal scholarship support info to all students via email & begin student info Sept: co-directors begin to develop Jordan evaluation tools Nov: International week activities;</p>	<p>Co-directors and lead faculty review materials and provide input Lead faculty provide slide presentation on Jordan to students & faculty</p>	<p>Students demonstrate interest in University of Science & Technology program and attend informational meetings</p>

continue promotion of the program and scholarship Dec.: articles on program in local & college newspapers, radio	Co-directors assess & produce final evaluation tools for the program	
Objective 4: To develop a Certificate in International Studies in Horticulture		
Aug: meeting with personnel in curriculum development and horticulture Sept: develop draft of certificate Nov: send draft to ICCB Dec.: final draft sent to ICCB	Co-directors evaluate input from meeting ICCB evaluates draft of Certificate and provides input	When the Certificate for International Studies in Horticulture is approved and implemented, students will be better prepared and have better credentials for our increasing global job market
2012-2013: Focus Jordan January - June, 2013		
Objective 1: To further internationalize the general education curriculum with 13 new modules and 4 new courses		
Jan: a) teach new courses and modules on Jordan b) finalize prof. faculty immersion experience at the University of Science & Technology Feb: Pre-trip workshop on Jordan March: faculty trip to Jordan (10 days during the spring break) April: external evaluator visit May: a) faculty submit program learning outcomes to co-directors, b) CLC/JJC end of project conference for IL HE institutions; c) co-directors send final project report to external evaluator	Pre-test on Jordan in new courses/modules Co-directors review the program & faculty's professional plans Pre-trip assessment survey Trip evaluation survey and post-trip assessment questions by co-directors Assess the conference External evaluator submits final project report to co-directors	Students better understand and appreciate the people, society and culture of Jordan and the Middle East through new or revised courses Faculty demonstrates interest in curriculum development and appreciate of culture of Jordan and the Middle East
Objective 2: To enhance foreign language offerings in existing Arabic 121, 122, 221, 222 w/cultural content		
Jan-March: develop new Arabic culture modules April: begin to incorporate new culture modules into all Arabic classes May: completion of lab materials purchase	U of Chgo Arabic staff evaluates the new instructor module and provides feedback Survey of culture content	Students have increased interest in Arabic language and culture Students will continue in Arabic classes
Objective 3: To develop 3 week cultural immersion study abroad program for students at University of Science and Technology, Jordan		
Feb: promotion for the program and federal scholarships March: a) deadline for scholarship application b) deadline for program application April: a) select & notify trip participants and scholarship recipients b) pre-trip lectures by lead faculty members May: a) pre-trip survey distributed b) 3-week program at Jordan University June: post-trip on-line evaluation by email notification	Student survey of promotional materials and media info Co-directors evaluate student applications for program and for scholarships Evaluation of lectures Summary of trip evaluations by co-directors and presented to the external evaluator	Students better understand and appreciate the people, society and cultures of Jordan and the Middle East through this first hand experience in the country Students can practice Arabic in real life situations

Activities	Evaluation	Learning/Project Outcomes
Objective 4: To develop a Certificate in International Studies in Horticulture		
Jan: incorporate ICCB suggestions to new certificate draft March: final proposal for the certificate sent to ICCB May: develop catalog changes and promotional information for new certificate	Advisory Team and horticulture dept. personnel review new draft and provide input ICCB approves Certificate in International Studies in Horticulture	Students will be able to improve their employability in the field of horticulture with the new certificate Students will be able to continue further studies in international horticulture with this certificate

Assessments of all activities will be maintained by the co-directors and forwarded to Dr. Frank Chance, Associate Director, Title VI National Resource Center at the University of Pennsylvania, this project's external evaluator. Dr. Chance's area of expertise is Japan, and he also works with the South Asia and Middle East NRCs. Dr. Chance will receive the internationalized curricula, new courses, and new foreign languages syllabi and will provide feedback for improvement. He will conduct on-site interviews with the co-directors, the project faculty members, the Advisory Team, students in the new and enhanced language classes, and students in courses with internationalized modules or new courses. Dr. Chance will maintain contact with the Advisory Team throughout the project. His evaluation reports will be sent to Ms. Christine Corey at USDE and presented to the Board of Trustees at JJC and CLC.

6. Commitment to International Studies

6a/b) JJC and CLC have achieved many successes in foreign languages and international studies and give assurance to using funding for this project to supplement and not supplant any initiatives or activities.

CLC has long had a strong commitment to international education. One of its strategic goals is that the College will: "strive to assist members of the College community in the development of an appreciation for diversity and world cultures." In order to graduate, all candidates for Associate Degrees are required to take one course in International/Multicultural Education from a list of electives. The college actively recruits international students.

The college formally established an International Education program in 1989. International program activities include international education grants (the same program will help fund this project's new courses and modules, in part) teaching opportunities abroad, professional exchange opportunities, credit study tours, a semester long study abroad exchange program with Xian International University of China, and an infusion of international components into the curriculum, lectures, and film series.

Every summer, international field study courses, coordinated by full-time faculty, depart for various areas of the world. Since 1999, 14 different faculty members have taught at least 27 such courses, enrolling over 460 students. Courses are rigorous, requiring a project or paper; many are transferable. Student satisfaction with these courses is very high.

CLC is a member of the Illinois Consortium for International Studies and Programs (ICISP), and has played an active role in the organization since 1999. Dr. Yu is the current college representative to ICISP and serves on the executive board.

CLC has successfully applied for outside funds for undergraduate international studies and foreign languages. A previous Title VI-A grant was awarded to CLC to create an East Asia area studies program focused on China, establish partnerships between CLC and Chinese universities, create study abroad and exchange programs, and to develop new and enhanced courses in East Asian studies. Forty-three CLC students have gone to China to study Chinese language and other courses at Xian International University (XAIU). To show their commitment to the CLC and XAIU student exchange programs, both institutions have agreed to provide generous scholarships for the students. The program has been remarkably successful. It has rapidly expanded CLC's study abroad offerings, elevated awareness of international studies campus-wide, and established CLC's first Center for International Education.

JJC's mission statement includes a goal 'to strengthen global and multicultural awareness through curricular and co-curricular programs.' In addition, the JJC 21st Century College Master Plan identifies support for international business and education as a goal for the institution.

JJC has ninety general education courses that are either international or that have been enhanced with an international/intercultural focus. Six semesters of language instruction each in French and Spanish, with additional courses, World Languages: Special Topics and Student Internship in World Languages, are available, as well as nine critical, less-commonly taught languages as aforementioned. The International Education Coordinator and faculty are encouraged to participate in national and international conferences relevant to their disciplines as participants and presenters. They are also encouraged to participate in faculty exchange opportunities in China, Finland, the Netherlands, Russia, and Switzerland.

The International Education Office coordinates annual Institutes on World Regions for faculty and staff and monthly Brown Bag workshops on international/intercultural issues. Library and departmental acquisitions with international/intercultural foci and world languages learning research and methodology, including a Foreign Film Library of 200 classic and modern videos and CDs in the LRC and the International Education Office, are available.

Since 1988, JJC has had an International Education Office supported by an International Education Coordinator and part-time secretary. Activities have included student study abroad opportunities (semester or summer) in Australia, Austria, China, Costa Rica, France, England, Japan, Mexico, Morocco, the Netherlands, and Spain. JJC also supports Dr. Arias as the Executive Chair of the Illinois Consortium for International Studies & Programs.

The International Students Club provides international and cultural diversity awareness throughout the year. Linkages with the district high schools provide international/intercultural

and foreign language training upon request, and there is access for high school students into all the foreign language classes. Also, a current initiative is under way to improve the International Students office with new recruitment and programmatic development.

6c) The Letters of Support from CLC and JJC leadership testify to the institutional commitment to the establishment, operation, and continuation of all the project objectives. All previous U.S. Department of Education initiatives undertaken with project funding have been institutionalized and are now part of both colleges' curricula and services. Further, CLC and JJC have a long history of administering well-designed and fiscally sound grant projects. All projects are independently audited yearly, and final reports have been positive.

6d) Institutional funds supported all the activities laying the groundwork for this project, such as travel by the co-directors and members of the Advisory Team to each other's college for project planning meetings, for the co-directors to travel to Washington, D.C. to review awarded grants, and to the University of Chicago for discussion with staff to assist with grant objectives.

Institutional support assisted lead faculty to travel to the partner institutions abroad to discuss both the professional faculty immersion experience and the study abroad immersion program. Agreement was also reached to allow in-district tuition for students at both CLC and JJC for courses developed under this project, and cash contributions have been committed by both colleges for the videoconferencing delivery for foreign language instruction that will allow students to avail themselves of more foreign language classes through this innovative design.

Institutional funds at CLC will be utilized to hire a new half-time Arabic/Islamic culture instructor and at JJC to hire more tutors to support the new Hindi and Japanese courses. College funds will also support three faculty centered courses on the project countries.

These actions demonstrate both colleges' full commitment and support for this project, for all participating faculty, and for administrators and staff to accomplish all grant objectives.

7. Elements of the Proposed International Studies Program

7a/b) The new courses or course modules will be developed in roughly equal numbers by both colleges, and include these disciplines: anthropology, the arts, the sciences (including chemistry, earth science, and physics), economics, education, criminal justice, English, film, literature, the humanities, political science, psychology, and sociology. Appropriately for the community college mission, and for the development of a Certificate in International Studies, they also include veterinary science, horticulture, and the culinary arts. A new course will be developed, Introduction to International Studies.

Of the thirty-nine courses, 36 are in the general education curriculum with a potential impact to the majority of the students at CLC and JJC. Three new foreign language courses and the enhancement with cultural content to eight existing foreign language courses continue both CLC and JJC's improvement and expansion of foreign language opportunities for our students. About half of the courses developed under this project will be offered through web based instruction.

7c/d) The various components of this proposal with its focus on India, Japan, and Jordan and the development and enhancement of these countries' languages, will round out both CLC and JJC's internationalization efforts to now include all countries and regions of national interest and importance and will ensure the viability of the certificate application to the Illinois Community College Board.

Project faculty will present their internationalized modules and new courses as well as offer advice and training to faculty at other community colleges as requested. Further, all