

INTERNATIONALIZATION IN COMMUNITY COLLEGES: PERCEPTIONS
REGARDING THE ROLE OF A STATE CONSORTIUM

A Dissertation
by
CHRISTY LYNN FORREST

Submitted to the Graduate School
Appalachian State University
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION

December 2012
Doctoral Program in Educational Leadership

INTERNATIONALIZATION IN COMMUNITY COLLEGES: PERCEPTIONS
REGARDING THE ROLE OF A STATE CONSORTIUM

A Dissertation
by
CHRISTY LYNN FORREST
December 2012

APPROVED BY:

Jim Killacky, Ed.D.
Chairperson, Dissertation Committee
Director, Doctoral Program in Educational Leadership

Les Bolt, Ph.D.
Member, Dissertation Committee

Vachel Miller, Ed.D.
Member, Dissertation Committee

Edelma D. Huntley, Ph.D.
Dean, Research and Graduate Studies

Copyright by Christy Lynn Forrest 2012
All Rights Reserved

ABSTRACT

INTERNATIONALIZATION IN COMMUNITY COLLEGES: PERCEPTIONS REGARDING THE ROLE OF A STATE CONSORTIUM

Christy Lynn Forrest, B.S., University of North Alabama

M.Z.S., Auburn University

Ed.D., Appalachian State University

Chairperson: Jim Killacky

Community colleges currently serve almost half of the undergraduate students in the United States and in an effort to prepare students for interactions in an increasingly globalized world many offer international education experiences. A review of the literature presents a call for higher education to engage in international education along with a strong rationale for doing so. However, despite support from national organizations and indications from employers regarding the value of a global perspective, there are barriers to internationalization for community colleges. One often cited potential solution is the utilization of consortia to assist with managing resources and cost effectiveness.

This study uses a case study approach to explore the role of a state consortium in informing international education among colleges in a state system. Interviews and examination of consortium documents were used to establish perceptions regarding the foundational beliefs and roles of the consortium. Primary components of the foundational beliefs focused on importance of outcomes for student function in an

interconnected world and the accomplishment of those outcomes through curriculum internationalization and travel/study abroad opportunities. Another foundational aspect of international education for the consortium was the importance of support from leadership. Primary roles and functions of the consortium in informing international education included function as a clearinghouse for information, a facilitator of communication, and a builder of awareness and support. In addition, the impact of barriers to the work of the consortium emerged as an important theme. Barriers to carrying out the roles and functions of the consortium were associated with support, communication, and competing interests. Implications from the findings and suggestions for further research are presented.