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ABSTRACT

Citing recent literature and programs, this resource review considers the factors contributing to the increased emphasis on international education in the community colleges, highlights some of the programs and cooperative efforts advancing international education, and provides a list of the resources and organizations available to help community colleges implement international education. After stressing the importance of international education for the well-being of the world community, the review provides information on the growth of foreign student enrollments in two-year colleges, the increasing importance of foreign tourists and trade to the U.S. economy, and the implications of technical assistance and educational exchange programs for community colleges. Following statements from the leadership of the American Association of Community and Junior Colleges (AACJC) concerning international education, a number of national and regional consortia devoted to international education are discussed. Next, selected publications examining the status and development of international education are cited, and the information resources of the AACJC and the ERIC Clearinghouse for Junior Colleges are recommended. Concluding comments urge community colleges to provide leadership in international education. A bibliography, lists of the addresses of 10 international education consortia and of other organizations and agencies providing assistance and information, and an annotated resources list are included. (AYC)

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INTERNATIONAL EDUCATION AND THE U.S. COMMUNITY COLLEGE:
FROM OPTIONAL TO INTEGRAL

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INTERNATIONAL EDUCATION AND THE U.S. COMMUNITY COLLEGE: FROM OPTIONAL TO INTEGRAL

This *Resource Review* is concerned with international education at the U.S. community college. The "international" in international studies is not limited to "between nations"; it also includes transnational and transcultural education. The term "international education" is challenging to delineate; in this article we are referring generally to all programs, projects, studies, and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her culture-conditioned, ethnocentric perspectives, perceptions, and behavior. In addition, international education should not only increase one's knowledge but also enhance one's wisdom and affinity with humanity. For our purposes, the term "community college" includes junior colleges and technical institutes.

By definition and desire, the community college initially was designed to serve its community and to be served by it, but the definition of "community" is changing. Increasingly, especially in the past five years, some community colleges have broadened the definition of "community" to include the world community. This additional perception of community was motivated in part by the following developments: (1) the local community was internationalized by the arrival of immigrants, the numbers of foreign tourists, and the establishment of multinational corporations; (2) more foreign students attended a community college; and (3) the college revised its curriculum to include more studies and activities with international dimensions.

The relationship between community college and international education calls to mind a Chinese proverb: When there is a horse and cart, there are actually a horse, a cart, and a horse-and-cart. This wise observation alerts us to the separate existence of a dynamic connection between evolving institutions and emerging transcultural human needs. This relationship is discussed in three sections in this *Review*: (1) Why international education has increasingly become an essential, integral part of the community college; (2) The progress of international education in the community college; and (3) The sources and resources readily available to help community colleges implement international education.

The community college is constantly changing and developing—more so than any other American educational institution. Our colleges were purposely created in response to new conditions and are expected to initiate and lead. International education is a good example of such progress. Until the 1970s, few of the approximately 1,200 two-year colleges extended their curricula to include events affecting people and places beyond their locality. More and more the world community is urging and requesting the community college to increase its international efforts. Until a few years ago, the U.S. community college was neither well known nor much respected abroad, but conditions have changed. Every week brings delegations of foreign government officials and educators to the two-year college campuses to learn more about training and educating workers in new kinds of nontraditional occupations, especially related to technology, and involving community participation in educational cooperation.

Our colleges are also responding to initiatives from other sources. At the 1978 annual conference of the American Association of Community and Junior Colleges (AACJC), the keynote speaker Ernest Boyer, U.S. Commissioner of Education, urged our colleges "to lead the way in rebuilding our commitment to international education. I am concerned that our community colleges can and must take the initiative on this crucial agenda." (Boyer, 1978). Similar messages were delivered at AACJC conventions by top

U.S. government officials such as John Reinhardt, Director of the U.S. International Communication Agency, and Cyrus Vance, U.S. Secretary of State. In a 1979 report the President's Commission on Foreign Language and International Studies cited the unique contributions of two-year colleges:

Our more than 1,000 community colleges—which constitute a widely dispersed network committed to accessibility and community education, and whose students reflect the social, economic, ethnic, and occupational diversity of American society—should have a central role in the Commission's charge to "recommend ways to extend the knowledge of our citizens to the broadest population base possible" (*Strength Through Wisdom*, . . . 1979, p. 116; *Forsh*, 1980, p. 34).

The question is no longer whether the community college should become involved in international education, but to what extent, in what ways, and for what purposes? We must recognize that we live in an increasingly global environment for the products and services we exchange, the energy and air upon which we depend, and the very survival and well-being of our world community. International education in the community college is no longer optional; it must become an integral part of what we are and are becoming.

Major Considerations Ahead

The community college, in determining what actions it should take, often uses a "needs assessment" survey. The following brief summaries can help alert us to some considerations which would influence our planning.

Foreign Student Enrollments. Foreign student enrollments in the U.S. colleges and universities have increased from 9,600 students in 1930 to the present figure of 325,000, with a likely number of almost one million in the 1990s. That larger number means that foreign students (2.6 percent of the student population in 1981) would account for about 10 percent of all students in U.S. colleges (Scully, 1981). The percentages for community colleges may be even greater because, proportionally, larger numbers of foreign students are choosing these institutions. In 1981, the number of foreigners enrolled in two-year associate-degree programs increased 34 percent. Currently, community colleges enroll 45,000 foreign students from a total of about 150,000 undergraduates and the same number of graduate foreign students. Economically, foreign students' contributions are substantial; for example, in 1981 the economic value of 367 foreign students to a single community college was \$501,286, and to the community, \$4,035,883 (Blankenship, 1981).

Many factors contribute to this growth in the community college enrollment of foreign students: lower tuition fees, less stringent admission requirements, wider geographical availability, smaller class size, and more individualized instruction and counseling. Also, because few community colleges have dormitories, foreign students usually live in the community, thereby advancing their use of English and their involvement in the American culture. Foreign student enrollment in community colleges is increasing since most foreign students have a good experience here and recommend us to others.

Foreign students are coming here for their own benefit. We, in turn, may benefit not only financially but also by enriching the educational environment for American students and faculty. There is perhaps no more effective and affective way for Americans to "live in the world" than to have the world represented, personally

and purposefully, by large numbers of foreign students from a wide continuum of peoples and cultures. This stimulating addition will help to create and enhance the kinds of education which are becoming essential and welcome.

Foreign Tourists and Trade. A record number of foreigners visited the United States in 1981—23.1 million, up three percent from the previous year—exceeding for the first time the number of Americans traveling abroad. Collectively, the foreign visitors spent \$11.7 billion and provided a \$300 million foreign currency surplus within an overall U.S. record \$40 billion balance of payments deficit. Tourism now ranks fourth as a U.S. "export." Foreign investments in the U.S. are also increasing. In 1981, according to the Commerce Department, foreign investors spent \$19.2 billion to acquire U.S. businesses, a 57 percent rise from 1980. These investments bring multinational aspects to many communities and effect the community's educational needs.

Americans also need to know that one in six U.S. jobs is related to international trade and that one in three farm acres is harvested for export. Export of goods and services in the past ten years has risen from 6.6 percent of gross national product (GNP) to 12.9 percent. During the same period, imports of goods and services have grown from 5.9 percent of GNP to 12.1 percent.

Educators have a special responsibility to recognize what is happening and provide leadership. "The educational sector may or may not be the cause of technological change," says Sven Groenings, director of the Fund for the Improvement of Postsecondary Education (FIPSE), "but it is the great explainer, familiarizing people with things to come, making them acceptable, preparing students to master these changes, and thus preparing the nation for constructive engagement" (Groenings, 1982). In identifying four broad trends which confront us, Groenings describes the second as "The Internationalization of American Life":

"We will face far greater competition in the world economy. To meet that competition, far more Americans will have to be engaged in export-related activities. As corollaries, there will be increasing international capital mobility and cooperation in production, enormous international migration of labor—involving millions of people and the issues of energy, mineral resources, environmental protection, population, and food resources, will become worldwide political issues. Increasingly events beyond our borders, whether political, military, or economic, have consequences for all of us."

Technical Assistance and Educational Exchanges Abroad. As with foreign students, tourists, and trade, the tempo of additional initiatives from abroad is increasing. Each day, large numbers of educators and government officials from countries worldwide are visiting our community colleges. These visitors are attracted and impressed with our know-what and know-how in technical/vocational education. Respect and admiration for the work of community colleges have come from many countries; for example, a delegation from the People's Republic of China, after a visit to U.S. colleges and universities, reported that it was most gratified by what it saw happening at one of our community colleges, which the Chinese referred to as "the people's college."

From our involvement in providing technical assistance abroad will also come faculty and curriculum development at home. This involvement will heighten our awareness of how limited we are as a people in understanding other cultures and in using languages other than English. It is estimated that only one in fifty native-born Americans is fluent in a second language. President Carter's Commission found our country "scandalously incompetent" in foreign languages; only 15 percent of American high school students studied a foreign language—down from 24 percent in 1965. At the elementary level, fewer than 1 percent of students receive any foreign language instruction. Eight percent of U.S. colleges, compared with 34 percent in 1966, now require foreign language for admission (Wellborn, 1981, p. 57).

Challenges and Responses

Encouraging responses have met the challenges from home and abroad. Leadership has evolved from the AACJC, from consortia of community colleges, and from separate colleges and individuals. Edmund J. Gleazer, Jr., president of the AACJC from 1958 to 1970 and a member of President Carter's Commission, persistently initiated and supported community college involvement in international programs and services. In 1978, Gleazer wrote: "If people in this nation are confronted with issues that transcend international

boundaries and if education has responsibilities in qualifying them to deal with these issues, then the community colleges, beyond any other postsecondary institutions, require an international dimension." (p. 5).

Dale Parnell, the current AACJC president, has continued AACJC's commitment to international services. The AACJC Board of Directors at its April, 1982, meeting noted that "the interdependence of the peoples and nations of the world is an expanding dimension of twentieth-century life" and that "education for international/intercultural understanding has thus become imperative for Americans (Bannon and Bates, 1982, p.1). The Board went on to state, "The AACJC recognizes and accepts the responsibility to provide leadership in interpreting and supporting the role of two-year, community-based institutions in international education." (p.2). The Board suggested that community, junior and technical colleges establish clear institutional goals and policies that advocate international dimensions throughout the institutional program.

Consortia in International Education

Leadership from consortia of community colleges has come appropriately from a variety of sources and each consortia has tended to serve its constituency with a specifically different major objective. The largest membership (about 50 colleges) belongs to the International/Intercultural Consortium of the AACJC, begun in 1976; its monthly newsletter, open membership, and annual meetings serve as an overall network. In some other consortia, community colleges provide the leadership but upper-division colleges are also included; for example, the College Consortium for International Studies (CCIS), the Florida Collegiate Consortium for International/Intercultural Education (FCCIE), the New Jersey Collegiate Consortium for International/Intercultural Education (NJCCIE), the Pacific Northwest International/Intercultural Education Consortium (PNIEC), and the Postsecondary International Network (PIN).

Three other consortia restrict their membership to community colleges: the Southern California Consortium for International Education (SCCIE), the Texas Community College Consortium for International Education (TCCCIE), and the Community Colleges for International Development (CCID). The CCID, for example, limits itself to ten members and is especially concerned with providing technical assistance abroad. A useful publication is *Caribbean Conference: Mid-Level Manpower Technical/Vocational Training Projects* (Fersh and Humphrys, 1982). One additional consortium in which community colleges participate is the Consortium for International Cooperation in Higher Education (CICHE); its membership consists of five national associations of which one is the AACJC.

These consortia and others also provide additional services; almost all of them sponsor annual or regional conferences which are open to all interested persons. For information from each of these consortia, write to them at the addresses listed after the references in this Review.

Moving Ahead: Sources and Resources

The purposes of this Review so far have been to consider international education in the community college and to survey what has been happening. Fortunately, we are well beyond the "take-off stage" of our development, and the number of excellent sources and resources is increasing. Beyond those cited publications and organizations are many more sources (institutions and organizations) and resources (specific materials).

Two volumes are especially helpful in learning about the status and development of international education in community colleges. "A Survey of International/Intercultural Education in Two-Year Colleges—1976" is clearly dated but it is the most comprehensive study of what community colleges had achieved by the mid-1970s (Shannon, 1978). In contrast, a more recent publication, "Internationalizing the Community College" (Adams and Earwood, 1982) provides a comprehensive survey of the history and development of international education; also valuable is its definitive and carefully researched reference section.

"Advancing International Education" (King and Breuder, 1979) contains 12 essays and a reference section written by leaders in community college education. Topics include rationale, the college and community, internationalizing the curriculum, staff revitalization, responsibilities to foreign students, state boards and

international education, and international linkages. Two volumes of *The Community College and International Education: A Report of Progress* (Fersh and Fishen, 1981; Fersh and Greene, 1983) provide overall reflections on contemporary policies and programs on international education plus examples of instructional materials developed at selected community colleges.

The best way to become and to keep well informed is to be in contact with basic sources, some by subscribing lists and many provide for membership. The following pages include references to sources and resources that may provide guidance. We have not tried to report here on specific successes from individual colleges because the number is too great and the examples are too diverse. All of this is good news. The additional good news is that there is a spirit of sharing among community colleges; contact them directly to gain more detailed information about their international education developments.

Two preeminent basic sources are AACJC and ERIC Clearinghouse for Junior Colleges. From AACJC comes the *Community Junior College Journal*, which provides encouragement and relevant articles in international involvement by community colleges. For example, the March, 1979, issue focused on international education and includes articles by many leaders in the field about international programs at U.S. community colleges and programs at community colleges abroad. AACJC-related activities (Fersh, 1979) and AACJC-sponsored conferences include "Internationalizing Community Colleges" (Yarrington, 1978) and "International Developments in Post-secondary Short-Cycle Education" (Fersh, 1979). Membership in the AACJC International Intercultural Consortium (IIC) will help promote international education generally; also individual members benefit from the network services provided by the IIC's monthly newsletter and consultations. Contact Jane Mahoney, International Services, AACJC, One Dupont Circle, N.W., Washington, D.C. 20036.

The ERIC (Educational Resources Information Center) Clearinghouse for Junior Colleges (8118 Math-Sciences Building, University of California, Los Angeles, California 90024) provides access to papers on all aspects of two-year college education. Many of the publications cited in this Review are available from the Clearinghouse on paper or microfiche. We can increase the availability of documents in our field by sending our own publications to its Documents Coordinator who will consider them for inclusion in the ERIC database. In a dynamic field such as community colleges/international education, the services of the Clearinghouse are specially welcome because many useful publications are difficult to obtain since they are often specialized and produced for a limited distribution. Request its quarterly *Bulletin*; available free, which will keep you informed of Clearinghouse activities and publications.

Conclusion

Overall, there is a widening acceptance, an affirmation that international education in community colleges is less optional and peripheral, that it must be considered more essential and integral. At Brevard Community College, we are concerned not only with "internationalizing curriculum" but also "with contextualizing the international" so that transcultural dimensions are added to the general education of our students (King and Fersh, 1982). We recognize that it is difficult for the mind to "change its mind" after having been culturally conditioned, but this kind of liberating experience encourages and facilitates one's confidence and ability to shape as well as share, to create as well as adapt to changing conditions. As Freire (1982) said, "The more I have a global vision, the better I am at my specialty."

Community colleges are now at a crisis point with reference to our involvement in international education. The Chinese understand well the great potential of a crisis; they represent the condition by combining the symbols for "danger" and "opportunity." Of all American education institutions, the community colleges have demonstrated the most creativity and capacity in responding to rapidly changing local needs. The challenge now is to broaden and multiply our perspectives so that we can be responsive to the dynamic ways in which local and worldwide events are increasingly connected. "We can choose the world we live in," says Rene Dubois, "by thinking globally, but acting locally" (1982).

Our community colleges can, should, and must provide the leadership. This increased involvement of our colleges in the world

can occur in at least three major ways (Fersh, 1981): (1) Through the international extension of the kinds of leadership and services which we have provided domestically — helping, among others, those in the world community who have not traditionally qualified for postsecondary education by sharing the kinds of educational know-how that we have pioneered at home. (2) By helping our citizens become better informed about the world we share, so that the United States can make commensurate contributions to the increased prosperity and stability of our global society. (3) By helping our students and ourselves become increasingly self-educating, culture-creating, and people-relating.

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 The references above with ED (ERIC Document) numbers are available on microfiche (MF) or in paper copy (PC) from the ERIC Document Reproduction Service (EDRS), P.O. Box 900, Arlington, VA 22200. The MF price for documents up to 400 pages is \$0.97. Prices for PC are: 1-25 pages, \$2.15; 26-50, \$2.93; 51-75, \$3.65; 76-100, \$3.80. For materials having more than 100 pages, add \$1.75 for each 25-page increment (or fraction thereof). Page will be added to all orders.

Addresses of Consortia

AACJC/ICJ: Suite 401, One Dupont Circle, N.W., Washington, D.C. 20036
 CCJD: Howard Community College, Cicero Campus, 119 Clearlake Road, Cicero, FL 32922
 CCTS: Suite 3311, 60 East 42nd Street, New York, NY 10017
 CICHE: Suite 606, One Dupont Circle, N.W., Washington, D.C. 20036
 FICCE: Division of International Education, Broward Community College, 1000 Coconut Creek Boulevard, Pompano Beach, FL 33066
 NJCCE: Center for International Studies, Bergen Community College, 400 Paramus Road, Paramus, NJ 07652
 PTC: University of Minnesota Technical College, Chaska, MN 56716
 PNIEC: 1707 Broadway, Seattle, WA 98122
 SCCIE: International Education Program, Los Angeles Community College, 617 West 7th Street, Los Angeles, CA 90017
 TCCCE: Central Texas College, Killeen, TX 76542

I. Additional Basic Sources

Council for International Exchange of Scholars (CIES), 11 Dupont Circle, N.W., Washington, D.C. 20036. The Council cooperates with the U.S. Information Agency in administering the Fulbright-Hays Program involving over 100 countries.
Council for International Studies and Programs, Inc. (CISP), 60 East 42nd Street, New York, NY 10017. CISP is a cooperative, nonprofit association of about 500 colleges and universities organized to encourage intercultural learning as an integral part of higher education.
Council on International Educational Exchanges (CIEE), 777 United Nations Plaza, New York, NY 10017. The Council is a private nonprofit organization that works in planning and operating educational exchange programs sponsored by more than 300 members of U.S. educational institutions.
Global Perspectives in Education, Inc., 1218 10th Street, New York, NY 10011. Its newsletter is one of the best resources for learning about conferences, publications and developments in global education.

Institute of International Education (IIE), 609 United Nations Plaza, New York, NY 10017. The Institute is a private, nonprofit organization which administers exchange programs, mainly at the undergraduate and graduate levels.

National Association for Foreign Student Affairs (NAFSA), 1160 First Street, N.W., Washington, D.C. 20004. The Association is a nonprofit, educational organization with more than 3,500 members.

National Council on Foreign Language and International Studies (17th Floor, 605 Third Avenue, New York, NY 10016). The Council, founded in 1960 upon the recommendation of President Carter's Commission, builds on and advances the recommendations of the Commission.

Society for Intercultural Education, Training, and Research (SIETAR), 1224 23rd Street, Washington, D.C. 20011. SIETAR is an international organization of individuals concerned with improving international education through conferences, seminars, and publications.

United States Department of Education International Education Program, Office of Postsecondary Education, Washington, D.C. 20202. Offers its annual publication.

U.S. Information Agency USA, 1776 Pennsylvania Avenue, N.W., Washington, D.C. 20547. This agency provides some domestic grants for international education in addition to its overseas programs; also issues a valuable document *Directory of Resources for Cultural and Educational Exchanges and International Communication*.

II. Selected Resources

Background papers, prepared by the Bureau of Public Affairs of the U.S. State Department (U.S. Government Printing Office, Washington, D.C. 20542).

Culturgram and other creative and scholarly translational publications can be ordered from the Center for International and Area Studies of Brigham Young University (130 FOR, BTU, Provo, UT 84602).

"Education for the World View." *Change Magazine*, Volume 12, Number 4, May-June, 1980. Special issue which includes articles by leaders in U.S. higher education. See also two other *Change Magazine* Press (New Rochelle, New York) publications: "The World in the Classroom: Curricular Strategies for the 21st Century" by Humphrey Tonkin and Jane Edwards (1981) and "Education for a Global Century: Handbook of Exemplary International Programs," by Robert Black, 1981.

Freshmen and Sophomores Abroad. Commission Colleges and Overseas Academic Programs by Gerald Herz, New York: Teachers College Press, 1982. Describes how the idea of sending abroad students from community colleges originated and how such programs are being implemented.

A Guide to the International Education Program prepared by Donald Cullen (International Education Program, Los Angeles Community College, 617 West 7th Street, Los Angeles, CA 90017). A 22-page manual which outlines the purposes, history, and procedures especially related to travel programs sponsored by the Los Angeles Community College District.

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