

## **Objectives & Outcomes**

#### Objective:

 To convey the underlying principles and concepts of academic program planning and development and international education at Kapi'olani Community College (KapCC).

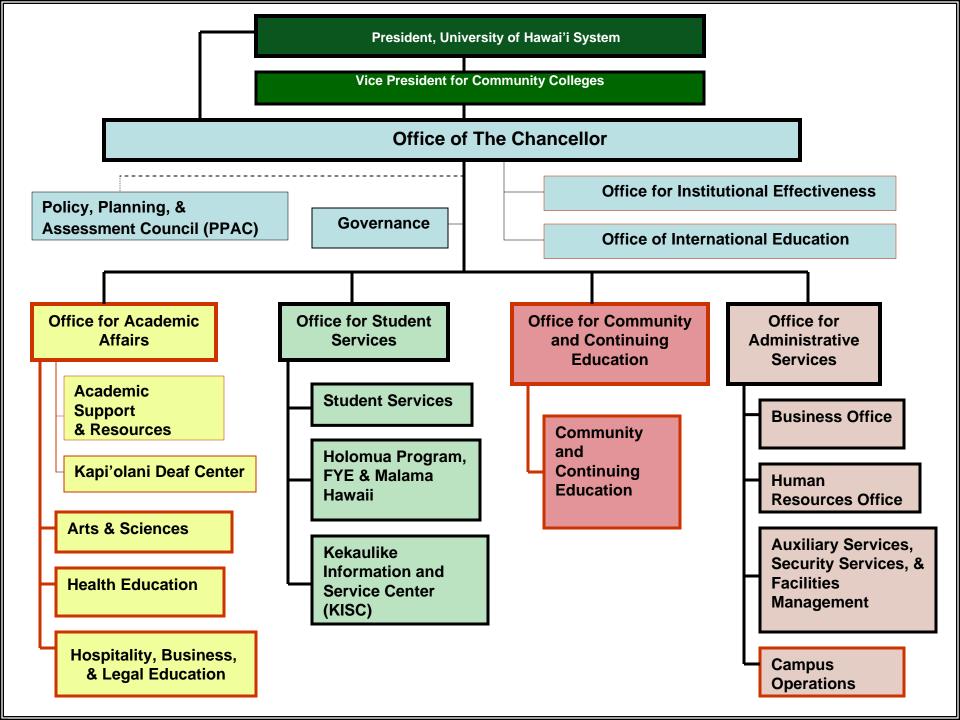
#### Learning Outcome:

 Upon completion of the campus visitation and interaction, the delegation members will have a fundamental understanding of KapCC's academic program planning and development process and international education program.



Overview of
Academic
Program
Planning &
Development





 Curriculum mapping of industry area



 Identify job and career Skills, Knowledge and **Attitudes** (SKA) needed to be considered competent



Use Develop a
 Curriculum
 model (DACUM)
 to assign and
 re-align SKA
 clusters



 Develop careerladdered program sequences at CC, CA and AS degree exit points that tie to the jobs and careers in industry



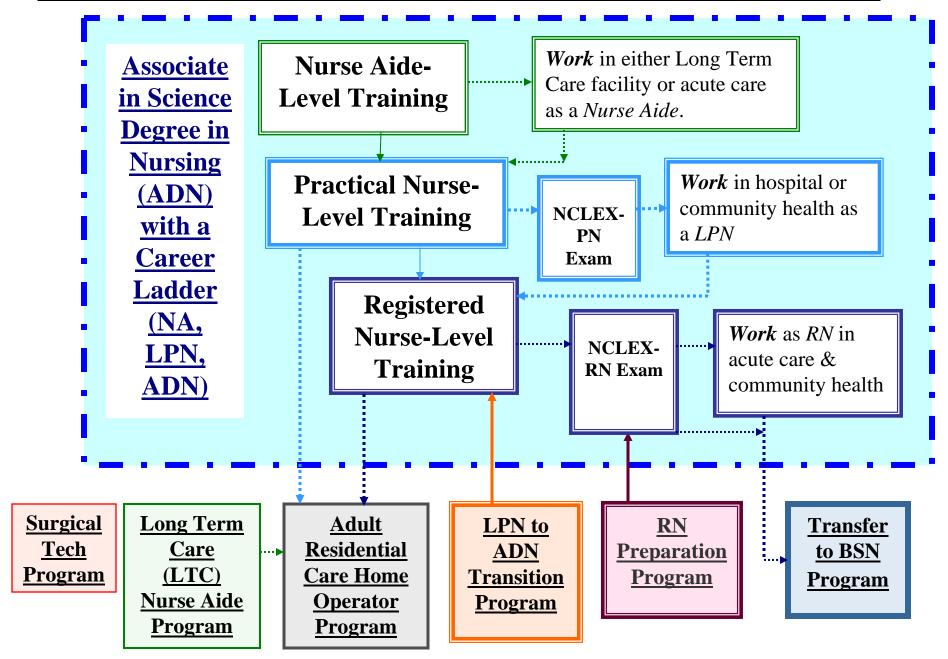
- Develop Continuing
   Education & Training
   and/or Customized
   Contract Training
   Modules to meet
   immediate Workforce
   Development needs,
  - e.g., Rapid Response
     Program Chemical
     Technology.



 Develop Student Learning **Outcomes** (SLOs) at the program and course level



#### KCC Nursing Department Workforce Development Programs and Career Ladder





- I. <u>Introduction</u>
  - Why Integrated International Education (IIE)?
    - Working and learning environments increasingly assume *multicultural dimensions*.

 In order to prepare our students to meet the challenges and opportunities in the multicultural/Global arena, IIE established its roots on:

Hawai'i as a(n)

- Indigenous Community,

Multi-Cultural Community, and

- Global Community.



The Strategic Goal of Integrated
 International Education -

To Champion

Diversity in

Local,

Regional, and

Global Learning.



### • II. The Operating Principles of IIE:

- Build on and support the languages, cultures, and history of *Hawai'i*;
- Develop our students' capacity to understand and respect diverse cultures;
- Build strong and viable educational and economic partnerships;
- Strengthen the Kapi'olani CC's (KapCC) role as a bridge between Asia, the Pacific, the Americas, and the world.



#### • III. IIE Infrastructure:

- The Honda International Center (HIC) at KapCC provides the infrastructure for the IIE activities of the University of Hawaii Community College System.
- HIC's mission is to promote, develop, and implement programs, activities and services that provide a better understanding of multiculturalism, internationalism and the interconnectedness of the global community.

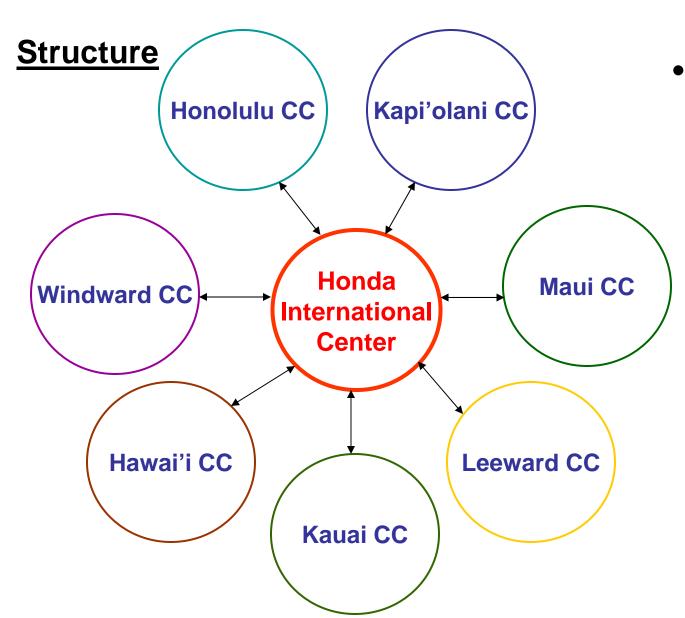


#### Integrated International Education: *Infrastructure*

**Functions and Services** 



#### Integrated International Education: *Infrastructure*



 HIC, located on the KapCC campus, serves as the hub for activities related to international education for the University of Hawaii community colleges (UHCC).

• IV. Operating Principles in Action



- A. Build on and support the languages, cultures, and history of Hawai'i:
  - Intensive and content-based English as a Second Language;
  - Intensive and content-based second languages and culture studies in Chinese, Japanese, Korean & Spanish;
  - Applied 1<sup>st</sup> languages and cultures via Service Learning;



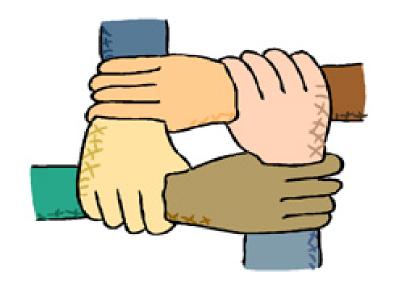
- Second languages for special purposes for Tourism/Hospitality, Business, leisure activities, e.g., Japanese for the business industry; and
- Academic curricular infusion, e.g., language, and global and multicultural Foundation requirements for the AA degrees.

- B. Develop our students' capacity to understand & respect diverse cultures:
  - Academic Subject Certificate in Hawai'i/Pacific Island Studies;
  - Academic Subject Certificates in Asian Studies and International/Global Studies;
  - Cultural Extracurricular Infusion:
    - International Education Week
    - International Festival
  - Intercultural programs:
    - International Café
    - International Service Learning
    - International Student Club



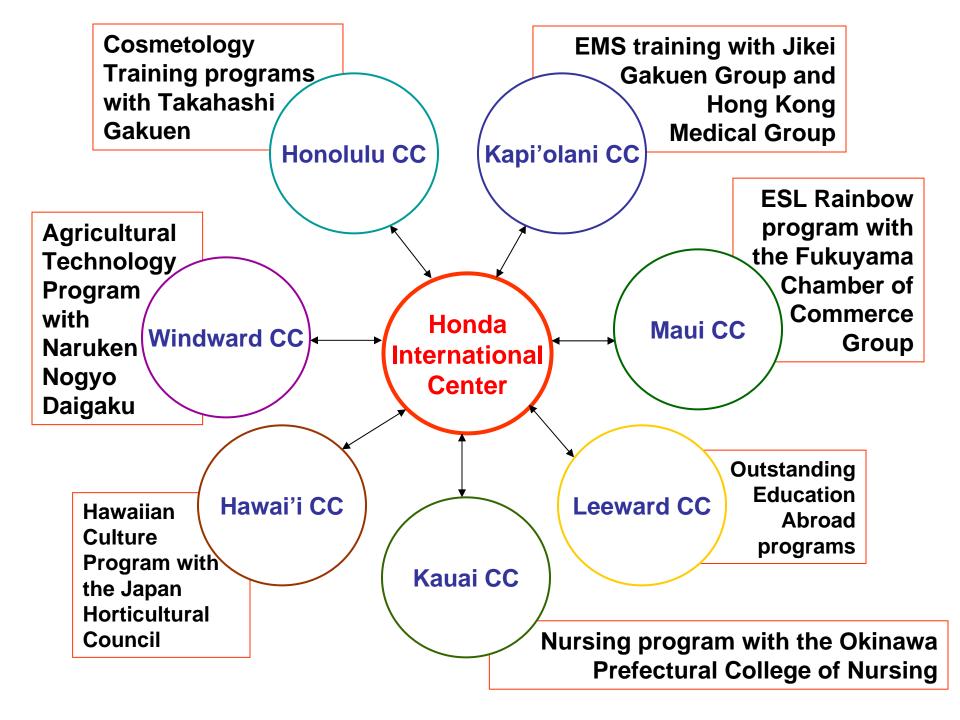


C. Build strong and viable educational and economic partnerships -

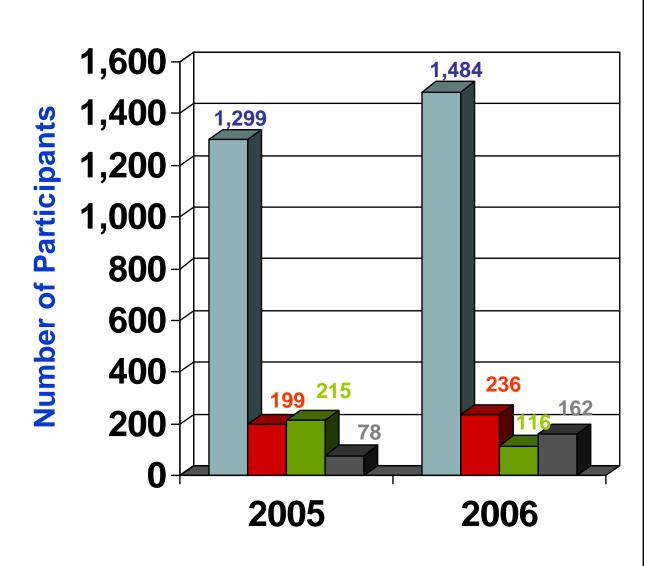


**Examples of these active partnerships include:** 





## Integraged International Education Opportunities



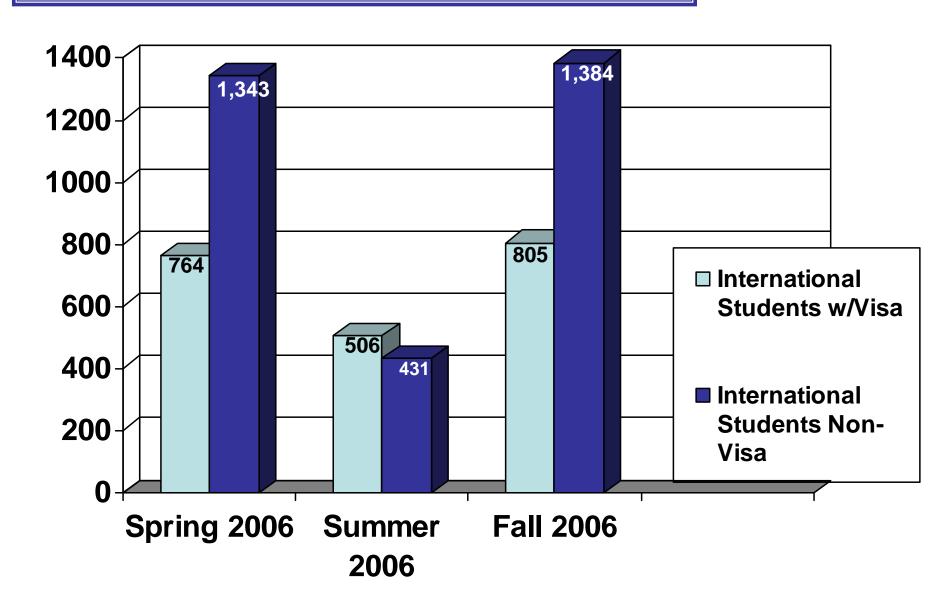
■ Customized
Contract Training
(40 Contracts)

Students Study Abroad

■ Faculty/Staff
Exchanges
(29 Exchanges)

■ Teacher/Staff
Training
(9 Training Events)

## **2006 Distribution of International Students by Semester and Visa Type**



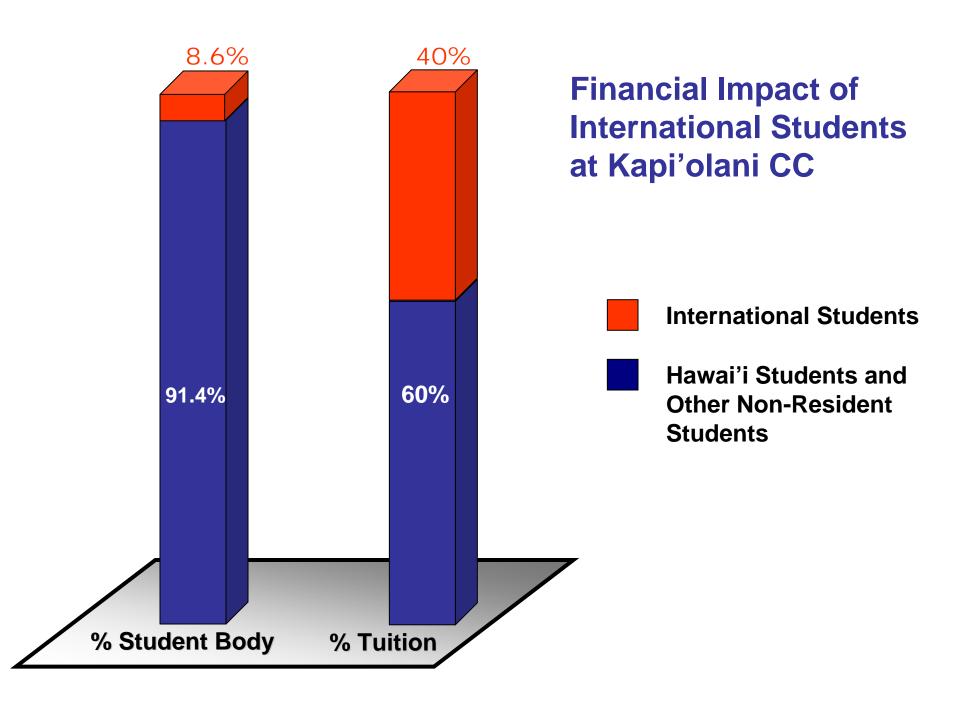
- The UHCCs, with Honolulu CC as the lead campus, are working with other CCs and governmental organizations to create, develop and sustain 10 new CCs in the rural areas of Thailand.
- The flavor, taste and skills of Hawai'i's Regional Cuisine via Culinary Arts programs at Hawai'i CC, Maui CC, Kauai'i CC, Leeward CC, and Kapi'olani CC are being experienced on 6 of the 7 continents.
- Due to the international education and training programs at Hawai'i CC, Kaua'i CC, Maui CC, and Kapi'olani CC, local nursing, Health Science and EMS protocols are now being practiced in Okinawa/Japan, the Philippines, Korea, Hong Kong/ China, Northern Marianas, & Am. Samoa.



V. <u>Financial/</u>
 <u>Economic Impact</u>

Aside from the multicultural benefits to our local community, international students also present a *financial benefit* to our colleges.





- VI. <u>Challenges</u>
  - Marketing and Recruitment Strategies
  - Housing
  - InfrastructureDevelopment
  - Rising Competition& the use of agents



#### VII. <u>Accolades and Honors</u>

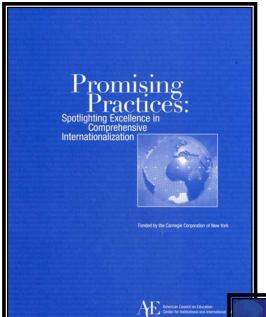
 Integrated International Education Program, "Island Roots, Global Reach," has received various awards & recognitions.

#### A. <u>Funding:</u>

 \$2.4 million from the *Freeman Foundation* for Scholarships for Community College Students Intensive Language Training, Study Abroad and Service Learning.

 \$1.0 million from Paul S. Honda to provide international opportunities for University of Hawaii Community College students who show promise in and commitment to study and work in fields that contribute to international awareness and promotes cross-cultural understanding.

#### B. Awards and Recognition from National Organizations:



The American Council on International Intercultural Education recognizes

Kapi'olani Community College for its International Cafe Program

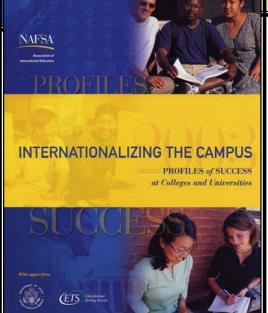
2003 Best Practices Award in International Intercultural Education

Dallas. Texas
April 2003

2003 ACIIE International Intercultural Achievement Award for its comprehensive *International Café Program*.

2000 ACE's initiative, Promising Practices in Institutionalizing International Education.

2002-03 NAFSA award profiled in Internationalizing the Campus: A NAFSA Report on International Education Today.

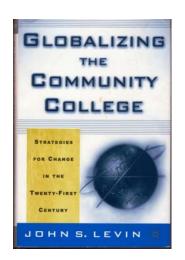


2004 ACIIE Award for comprehensive *Internationalization* and *Globalization* of the campus



## C. <u>National Recognition through</u> publications – research and studies:

 Profiled (2001) in John Levin's, Globalizing the Community Colleges: Strategies for Change in the Twenty-First Century, as one of the seven case studies on how U.S. and Canadian community colleges are using international education to re-invent themselves in the global age.



INTERNATIONALIZING A COMMUNITY COLLEGE: A JOURNEY O

- Island Roots, Global Reach: A Case Study in Internationalizing Kapi'olani Community College, published (7/1/07) in New Directions in Community Colleges: International Reform Efforts and Challenges in Community Colleges.
- Internationalizing a community college: A journey of organizational change. Dissertation submitted to graduate division of the University of Hawai'i in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education, Dec. 2005 by Janette Sadek Samaan.

- VIII. What we have/need to accomplish through IIE:
  - In internationalizing our campuses and curricula, the UH community colleges have:
    - honored their multicultural roots, cultivated and sustained strategic partnerships, and
    - adopted an administration-supported, faculty-driven and student-centered *Integrated International Education Emphasis* that has extended faculty and student learning beyond the classroom, making deeply reflective connections to campus, community, and cyberspace, and through education abroad, to the world.
    - As institutions serving an island people, we recognize that our students, faculty, staff and administration must develop a special sense of internationalism, built on multiculturalism, as well as the skills necessary to thrive in a rapidly evolving global economy.

