

# *Annual Report*



***1996***



*Community Colleges  
for International  
Development, Inc.*



# COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

## MEMBER COLLEGES

BREVARD COMMUNITY COLLEGE  
*Cocoa, Florida*

BROOME COMMUNITY COLLEGE  
*Binghamton, New York*

BUNKER HILL COMMUNITY  
COLLEGE  
*Boston, Massachusetts*

COAST COMMUNITY COLLEGE  
DISTRICT  
*Costa Mesa, California*

COLLEGE OF DUPAGE  
*Glen Ellyn, Illinois*

COMMUNITY COLLEGE OF  
ALLEGHENY COUNTY  
*Pittsburgh, Pennsylvania*

COMMUNITY COLLEGES OF  
SPOKANE  
*Spokane, Washington*

DAYTONA BEACH COMMUNITY  
COLLEGE  
*Daytona Beach, Florida*

DELAWARE COUNTY  
COMMUNITY COLLEGE  
*Media, Pennsylvania*

DELAWARE TECHNICAL &  
COMMUNITY COLLEGE  
*Dover, Delaware*

EASTERN IOWA COMMUNITY  
COLLEGE DISTRICT  
*Davenport, Iowa*

FLORIDA COMMUNITY COLLEGE  
AT JACKSONVILLE  
*Jacksonville, Florida*

HINDS COMMUNITY COLLEGE  
*Raymond, Mississippi*

HUMBER COLLEGE  
*Etobicoke, Ontario*

KIRKWOOD COMMUNITY  
COLLEGE  
*Cedar Rapids, Iowa*

LANSING COMMUNITY COLLEGE  
*Lansing, Michigan*

MT. HOOD COMMUNITY  
COLLEGE  
*Gresham, Oregon*

ST. LOUIS COMMUNITY COLLEGE  
*St. Louis, Missouri*

SEATTLE COMMUNITY COLLEGE  
DISTRICT  
*Seattle, Washington*

SINCLAIR COMMUNITY COLLEGE  
*Dayton, Ohio*

STATE CENTER COMMUNITY  
COLLEGE DISTRICT  
*Fresno, California*

UNIVERSITY OF HAWAII  
COMMUNITY COLLEGES  
*Honolulu, Hawaii*

WAUKESHA COUNTY TECHNICAL  
COLLEGE  
*Pewaukee, Wisconsin*

## *From the Chairman of the Board*

This annual report represents our 19th year in international education and technical assistance abroad. It presents the accomplishments of our Member and Affiliate colleges, and it acknowledges our new non-voting Corporate Partnerships and International Associates.

The CCID Member colleges are outlined in this report in summaries that highlight the strengths of these institutions and the important role each plays in our organization. The capabilities matrix illustrates key programs that support our work in professional exchanges, study abroad, linkage programs, and contract training.

The initiatives within CCID outlined in this report are indicative of broad changes taking place in education worldwide, with an emphasis on technology and economic development as essential elements for future success. We believe it is more important than ever to learn and work together through our consortial linkages. We at CCID look forward with pleasure to the challenges of this next year, and we invite any institution with an interest in international education to join with us as we move into our 20th year. Together we will continue to make the community college a significant element of international development.

Maxwell C. King  
CCID Chairman  
July, 1996

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## TABLE OF CONTENTS

Executive Director's Summary	1
CCID Overview	
Profile	7
Objectives	7
Consortium Activities	7-8
Organization	9
Current Members	9
Affiliate Members	9-10
Questionnaire	11-14
Questionnaire Responses	15-25
Acknowledgments	27
Appendix	
<i>Emerging Opportunities in     International Education     Technical Education Matrix     Community Colleges for     International Development     College Profiles</i>	

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# Executive Director's Report



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## **Executive Director's Report July, 1995 - June, 1996**

### **Summary**

This year has been one of dynamic change and growth for CCID, including new staff (Executive Director and International Coordinator); approval of St. Clair College, Canada, as the newest CCID full member; new corporate partnerships -- Academic Systems, Mountain View, California, and Ion Exchange (India) Ltd, Bombay; and the establishment of World Community College as a major initiative.

In addition, CCID added 16 new Affiliate members and entered into its first major international education consulting contract under a multi-national agreement in El Salvador. The Board of Directors approved new operating procedures and three new non-voting membership classes. The IED Committee met four times, including two congressional lunches at the Capitol to provide advocacy and to foster improved relationships with AACC and ACIIE.

### **Accomplishments**

Last year's report identified three strategies for future development. Our programs have addressed each as follows:

- 1. Secure alternative funding sources through partnerships for joint-venture development.**
  - A. We have secured two new corporate partners who provide fees for joint-venture development and expanded opportunities for exhibitor displays and commercial sponsorships at CCID conferences.
  - B. We signed a major consulting contract with Don Bosco University in El Salvador in partnership with KFW, an industrial firm in Germany.
  - C. The CCID World Community College initiative with Electronic University Network (EUN) continues to identify potential fund sources and a grant proposal is under development.
- 2. Assemble CCID teams under a lead college to produce and submit proposals for key funding opportunities.**
  - A. The University Development Linkage Programs (UDLP) at St. Louis, Sinclair, and Eastern Iowa sponsored by USAID are using lead college/team concepts to deliver grant-funded services and serve as a model.
  - B. The project in El Salvador, led by Daytona Beach, is developing teams for in-country work from CCID member colleges and from potential affiliate institutions. An

advisory board will be established and operations will be shared to the extent possible in this bilingual project.

- C. The recent linkages with Turkey may result in an opportunity to submit a cooperative grant proposal to the World Bank, especially if articulation and program audit opportunities can be developed. Initial team visits are planned for August, 1996.
- D. Work in South Africa may also provide the opportunity for preparing a team grant proposal. We are evaluating the potential for work in conjunction with Coast, Delaware County, Lansing, and associated four-year universities with similar interests.

**3. Initiate long term relationships with foundations and philanthropic organizations to obtain sponsorship for selected CCID projects.**

The Stanley Foundation, the Organization of American States, and the Florida Consortium for International/Intercultural Education have been invited to join with CCID for our twentieth anniversary conference in Orlando in January/February, 1997. We are also exploring opportunities to link more closely with USAID, the International Executive Service Corps (IESC), and others who have in-country resources that may provide advocacy for CCID in exchange for local linkages through our community colleges.

**Grants and Contracts**

CCID continued work in year three of our Guyana UDLP project, broadening faculty participation and including new economic development projects under the guidance of St. Louis. More than 20 CCID faculty and administrators have visited Guyana, and representatives from Guyana served internships at Kirkwood and Brevard this year.

The Madras, India, UDLP project continued to send faculty to India under the supervision of Sinclair and Eastern Iowa; and Ion Exchange (India) Ltd. became CCID's first international corporate partner. Several Indian delegations visited CCID colleges in the U.S., and very favorable feedback has been received from the funding agencies. A most significant development is the inauguration of a community college at Madras, now set for August 4th, with CCID participation by the Vice Chair, the Executive Director, and three UDLP representatives.

In Suriname, Brevard Community College completed two additional workshops for TELESUR, and 27 students from that company enrolled in their first credit courses using distance learning technology. The Ministry of Education sponsored a workshop in Machine Tooling and a representative of Suriname served an internship at Kirkwood in conjunction with this same program. In December, Roy Adama received an honorary degree from Brevard. Elections are completed in Suriname and Mr. Adama continues to be a major colleague for educational development.

Waukesha supported a project in Sri Lanka to develop a polytechnic in partnership with the Colombo Steel Company. Work has slowed due to continuing hostilities there. In a continuing development effort, visits were made to Thailand and additional Memoranda of Agreement have been signed for educational development programs in the Chang Mai region. No costs were incurred by CCID. Three delegations visited South Africa on behalf of CCID and assessments continue for opportunities for active projects. In Turkey, initial contacts were made with Bosphorous University for faculty and curriculum development as well as ESL programs. Delaware Tech sponsored a delegation to Greece and more opportunities are expected there.

### **Faculty and Student Exchanges**

Our Eastern European and Russian Exchange programs continued at about the same level as in the past. Exchange professors taught at Spokane, North Hampton, and Brevard. CCID faculty from State, Center, and Kirkwood taught in Budapest and Prague. Using our USIA Exchange Visitor (J Visa) Program, eleven Form IAP-66's were issued for exchange professors who traveled to CCID colleges to teach and conduct research.

CCID again supported a consortial study abroad program through the Consortium for International Education (CIE). This program provides the opportunity for students to participate in study abroad offered by one CCID college through enrollment at another college within the student's service area. This arrangement reduces costs to the student (no out of state tuition) and expands the enrollment for individual programs. Destinations included Europe, Russia, Suriname, India, Nepal, and England.

### **World Community College**

World Community College was established under direction of a panel appointed by the Board to work with the Executive Director and the President of Electronic University Network. This structure provides support for the "virtual campus" now being used for on-line work to deliver full degree programs and all the services of a regular campus, at a distance, using computers and telephone lines. Eighteen colleges have joined WCC and several also have joined CCID to share information and learn more about our consortial projects. Seven regional and two national workshops were conducted to provide orientation information and in-depth instruction in various aspects of the technology and pedagogy, as well as policy and regulatory issues.

Presentations have been made on behalf of WCC and CCID at ten national and regional conferences, including an invited session at the annual retreat of the Southern Association of Colleges and Schools; two sessions at the AACC conference in Atlanta; a regional workshop for the Association of Community College Trustees; and a session at the eighth annual conference of the Consortium for Community College Development in Charleston, SC.

Articles have appeared in numerous state, regional, and national journals and one international magazine. These include the *Community College Times*; the *Community College Journal*; an Occasional Paper by the Southern Association of Community, Junior, and Technical Colleges;

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*Visions* -- the Journal of Applied Research for the Florida Association of Community Colleges; *Personnel Journal*; *CIO: The Magazine for Information Executives*; and many others.

### **Operations and Partnerships**

The IED Committee formed new sub-committees for membership and recognition, planning and procedures, and work is underway to expand contact with Affiliates. The annual report has been reformatted to include member college summary information and an updated program matrix. The by-laws and manual of operational procedures were completely updated and sections outlining member services, access to funding, and reporting requirements for project completion have been included. The CCID brochure and capabilities statement have been revised, and a complete update of the membership list, including full mailing list information, is in process. New records systems have been established for International Associates and Corporate Partners with plans to establish CCID-hosted Internet "web" pages for each CCID college desiring a listing.

CCID already has a web page on the Internet providing documentation for general distribution and "hot links" directing inquiries to all CCID colleges providing web pages. The CCID LISTSERV service managed by Coast has been expanded to provide Affiliate members their own private message area, and the EUN area of America OnLine now contains a CCID section.

CCID has entered into several non-traditional partnerships. For example, CCID has established a partnership with the ERIC Clearinghouse for Community Colleges, and several CCID documents have already been submitted and accepted for inclusion in their formal accession system: the CCID/ACCT monograph, the CCID History, and papers from the CCID winter conference, as well as materials identified and submitted by individual colleges. CCID also has entered into a formal partnership with the International Executive Service Corps (IESC), based in Stamford, Connecticut. Work is underway to assess possible joint programs with IESC to share databases and to use CCID faculty and staff for country visits. IESC is the largest recipient of USIA funds and has over 13,000 volunteers doing international work.

The CCID library has been expanded and is now housed in the new BCC/UCF joint-use library in Cocoa, Florida. CCID is soliciting gifts of books and journals that can become part of our permanent collection. In conjunction with materials available through ERIC, this specialized library provides a unique source of information for member colleges as well as an opportunity to archive important information resulting from CCID projects.

CCID participated in two international conferences this year with invited attendance to The International Conference on Continuing Education in Johannesburg, South Africa, July 3-7, 1995; and a bi-national conference hosted by the governors of the Gulf Accord states, held in Mobile, Alabama, May 31-June 2 to explore educational opportunities between Mexico and the United States.

CCID's newsletter continues to be edited and published by Sinclair. This year it was reformatted, expanded in size, scope and frequency, and is now distributed quarterly. It includes a broader cross-section of the membership and more photos and graphics. The CCID Faculty Fellowship

Award, administered by Lansing, and the Kubsch Award provided recognitions to two colleagues and their colleges. Significant improvements were made this year in our telecommunications systems. Coast facilitated an additional LISTSERV on the Internet that provides active exchanges for our Affiliate members, and we installed a more capable broadcast FAX machine at Brevard.

At the request of the Director of the PBS Adult Learning Service, CCID participated in a two-hour PBS national telecast by The College Board on "Going Global: How Colleges Deliver Programs Internationally". A copy of the tape has been placed in the CCID library. CCID was also invited to submit a chapter for *The Community College Journal of Research and Practice*. A copy is included at Appendix A.

### **New Initiatives and Future Directions**

Significant changes have occurred within the major funding agencies of the U.S. government, and both USIA and USAID are experiencing budget reductions. Consequently, CCID has increased its efforts to contact new funding sources and establish non-traditional partnerships, and we will continue to pursue new opportunities in the strategic areas of alternative funding, team proposal development, and development of non-traditional relationships with foundations and philanthropic organizations.

1. CCID is developing two new partnerships. Both of these partnerships would be "no cost" reciprocal memberships to permit exchanges of listings, access to conferences, and meetings to develop programs of mutual interest.

The Presidents' Network, based in Anderson, South Carolina, provides services in several key areas of interest to CCID: foreign student housing, international student/faculty insurance, international student recruiting, and study/travel abroad. CCID has been invited to become a member of this organization.

The Victorian Association of Directors of TAFE Colleges, Inc. (VICAD), based in Melbourne, Australia, is a consortium of Australian colleges in Victoria that have joined together for development of exchange programs and international programs. CCID has been asked to consider joint programs of mutual interest.

2. Delaware County will make a site visit to Bosphorous University in Turkey to pilot a new CCID capability in peer review for international program audit and subsequent articulation with CCID colleges. A Turkish delegation will visit the U.S. in late June and early July under World Bank sponsorship through the British Council. CCID will host five delegates at Delaware Tech and Brevard, and will follow-up for possible future funding opportunities in post-secondary technical education, technology, and strategic planning for faculty upgrade training.
3. CCID has initiated work with several organizations and will use the 1997 winter conference in Orlando to improve relationships. An expanded exhibitor program, coupled with



substantive program content and creative marketing will be used to reach larger numbers of participants. The preliminary program outlines have been completed and materials are being readied for an initial mailing this month.

The continued participation of CCID Member and Affiliate colleges is gratifying and necessary for our future success. We have broadened our membership to include new Corporate Partners and International Associates who can offer cooperative relationships and initiatives that make effective use of our capabilities. All CCID institutions are encouraged to make contacts within the consortium to establish working relationships, identify and submit proposals for CCID support, and take advantage of the services now offered. Please call upon the CCID Executive Office for assistance. We look forward to working together in the coming year.

Albert M. Koller, Jr.  
Executive Director

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# CCID Overview

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## Community Colleges for International Development

### *Profile*

The Community Colleges for International Development, Inc., (CCID) is a consortium of 24 members and 49 affiliate community colleges in Canada and the United States. Created in 1976, CCID implements international programs and projects which benefit other countries as well as its own member institutions. Incorporated as a nonprofit consortium, CCID is administered by an Executive Director and governed by a Board of Directors consisting of the presidents of the member colleges. With a combined enrollment of more than 750,000 students, these colleges offer more than 300 programs in technical/vocational subjects plus university parallel and community service programs.

### *The Objectives of CCID*

The purpose of the Community Colleges for International Development is to identify, develop, and expand mutually beneficial international relationships which contribute to the improvement of college programs and services. CCID provides mid-level manpower training and technical assistance in occupational, vocational, and technical education to developing nations throughout the world. CCID will accomplish its purpose through the pursuit of the following objectives.

- A. Internationalization of the curriculum.
- B. Assistance to other countries in mid-level manpower training and technical/vocational education.
- C. Opportunities for international study, exchange and professional development to students and faculty of community colleges and cooperating overseas institutions.
- D. Leadership and services in the development of international education in U.S. and Canadian community colleges.
- E. Help promote world understanding and cooperation through educational linkages.
- F. Share human resources and educational expertise with other countries having similar educational interests and concerns.

### *Consortium Activities*

#### **1. Technical Training**

Long-term (generally six months or longer) and short-cycle mid-level training programs are conducted abroad or at CCID colleges throughout the year. Interested countries request on-site technical assistance or send representatives to visit one or more of the member colleges to design programs to meet their specific needs. Modern, well-equipped instructional facilities are available at the colleges, and working agreements with local businesses and industries make hands-on training feasible. CCID colleges have extensive experience with family home stays and "experience America" components.

**2. Consulting**

CCID colleges have recognized leaders in occupational, vocational, and technical education. Consultant services are available in curriculum planning, development, and evaluation; faculty and staff development; instructional design and evaluation; educational planning; management training; design of physical facilities; identification, procurement, and utilization of instructional equipment.

**3. Bilateral Agreements**

CCID enters into bilateral agreements with ministries of education, educational consortia, and individual educational institutions. These agreements allow for the joint development of projects which may be funded by the parties, governmental agencies, or other external sources. Activities have included faculty and cultural exchanges, vocational teacher training, faculty training workshops in the U.S. and abroad, technical education, curriculum development, and educational needs assessments. CCID has current active agreements with the Republic of China (Taiwan); Association of Colombian Universities; the Republic of Suriname; Supreme Council of Egyptian Universities; Technical University of Budapest; and Czech Technical University.

**4. International Students**

Students from other countries find many programs and geographic areas from which to choose. They may pursue a two-year degree or certificate, or complete the first two years of a bachelor's degree at a fraction of the cost it would take at a four-year institution.

**5. International Visitors**

CCID colleges host visitors from all over the world who are interested in observing the community college in operation. CCID will coordinate the itineraries of individuals and groups who wish to visit more than one college.

**6. Conferences and Seminars**

CCID hosts two conferences each year on international education and the community college. The winter conference is open to the international education community and features recognized authorities and practitioners from around the world. The summer invitational conference is primarily for community college presidents, trustees, and senior administrators.

CCID also sponsors special seminars at the request of clients or to meet the needs of its membership.

**7. The Werner Kubsch Award for Achievement in International Education**

CCID sponsors this award, which is presented annually to a community college educator who has demonstrated outstanding achievement in furthering international education within the community college.

**8. Fellowship in International Education**

This fellowship is a \$2500 competitive award given annually to a full-time faculty member of a CCID member or affiliate institution for outstanding service in the advancement of international education. The award is based partially on a project which the recipient proposes and partially on present and past contributions to the field.

## **Organization**

The consortium operates under the coordination of an Executive Director who administers programs and projects. Direction is given by the Board of Directors made up of the presidents of the member colleges. Each member and affiliate college provides an International Education Director who coordinates CCID activities at the local level. Consortium activities are funded by: membership dues, government grants and contracts, foreign government contracts and projects, foundation grants, conferences, and other project activities.

### **Current Members**

Brevard Community College - Cocoa, Florida  
Broome Community College - Binghamton, New York  
Bunker Hill Community College - Boston, Massachusetts  
Coast Community College District - Costa Mesa, California  
College of Dupage - Glen Ellyn, Illinois  
Community College of Allegheny County - Pittsburg, Pennsylvania  
Community Colleges of Spokane - Spokane, Washington  
Daytona Beach Community College - Daytona Beach, Florida  
Delaware County Community College - Media, Pennsylvania  
Delaware Technical & Community College - Dover, Delaware  
Eastern Iowa Community College District - Davenport, Iowa  
Florida Community College at Jacksonville - Jacksonville, Florida  
Hinds Community College - Raymond, Mississippi  
Humber College - Etobicoke, Ontario  
Kirkwood Community College - Cedar Rapids, Iowa  
Lansing Community College - Lansing, Mississippi  
Mt. Hood Community College - Gresham, Oregon  
Seattle Community College District - Seattle, Washington  
Sinclair Community College - Dayton, Ohio  
State Center Community College District - Fresno, California  
St. Clair College of Applied Arts & Technology - Windsor, Ontario  
St. Louis Community College - St Louis, Missouri  
University of Hawaii Community Colleges - Honolulu, Hawaii  
Waukesha County Technical College - Pewaukee, Wisconsin

### **Affiliate Members**

Black Hawk College - Moline, Illinois  
Broward Community College - Ft. Lauderdale, Florida  
Central Florida Community College - Ocala, Florida  
Clark State Community College - Springfield, Ohio  
Colorado Mountain College - Glenwood Springs, Colorado  
Community College of Philadelphia - Philadelphia, Pennsylvania  
Cossatot Technical College - DeQueen, Arkansas  
Cuyahoga Community College - Cleveland, Ohio  
Dallas County Community College District - Dallas, Texas  
Erie Community College - Buffalo, New York



Forsyth Technical Community College - Winstom-Salem, North Carolina  
Green River Community College - Auburn, Washington  
Greenville Technical College - Greenville, South Carolina  
Harford Community College - Bel Air, Maryland  
Howard Community College - Columbia, Maryland  
Illinois Eastern Community Colleges - Olney, Illinois  
Indian River Community College - Ft Pierce, Florida  
Joliet Junior College - Joliet, Illinois  
Lexington Community College - Lexington, Kentucky  
Maricopa County Community College - Tempe, Arizona  
Metropolitan Community Colleges - Kansas City, Missouri  
Miami-Dade Community College - Miami, Florida  
Middlesex Community College - Bedford, Massachusetts  
Monroe Community College - Rochester, New York  
Morraine Valley Community College - Palos Hills, Illinois  
Mt. San Antonio College - Walnut, California  
New Mexico State University at Carlsbad - Carlsbad, New Mexico  
Northampton Community College - Bethlehem, Pennsylvania  
Northcentral Technical College - Wausau, Wisconsin  
North Hennepin Community College - Brooklyn Park, Minnesota  
Onondaga Community College - Syracuse, New York  
Owens Community College - Toledo, Ohio  
Pellissippi State Technical College - Knoxville, Tennessee  
Peralta Community College District - Oakland, California  
Pierce College - Tacoma, Washington  
Pima County Community College District - Tucson, Arizona  
Prairie State College - Chicago Heights, Illinois  
Rancho Santiago Community College - Santa Ana, California  
Southwest Virginia Community College - Richlands, Virginia  
St. Petersburg Junior College - St. Petersburg, Florida  
Suffolk Community College - Selden, New York  
Suny College of Agriculture & Technology at Morrisville - Morrisville, New York  
Suny College of Technology at Delhi - Delhi, New York  
Tompkins Cortland Community College - Dryden, New York  
Tri-County Technical College - Pendleton, South Carolina  
Trident Technical College - Charleston, Sourth Carolina  
Tulsa Junior College - Tulsa, Oklahoma  
University College of Cape Breton - Sydney, Nova Scotia  
Utah Valley Community College - Orem, Utah

**Corporate Members**

Academic Systems

Ion Exchange (India) Ltd.

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# Questionnaire

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## CCID 1996 ANNUAL REPORT QUESTIONNAIRE

College Name \_\_\_\_\_

1. Faculty Abroad:

A. Was your institution able to sponsor faculty to travel abroad? YES \_\_\_\_\_ NO \_\_\_\_\_

B. How many faculty were involved? \_\_\_\_\_

C. What countries did they visit? \_\_\_\_\_  
\_\_\_\_\_

2. Do you offer a study abroad program? YES \_\_\_\_\_ NO \_\_\_\_\_

A. How many students studied abroad? \_\_\_\_\_

B. In what country or countries was the program offered? \_\_\_\_\_  
\_\_\_\_\_

C. What was the discipline(s)? \_\_\_\_\_  
\_\_\_\_\_

D. If applicable, name any co-sponsors? \_\_\_\_\_  
\_\_\_\_\_

3. Grants and Awards:

A. In addition to funds supplied by the college, what other monies was the college able to obtain for international activities? (optional)

Source \_\_\_\_\_ Dollars \_\_\_\_\_

Source \_\_\_\_\_ Dollars \_\_\_\_\_

Source \_\_\_\_\_ Dollars \_\_\_\_\_

4. Foreign Visitors:

A. How many foreign visitors were on your campus this past year? \_\_\_\_\_

B. What countries did they come from? \_\_\_\_\_  
\_\_\_\_\_

(Over)

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5. Special Projects:

A. What projects have you worked on with CCID in the past year (June 1, 1995 to present)?

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B. International projects your college is working on independently of CCID.

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6. If you are engaged in contract training, for each contract please list:

A. Name of the project \_\_\_\_\_

B. Prime contractor \_\_\_\_\_

C. Discipline \_\_\_\_\_

D. Number of students \_\_\_\_\_

7. Does your college have the authority to issue J-1 visas? YES \_\_\_\_\_ NO \_\_\_\_\_

8. How many full-time faculty does your college/district employ? \_\_\_\_\_

9. How many different associate degrees does your college/district offer? \_\_\_\_\_

10. How many different certificate programs does your college/district offer? \_\_\_\_\_

11. What was the head count enrollment for credit courses at your college/district for this recent spring term? \_\_\_\_\_

## INTERNATIONAL EDUCATION MATRIX

Check or list where appropriate.

\_\_\_\_\_ College Name

In the current CCID fiscal year from July 1, 1995, to June 30, 1996, has or did your college/district--

7/1/95-6/30/96

		YES	NO
1.	Conduct Student Study Abroad Programs		
2.	Provide International Programming on Campus		
3.	Provide International Programming for Your Local Community		
4.	Participate in International Faculty Exchanges		
5.	Host Foreign Visitors		
6.	Enroll Foreign Students (on visas)		
7.	Vigorously Recruit Foreign Students		
8.	Offer ESL Courses		
9.	Engage in Internationalizing the Curriculum		
10.	Participate in Foreign Student Training Programs such as CASS, CASP, etc.		
11.	Engage in a Relationship with a Sister College Abroad		
12.	Participate in Fullbright Programs: A. Teacher Exchange Program B. Lecturer Abroad C. Scholar-in-Residence D. Group Study Abroad	_____ _____ _____ _____	_____ _____ _____ _____
13.	Obtain Local/State Grants for International Activities		
14.	Obtain Federal Grants for International Activities		
15.	Participate in "Sister City" Activities		
16.	Conduct International Training Programs for Local Business and Industry		
17.	Offer International Credit Courses		
18.	Offer an International Certificate		
19.	Offer an International Degree		
20.	Offer International Continuing Education		
21.	Currently Participating in International Economic Development Activities  Countries: _____ _____ _____		



		7/1/95-6/30/96	
		YES	NO
22.	International Education Organization Memberships  Others: _____ _____ _____		
23.	International Other (i.e., House International Resource Center)  Others: _____ _____ _____		

Completed by: \_\_\_\_\_

**Return this questionnaire/matrix by June 14, 1996, to:**

*Robert Keener*  
*Sinclair Community College*  
*444 West Third Street*  
*Dayton, OH 45402*  
 Phone: 513/449-5306  
 FAX: 513/449-6100

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# Questionnaire Responses

## RESPONSES TO THE CCID 1996 ANNUAL REPORT QUESTIONNAIRE

Twenty-five Consortium participants responded, a 34 percent participation rate.

### 1. Faculty Abroad:

- A. Was your institution able to sponsor faculty to travel abroad?  
 Yes 22 -- 88 percent                      No 3 -- 12 percent

- B. How many faculty were involved?  
 182 faculty

C. What countries did they visit?

- Consortium faculty visited 53 different countries.
- England was the most frequently visited country with 9 different colleges visiting.
- Countries

- |                   |                          |
|-------------------|--------------------------|
| 1. Argentina      | 28. Lithuania            |
| 2. Australia      | 29. Malaysia             |
| 3. Belize         | 30. Mexico               |
| 4. Cambodia       | 31. Nicaragua            |
| 5. Canada         | 32. Panama               |
| 6. Chile          | 33. Peru                 |
| 7. China          | 34. Philippines          |
| 8. Costa Rica     | 35. Portugal             |
| 9. Czech Republic | 36. Romania              |
| 10. Denmark       | 37. Russia               |
| 11. Ecuador       | 38. Scotland             |
| 12. El Salvador   | 39. Senegal              |
| 13. England       | 40. Singapore            |
| 14. Greece        | 41. Slovakia             |
| 15. Germany       | 42. South Africa         |
| 16. Guatemala     | 43. Spain                |
| 17. Guyana        | 44. Suriname             |
| 18. Hong Kong     | 45. Sweden               |
| 19. Honduras      | 46. Syria                |
| 20. Hungary       | 47. Taiwan               |
| 21. India         | 48. Thailand             |
| 22. Ireland       | 49. Turkey               |
| 23. Israel        | 50. Ukraine              |
| 24. Italy         | 51. United Arab Emerates |
| 25. Jamaica       | 52. United States        |
| 26. Japan         | 53. Vietnam              |
| 27. Korea         |                          |

## 2. Do you offer a study abroad program?

Yes 18 -- 72 percent

No 7 -- 28 percent

## A. How many students studied abroad?

536 students

## B. In what countries were your programs offered?

- Study abroad programs were offered in 17 different countries.

- England was the most popular study abroad destination with 9 programs based there.

- Countries

- |                     |                               |
|---------------------|-------------------------------|
| 1. Costa Rica       | 9. Italy                      |
| 2. England          | 10. Japan                     |
| 3. European Oddesey | 11. Mexico                    |
| 4. France           | 12. Peoples Republic of China |
| 5. Germany          | 13. Russia                    |
| 6. Holland          | 14. Senegal                   |
| 7. Hong Kong        | 15. Spain                     |
| 8. Israel           | 16. Switzerland               |
|                     | 17. Syria                     |

## C. What disciplines were offered abroad?

- Twenty-nine disciplines were taught abroad.

- Disciplines

- |                        |   |
|------------------------|---|
| 1. Acting              | 16. Japanese Language, Politics,<br>Business, Culture |
| 2. Archeology          | 17. Liberal Arts                                      |
| 3. Art                 | 18. Literature  |
| 4. Art History         | 19. Mexican Culture                                   |
| 5. Business            | 20. Philosophy  |
| 6. British Litrature   | 21. Political Science                                 |
| 7. Chinese Studies     | 22. Spanish   |
| 8. Economics           | 23. Spanish Language & Culture                        |
| 9. English Composition | 24. Speech  |
| 10. English Literature | 25. Social Science                                    |
| 11. European Studies   | 26. Theatre Arts                                      |
| 12. German             | 27. University Parallel                               |
| 13. History            | 28. West African Culture &<br>History                 |
| 14. Humanities         | 29. Women Writers                                     |
| 15. Irish History      |   |

## D. If applicable, name any co-sponsors:

- Nine organizations co-sponsored study abroad programs for the consortium colleges.

■ Co-sponsors

1. Biwako Kisen Company, Ltd.
2. CCIS
3. Educational Consultants
4. Florida Consortium of Colleges & Universities
5. Keihan Fisherman's Wharf in Japan
6. Northampton Community College
7. Oregon International Education Consortium
8. Shandong Provincial Government
9. University of Southern Mississippi

3. Grants and Awards

A. In addition to funds supplied by the college, what other monies was the college able to obtain for international activities? (optional)

- Eighteen consortium colleges indicated that they were able to acquire funds outside the college to support their international activities.

■ Grants and Awards

Source	Dollars
ACCC	\$ 4,500
ACCC	8,600
Assn. Of Canadian Community Colleges (ACCC)	1,500
CASS	440,000
CASS	440,000
CASS	192,000
CCID Contract--Don Bosco	120,000
CDS Int.	--
Contract Training	13,000
Department of Education Title VI-B	147,000
Federal & Private Contracts	800,000
Federal Grants	100,000
Florida Int. Affairs Commission for Florida Caribbean Inst.	3,000
Georgetown University	--
International Student Tuition	40,000
Local Donations	70,000
MHCC Foundation	1,500
Partners for International Educational Training	6,500
Stanley Foundation	10,000
Stanley Foundation	12,000
Technical Assistance Contracts	100,000
Title VI-B	60,000
Title VI-B	111,000



U.S. Department of Education	81,400
U.S. Department of Education, Title VI-A Grants (2) (1992-1998)	619,413
UDLP/Guyana Project	10,025
USAID	10,000
USAID	150,000
USAID	220,000
USAID	435,750
USAID	60,000
USIA	40,000
Youth for Understanding	--
Youth for Understanding	<u>48,000</u>
<b>TOTAL</b>	<b>\$4,355,188</b>

#### 4. Foreign Visitors:

##### A. How many foreign visitors were on your campus this past year?

- 1890 foreign visitors were on consortium campuses this past year.
- 25 consortium colleges hosted foreign visitors.

##### B. What countries did they come from?

- Visitors came from 67 different countries to CCID campuses.
- Visitors most frequently came from Russia with 12 delegations closely followed by England with 11 and China with 10 delegations.

##### ■ Countries

- |                        |                         |
|------------------------|-------------------------|
| 1. Argentina           | 20. El Salvador         |
| 2. Australia           | 21. England             |
| 3. Austria             | 22. France              |
| 4. Bavaria             | 23. Georgia             |
| 5. Belgium             | 24. Germany             |
| 6. Belize              | 25. Ghana               |
| 7. Bosnia              | 26. Guatemala           |
| 8. Brazil              | 27. Guyana              |
| 9. Cambodia            | 28. Holland/Netherlands |
| 10. Canada             | 29. Honduras            |
| 11. Chile              | 30. Hungary             |
| 12. China              | 31. India               |
| 13. Columbia           | 32. Ireland             |
| 14. Costa Rica         | 33. Italy               |
| 15. Czech Republic     | 34. Jamaica             |
| 16. Denmark            | 35. Japan               |
| 17. Dominican Republic | 36. Kenya               |
| 18. Ecuador            | 37. Korea               |
| 19. Egypt              | 38. Kyrgyz Republic     |

- |                  |                   |
|------------------|-------------------|
| 39. Lebanon      | 54. South Africa  |
| 40. Mexico       | 55. Spain         |
| 41. Mongolia     | 56. Suriname      |
| 42. New Zealand  | 57. Sweden        |
| 43. Nicaragua    | 58. Syria         |
| 44. Nigeria      | 59. Taiwan        |
| 45. Norway       | 60. Tanzania      |
| 46. Pakistan     | 61. Thailand      |
| 47. Peru         | 62. Turkey        |
| 48. Poland       | 63. UAE           |
| 49. Russia       | 64. Uganda        |
| 50. Saudi Arabia | 65. Ukraine       |
| 51. Senegal      | 66. United States |
| 52. Singapore    | 67. Vietnam       |
| 53. Slovakia     |                   |

5. Special Projects:

A. What projects are you currently working on with CCID?

- 12 consortium colleges indicated they were working on one or more projects with CCID.
- Projects
  1. Annual Report
  2. Bon Bosco University
  3. CC of Madras
  4. CCID Conferences
  5. China, Honduras
  6. Eastern European Exchange Program
  7. El Salvador
  8. Ford Training Initiative--Madras, India
  9. Gulf of Mexico Accord
  10. Guyana
  11. Hosted Summer conference
  12. India UDLP
  13. ION Exchange--Bombay, India
  14. Newsletter
  15. Russia
  16. South Africa (attempt to offer faculty seminar, now stalled)
  17. Tomsk Banking Project
  18. Train-The-Trainer conference on On-Line Teaching at Cape Canaveral
  19. Turkey
  20. Department of Education/Int. Business Grant with India
  21. UDLP/Guyana
  22. WCC Policy Committee

- 
- B. International projects your college is working on outside of CCID.
- 25 consortium colleges (100 percent) indicated they were working on international projects independently of CCID.
  
  - Projects
    1. Academic Partnerships in Spain, Peru, and the Dominican Republic
    2. Adelaide College (Australia) Partnership
    3. Affiliations with American Colleges in Dubai, Seville, Singapore, Ecuador, Argentina
    4. Africa
    5. Bavarian Student Exchange
    6. CASS
    7. CDS
    8. China
    9. College Twinning in China
    10. Contract training to international corporations in Canada, North American, Switzerland, and the E.C.
    11. England
    12. Environmental Education Projects
    13. Exchanges with Swinburne University of Technology in Melbourne, Australia
    14. Greece
    15. International Trade Assistance
    16. Lithuania
    17. Mexico
    18. Mexico Conalep
    19. NAFTA Mobility
    20. Osaka College of High Technology Partnership--Japan
    21. Osaka University--Japan
    22. Partnership with City of Bath College, England
    23. Potential Partners for International Education (PIET)
    24. Potential Partnership with BFZ Group, North Germany
    25. Projects in Brazil, the Caribbean, Mexico, U.K., & Canada
    26. Senden Township Brass Band Concert Orchestra Performance
    27. Sister City Project in China
    28. Sister City Project in Liberia
    29. Sister College Exchange with Bridgewater College in Somerset, England
    30. Sister College in Germany
    31. Sister College in Taiwan
    32. Sister Colleges in Mexico, Korea, China
    33. Slovakia
    34. Submitted a grant proposal to develop a travel/tourism program involving two other colleges and two businesses. (Awards to be announced Mid-June 1996.)
    35. Title VI-A
    36. Title VI-B
    37. Training with India
    38. Travel Abroad this Summer (Switzerland, France)
    39. Turkey
    40. Ukraine Project
    41. USAID/Eurasia Foundation
    42. USIA Literacy Project
    43. Work Study Programs in Japan
    44. YFU

- The percentages used are based on the number of consortium colleges that responded to the questionnaire.

6. If you were engaged in contract training, for each contract please list:

A. Name of the Project

1. Agricultural Engineering
2. Belize Hotel Operations
3. Business Leadership
4. CASS
5. CDS
6. Export Workshop Series
7. Ford Asset
8. Fugitsu
9. ISO 9000
10. JIAM
11. Telesur
12. Ukraine Project
13. Universidad Regiomontana Training Program
14. Wider Horizons
15. YFU

B. Prime Contractors

1. CCID/BCC
2. CDS
3. College
4. Direct
5. Ford Motor Company
6. Georgetown University
7. Marblehead Lime
8. Partners for International Education
9. Reiter Automotive Globe
10. Small Business Representatives
11. USAID & IREX
12. World Bank
13. World Learning, Inc.
14. YFU

**C. Disciplines**

- |                                |                            |
|--------------------------------|----------------------------|
| 1. Agriculture                 | 9. Electronics             |
| 2. Agriculture/Rice Production | 10. Food Service           |
| 3. Automotive Technology       | 11. Hospitality Management |
| 4. Business                    | 12. Industrial Maintenance |
| 5. Business Computers          | 13. International Center   |
| 6. Community Outreach          | 14. Personnel              |
| 7. Curriculum Design           | 15. Quality Control        |
| 8. Economic Development        | 16. Special Education      |

**D. Number of students**

- 444 trainees were involved in training programs.
  - 13 consortium colleges participated in contract learning.
7. Does your college have the authority to issue J-1 visas?  
Yes 5 -- 20 percent No 20 -- 80 percent
8. How many full-time faculty does your college/district employ?  
■ 5932 full-time faculty are employed by the twenty-five colleges participating in this report.
9. How many different associate degrees does your college/district offer?  
■ The twenty-five participating colleges in this report offer a combined 1097 degree areas with each college offering an average of 44 degrees in various majors.
10. How many different certificate programs does your college/district offer?  
■ The twenty-five participating colleges in this report offer a combined 940 certificates in various specialized areas with each college offering an average of 38 certificate programs.
11. What was the head count enrollment for credit courses at your college/district for this recent spring term?  
■ 290,235 credit students were enrolled at the twenty-five participating colleges in Spring Term 1996 with each college averaging 11,609 students.

## INTERNATIONAL EDUCATION MATRIX

	7-1-95 to 6-30-96	
	Responses	Percent
Conduct Student Abroad Programs	16	64
Provide International Programming on Campus	20	80
Provide International Programming for Your Local Community	20	80
Participate in International Faculty Exchanges	19	76
Host Foreign Visitors	25	100
Enroll Foreign Students (on visas)	23	92
Vigorously Recruit Foreign Students	10	40
Offer ESL Courses	24	96
Engage in Internationalizing the Curriculum	23	92
Participate in Foreign Student Training Programs such as CASS, CASP, etc.	11	44
Engage in a Relationship with a Sister College Abroad	18	72
Participate in Fulbright Programs:		
Teacher Exchange Program	4	16
Lecturer Abroad	0	0
Scholar-in-Residence	4	16
Group Study Abroad	2	8
Obtain Local/State Grants for International Activities	11	44
Obtain Federal Grants for International Activities	11	44
Participate in "Sister City" Activities	16	64
Conduct International Training Programs for Local Business and Industry	19	76
Offer International Credit Courses	18	72
Offer an International Certificate	5	20
Offer an International Degree	4	16
Offer International Continuing Education	16	64

### CURRENTLY PARTICIPATING IN INTERNATIONAL ECONOMIC DEVELOPMENT ACTIVITIES:

- 18 consortium colleges (50 percent) indicated they are currently engaged in economic development activities in 25 different countries.

- Countries:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Barbados</li> <li>2. Belarus</li> <li>3. Chile</li> <li>4. China</li> <li>5. Dominican Republic</li> <li>6. El Salvador</li> <li>7. Georgia</li> <li>8. Germany</li> <li>9. Guatemala</li> <li>10. Guyana</li> <li>11. Honduras</li> <li>12. India</li> <li>13. Israel</li> </ol> | <ol style="list-style-type: none"> <li>14. Jamaica</li> <li>15. Japan</li> <li>16. Mexico</li> <li>17. Nicaragua</li> <li>18. Panama</li> <li>19. Romania</li> <li>20. Russia</li> <li>21. Senegal</li> <li>22. South Africa</li> <li>23. Spain</li> <li>24. Ukraine</li> <li>25. Uzbekistan</li> </ol> |
|---|---|

---

**INTERNATIONAL EDUCATION ORGANIZATION MEMBERSHIPS:**

- The most popular non-CCID organizations to belong to were the ACIIE with 10 responses and NAFSA with 7.
  
- Organizations:
  1. AACC
  2. ACCC
  3. American Council on International/Intercultural Education (ACIIE)
  4. Association of College Unions Int.
  5. Canadian Education Centers in Asia
  6. CCID
  7. CIE
  8. CLEG
  9. College Consortium for International Studies (CCIS)
  10. Education Outreach Network
  11. Florida Collegiate Consortium for International/Intercultural Education
  12. Illinois Consortium--ICISP
  13. International Association of Campus Law Enforcement Administrators
  14. International Education Service
  15. International Studies Association
  16. International Television Association
  17. Iowa Study Abroad Consortium
  18. MACIE
  19. Michigan Community College for Global Education
  20. Michigan International Development
  21. Midwest Institute
  22. NAFSA
  23. NAFSA: Association of International Educators
  24. NASBITE
  25. NIEA
  26. Oregon International Council
  27. World Affairs Council

**INTERNATIONAL OTHER:**

1. C.I.V.
2. Co-op Grant from NAFSA
3. Hinds International Trade Center
4. Host Naturalization Ceremony
5. International Faculty House
6. International House
7. International relations & Marketing Development Commission--Mayor's Office
8. International Resource Center for the Shiga-Michigan Sister State Relationship

8. International Resource Center for the Shiga-Michigan Sister State Relationship
9. International Resource Center of Jax
10. Sister Cities
11. Space Coast World Trade Council
12. Wisconsin Technical College system International Committee
13. World Affairs Council





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# Appendix

## EMERGING OPPORTUNITIES IN INTERNATIONAL EDUCATION

by Maxwell C. King and Albert Koller, Jr.

The international movement for community colleges which began in the 1970s is racing forward with a speed and strength never imagined by its founders. Over the last five years the spectrum of international relations has changed almost beyond our ability to comprehend: the fall of the Berlin wall; wars in former Yugoslavia, the Middle East, and several African nations; the dissolution of the Soviet Union and the formation of the Newly Independent States; the abolishment of apartheid and emergence of a new South Africa; the harmonization of policies, standards and practices within the European Community; and the adoption of GATT and NAFTA. While the results have been both good and bad, one thread has remained constant: *The key to sustaining peaceful coexistence, improved living standards, and continued prosperity is international education. Knowledge is the only permanent remedy for poverty, corruption, and exploitation.* This theme is the dominant focus of our work in providing educational programs for the developing world.

As one of the first organizations to accept the challenge to provide social and economic development globally through post-secondary international education, Community Colleges for International Development, Inc. (CCID) began operations in 1976 with five member colleges. Since that time it has become the largest community college consortium of its kind, with more than 70 U. S. and Canadian Community, Junior, and Technical College members and affiliates from 27 states and two provinces of Canada (Humphrys and Koller, 1994). The experience gained and the linkages that have developed are the heart of a capability that is essential in meeting the growing demand for educational programs as global opportunities emerge in our future.

### Developing An International Perspective

The need to promote local awareness of international activities is greater now than ever before. When CCID began operations, it did so as a pioneering effort that was a departure from the traditional roles of community colleges. Today there is clearly a demand for such services, stemming from local business interests and the large amount of import and export trade that is a part of virtually every American community. The earlier focus on narrow interpretations of community college charters has broadened to include a variety of international programs such as curriculum development in history, cultural studies, and language courses; study abroad programs; student and faculty professional exchanges; and short term "survival skills" training for travelers and those doing business abroad.

These initiatives have special importance for our local communities not only because they support current needs for our own economic development, but also because they lay a foundation for the coming changes in diversity in the American workplace that will demand cross-cultural sensitivity and improved interpersonal skills. The capabilities for delivering this kind of training are exactly the same as those needed to succeed in international education, giving us a double plus for the future.

Although many community colleges still have no formal goals for international education, those that do have adopted strategies that build upon partnerships so that no single institution bears the entire burden of program development and delivery in another

country. Examples at the national level include the Community Colleges for International Studies (CCIS), working primarily in student study abroad; the Association of International Educators, (NAFSA), providing support to student services professionals; the American Council on International/Intercultural Education (ACIIE), disseminating information on international education; and the Community Colleges for International Development, Inc. (CCID), described earlier. There are also numerous state and regional support organizations offering opportunities for international work. These groups are likely to expand in the future as demands become more complex and widespread, requiring the resources of a consortium to be successful.

CCID's member and affiliate colleges are active world-wide, offering educational programs and the latest techniques for participation in joint educational ventures that can be grouped under the four goals that shape its strategies:

1. Internationalizing colleges to develop an informed community and an enriched student population that can successfully function independently in a global setting.
2. Sponsoring international studies and exchanges to promote the understanding of cultural differences and the value of diversity, making people more effective in their own society and the world.
3. Developing linkages among institutions of the world to share information, gain insights, and increase knowledge in relevant disciplines and technologies.
4. Providing technical educational assistance to other countries to promote social and economic development that can be established and sustained locally.

Using the capabilities of our membership and a growing international network of educational contacts, we have been able to recognize and meet needs for increased international student enrollment; international tourism and travel; import/export trade; changes in job markets; and the evolution of the Information Highway. These are key areas that must be addressed by all community colleges as well as other institutions of higher education if we are to meet the demands for change and the great variety of international operations already on the horizon.

### **Emerging International Opportunities**

In international education, programs involving local activities with which we are most familiar and comfortable offer the best places to begin. Study abroad and local trade group training sessions are good examples, and they provide a platform from which to launch more ambitious endeavors. Before long, needs and capabilities evolve and colleges begin to seek more challenging work, including contract training, educational consulting, and international program development and delivery. CCID has a history of successes in these activities and is continuously identifying opportunities for the future that build on these earlier experiences.

One of the elements in our strategy for success in international programs is the choice of areas in which work will be done. This is a major consideration for every college doing international work. Another element -- the one essential to success in every case -- is the quality of the people involved. They are the key to successful programs, and we have been fortunate to make lasting contacts with the authority and personal commitment needed to carry out the goals stated in our agreements.

Through a series of early successes, CCID has grown in experience and capability, and now looks forward to the opportunities for in-depth educational work that are emerging in many areas of the world. Here are some examples:

### Suriname And Guyana

South America, with its many countries and variety of cultural heritages, is one of the most challenging areas of the world in which to work. CCID has been fortunate to have made good contacts early in our work with key people there.

#### SURINAME

The Republic of Suriname and Community Colleges for International Development have shared a mutually beneficial and cooperative relationship since their separate beginnings nearly twenty years ago (Fersh and Humphrys, 1982). Once a Dutch colony (Dutch Guyana), Suriname became independent from the Netherlands in 1975. Nearly 90% of its population is centered in the capital city of Paramaribo, with the remainder of the country largely undeveloped jungle and ecologically pristine wilderness. Suriname offers a great challenge to provide educational services to a wide diversity of people living in far flung areas without many of the services we have come to rely upon. Distance learning offers the best opportunity to reach such an area, with challenges such as the mountainous terrain in the interior that limits broadcast television coverage.

Our program in Suriname is now in its 16th year and remains one of the most effective and successful. The project has two related parts. The initial, ongoing program of technical and vocational training is sponsored by the Ministry of Education for teachers in Suriname's educational institutions. This program is reviewed and funded annually, with moneys from several sources including the Organization of American States and the ALCOA Foundation. There have been more than 50 students from Suriname sponsored by the Ministry of Education to come to the U.S. for workshops and training. Most have returned to Suriname to teach in the Surinamese educational system at the secondary level. Several participants subsequently entered and completed formal degree programs at U. S. colleges.

In 1993 a professional development and transfer credit program began under the sponsorship of TELESUR, the Telecommunications Company of Suriname, for their employees. The TELESUR projects are funded by the company on a case-by-case basis with workshops designed for specific proposals. Workshops have already provided training for career and professional development to more than 100 students.

A Center for Education is planned in conjunction with a new Polytechnic, one purpose of which is to coordinate the company's higher education programs for employee and professional development with organizations having similar educational needs. Also, a study abroad ecology tour has just been initiated. Workshops are scheduled for both the Ministry of Education and TELESUR for 1995 and the program is expected to further expand over the next two years.

#### GUYANA

In Guyana, CCID has initiated a University Development Linkage Program (UDLP) funded by the United States Agency for International Development (USAID), conducted in conjunction with Harris-Stowe State College, Missouri. Now in the second year of a

five year grant, the program includes internships in the United States for selected Guyanese participants working with mentors at CCID colleges, as well as in-country delivery of training for teachers and development of learning resources for use there. Using CCID as a resource to link programs, Guyana and Suriname are now cooperating by coordinating invitations between their countries for participation in courses and workshops where possible. This sharing broadens the impact we are able to make and offers a model that can significantly expand our effectiveness.

### Russia and Eastern Europe

CCID has been active in Russia and Eastern Europe for nearly ten years -- well before the end of the Cold War. As governments and economic systems have changed from centrally controlled to market-directed, the need for training in new skills and business concepts has skyrocketed. We are pursuing development activities in Russia, Romania, Hungary, and the Czech Republic to provide technical assistance, curriculum development, training, and educational consultation. However, U.S. government funding is being reduced for these areas, so opportunities are more difficult to implement.

### RUSSIA

In today's Russia, educational processes are underway to support decentralized management, and numerous splinter groups have sprung up to provide training and skills upgrades to meet the needs of local labor and services markets. Conversion of the economic system is well underway, but there is a major deficiency in skilled and experienced leaders. Access to adult education is very limited. The community college model offers significant advantages.

### HUNGARY

In Hungary, where students at the university level are selected by national examinations and have traditionally received their post-secondary education tuition-free, large scale changes are underway. In addition to the demand for new skills to serve the emerging market economy, the educational system is in transition and students will pay a share of tuition costs beginning in fall, 1995. Community college programs are currently under review by educational leaders in Hungary for possible use in programs at existing, narrowly specialized polytechnics or, more likely, in combination with university programs that link existing systems to provide improved access to low cost, relevant, work-related training for large numbers of people.

### CZECH REPUBLIC

In the Czech Republic, the financial system is struggling with problems similar to those in Hungary. University programs are presently restricted to a small percentage of the population able to meet stringent entrance requirements, while the need for well-trained managers, technicians, and service people is growing. These issues require solid programs with multi-year funding sources and a good strategic plan to provide sustainable programs that will operate independently. The American community college model fits the need well, but there may be insufficient resources to do what is needed in the near term.

Working within the limited resources that have been available to community colleges, CCID has engaged in ongoing exchanges with colleges operating in Eastern Europe since 1978 and in Russia since 1993. Exchange agreements include: Czech Technical



University, Prague, Czech Republic; Technical University of Budapest, Budapest, Hungary; Moscow State University, Moscow, Russia; University of Craiova, Romania; University of Bucharest, Romania; and University of Veliko Turnovo, Bulgaria. This approach has proven to be especially valuable in building trust and long term, sustainable relationships.

The Eastern European/Russian Exchange Program provides an ongoing opportunity for participating institutions and faculty to serve exchange assignments in selected disciplines ranging in duration from one semester to one year at a host institution. While one-to-one reciprocity is not required, we attempt to maintain a balance among CCID colleges and our international partnering institutions. The sending college is responsible for faculty salary, travel expenses, and return arrangements for each candidate. The receiving college provides cost-of-living stipend, health insurance, visa, housing, local transportation, and basic living support at the host site. In addition to reports from the professor assigned to each exchange, we have produced an Eastern European Exchange Handbook to provide guidance and policy, as well as information sheets and exchange agreements for each institution (Koller, 1993). Regular visitations are conducted by program managers from each institution to conduct faculty interviews, develop needed changes and improvements, and review and update program documentation. The project is renewed annually, and there is no external funding source.

There have been more than 80 sponsored professional exchanges and several "spin-off" short term exchange programs with individual colleges since the inception of this program. Our faculty exchange programs have become the foundation for English track programs in two leading universities and continue to be one of the most popular and productive of CCID's programs abroad.

#### Republic of China, India, and Thailand

Asia, with its large population and growing economies, is bursting with the need for low cost, accessible, relevant education for its people. CCID has established its oldest ties and deepest roots in this part of the world, where the future will clearly demand new techniques and better access to information and knowledge at every level of society.

#### REPUBLIC OF CHINA

The Republic of China (ROC), Taiwan, is CCID's most senior partner in international education. The relationship was initiated in 1978 through a Bilateral Agreement that became a blueprint for agreements with other countries and still provides the framework for our activities with ROC under a ten-year agreement that was signed in 1986. In addition to exchange visits by presidents, administrators and faculty from both countries, professional development workshops and training have been provided both in the United States and ROC for several hundred students. Subsequently, CCID entered into an agreement with the International Cooperation Association of Technical Institutes, a consortium of technical institutes in ROC for international activities. Activities have continued since 1990 under that agreement, with administrative exchange visits to both countries on a regular basis.

Our activities with the ROC provided a model from which many of our current programs were derived. In particular, the value and need for active participation by our presidents through exchange visits and the evolution of training from initial vocational/technical subjects to ESL have helped define our relationship over time. The political changes that

have taken place over that period of time have posed challenges that have helped CCID grow and mature as an international resource. In ROC, the student has surpassed the teacher in many areas with laboratories and equipment that have become a model for much of the world. CCID is proud to have played a role in the evolution and development of that country's educational system, and we continue to send and receive scholars under our latest agreement.

## INDIA

CCID has been involved with India for more than 20 years. Beginning with Fulbright scholarships and continuing with presidential exchange visits and site evaluations, we have been actively seeking programs with colleges and technical institutes as part of a long term mutually beneficial relationship for educational exchange.

Our first large program has come in the form of a University Development Linkage Program approved in 1991 with funding from USAID. Now in its fourth year, the project is developing a Center for Vocational Education in Madras. Faculty from participating CCID institutions are teaching technical programs and providing educational assistance via short term programs and workshops in-country. The Center now houses the faculty on their visits and will be able to sustain its operation independently at the end of the grant period. Special techniques are being used to address the needs of the Madras area, such as the translation of small business development curriculum into Tamil and development of a text for illiterate and semi-literate students. This is a good example of the flexibility and responsiveness needed to assure success in international development programs.

## THAILAND

Thailand is CCID's newest partnership, initiated through an educational advisory visit hosted by University Foundation of Thailand, a private, not-for-profit foundation. A team of five U.S. experts consulted and traveled extensively in that country to review existing resources and make recommendations for the use of the U.S. community college model there. The need is great, and the suggestions made for adapting community college concepts were readily accepted by government and business leaders who have the responsibility to shape educational policies there.

From an educational perspective, Thailand is in a strategic location to serve the educational needs of southeast Asia as well as its own people. It is a country of some wealth, seen most clearly in and around Bangkok. The rural areas have fewer resources, with only limited running water and plumbing. English is not universal but is common in many areas, taught beginning in primary schools. Compulsory education in Thailand ends at grade six, after which students can opt for work or can proceed to secondary school through grade ten. At completion of grade ten a national examination determines who can be accepted at universities.

For those who do not pass the exam, there are technical and vocational schools that prepare students for work. Transfer from these to the university system is theoretically possible but functionally impractical. There are 36 Thai teachers' colleges in their second year of becoming comprehensive post-secondary institutions, but progress is slow and faculty must be trained in the requisite discipline skills. Private colleges exist for students not qualified by examination for the Thai university system, but they are very expensive and graduation is difficult.

Thailand is a good example of the kind of international development work that CCID is best prepared to implement. A great amount of preparation has already been completed to introduce a community college-based program in Thailand, and training will begin this year in the Nongkhai/Udon area of northern Thailand -- the most rural and least developed part of the country -- for ESL and short term courses in business and technical topics. CCID will provide faculty, as well as technical assistance and consulting expertise to support this initiative, with funding by program sponsors in Thailand.

### **Becoming Citizens of the World**

One of the most difficult aspects of international work is determining whether the programs we provide meet the needs of the people in the countries that participate. Differences in pedagogy, cultural values, language, and expectations combine to make evaluation both more challenging and more valuable in assessing outcomes. We recognize this issue and have attempted to improve feedback through on site face-to-face evaluations and presentations by key international representatives at our international conferences in addition to formal assessments by participants at our workshops and training sessions.

The positive responses provided by participating educators from the countries we have served are gratifying and indicate that our community college system has produced results that have nearly universal appeal for international applications. The following statement from H. H. Rusland, Suriname Minister of Education, is an example of the ability of our community college system to assist not only ourselves, our colleges, and our communities, but also other countries, wherever the precepts of education are accepted:

*"...The Republic of Suriname finds it an encouraging circumstance that though there are notable differences in social outlook between a country such as the United States and Suriname and some other Caribbean countries ... CCID has been sensitive to the approach we like to take in tackling societal problems. This attitude of CCID whereby assistance is being accorded to our needs as defined by ourselves may be developed into an international model in which international cooperation transcends political differences".*

At the 18th Annual CCID Winter Conference in Orlando, Florida, Dr. Dale Bisnuth, Guyana's Minister of Education and Cultural Development provided a speech that inspired our membership. His sincerity and deep emotions were matched only by his eloquence in language as he made clear to everyone what he termed "the irreplaceable value of CCID's educational contribution" to his country. Anyone hearing such an expression first hand will never again doubt the value of community college work abroad.

CCID has sustained a history of success and rewards from which to draw strength and wisdom for the coming challenges in international development. We look forward to maintaining our long term relationships and exchange programs while establishing new partnerships in support of these new opportunities. As we move into the future, community colleges will play an increasing role in bringing to our citizens, businesses, government, industry, and ourselves the opportunity to assist in shaping the world in which we live. Every community college can serve the broader interests of their community by becoming a true "citizen of the world".

## References

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# CCID Technical Education Matrix

Page 1 of 6

## Appendix 2

	Brevard CC	Broome CC	Bunker Hill CC	Coast CC District	College of Dupage	CC/Allegheny Co.	CC/Spokane	Daytona B. CC	Delaware Co. CC	Delaware Tech & CC	Eastern Iowa CC District	Florida CC/Jacksonville	Hinds CC	Humber C	Kirkwood CC	Lansing CC	Mt. Hood CC	Seattle CC District	Sinclair CC	State Center CC District	St. Louis CC	Univ/Hawaii CC	Waukesha Co. Tech C
<b>BUSINESS TECHNOLOGIES</b>																							
Accounting	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Accounting Clerk																	x						x
Admin/Executive Asst.							x		x								x						
Adm Office Systems	x		x	x				x	x	x	x			x	x	x	x	x	x	x	x	x	x
Adm. Secretary	x	x				x	x	x	x	x	x		x	x	x	x	x		x		x	x	x
Artificial Intelligence																			x				
Air Traffic/Aviation Mgt.				x															x				
Avionic Technology				x			x							x			x				x	x	
Banking/Financial Mgt.	x	x		x		x	x	x	x	x	x	x	x	x	x	x			x	x	x		x
Bilingual Secretary	x		x																				
Business Administration		x					x		x		x		x	x					x	x			
Business Mgmt.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Computer Info. Systems	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Computer Programming	x	x	x	x	x			x	x	x	x	x	x	x	x			x	x	x	x	x	x
Event & Conf. Reporting	x			x		x		x					x				x					x	x
Credit/Financial Clerk						x	x																
Data Entry Operations									x										x				
Fashion Merch.	x			x	x	x	x	x			x	x	x	x	x					x	x	x	x
Food Store Mgmt.						x							x		x								x
Housing Management																			x	x	x		x
Industrial Super./Mgmt.				x		x		x			x	x		x					x		x		x
Insurance Marketing				x		x	x	x	x			x			x				x				x
International Trade/Business	x	x	x				x				x			x	x			x				x	x
Labor Studies			x	x		x											x			x			
Legal Assisting	x			x		x	x	x	x				x	x	x	x	x			x	x	x	x
Legal Secretary							x							x	x								x
Logistics Mgmt.	x														x			x	x			x	
Management					x		x		x		x		x			x				x			
Mgmt. Development	x		x						x		x		x	x	x			x	x	x	x		x
Marketing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Microcomputer App.	x			x	x			x		x			x	x			x		x				
Microcomputer Support														x					x				x
Office Mgmt. Tech.								x											x	x			x
Office Systems Specialist												x											
Personnel Mgmt./Human Realtions			x	x		x							x	x								x	
Public Admin.				x		x			x				x	x								x	
Public Relations				x									x	x	x							x	
Purchasing Mgmt.				x		x								x					x			x	
Real Estate/Property Assess.	x			x	x	x		x	x			x	x	x		x			x		x	x	x
Retailing							x							x					x			x	x

# CCID Technical Education Matrix

Page 2 of 6

	Brevard CC	Broome CC	Bunker Hill CC	Coast CC District	College of Dupage	CC/Allegheny Co.	CC/Spokane	Daytona B. CC	Delaware Co. CC	Delaware Tech & CC	Eastern Iowa CC District	Florida CC/Jacksonville	Hinds CC	Humber C	Kirkwood CC	Lansing CC	Mt. Hood CC	Seattle CC District	Sinclair CC	State Center CC District	St. Louis CC	Univ/Hawaii CC	Waukesha Co	th C
Sales & Distribution		x		x			x								x	x			x	x	x	x		
Secretary Tech./Office Ed.	x	x			x	x	x	x	x		x	x	x		x	x	x		x	x	x	x		
Small Bus. Mgmt.	x	x	x	x		x	x	x	x	x	x			x			x		x	x	x			
Teller Operations							x					x							x					
Textile Mgmt.													x	x										
Trade & Industrial Tech.																	x							
Transportation Mgmt.	x				x										x					x				
Travel/Tourism		x		x	x	x			x			x		x		x	x		x			x	x	
Word/Information Processing Mgmt.					x												x		x					
Word Info Proc. Specialty Concentrations					x	x											x		x					
Word Processing					x		x		x		x	x	x			x	x		x	x				
<b>ENGINEERING, CONST. &amp; MFG.</b>																								
Air Cond. Eng. Tech.	x			x	x	x	x	x	x	x	x	x	x	x				x		x		x		
Architectural Drafting					x				x		x			x			x		x	x				x
Arch./Eng. Design Tech.	x			x	x		x	x	x		x	x	x	x		x	x		x	x	x			
Automated Mfg. Tech.	x	x			x	x			x		x			x	x	x	x		x	x	x			
Automotive Body Repair/Refinsh							x				x		x		x					x				x
Automotive Machine Shop							x						x				x							
Automotive Tech.	x				x	x	x	x	x	x	x	x	x		x	x	x		x	x	x	x	x	x
Building Construction Tech.						x			x			x	x			x				x				
Civil Eng. Tech.		x				x	x	x	x	x			x	x			x		x		x			
Commercial/Industrial Electricity	x								x		x	x	x							x				
Communication Electronics	x		x	x			x		x	x		x	x	x	x	x	x	x			x			x
Computer Electronics	x			x	x		x	x	x	x			x	x		x	x	x	x	x	x	x		
Computer Eng. Tech. (Digital)									x								x		x					
Computer Numerical Control Tech.	x			x	x	x		x	x		x			x		x	x			x		x		
Computer Repair	x				x				x					x			x		x					
Construction Mgmt.				x		x		x	x	x		x			x			x	x	x	x			
Digital Service Tech.					x												x							
Draft./Design/Industrial/Arch.	x	x		x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Electrical Eng./Power & Cont. Tech.	x	x		x		x			x					x				x	x	x	x			
Electromech. Tech/Robotics	x	x		x	x		x		x	x	x			x				x	x	x	x			
Elect. Eng. Tech.	x	x		x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Elect. Servicing	x			x					x	x			x	x			x	x						x
Eng. Drafting Tech.	x			x		x		x	x	x			x	x					x	x		x		
Eng. Graphics Tech.	x	x		x		x		x						x		x				x		x		
Eng. Tech (General)		x		x		x		x						x				x	x	x	x			
Gasoline Engine Mechanics	x										x		x							x				
Heating, Vent, A/C., Refrigeration Tech.	x			x	x	x	x	x	x	x	x	x	x		x	x				x	x		x	
Industrial Electronics					x	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x		x
Industrial Eng. Tech.		x		x		x		x	x	x				x						x		x		x

# CCID Technical Education Matrix

Page 3 of 6

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Industrial Lab Tech.				x		x			x	x												x	
Industrial Maint. Mechanic				x	x	x			x		x		x	x	x	x							x
Industrial Safety Technician	x									x	x			x				x				x	
Machine Tool/Shop Tech.	x			x	x		x	x	x		x		x	x	x	x			x	x		x	x
Mfg. Tech.	x	x		x	x				x		x			x		x	x		x	x		x	x
Materials Science		x																	x	x		x	x
Mech. Eng. Tech./Mech. Design		x		x	x		x		x	x			x	x	x		x	x	x		x	x	x
Mining Tech.											x												
Nuclear Eng. Tech.				x																			
Num. Control Tech.				x	x				x		x			x		x							
Packaging. Eng. Tech.						x								x				x	x		x		
Paint Technology																							
Plastics Tech.					x				x				x	x					x				x
Process Piping Design																							
Production																x						x	
Quality & Reliability	x	x		x		x					x		x			x			x		x		x
Residential & Commercial Carpentry												x	x						x	x			
Residential & Comm. Elect. Wiring	x												x						x				
Residential & Comm Plumbing	x																						
Safety/Loss Prev. Mgmt. Tech.										x				x					x				
Sheet Metal Practice	x				x	x	x				x						x					x	
Tractor & Tractor Body Repair/Refinish																							
Welding	x				x	x	x		x	x	x	x	x	x	x	x	x	x	x		x		x
<b>AGRICULTURE, MARINE, ENVIR. &amp; NAT. SCIENCES</b>																							
Agri-Bus. Tech.							x		x	x		x	x							x			
Agriculture Mech.							x						x	x						x			
Agronomy Tech./Agriculture Prod.							x				x		x	x						x		x	
Animal Health										x			x							x			
Chemical Science	x																						
Environ. Control Tech.	x			x		x				x				x			x						
Fisheries Tech.																	x						
Floral Tech. & Design					x		x					x					x						
Forest Eng. Tech.													x								x		
Forest/Park Tech.													x								x		
Forest Tech./Arboriculture																	x				x		
Hazardous Mat'ls Tech.	x			x					x	x	x						x		x	x		x	
Horse Husbandry.															x						x		
Hort./Natural Res./Landscape						x	x						x	x	x	x	x			x		x	
Hydrographic Survey Tech.				x																			
Landscape & Env. Hort.					x	x	x						x	x	x	x	x			x		x	
Marine Carpentry																		x					x



# CCID Technical Education Matrix

Page 4 of 6

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Marine Engine Repair												x												x
Marine Eng. Tech./Deck Officer																								
Ornamental Hort.				x	x	x	x							x	x		x			x	x	x		
Petro. Tech.																								
Poultry Tech.				x						x			x											
Recreation Assisting						x	x							x										x
Solar Tech.	x			x										x										
Veterinary Technician													x		x	x								
Water Resources Tech.	x						x																	
Water Treat. Tech.	x			x		x		x				x			x						x			
<b>SOCIAL SCIENCES, LAW, EDUCATION &amp; COMMUNICATION</b>																								
Alcohol. Counseling			x		x			x									x			x	x			x
Child Care Center Operations	x				x							x	x				x							
Child Care Serv.	x	x	x		x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x		
Community Mental Health		x		x	x	x		x	x										x		x			
Corrections	x	x	x		x	x	x	x	x	x		x		x	x	x	x		x	x	x	x		
Criminal Justice	x	x	x	x	x	x		x	x	x	x	x	x		x	x			x	x	x	x		
Early Child. Ed.	x	x	x		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Ed. Tech.			x	x		x								x								x	x	
Foreign Languages		x							x		x		x			x			x	x				x
Handicapped Serv.				x		x		x				x		x	x			x	x	x	x			
Home Ec./Consumer Ed.				x			x				x	x								x	x			
Human Services Tech.	x	x	x	x	x		x			x		x				x				x	x	x		
Interpreter Train./Man. Communication	x			x		x	x			x	x	x	x		x	x				x		x	x	
Journalism Tech.				x						x	x		x	x	x		x							x
Law Enforce. Adm./Security	x	x	x	x		x	x	x	x	x	x	x	x	x	x						x	x	x	
Media Tech.			x	x	x	x					x		x	x	x	x								x
Police Science	x		x	x	x			x	x	x	x	x		x							x	x	x	x
Private Security Guard	x								x															
Radio & TV Broad.	x	x		x							x	x		x			x						x	x
Recording Arts Tech.					x																			
Social & Human Serv.		x	x			x	x	x		x	x	x		x	x	x				x	x	x	x	
Special Ed.			x	x			x																	x
Teacher Ed.			x			x				x				x	x									x
Tech. Writing		x		x					x		x		x	x										x
<b>MEDICAL, DENTAL, HEALTH</b>																								
Biomedical Elect.	x		x						x				x			x								x
Biomedical Equip. Tech.			x	x			x		x			x						x						x
Chemical Tech.	x	x				x			x	x	x			x										x
Dental Assist.	x			x		x	x	x		x	x	x	x		x	x					x	x	x	x





# CCID Technical Education Matrix

Page 6 of 6

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Surgical Tech.						x		x			x	x				x								x
X-Ray Eng. Tech.		x	x	x		x		x		x						x					x	x		
PHOTOGRAPHY, DESIGN/ADV. ART, OTHER ARTS																								
Ad. Design/Ad. Art			x	x	x		x		x				x	x									x	
Apparel Arts/Design & Serv.													x									x	x	
Camera Ready Art																	x							
Computer Art			x	x	x		x		x				x	x		x	x			x		x	x	
Desktop/Electronic Publishing	x				x				x			x	x	x										
Graphics & Visual Design	x		x	x	x	x	x		x			x		x		x	x			x		x	x	
Home Furn./Int. Design					x	x	x				x			x						x	x	x		
Industrial Photo. Tech.				x	x									x										
Interior Design				x	x		x				x	x		x	x	x				x		x		x
Jewelry																	x							
Photography	x		x		x		x	x	x		x		x	x		x	x				x	x	x	
Photo Journalism				x	x									x			x							
Printing/Graphic Arts			x		x	x		x	x		x	x	x		x	x	x	x	x	x	x		x	
Tech. Illustration				x												x								
Theater Arts		x	x	x		x		x	x		x		x			x	x			x	x	x	x	
HOSPITALITY, & OTHER																								
Aero. Science Tech./Aviation Maint.				x		x				x			x			x					x	x	x	
Barbering/Hair Dressing												x	x											x
Cabinetmaking & Millwork./Cabinetry				x		x		x						x		x					x			
Cosmetology	x			x		x	x	x				x	x				x							x
Cosmetology Specialist - Nails	x					x						x					x							x
Culinary Arts	x		x	x	x	x	x	x	x	x	x	x	x	x	x					x		x	x	x
Custom Garment Making (Tailoring)																								
Diesel & Heavy Equip. Tech.						x				x	x	x	x		x	x								x
English as Second Language	x	x			x				x		x	x		x		x				x				x
Fire Science Tech.	x	x	x		x	x	x	x	x	x	x	x			x	x	x			x	x	x	x	x
Food Processing Tech.																	x							
Food Service Tech.	x		x	x	x				x			x		x	x		x			x		x	x	x
Golf Course Ed.															x									
Horology																								
Hotel/Motel/Hosp. Mgmt.	x	x	x		x	x	x	x	x	x		x	x	x		x	x			x		x	x	x
Mortuary Science/Funeral Serv. Ed.														x			x							x
Office Machine Repair				x																				
Pilot Training				x		x					x	x					x	x						x
Public Services								x																x
Recreation Mgmt.														x										
Restaurant Mgmt.		x				x						x					x							

## Appendix 3

The enclosed article was invited by The Community College Journal of Research and Practice for a special theme issue. It provides the opportunity to increase visibility and improve understanding of the role and operation of CCID. We can expect publication in the spring or early summer.

### **COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT: Twenty Years of Working/Learning**

#### **ABSTRACT**

Founded in 1976, the Community Colleges for International Development, Inc., (CCID) is a consortium of U.S. and Canadian colleges with a combined enrollment of more than 1.2 million students, offering more than 300 programs in technical, university parallel, and community service activities.

CCID is dedicated to strengthening colleges and their communities through international education for economic and human resource development. Member and affiliate institutions participate as individual colleges, as lead institutions working on behalf of CCID with teams of cooperating colleges, and as part of a consortial effort directed by CCID. In addition to bilateral agreements and contract training, CCID conducts exchange programs, educational consultation, and international professional development.

CCID has created World Community College, a consortium of colleges that offers degree programs and student services "on-line" through a "virtual campus". Using computers and the telephone system, WCC will bring the college campus to students worldwide, transcending the limitations of time and distance.

In these ways, CCID makes international and intercultural education a significant and integral part of our colleges.

# **COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT: Twenty Years of Working/Learning**

The Community Colleges for International Development, Inc., (CCID) is a consortium of 24 member and 49 affiliate colleges representing 27 U.S. states and three Canadian provinces. CCID colleges identify, develop, and expand mutually beneficial international programs, projects, and services. Through contracts and grants, CCID provides training and technical assistance in occupational, vocational, and technical education; opportunities for international study, exchange, and professional development for the students and faculty of U.S. and Canadian colleges and cooperating institutions abroad; and leadership and educational services in relevant disciplines and technologies.

Created in 1976, CCID operates as a nonprofit consortium administered by an executive director and governed by a board of directors consisting of the presidents of the 24 member colleges. With a combined enrollment of more than 1.2 million students, these colleges offer more than 300 programs in technical and vocational subjects plus university parallel and community service programs.

## **Pioneering Leadership**

CCID's origin and initiatives came at a time when few leaders in community colleges believed that international education should be a significant part of our curriculum and services. Today, that perspective has shifted positively for most of our trustees, administrators, faculty, and communities. This strong, widespread commitment to international education was motivated mainly by changes in the world, especially those that directly affected local communities and the U.S. and Canadian economies.

To achieve its objectives, CCID purposely started with a small institutional membership whose leaders were compatible and committed to educating internationally. The colleges were diverse in geographical location and educational specialties. Brevard Community College, Florida, is a founding institution and has provided administrative leadership and services continuously since the start.

In 1986, CCID created a category of institutional relationship designed as Affiliate. An Affiliate is both a cooperating institution and a user of CCID services but does not participate in the governance of CCID. This expansion of CCID membership was in recognition of the need for a larger reservoir of community colleges that were interested in and could respond to the increasing international development opportunities. In 1995 the Consortium again increased its membership categories to include Individual Associates, International Affiliates, and Agency/Industry Partners, broadening and strengthening its international education initiatives.

## **Goals and Strategies**

CCID is dedicated to strengthening colleges and their communities through international education for economic and human resource development. Its goals are to provide opportunities for internationalizing curricular and service capabilities; to develop linkages for local business and industry; to foster and support programs of international studies and exchanges; to coordinate an international network of participating institutions having similar interests; and to provide technical educational assistance in other countries.

Member and affiliate institutions participate as individual colleges, as lead institutions working on behalf of CCID with teams of cooperating colleges, and as part of a consortial effort directed by CCID. The arrangements are flexible and creative, permitting member and affiliate colleges to accomplish much more than any single institution could achieve on its own. To accomplish its objectives, the consortium implements seven distinct strategies.

### *1. Technical Training and Support*

Long-term (generally six months or longer) and short-cycle training programs are conducted abroad or at CCID colleges to meet the needs of each country or community. Interested organizations may request on-site technical assistance or send representatives to visit one or more of the member colleges to design programs to meet their specific needs. Modern, well-equipped instructional facilities and qualified faculty are available at the colleges, and working agreements with local businesses and industries make hands-on training, internships, and cooperative studies feasible.

### *2. Consulting and Resource Development*

CCID colleges have developed recognized leaders in occupational, vocational, and technical education; institutional administration; and international relations. These experts are available through CCID for consulting in educational resource development and deployment; curriculum planning, development, and evaluation; faculty and staff development; instructional design and evaluation; management training; design of physical facilities; and identification, procurement, and utilization of instructional equipment.

### *3. Bilateral and Cooperative Agreements*

CCID enters into bilateral agreements with ministries of education, educational consortia, and educational institutions; and cooperative agreements with agencies and other organizations. These agreements allow for the joint development of projects that may be funded by the parties, governmental agencies, foundations, businesses, and other external sources. Activities have included faculty and cultural exchanges, vocational teacher training, faculty training workshops in the U.S. and abroad, technical education, curriculum development, educational needs assessments, and cooperative development projects.

4. *International Students*

CCID colleges provide customized programs and traditional educational opportunities to international students. They may pursue a two-year degree or certificate, or complete the first two years of a bachelor's degree at a much lower cost than at a four-year institution. CCID colleges also have extensive experience with family home stays and "experience America" programs. Many CCID colleges now offer specialized curricula for college preparatory work, as well as English as a Second Language. Soon students will be able to access full degree programs, certificate programs, and professional development programs using computers and telecommunications while in their home countries.

5. *International Exchange Visitors*

CCID provides many international exchange activities. Member and affiliate colleges host international visitors who are interested in observing community colleges in operation. CCID coordinates the itineraries of individuals and groups that wish to visit more than one college and assists in coordinating sponsored visits by other organizations. CCID's Exchange Programs place visiting professors and U.S. and Canadian faculty in reciprocal teaching exchanges for short term programs, semester or year-long assignments. CCID supports these activities using its Exchange Visitor Program Authority (J-1 Visa) in cooperation with the United States Information Agency.

6. *Conferences and Seminars*

CCID hosts two conferences annually on international education and the community college. The winter conference, open to all, features recognized authorities and practitioners from the international education community. The summer invitational conference is primarily for member and affiliate community college presidents, trustees, and senior administrators. CCID also sponsors special seminars and workshops throughout the year.

7. *Fellowships and Awards*

CCID provides several levels and types of recognition for excellence in international education. *The Werner Kubsch Award for Achievement in International Education* is a \$2,500 competitive award given annually to an individual for outstanding services in the advancement of international education. The award is made through a written nomination process and announced at the winter conference.

*The CCID Fellowship in International Education* is a \$2,500 stipend awarded annually to a faculty member selected from a CCID Member or Affiliate Institution for a proposed project in international education. The recipient reports on the results of the project at a subsequent winter conference. Travel expenses to the conference are paid by his/her college, and a complimentary registration and plaque of recognition are provided by CCID.

## **Procedures and Methods**

The operation of CCID is best understood by relating case-study examples of its earliest bilateral agreements, made in 1980 with the Republic of China (Taiwan) and the Republic of Suriname.

### **Republic of China**

The initial contact with the Republic of China occurred in 1978 when nine administrators of CCID colleges visited Taiwan at the invitation and expense of the Republic's Ministry of Education. The purpose of the trip was to establish inter-institutional linkages between CCID and junior colleges and technical institutions in Taiwan. The original bilateral agreement was signed in 1980 and continued in effect until it was superseded in 1986 by a new agreement that runs for a ten-year period.

Projects under the first agreement focused on exchanges at the highest administrative levels. Since 1979, about 150 American community college leaders have visited Taiwan for study tours. These leaders were almost exclusively community college presidents and board trustees. Also included were leaders of the American Association of Community Colleges (AACC) and project officers from member colleges in CCID. In exchange, from the Republic of China came delegations of Chinese educators who visited colleges within the consortium.

Exchanges at the instructional level also are implemented. From the Republic of China have come teachers who have served one-semester internships at selected consortial colleges, usually from two to four interns at a particular host college. Faculty from CCID colleges have provided instruction during summers in Taiwan, including technical workshops in a variety of topics.

One major area of teaching has been English as a Second Language. For example, in an Intensive English Practicum, four American instructors provided a one-month program for forty-five junior colleges and technical school teachers from institutions throughout Taiwan. The Chinese participants included many of those who would later serve internships in the United States. In another year, the ESL program was designed for about 100 teachers of English in vocational and technical colleges in Taiwan in a program that was designed and taught by five visiting American teachers.

### **Republic of Suriname**

The initial contact with Suriname began in 1979 with a conference at Brevard Community College funded with assistance from the Organization of American States (OAS), the Tinker Foundation, and local Brevard County, Florida organizations. The conference, titled "Mid-Level Manpower Training in Postsecondary Education," was attended by representatives from twenty-one OAS-member countries, senior officials from selected educational and funding organizations including the OAS, and the presidents and project officers of CCID colleges.

In 1980, a bilateral agreement was signed between CCID and the Ministry of Education and Community Development of the Republic of Suriname to provide assistance for vocational and technical training that included programs for students, teachers, and administrators. It has continued in effect since that time, enabling a series of workshops and training programs to be offered in both countries.

For example, one program in teacher training designated individual Surinamese students to attend a CCID college for a two-year technical or vocational degree, followed by a year of teacher training for the entire group at a designated member college. Another program enrolled students with industry-acquired vocational skills as teacher-interns at CCID colleges. School administrators from Suriname also participated in management institutes conducted by the consortium.

A significant event in the consortium's relationship with Suriname was a conference convened in 1982 in its capital city, Paramaribo, under the joint sponsorship of Suriname, the OAS, and CCID to encourage, facilitate, and implement transnational and regional cooperation in educational projects. Participating in the conference were representatives from the ministries of education of six Caribbean countries, officials from the OAS, presidents and staff of six CCID member colleges, and twenty-five educators from Suriname who were designated as official observers. This conference led to continuing cooperative efforts on a regional basis, and workshops have continued on a regular basis since that time.

In 1993, CCID initiated a new option for post-secondary education in Suriname through an agreement with TELESUR, the Telecommunications Company of Suriname. This agreement provides contract training and post-secondary academic training funded by non-government sources and shared with participating organizations on a fee basis. The following year, CCID provided two professional workshops in Paramaribo sponsored by TELESUR to initiate this new partnership. These workshops included representatives from government and private companies invited by TELESUR for the purpose of developing an educational program that is designed to benefit not only the company but anyone in Suriname seeking educational opportunities.

### **International Operations**

CCID has been active in international education for nearly twenty years. As governments and economic systems have changed from centrally controlled to market-directed, the need for training in new skills and business concepts has accelerated. In addition to bilateral agreements and contract training, faculty exchange programs have provided long-term international partnerships and personal networks that have become a major asset. CCID colleges are implementing development activities in Russia, Romania, Hungary, the Czech Republic, Guyana, El Salvador, India, and Thailand to provide technical assistance, curriculum development, training, and educational consultation.



### **Russia**

In Russia, CCID has entered into a bilateral agreement with Moscow State University resulting in visiting professors at CCID colleges and consultations for curriculum development in Russia. Long-term programs in ESL and technical training in agri-business and economics have been under development for several years but have not yet resulted in funded projects. A proposal to Tomsk Polytechnic Institute for short-term training programs in banking and business management and for a Workforce Development Center resulted in nine students attending an international banking program at St. Louis Community College during summer, 1995.

A proposal is under review with the Russian Association: Education for Everyone, and efforts continue in Yakutsk and Tver to provide training and sustainable development. CCID participating institutions include Waukesha County Technical College (WI), Florida Community College at Jacksonville (FL), Delaware Technical Community College (DE), Brevard Community College (FL), St. Louis Community College (MO), and Kirkwood Community College (IA).

### **Romania**

Beginning in 1992, CCID established working relationships with two universities in Romania to conduct short-term workshops; assist in upgrading curriculum, pedagogy, and library resources; and establish centers for small business development. Under a grant from the United States Information Agency, Broome Community College (NY) led a team of CCID faculty in a series of visits that were successful in developing sustainable systems to support economic development work. Follow-on sessions have included Romanian faculty visits to U.S. colleges and additional grant proposals to continue development work in Romania.

### **Hungary**

In Hungary, CCID has had a bilateral exchange agreement since 1986 with the Technical University of Budapest. Presently the demand is for new skills to serve the emerging market economy. The educational system is in transition and students may soon be required to pay a share of tuition costs. Community college models are currently being reviewed by education leaders for possible use in programs at existing, specialized polytechnics or in combination with university programs that link existing systems to provide improved access to low-cost, relevant, work-related training for large numbers of people.

### **Czech Republic**

In the Czech Republic, CCID has a continuing bilateral agreement with the Czech Technical University in Prague. Education programs are presently restricted to a small percentage of the population able to meet university entrance requirements. The need for well-trained managers, technicians, and service people is growing, and requirements are great for sustainable programs that will teach skills that are useful in a market economy. The community college model fits the need well.

### **Guyana**

In Guyana, CCID, with St. Louis Community College as the lead college, has initiated a University Development Linkage Program funded by the United States Agency for International Development and conducted in conjunction with Harris-Stowe State College, Missouri, and seven CCID institutions. Now in the third year of a five-year grant, the program includes internships in the United States for selected Guyanese participants working with mentors at CCID colleges, as well as training for teachers in Guyana and development of learning resources for use there.

In addition to developing an advisory board model for CCID coordination, St. Louis initiated a nationwide program to contribute surplus equipment and supplies to Guyanese educational programs. CCID colleges have linked the program with neighboring Suriname, and both countries are coordinating invitations for joint participation in courses and workshops. This broadens CCID's impact and provides a model that significantly expands benefits to the participants.

### **El Salvador**

Building upon work accomplished by Delaware County Community College (PA) in conjunction with TACA, the Salvadoran national airline, CCID has developed and submitted two recent proposals for work in El Salvador. In addition to sponsored visits during 1994 to the Don Bosco University in San Salvador, CCID hosted a U.S. visit in 1995 and arranged for consultants from Daytona Beach Community College (FL) to visit the university to provide short-term consultation on administration and financial management. An agreement with Don Bosco University and a contract for consulting services have been signed, and CCID will begin operations in El Salvador during 1996. Daytona Beach Community College has been designated the lead CCID college and will coordinate project management for the consortium.

### **India**

CCID has been involved with India for nearly twenty years. Beginning with Fulbright scholarships and continuing with presidential exchange visits and site evaluations, CCID has been working with colleges and technical institutes, and the first large project is a University Development Linkage Program approved in 1991 with funding from the United States Agency for International Development. Sinclair Community College (OH) and Eastern Iowa Community College (IA) are the lead CCID institutions.

Now in its fourth year, the project has developed a Center for Vocational Education in Madras. Faculty from participating CCID institutions are teaching technical programs and providing educational assistance via short-term programs and workshops in-country. The Center now houses CCID faculty on their visits and will be able to sustain its operation independently at the end of the grant period. Special techniques are being used to address the needs of the Madras area, such as the translation of small business development curriculum into Tamil, and development of a text for illiterate and semi-literate students. This is a good example of the flexibility, persistence, and responsiveness needed to assure success in international development programs.

## **Thailand**

Thailand is CCID's newest partner under a bilateral agreement initiated in 1995 through an educational advisory visit hosted by the University Foundation of Thailand, a private, nonprofit foundation. State Center Community College District (CA) and Brevard Community College represented CCID on a five-person panel of U.S. community college experts who traveled to Thailand to explore options and make recommendations for the development there of a pilot "Global Community College." Community college concepts have been welcomed by government and business leaders who shape Thai educational policies.

Working with Thai leaders, CCID has proposed ways to assist development in the Nongkhai/Udon area of northern Thailand, which is the most rural and least developed part of the country. With funding by program sponsors in Thailand, CCID has offered to provide faculty, as well as technical assistance and consulting expertise, to teach ESL and short-term courses in business, tourism, and technical subjects. Thailand is a good example of the kind of international development that CCID is best prepared to implement.

## **Member/Affiliate Activities**

In addition to bilateral agreements, professional exchanges, consultations, and contract training operations, CCID colleges engage in a broad spectrum of individual activities that strengthen the consortium. CCID's quarterly newsletter and annual report provide insight into the many aspects of international education at each CCID college, as the following examples illustrate:

- During 1995, CCID coordinated visits of 24 South African educators to CCID institutions in Boston, Ohio, California, and Florida. CCID signed an agreement with the Community College Association of South Africa to create partnerships in educational development. CCID was the invited representative for the U.S. at an international conference on *Community Education in South Africa* held in Johannesburg in 1995.
- In Australia, CCID sponsored an affiliate representative from North Hennepin Community College (MN), to develop relationships with one or more Australian Technical and Further Education (TAFE) institutions in conjunction with a non-CCID exchange visit. This cooperative effort result in significant savings for all participants and made much more effective use of resources. The project is being reviewed for possible follow-on opportunities to cooperate with TAFE institutions for additional exchange projects.
- In the U.S., Monroe Community College (NY) is one of several CCID colleges that are part of a nationwide Public Broadcasting System consortium of 49 colleges engaged in the "Going the Distance" program. Participating colleges join with local educational television stations to provide students with the opportunity to earn a degree using telecourse-based programs of study. The results of this work will

provide significant new capabilities for internationalizing the colleges as well as offering these programs abroad.

- In Florida, Daytona Beach Community College hosted the 1995 Governors' Gulf of Mexico Accord conference, with representatives from the eleven U.S. and Mexican Gulf states; Canadian representatives also attended. The conference marked the beginning of a historic strengthening of relationships among these states in business, education, culture, and tourism that will be a part of the implementing process for economic and human resource development for all three countries under the North American Free Trade Agreement (NAFTA).

These are just a few of the many instances where CCID member and affiliate institutions are using their capabilities in international development to link programs, people, and processes in ways that maximize the benefits to all participants.

### **Professional Exchanges**

CCID's professional exchange programs have resulted in engineering programs being offered in English in two leading Central European universities. Managed for CCID by Kirkwood Community College, these programs provide an ongoing opportunity for participating institutions and faculty to serve exchange assignments in selected disciplines ranging from one semester to one year at a host institution. While one-to-one reciprocity is not required, CCID attempts to maintain a balance among CCID colleges and the international partners.

For example, the sending U.S. college is responsible for faculty salary, travel expenses, and return arrangements for each candidate. The receiving college provides cost-of-living stipend, health insurance, visa, housing, local transportation, and basic living support at the host site. Periodic visits are conducted by CCID program managers to participate in faculty interviews and to develop improvements. The projects are renewed annually, with no external funding.

CCID has professional development exchange agreements with the Technical University of Budapest, Hungary; Czech Technical University, Prague; Moscow State University, Russia; University of Bucharest and University of Craiova, Romania; and University of Veliko Turnovo, Bulgaria. There have been more than eighty sponsored professional exchanges and several short-term exchange programs with individual colleges.

### **Cooperative Ventures**

CCID has always worked through cooperative agreements and joint ventures of mutual benefit, and it has become clear that these kinds of activities are increasing. Recently CCID has initiated linkages and partnerships that combine private and public organizations, including those outside traditional educational institutions.

For example, CCID has entered into a cooperative agreement with the Best Western International Co-Op, Inc., an international organization of Best Western Hotel owners, to develop joint projects linking education, travel, and tourism. One potential outcome is the use of internships to provide students with international experience and potential future employment opportunities while at the same time giving hoteliers access to new ideas and broader talent to develop and improve their business systems and processes.

CCID and Marich Associates, a private contractor in Washington, DC, have an agreement to provide training and testing for naturalization of legal resident aliens through CCID member and affiliate colleges. Each college establishes its own contract with Marich under provisions of the CCID agreement, and CCID is paid a small fee for coordinating its national network of participating institutions. The significant backlog of work within the Immigration and Naturalization Service makes this a particularly appropriate area for U.S. cooperative activity and CCID participation.

Operating within more traditional areas, CCID and the College Consortium for International Studies will jointly sponsor a faculty development seminar program in South Africa in the summer of 1997. This is the first such joint venture between these groups and represents one strategy to strengthen both the consortia and their international education programs. Reviews for similar cooperative ventures are underway with the AACC's American Council for International/Intercultural Education.

### **World Community College**

CCID's most recent leadership initiative is the creation of the World Community College (WCC) -- a consortium of colleges that offers the entire spectrum of educational programs and services "on-line" through what is called the "virtual campus". Using computers and the telephone system, WCC will bring the college campus to the student on the desktop at work, the tabletop at home, or the laptop while traveling. Education will be available worldwide, transcending the limitations of time and distance.

The virtual campus will provide all the services of any "real" campus, such as: registrar, classrooms, library, student services, counseling, financial aid, faculty offices, lecture halls, and lounges. It will use many of the traditional methods: books, tapes, computers, CD-ROMs, video, graphics, and the world-wide telephone network. Students and teachers will be able to access all the services of a traditional college without the need to visit the physical campus.

CCID has a partner in WCC: the Electronic University Network, an educational service provider developing and offering on-line courses and educational services since 1987. Together these organizations have placed World Community College on-line, and are recruiting institutions and training faculty and administrators. WCC colleges will offer full degree programs, non-credit courses and workshops, continuing education programs, professional development seminars, custom-designed workplace training, and transfer credit courses totally on-line.

The goal of World Community College is to create the capability to link students to educational institutions internationally, and to expand CCID activities in many new areas: extending access to anyone having the need for educational opportunity; establishing community learning center; creating international service learning opportunities; coordinating internships and cooperative working/learning arrangements; fostering individual learning contracts, developing articulation agreements; and assisting in programmatic accreditation processes. CCID has invited all U.S. community colleges to join World Community College and will next begin to work toward international linkages.

### **Reflections and Projections**

Reflecting on the progress of international education and educating internationally in the community college, it is hard to believe that very few such initiatives existed more than ten to fifteen years ago. Looking ahead, we anticipate that the international dimensions will expand significantly in magnitude and importance; international education programs will become an integral part of our colleges.

At the national level, we benefit when the people of our countries become better informed and contribute to worldwide economic development and stability. At the institutional level, we benefit by enabling our colleges and colleagues to participate in cooperative projects that enhance our own student, faculty, institutional, and community development. In the business and government sectors of our communities, we benefit from improved capabilities in communications, language and culture, and in the many networks of individuals who discover mutual interests and learn how to pursue joint programs of development. Those who have participated in such projects appreciate the opportunities of working and learning with international colleagues.

CCID welcomes future challenges with confidence, believing that its partnerships and agreements will be of service not only to those directly involved, but also to the many others who will eventually benefit from what is jointly accomplished. The question before us now is not whether international and intercultural education should be a significant and integral part of our colleges; without it, what is called "education" is incomplete and insufficient for our continuing success.

### **About the Authors**

Maxwell C. King is the first and continuing Chairman of the Board of Community Colleges for International Development. He was the founding president of Indian River Community College and, since 1968, is District President of Brevard Community College in Florida. Dr. King has served as a consultant in many countries, including two assignments in India as a Fulbright lecturer. He is the author of many articles and editor of publications related to international education.

Albert M. Koller, Jr. is Executive Director of CCID and Brevard Community College's Associate Vice President of International Education. He is also president of e3 Company, a private consulting firm, and was a NASA engineer and program manager for more than 30 years at the Kennedy Space Center. Dr. Koller is nationally published in technical, management, and international education topics.

Seymour H. Fersh is Professor of Humanities *Emeritus* at Brevard Community College and consults for CCID. He is the author of many articles and textbooks, including *Learning About Peoples and Cultures* and *Asia: Teaching About/Learning From*. Before coming to Brevard in 1981, Dr. Fersh served for three years as Director of International Services for AACC and was Education Director of The Asia Society for 13 years.

# St. Louis Community College

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**Dr. Gwendolyn W. Stephenson**  
*Chancellor*

St. Louis Community College, established by the voters of St. Louis City and St. Louis County in 1963, serves a metropolitan area of more than 1.5 million. The three major campuses and multiple centers serve more than 25,000 students in traditional areas of university parallel and technical programs. Continuing education and the Center for Business, Industry and Labor offer training and education for more than 100,000 additional area residents.

The International Education Office of St. Louis Community College was created in 1988 to coordinate the international activities of the College and investigate opportunities for expansion in the international arena. The first goals were to establish a Semester Abroad Program in the UK and to represent the College as a member of Community Colleges for International Development (CCID), a consortium of North American community colleges.



The first contract training program was begun in August 1989. Through the ensuing years the Department has <sup>1</sup> continued to expand study abroad opportunities for students and the community, <sup>2</sup> designed and delivered short- and long-term contract training, <sup>3</sup> provided service and leadership for campus based initiatives, and <sup>4</sup> assumed a leadership role in international education nationally and internationally.

The College received a nearly unique opportunity when USAID awarded a five year project to the College and CCID for management of a skills-upgrading project for the post-secondary technical institutes of Guyana. This project is now in its third year of operation.

During the past four years the focus of the International Education Office has increasingly been toward programs enhancing the global perspective of students and staff. Growth of the study abroad program responsibilities has been the single largest change in the

operations of the office. New programs have been transitioned from the campuses of the International Education Office for oversight and logistics.

Successful pursuit of short- and long-term customized participant training projects for Russia, Eastern Europe, Mexico, Japan, Central America and the Caribbean combined with study abroad in the UK, Costa Rica, Senegal, Western Europe and Russia have enhanced the global perspective of the College and the community. Four Department of Education Title VI grants in the past decade have infused an international dimension across the curriculum. During the past 8 years more than \$9 million of non-traditional revenue has been acquired to support the international activities.



# Community College of Allegheny County

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**Mr. John M. Kingsmore**  
*President*

Opened Fall 1966, Community College of Allegheny County is a public two-year community college. CCAC offers courses at four main campuses, eight off-campus centers, and over 400 additional sites located throughout Allegheny County. The largest community college in Pennsylvania, enrolling one of every four students attending a community college in the state, CCAC is also the 18th largest multi-campus community college in the nation. CCAC enrolled around 90,000 students during the 1994-95 academic year.

The college is fully accredited by the Middle States Association of Colleges and Schools.

CCAC offers programs to meet a wide range of needs. Over 200 academic programs lead to an Associate Degree in Arts, an Associate Degree in Science, an Associate Degree in Applied Sciences and the Certificate. The associate degrees offered by CCAC can be grouped into the



following areas: university parallel programs (for students who plan to transfer into baccalaureate degree programs at other colleges and universities), and career programs in business, health, social service, applied art technologies, applied service and trade technologies, and engineering and science technologies. These programs train students for employment and enable them to transfer to a four-year institution. A complete list of programs can be obtained by contacting any of CCAC's four Admissions Offices.

During its 30 year history, CCAC has grown and changed to meet the educational needs of its students - it has become part of the lives of people throughout Allegheny County.

A good measure of this growing impact is the great variety of students who attend CCAC. As of Fall 1995, two of every three students at CCAC were over age 22. They returned to the classroom four or more years after leaving high school. Forty-percent of CCAC's students are between 23

and 35. The average age of full-time students is 25; part-time 32.

CCAC has over 340 full-time faculty who are experienced, knowledgeable and committed to teaching. Most importantly, their first commitment is to the student. CCAC's faculty and staff are responsive to student needs.

Convenient, state-of-the-art facilities are one more reason more and more students are making CCAC their first choice for an affordable, quality educational experience. The college has more than 1 million square feet of modern classroom space, ranging from large lecture halls to small seminar rooms. Many classrooms are equipped with state-of-the-art instructional equipment. Science and medical laboratories, art and music studios, gymnasiums, several theaters and a greenhouse can be found throughout the college. From new student service facilities and learning assistance centers, to computer laboratories and fitness facilities, support for students comes first at CCAC.

# Delaware Technical & Community College

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**Dr. Orlando J. George, Jr.**  
*President*

Delaware Technical & Community College operates four diverse campuses in the State of Delaware, under one President and single Board of Trustees. It offers 73 Associate Degree and Diploma programs in the areas of Engineering, Allied Health, Business and Human Services technologies. Delaware Tech places great emphasis on its role as a contributor to Delaware's

economic development. The College's enrollment in 1995 was 35,306 students, of which 8,320 were FTE students enrolled in credit courses. In addition to the traditional academic programs, Delaware Tech operates a vibrant community and corporate division, which addresses the training needs of the corporate community and government agencies. Last year over 21,000 individuals were trained through corporate and community programs.

The College has repeatedly received the Governor's Excellence Award for its outstanding training of displaced or unemployed workers.

During the past three years, the College has invested heavily in distance learning technologies and has established a fiberoptic network connecting three campuses for two-way audio-video teleconferencing, and has acquired satellite uplink and downlink capabilities. Delaware Tech is now proceeding with its plans to provide alternative instructional methods, using

computers, video tapes and television, to students who choose to enroll in such courses. Additionally, the College operates conference centers at three campus sites, designed to address the local training needs.

Delaware Technical & Community College has been involved in numerous international programs during the past fifteen years, mainly in the area of foreign faculty development and design in institutional infrastructure. The College has completed projects for Saudi Arabia, Turkey, Peru, El Salvador, Indonesia, and Belize. Delaware Tech has participated in faculty exchanges with colleges and universities in Taiwan, Hungary, Peru, Greece, Turkey, Suriname and South Africa.

# Eastern Iowa Community College District

## Clinton, Muscatine and Scott Community Colleges

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**Dr. John T. Blong**  
*Chancellor*

Through Clinton, Muscatine and Scott Community Colleges, Eastern Iowa Community College District serves more than 270,000 people in six eastern Iowa counties. The colleges are governed by a single board of nine elected members.

EICCD has, for some time, identified international education as an important component of our total educational mission. In fulfillment of that mission, the District engages in international student and faculty exchanges, provides technical assistance through contract training, and supports a variety of international activities on campus.

Current or proposed EICCD technical assistance projects focus on small business development,



*Ed Stoessel, EICCD International Education Director, meets with the Archbishop of Madras to discuss the establishment of Madras Community College.*

international trade, environmental education/training, business computer training and agriculture. EICCD is involved in international projects and activities with India, Egypt, Central America, Mexico, Costa Rica, Germany and Russia.

The District has been honored to participate in the U.S. AID Task Force Report on U.S. Community Colleges, the U.S. AID Policy Roundtable on Higher Education and Global Development and the Arlie House Conference report, "Building the Global Community: The Next Step." EICCD actively seeks out global collaborations and partnerships.

Traditionally the EICCD colleges offer 55 career training programs, 41 liberal arts/college transfer programs, a comprehensive English as a Second Language (ESL) program, continuing education, business and industry services and Job Training Partnership Act (JTPA) programs. More than 8,000 credit students attend the colleges, while more

than 54,000 area residents take advantage of continuing education programs.

Partnerships play an important role in the District's programming. A nationally recognized leader in environmental education, EICCD works through the Hazardous Materials Training and Research Institute with community colleges through-out the country to develop environmental programs. HMTRI received a major three-year grant from the National Science Foundation to establish an Advanced Technology Environmental Education Center devoted to improving environmental education, particularly at the two-year college level. In another collaborative effort, the District worked with the state graphic arts industry to develop the Graphic Arts Technology Center of Iowa, a high-tech center dedicated to meeting the training needs of that industry.

# Waukesha County Technical College

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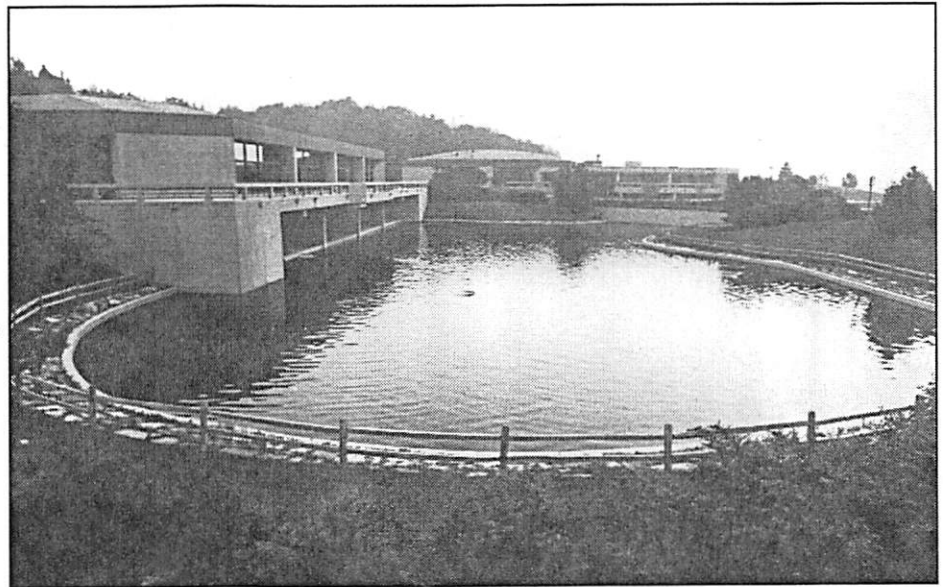
**Dr. Richard T. Anderson**  
*President*

Waukesha County Technical College is a two-year college located on a 130-acre campus in Pewaukee, Wisconsin, a western suburb of the greater Milwaukee Metropolitan area. Over 30,000 students a year take advantage of the college's 65 occupational programs of study and 2000 individual classes.

WCTC maintains its educational leadership by providing up-to-date relevant skills training for the ever-changing workplace and by offering life-long learning opportunities.

WCTC recognizes that understanding the global community is increasingly vital to all occupations. To meet this need, the college offers a variety of international activities to students and businesses.

Faculty, business leaders, and students from around the world attend WCTC on a regular basis to take part in specialized training



and educational programming. In addition, WCTC instructors and administrators take advantage of study opportunities abroad to bring a global vision into the classroom.

WCTC features the largest, most comprehensive import-export resource facility in the state of Wisconsin. The International Trade Center is designed to help businesses conduct trade abroad and to aid students in researching class assignments. Services of the center include seminars, a videotape library, the resource collection and an "Organizing for Export" program. Representatives from the Wisconsin Department of Development and the Japan External Trade Organization are also part of the International Trade Center team.

While some WCTC students study toward an Associate Degree in Internal Trade or an Advanced Certificate of Importing, all of the college's students benefit from the

college's initiative to internationalize the curriculum of all its programming.

WCTC students also have access to the global community through the Internet. The technology is used to allow students to access research from around the world, but WCTC also uses the Internet as a means of delivering instruction in selected courses.

To gain more information about WCTC, tap into their home page at <http://www.waukesha.tec.wi.us/> or call toll free at 1-888-892-WCTC.

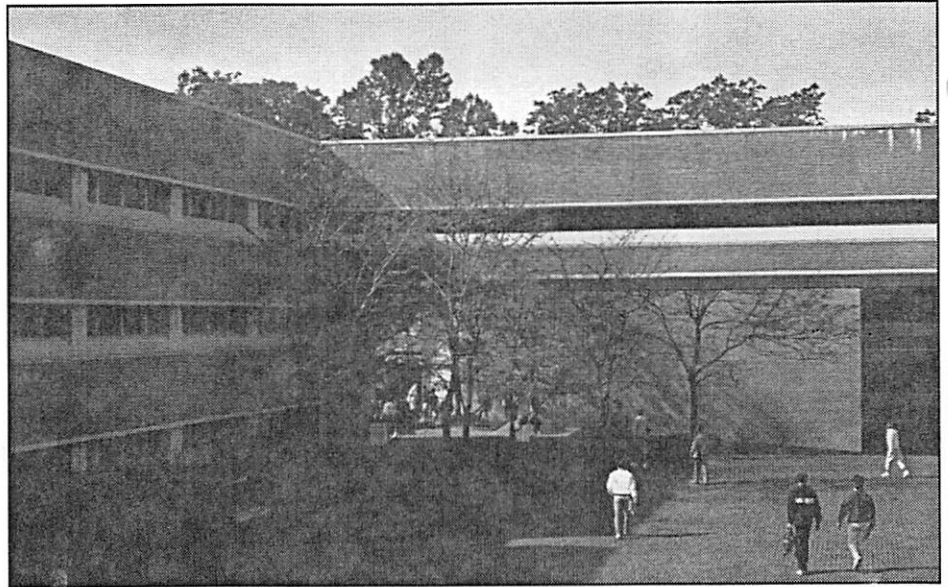


# Delaware County Community College

Media, Pennsylvania 19063-1094  
(610) 359-5100  
FAX: (610) 359-5055

**Dr. Richard DeCosmo**  
*President*

Delaware County Community is the ninth largest college in the Philadelphia metropolitan area. Established in 1967, DCCC has nearly 10,000 students on its wooded, 123-acre main campus and ten satellite centers in Delaware and Chester Counties. For the past 30 years, community colleges like Delaware County Community College have played a unique role in American higher education. DCCC maintains an open door policy--an opportunity for high-quality, low-cost college education for all members of the community. The College's competency-based curriculum is the basis of DCCC's reputation for academic excellence. Competencies certify to both students and their future employees the skills and knowledge gained in DCCC courses and programs. DCCC provides a supportive environment focused on students' success. Despite its size, DCCC has a personal, small-school atmosphere.



The Associate in Arts and Associate in Science degrees are designed for university transfer. The Associate in Applied Science degree and certificate programs are designed for students who wish to prepare for specific career goals and employment. The Associate in Arts (A.A.) and Associate in Science (A.S.) degrees are granted in business administration, behavioral science, communication arts, computer science/management information, engineering, liberal arts, and natural science. The Associate in Applied Science (A.A.S.) degree is granted to over 35 career majors. Certificates of competency or proficiency are awarded for shorter-term programs of study. More than six hundred noncredit courses are offered each semester, including dozens of computer courses and others on career guidance and skills, academic skills, and enrichment topics such as writing, the arts, languages, and finance.

DCCC offers distance learning through television courses and

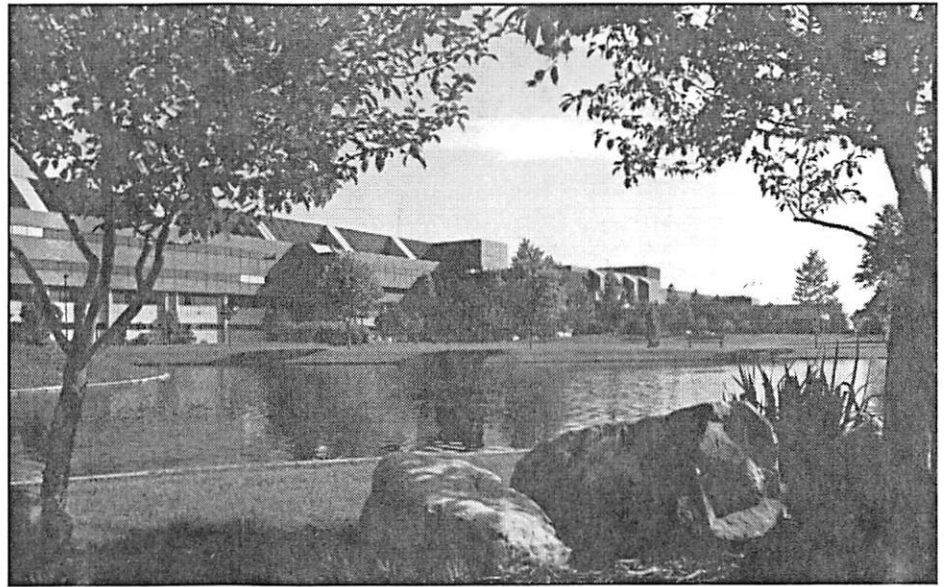
independent study. Students may participate in the College's summer abroad programs in Germany and Italy. The Credit for Prior Learning program at DCCC is one of the most active in the region. Students may earn up to 36 credits for noncollege learning through examination or portfolio assessment. The College's cooperative education program allows co-op students to earn up to 6 colleges credits while gaining hands-on experience in a wide variety of career fields. DCCC operates an intensive International Institute for students wishing to study in the United States. Students from over 30 different countries are enrolled in the Institute.

# St. Clair College of Applied Arts and Technology

2000 Talbot Road West  
Windsor, Ontario Canada  
N9A 6S4  
Telephone: (519) 972-2727  
FAX: (519) 966-2737  
Net: [postmaster@stclairc.on.ca](mailto:postmaster@stclairc.on.ca)  
Web: not yet set up

St. Clair College was established in 1966 as a comprehensive post-secondary technical-vocational, adult education college under the jurisdiction of the Ministry of Colleges and Universities of Ontario. With the student as our primary focus, St. Clair College contributes to the economic prosperity of the region and the country by providing quality, practical training to meet the basic, intermediate and advanced skills required by employers.

St. Clair serves two counties, Essex and Kent, in the southwestern part of Ontario. The cities of Windsor and Chatham, 80 kilometers apart, are the two anchor locations of the College, each with satellite facilities strategically located. The Windsor Campus serves a population of 250,000 while the Chatham Campus provides



resources for another 60,000. Average full-time enrollments are 5,000 for Windsor and 1,000 for Chatham. Continuing Education and contract training add another 10,000 enrollment over all.

St. Clair's professional technician and technologist programmes award two-year and three-year diplomas, equivalent to the U.S. Associate of Arts Degree. Some diploma programs are accepted for advanced standing in undergraduate studies at Canadian and U.S. universities. A full range of trades and vocational training programs are offered as well, most of which are for one year and award a certificate. Training is also offered for hours, days, weeks, or months on a custom-designed, contracted basis for business, industry and the public sector. Students can attend full-time or on a part-time basis through our School of Continuing Education.

St. Clair College has been involved in international development projects since the

early 1980's. Large groups of fellows have been trained from Nigeria and Libya. Other fellowship programs have been offered to technical teachers and college administrators from Malaysia, Thailand, China, Barbados, Jamaica, and Trinidad. Areas of intervention have included automotive maintenance technology, food processing and manufacturing, cosmetology, business and management, tourism, English curriculum development, facilities design, equipment procurement, and staff professional development. Many of the projects have provided opportunities for St. Clair College teachers, administrators and support personnel to undertake assignments abroad in such places as Singapore, Thailand, China and the Caribbean. Through various memberships and professional affiliations, links with leading American, French, British and German organizations are also maintained.

# Community Colleges of Spokane

North 2000 Greene Street  
Spokane, WA 99207  
(509) 533-7401  
FAX: (509) 533-6508

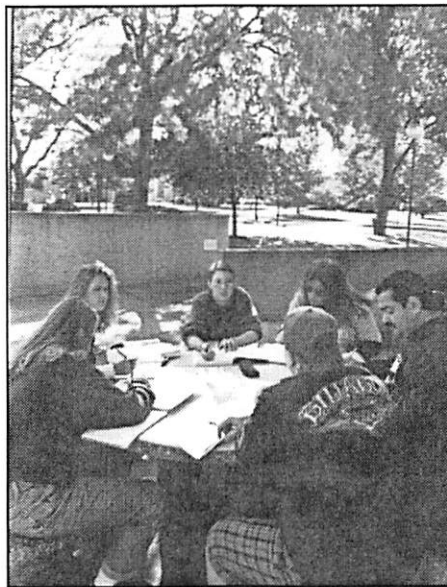
**Dr. Terrance Brown**  
*Chief Executive Officer*

Combining the best academic and technical education, Community Colleges of Spokane is a leader among educational institutions serving eastern Washington. It is comprised of two colleges--SCC and SFCC. Together they serve about 13,000 students each quarter, offering approximately 125 professional/technical and many pre-major programs.

For more than a decade, the colleges have emphasized international education: attracting students from other countries, encouraging students to study and work abroad, providing opportunities for faculty to have international experiences, and infusing the college curriculum with international values and global knowledge.

## **Spokane Community College**

Widely known for its state-of-the-art technology, SCC is one of the largest professional/technical community colleges in Washington state. It offers degree and certificate programs in over 90 fields, including automated equipment/robotics,



*Spokane Community College*

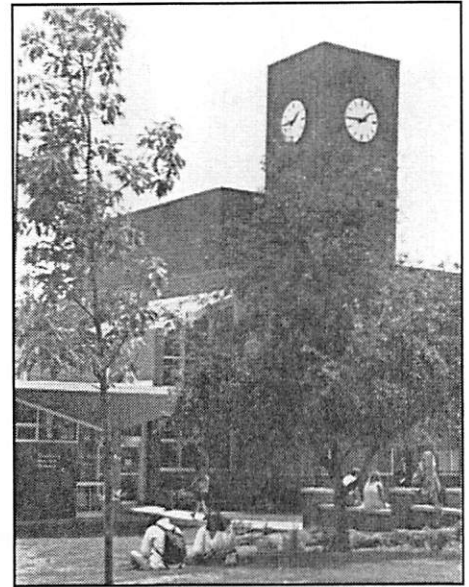
electronics, fluid power technology, and more than a dozen health careers.

While quality career skills education leading to associate in applied science degrees remains the traditional strength of the college, a broad liberal arts program also supports SCC graduates in transferring to four-year college and universities. Recent figures indicate that SCC's liberal arts program ranks in the top half in the state in transfer numbers.

## **Spokane Falls Community College**

Emphasizing pre-major and liberal arts instruction, SFCC is among the top three community colleges in the state in number of students who transfer to four-year universities.

Students interested in pursuing bachelor's degrees in art, law, engineering, business, computer science, education and many other fields, often begin their



*Spokane Falls Community College*

studies in one of over 30 pre-major programs at SFCC.

On a 118-acre site in west Spokane along the Spokane River, the college also offers a variety of two-year occupational programs. These include saddle making, photography, interpreter training program/deafness, orthotic-prosthetic technician, and graphic design.

In addition SFCC is one of the few community colleges in the state to offer an associate in fine arts (A.F.A.) degree in both fine arts and music.



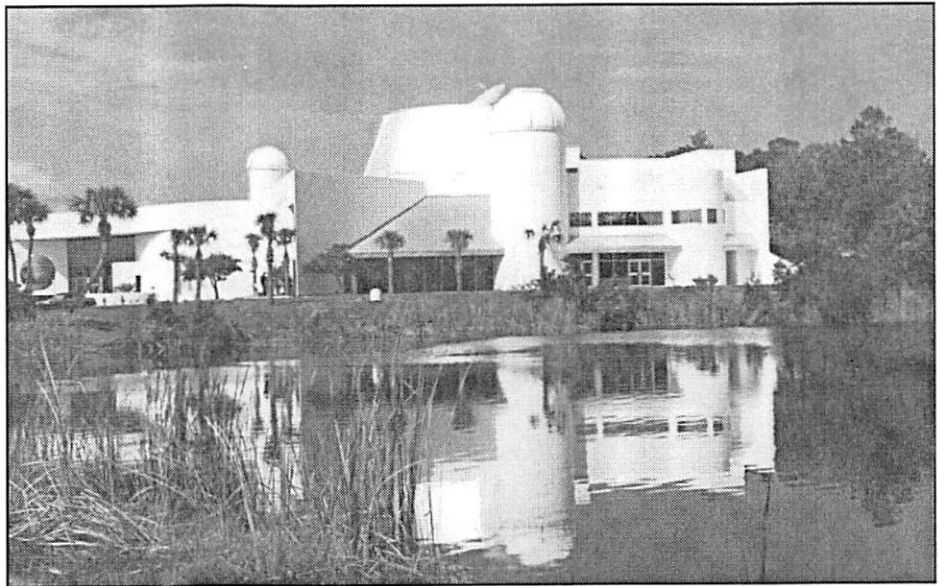
# Brevard Community College

1519 Clearlake Road  
Cocoa, FL 32922  
(407) 632-1111, Ext. 62000  
FAX: (407) 634-3701

**Dr. Maxwell C. King**  
*District President*

Brevard Community College, established in 1960, has become a vital part of the Space Coast, located in East Central Florida. The college currently serves approximately 50,000 credit and non-credit students on its campuses located in Cocoa, Titusville, Melbourne, Palm Bay, and two Centers at Patrick Air Force Base and Kennedy Space Center. The College offers an Associate of Arts Degree, thirty-seven (37) Associate of Science Degrees, and thirty-two (32) different certificate programs. In addition, BCC offers a full two-year curriculum through television instruction.

Brevard Community College is respected as a national leader in using technology. BCC today provides on-line instruction to nearly 150 students. These students are taking 26 courses and have the capability of earning their entire Associate of Arts degree online. Twenty faculty member at BCC teach at least one on-line course. The college



has received recognition for excellence from numerous national organizations and continues to break new ground in the field of education each year. Library Design Consultant Marvin Pollard called the BCC/UCF Joint-Use Library one of the most technologically advanced in the nation. The International Planetarium Association President has designated the BCC Astronaut Memorial Planetarium as "the best in the world." BCC, with its Brevard Labs, is one of only three community colleges nationwide with state-of-the-art chemical analytical training capabilities.

Brevard Community College is the Headquarters for Community Colleges For International Development (CCID), a consortium of more than 70 North American two-year colleges providing international economic and human resource development. CCID is also one of the leading organizations in the United States providing a wide range of international exchanges,

consulting services, and higher education conferencing.

BCC enrolls over 160 international students annually from nearly 50 foreign nations. The college has also sent more than 2,200 of its students to study in foreign lands in the past 25 years. More than 160 faculty and staff have traveled abroad to participate in BCC's program.



# Lansing Community College

P.O. Box 40010  
Lansing, MI 48901-7210  
(517) 483-1957  
FAX: (517) 483-1854

**Dr. Abel B. Sykes, Jr.**  
*President*

Lansing Community College, founded in 1957, is the third largest community college in Michigan serving approximately 1800 students each semester. The campus is located in downtown Lansing, the seat of both state and city government, making it easy for the college to assume a leadership role in both state and local education. The 28-acre campus encompasses three major classroom and lab buildings, a student service building, a community-accessible auditorium, and several smaller buildings, some of which are restored historical buildings of local interest. In 1997 the college will open a new 130,000 square-foot academic services facility that consolidates and centralizes all campus libraries, computer labs, and technology services.

In order to fully serve students who live in the six counties of its service district, the college also maintains numerous learning centers at high schools and another off-campus full-service facility that offers complete selected degree programs much closer to where students live and

work. Students can also participate in education "at a distance" via televised courses and interactive television courses and training.

Lansing Community College offers associate degrees and certificates in over 150 degree and certificate programs in a wide range of transfer-oriented and vocational career curricula. A newly created division of the college focuses on community services and continuing education, seeking to facilitate the community's access to responsive contracted training and a wide variety of professional and personal development courses for credit and non-credit purposes.

An urban institution that also draws from the suburban and rural areas surrounding it, Lansing Community College's open-door policy provides solid academic and career course work in a supportive environment. Small classes and a faculty personally committed to student success are its hallmarks. The college also offers many student life programs, extensive tutoring and study

group assistance, and unique worksite and service learning opportunities.

Internationally, Lansing Community College has sister college arrangements with institutions in Mexico, Japan, the Republic of China (Taiwan), The People's Republic of China, and the Republic of Korea. The Japan Adventure Program enables Lansing Community College students to work and study in Japan for nine months each year. The college also offers technical assistance to colleges in other countries, including training programs for faculty and staff from those nations. In partnership with Michigan State University and the Lansing Regional Chamber of Commerce, the college is a co-sponsor of the Greater Lansing International Business Forum which promotes and enhances international trade. Lansing Community College has been an active member of CCID since 1988.

For information from the Web, contact the Lansing Community College URL:  
<http://www.lansing.cc.mi.us>



# Sinclair Community College

444 West Third Street  
Dayton, Ohio 45402  
(513) 226-2525  
FAX: (513) 449-4596

**Dr. David H. Ponitz**  
*President*

Founded in 1887, Sinclair Community College serves 20,000 credit students with 80 degree and 35 certificate programs, and 35,000 noncredit students with over 120 short term training programs. Located on 60 acres in downtown Dayton, the college is strategically placed to serve the educational needs of Montgomery County.

As a member of the League For Innovation, Sinclair is committed to the development of new teaching and learning strategies for its students by providing learning options such as: courses on the internet, the interactive classroom (interactive distance learning), Dayton Free Net, etc.

Evidence of the college's commitment to the development of new teaching and learning strategies is the AIM Center initiative. Supported by a five-year \$5 million grant from the National Science Foundation, this activity is to assist small to medium sized businesses cope

with their challenging problems to help make them more competitive and to assist them in retaining and creating new jobs. A vital outcome is the development of curriculum for high school and the community college that incorporates mathematics, science, critical thinking, theory and its application.

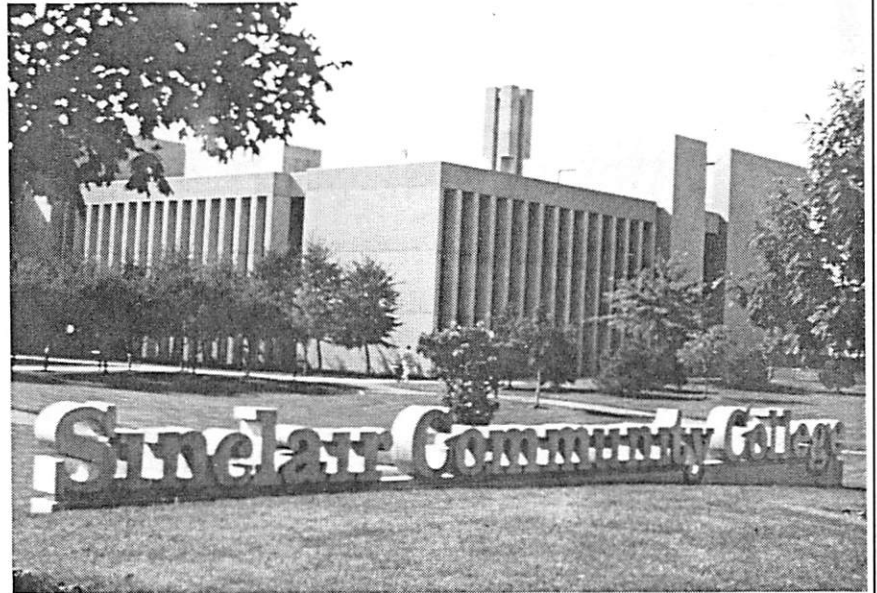
The college's international activities have enhanced the campus environment by its involvement in CCID initiatives to: Provide ESL faculty to participate in the Taiwan Program; Provide Dietary faculty to conduct workshops in Suriname; Participate in CCID delegations to Eastern Europe, India and Bangladesh and team with Eastern Iowa Community College District and CCID as partners in a five-year project to create a Centre for Vocational Education in Madras, India. The project is funded by a \$750,000 grant from USAID and was the first grant of its type to be awarded to a community college. The project has sponsored travel to Madras

for fifteen faculty from eight CCID colleges during the past four years.

In addition to CCID activities, the college has become internationally active, through independent projects such as:

- Collaborating with the Dayton Sister Cities committee to collect and send educational and medical materials to Monrovia, Liberia; and
- Participating in programs such as the Fulbright Teacher Exchange Program, Fulbright Group Study Abroad and Fulbright Lecturer programs.

The college is in the first year of managing a College and University Affiliation program funded by the USIA. The partner college in Madras, India, Stella Maris, is working to develop replicable literacy programs with vocational content.



# Hinds Community College

501 East Main Street  
Raymond, Mississippi 39154-9799  
(601) 857-3230  
FAX: (601) 857-3518

**Dr. V. Clyde Muse**  
*President*

What began in 1917 as a small agriculture high school in the center of Hinds County, Mississippi, is today one of the most progressive post secondary educational institutions in the United States. Hinds County Agricultural High School in Raymond was established and in its first year enrolled 117 students who were taught by a faculty of eight. The first year of junior college work was offered during the 1922-23 school session and attracted a freshmen enrollment of 30 students. Four years later in 1926, a curriculum for sophomore students was added. During this time the college also received accreditation from the Southern Association of Colleges and Schools which guaranteed that Hinds students would have their course work fully accepted by senior college and universities.

Today, Hinds Community College serves over 13,000 students district wide and maintains six district locations. Among the six locations is the Utica Campus and



Vicksburg Branch which maintains an Historically Black College/ University status. The curriculum is designed to improve the human productive capacity of every individual and stand as a cornerstone for successful careers. "The College For All People" trains students to meet the demands of the job market through an estimated 85 vocational technical programs. It also prepares students to compete and succeed at four-year institutions throughout the United States. The average age of all students enrolled at Hinds is 27 years. The average age of adult students, 22 years and older, is 33.

Graduates from the college may receive the Associate of Arts degree, the Associate of Applied Science degree, or a technical or vocational certificate. Hinds' commitment to educational distinction comes with a written guarantee to students and employers.

The Raymond Campus where the college's history began houses academic and vocational offerings

complete with student and faculty housing, an 18 hole golf course, Olympic size swimming pool, varsity athletic competition, and the newly constructed Eagle Ridge Conference Center.

Through its membership in Community Colleges for International Development Hinds Community College is working to expand its role in international education. The college maintains a sister college relationship with Bridgewater College in Somerset, England and provides study abroad opportunities for both students and faculty. Hinds is also involved in international contract training.

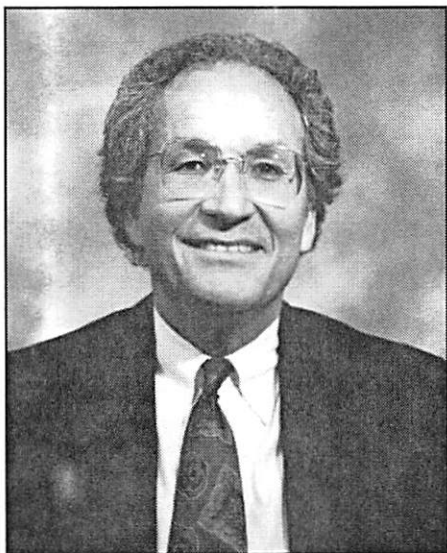
Hinds Community College is accredited by the Southern Association of Colleges and Schools and the Mississippi Committee on College Accreditation. To contact Hinds Community College on the Web, the URL is:

<http://www,hcceagleridge.org>



# Coast Community College District

1370 Adams Ave.  
Costa Mesa, CA 92626  
(714) 432-5824



**Dr. William M. Vega**  
*Chancellor*

Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected board of trustees, the Coast Community College District plays an important role in the community by responding to the needs of a changing and increasingly diverse population.

The Coast District is a multi-college district which includes Coastline Community College,

Golden West College, Orange Coast College and KOCE-TV. The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast enroll over 52,000 students each semester in more than 300 degree and certificate programs.

The district presently employs over 2,200 faculty and staff, including nearly 600 full-time faculty and 796 part-time faculty.

The Coast Community College District offers a multitude of programs at various locations, via classroom instruction, telecourses and live, two-way interactive video programming. We are dedicated to providing our diverse student body with a quality faculty and staff. We offer hundreds of programs at times and locations convenient for all of our students.

Through our contract education program, "BusinessLink," we are

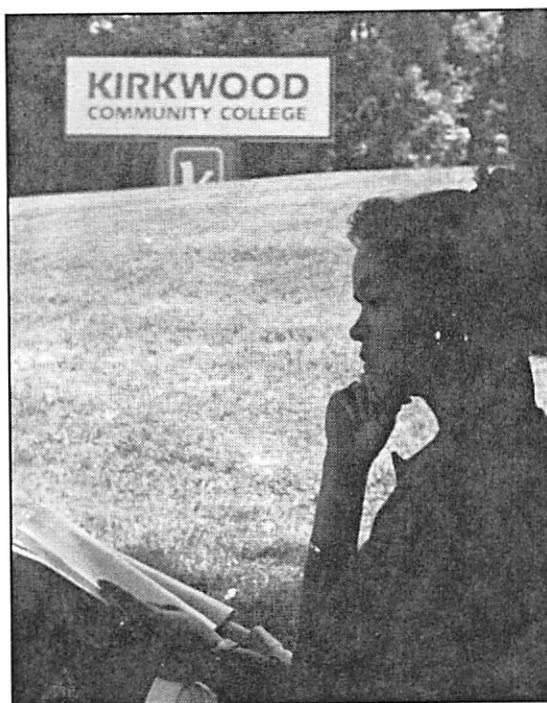
able to offer the local business community comprehensive training in practical programs designed to improve the communication, management and technical skills of their employees. This training is offered via custom designed classes, workshops and seminars taught by experienced Coast District teachers and trainers.

# Kirkwood Community College

6301 Kirkwood Blvd., SW.  
Cedar Rapids, Iowa 52406  
(319) 398-5517 or  
1-800-363-2220

**Dr. Norm Nielsen**  
*President*

Kirkwood Community College was founded in 1966 and today serves the educational needs of the residents of Area X, a seven county district located in east central Iowa. Situated on 320 acres, the campus is housed in over 26 modern buildings of classrooms, laboratories and lecture halls. The college offers 69 Applied Science, Technology and Career Option Programs; 48 Arts and Science major areas; and an extensive community and continuing education curriculum. Fall enrollment 1995 was 10,027 students. In addition to the main campus the college has ten satellite centers, offering credit courses, continuing education, and high school completion programs. The largest of these is the Iowa City Center which enrolls over 1800 credit students each fall. The average class size at Kirkwood is 22 students. The college has pioneered distance education over the past 20 years, using microwave, fiber-optic cable, and satellite programming to reach the students in our communities.



The College Mission Statement states: Kirkwood Community College identifies community needs; provides accessible quality education and training; and promotes opportunities for lifelong learning.

With a comprehensive background in international education, the college has been a member of CCID from the beginning. Currently serving 304 international students from 64 countries, the college has a full International Studies Department, coordinating international student admissions, orientation, English as a Second language programs, study abroad, faculty exchanges, and contracted training for international clients. Of special interest to overseas clients are the college agricultural programs, pre-engineering programs, business development programs, culinary arts, industrial technology, and the Environmental Training Center specializing in

water/waste water programs, and hazardous materials handling. The college can develop customized training programs at short notice for overseas and domestic clients. Kirkwood initiated and coordinates the Iowa Community College Consortium for Study Abroad; coordinates the Eastern and Central European Exchange Program for CCID; and has permanent and ongoing exchanges with colleges in China, Canada and England.

<http://www.kirkwood.cc.ia.us>

# University of Hawai'i Community Colleges

2327 Dole Street  
Honolulu, Hawai'i 96822  
(808) 956-9598



**Dr. Joyce S. Tsunoda**  
Senior Vice President

*At the University of Hawai'i Community Colleges, we are preparing not only our students, but also our faculty, staff and campuses, for the changes and challenges to come.*

Established in 1964, the University of Hawai'i Community Colleges (UHCC) is a statewide system of seven community colleges.

The University of Hawai'i community colleges are a vital part of

**Statewide System Total**  
27,000 credit students

**Hawai'i Community College**  
est. in 1969

2,762 credit students  
Sandra Sakaguchi, provost

**Honolulu Community College**  
est. in 1965

4,817 credit students  
Peter Kessinger, provost

**Kapi'olani Community College**  
est. in 1965

7,639 credit students  
John Morton, provost

**Kanai Community College**  
est. in 1965

1,507 credit students  
David Iha, provost

**Leewood Community College**  
est. in 1965

6,486 credit students  
Barbara Polk, provost

**Maui Community College**  
est. in 1965

2,809 credit students  
Clyde Sakamoto, provost

**Windward Community College**  
est. in 1972

1,763 credit students  
Peter Dyer, provost

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*How can people best anticipate and prepare for changes in our society and culture?*

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public higher education in the State of Hawai'i. The UHCCs offer a two-year Associate in Arts degree in the liberal arts, as well as an Associate in Science degree and Certificates of Achievement or Completion in numerous vocational technical fields. They also offer short term noncredit instruction that ranges from customized job skills training to business education to classes on languages, culture and computers.

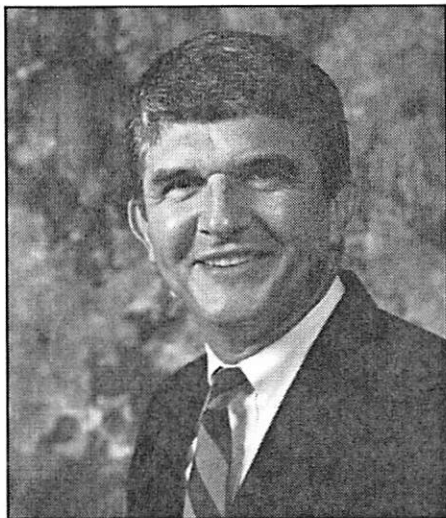
UHCC's commitment to distance education benefits students statewide, by allowing them to take courses via interactive broadcasts between campuses via the Hawai'i Interactive Television System (HITS); one-way broadcasts directly into people's homes via microwave or cable-television educational channels; and the use of computers and the Internet. In addition, the Neighbor Island Colleges serve as instructional sites for University of Hawai'i baccalaureate and graduate programs.

The UHCCs are also committed to internationalizing campuses and curriculum. International exchange agreements link the UHCCs to more than thirty partner institutions throughout the Asia Pacific Region, providing faculty, staff and students opportunities to learn about travel to countries in the fastest growing economic region of the world.

Because of the system's growing accessibility, community orientation, varied educational offerings and "open door" admissions policy, it attracts and serves a substantial cross-section of the population in Hawai'i. The UHCCs enroll more than 27,000 Hawai'i residents in credit programs while almost 100,000 take advantage of noncredit classes or attend special events and performances hosted by our community colleges.

# Mt. Hood Community College

26000 S.E. Stark St.  
Gresham, Oregon 97030  
(503) 667-7392  
FAX: (503) 677-7388  
E-Mail: kennedym@mhcc.cc.or.us



**Dr. Joel Vela**  
*President*

Mt. Hood Community College is accredited by the Northwest Association of Schools and Colleges and is approved as a veterans training institution by the Veterans Administration. Accreditation documentation is available in the president's office.

**Mission** - MHCCD shall provide access to technological education and training, a wide variety of transfer programs, developmental education and comprehensive community services. • MHCCD shall strive to help students

discover their own potential, respect the uniqueness of others and develop ethical values. • MHCCD shall provide enthusiastic and dedicated instruction to students of diverse cultural and economic backgrounds. • MHCCD shall collaborate with agencies, organizations and businesses to best serve students and their community and to be responsive to the realities and demands of a changing world. • As part of the global community, MHCCD shall cultivate international understanding through education and partnerships. • MHCCD shall be a community of caring individuals who strive for excellence in all facets of college life.

**Educational Objectives - Basic Education.** MHCCD will strive to provide opportunities for its students to gain competency in the basic skills of reading, writing, computing, spelling, speaking, listening and analyzing.

Mt. Hood Community College holds that general education should accomplish two major objectives. One of these objectives is to provide students with knowledge that will help them attain their full potential as informed and responsible members of society. General education courses offer knowledge that enables students to communicate effectively, to explain relationships among societies, to articulate what it is to be human, to develop artistic expression, to analyze the natural world, and to make informed decisions about physical and

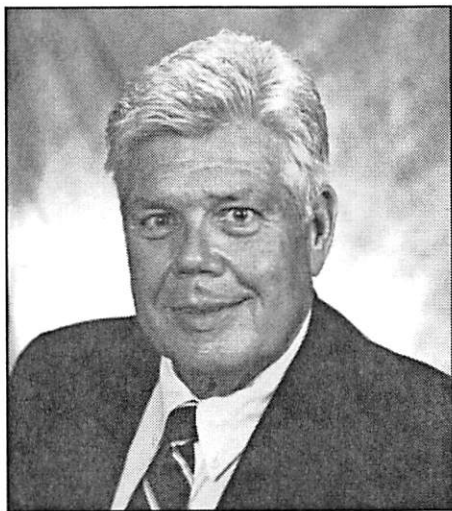
mental health. A second purpose of general education is to equip students with the mental skills they must possess if they are to learn independently. Mental skills such as listening, speaking, writing, computing, analyzing, synthesizing, and deliberating logically will enable students to learn on their own throughout their lives. A core of general education instruction permeates each of the college's three degrees (AAS, AGS, AAOT) and all certificates, offering students many opportunities to acquire the knowledge and mental skills they must possess to become lifelong learners and responsible citizens. The core of general education instruction falls into the following five major categories: Communication, Health and Physical Education, The Humanities, Mathematics; Science; Computer Science, The Social Sciences.

Mt. Hood Community College intends that students who complete general education classes in the various categories listed above shall possess the kinds of knowledge and the kinds of mental skills essential if they are to develop their potential as individuals and as citizens. General education requirements are aimed at conveying to students the knowledge that each person is valuable and that communities of people are valuable. They are designed to prepare students to promote their own personal well-being and that of society.



# State Center Community College District

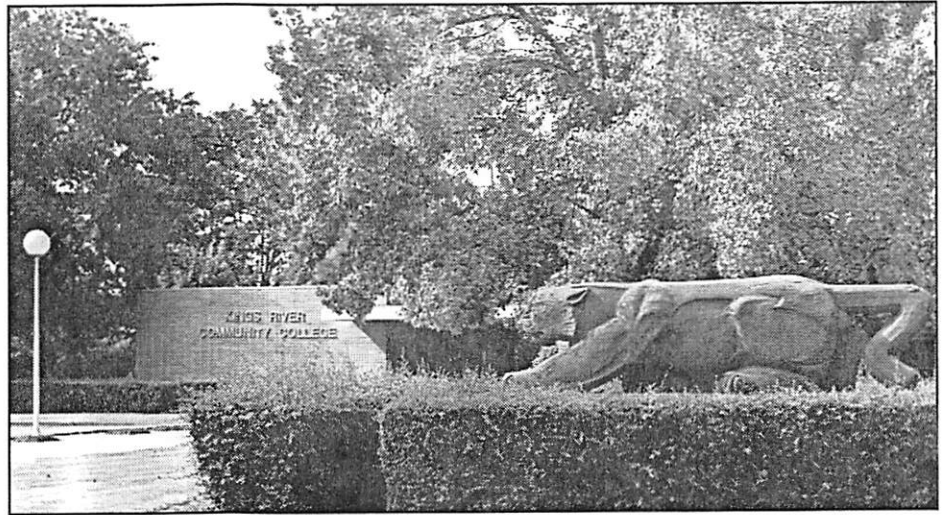
1525 E. Weldon Avenue  
Fresno, CA 93704  
(209) 226-0720



**Dr. Bill F. Stewart**  
*Chancellor*

Now moving into its fourth decade of existence, the State Center Community College District currently serves more than 24,000 students on its many campuses. Since its birth on July 1, 1964, the District has continued to offer students quality educational programs at an affordable cost. The District is located in Central California, more specifically Fresno, California.

The District is governed by a seven-member board of trustees elected from six trustee areas. The District operates two community colleges; Fresno City College and Kings River Community College, located in nearby Reedley and two large educational centers in Madera and Clovis. Also part of the District



family are the Vocational Training Center in southwest Fresno and the Training Institute, located at the Clovis Center. Classes also are offered at three additional satellite campuses.

Fresno City College has the distinction of being the oldest among the 106 California Community Colleges. Since opening its doors in 1910, FCC has been a model for academic and extracurricular activities.

Fresno City College offers more than 100 majors in courses of study and 60 certificate vocational training programs.

Located at the foot of the Sierra Nevada Mountain Range and bordered by a beautiful river, Kings River Community College offers a unique blend of urban sophistication and rural values. The campus, located in the city of Reedley, is just 30 minutes from Fresno.

KRCC offers a wide variety of educational opportunities. The campus has five computer labs for students, a 20,000 square-foot aviation hanger for its Aviation Maintenance program, and a Forestry program where students manage a 600-acre forest at Sequoia Lake.

The Madera Community College Center is the newest facility in the State Center family. The newly constructed Educational center is located in Madera County and serves more than 1500 students.

MCCC offers students an opportunity to train in a wide range of educational and vocational programs

The Clovis Community College Center offers all the advantages to a larger community college campus.

CCCC is located just north of Fresno and is home to such innovative programs as the Training Institute, Tech Prep, and ED>Net.

In all SCCCDC encompasses 17 high school and unified school districts and serves a population of more than one million people. The District covers most of Fresno and Madera counties, and also touches parts of Kings and Tulare counties to the south.

Community colleges, in general, offer higher education opportunities to thousands of students who might otherwise be unable to attend classes beyond the high school level. They offer Associate of Arts and Science degrees in a wide variety of subjects, ranging from auto mechanics to carpentry and from nursing to theater arts.

At the turn of the century, there were only eight community, or junior colleges in the United States. Today, that number has grown to more than 750 community colleges across the nation.

The State Center Community College District can point with pride to its manifold accomplishments in the first three decades of its existence.



# Broome Community College

P. O. Box 1017  
Binghamton, New York 13902  
(607) 778-5000  
FAX: (607) 778-5310

**Dr. Donald A. Dellow**  
*President*

Founded in 1946, Broome Community College (BCC) is a two-year unit of the State University of New York, the largest university system in the U.S.A. BCC has 6000 students. Each semester for the past 20 years, 100 to 150 international students on F-1 visas, from 30 to 40 different countries, have attended BCC. BCC also enrolls large numbers of recent immigrants to America from Asia, Africa, and Russia.

Broome Community College is located just outside the city of Binghamton which is in the south central part of New York State, 170 miles from New York City. The population of the area is about 170,000.

Degree programs are offered in 47 different areas. Programs can be found in Business, Liberal Arts and Sciences, Engineering and Health Sciences. Some of these are designed to train for im-



mediate employment. Others provide the first two years of a bachelor's degree, easily transferable to other colleges in the U.S. International students may be admitted directly into any of these degree programs.

One of the safest and one of the best places to live in America, the area supports many cultural activities including opera, orchestra, and hockey teams. At BCC, students can take advantage of the many plays, concerts, and athletic events.

BCC has been active in the area of international education since the early 1970's. Enrolling international students, sending students to study abroad and involvement in on-campus and international training are an integral part of the college. The college has study abroad programs in 25 different countries. Current technical assistance projects are underway in Russia and Romania and BCC faculty regularly teach abroad. Since 1986 the college has been

one of the nine in the U.S. selected by Georgetown University to participate in the CAPS (USAID) project to educate students coming to the U.S. from Latin America. In recent years, short-term training programs have been developed with the governments of Kuwait, UAE, Nigeria, Pakistan, and Malaysia.

# Humber College

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**Dr. Robert A. Gordon**  
*President*



Located on the western side of Metropolitan Toronto, Canada's largest city, Humber College enrolls 12,000 full-time students and more than 70,000 part-time students annually. As one of Canada's largest community colleges, Humber attracts international students from more than 40 countries in Asia, Africa, Europe, the Middle-East, South America, and, of course, the United States, Mexico and Central America. These students mix with Canadian students, many of whom are first or second generation Canadians, to create one of the most cosmopolitan learning environments in the world.

Humber is a comprehensive college, offering more than 125 full-time diploma programs in business, health sciences, media, technology, horticulture, hospitality, tourism and recreation. State-of-the-art laboratories and equipment are a hallmark at Humber, as are the hands-on field placement components associated with many of the diploma programs. In addition, the college offers an "English for Academic Purposes" Program specifically designed for foreign students as a doorway into academic programs at colleges and universities across Canada and the United States.

Humber's distinctive "fast track", and advanced post diploma programs are designed specifically for university and college graduates. Most are shortened, intensive versions of longer diploma level programs. Full-time fast-track and advanced post-diploma programs are available in program areas that include International Marketing, Journalism, Human Resource Management, Radio Broadcasting, Public Relations, Photography, Packaging Design, Recreation Leadership, Advertising & Media Sales, and Media Copywriting.

Humber has been active in the international training field for more than two decades, working with partners in the Caribbean, Africa, Asia, the Middle-East, Europe and Central America. Specialty training areas include teacher training and qualifications assessment, curriculum development and DACUM training, business management training, and technical updating in a variety of fields from basic trades such as carpentry and plumbing through to CAD/CAM, FMS and robotics.

Recent examples of international project work include a four year

management training program for polytechnic staff in India, updating in flexible manufacturing systems for engineering professors from Taiwan, business management workshops offered in partnership with an NGO in Bangladesh, teacher training in South Africa, Botswana, Lesotho, Swaziland and Namibia, technical updating and WID (Women in Development) strengthening for technical teachers in Guyana, and the development of professional training programs for college teachers in Kuwait.

At Humber's North Campus, the main buildings and the 725 room residence facility adjoin a 250 acre wildlife sanctuary with grasslands, ponds and gardens. The Lakeshore Campus is also located adjacent to parkland, and includes magnificent views of Lake Ontario. These surroundings do much to create a warm and relaxed learning environment, where students of all ages and backgrounds are strongly encouraged to exceed their goals and expectations.

# Seattle Community College District

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(206) 587-3872  
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**Charles A. Kane**  
*Chancellor*

The Seattle Community Colleges reflect the challenges and excitement of the Pacific Northwest and our growing global society. With more than 28,000 students each year, the Seattle Community Colleges are the flagship among community colleges in the State of Washington. The college district's campuses and centers are located in neighborhoods throughout the city, and like the city, the campus population is dynamic and diverse, with students representing 60 countries. The colleges' diversity rate of 40% is the highest among community colleges in the Northwest.

The Seattle Community Colleges mirror the international focus of the city, which has been termed "the best city for global business" in the United States by Fortune magazine. Seattle, located equidistant from Tokyo and Paris, depends on international trade more than any other state in the

country. It is estimated that one-fourth of the region's jobs depend on international trade.

The Seattle Community Colleges offer more than 125 technical training programs. Approximately one-third of the student body enrolls for technical certificates or degrees, one-third for transfer to 4-year colleges, and one-third for basic education, including the state's largest English as a Second Language program.

The Seattle System includes three campuses. On each campus, an Institute of English offers an Intensive English program for International students and visitors. The Institutes help to prepare non-native speakers of English to enter American colleges and universities and also provides customized English classes for short-term international visitors, summer students, and business and technical professionals.

The Seattle Community College District also includes:

- **Seattle Vocational Institute**, which provides basic skills training and upgrading opportunities to the resident of Seattle's urban core.
- **The Maritime Training Center**, which houses the nation's first and only workboat academy.
- **Wood Construction Center**, with programs in carpentry, cabinet-making and marine carpentry.
- **Duwamish Training Center**, which offers apprenticeship programs in the major trades.

# Daytona Beach Community College

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**Dr. Philip R. Day, Jr.**  
*President*

Daytona Beach Community College is an academically superior and diverse multi-campus institution which annually serves more than 37,000 residents of Volusia and Flagler counties, as well as an international student population representing more than 100 countries.

DBCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate of Arts and Associate of Science degrees. In addition, a host of programs have received special accreditation status in areas of health sciences.

The College's mission to provide the community with a diverse array of educational opportunities is anchored in four divisions:

- **Arts and Science Division** - Allows students to fulfill general education requirements needed for an Associate of Arts degree.
- **Division of Health Careers and Wellness** - Offers training in more than a dozen of the fastest growing health careers of the 90s.
- **Division of Business and Technologies** - Offers more than 30 programs leading to occupational certificates and Associate of Science degrees. Programs are designed to train students for immediate job placement upon graduation.
- **Division of Adult Education and**

**Training** - Includes Adult Basic Education, English as a Second Language, Family Education Centers, Work Force Development, General Education Development (GED), and the DBCC Adult High School. All classes are tuition free.

DBCC's Center for International Business Education (CIBE) assists in developing the international academic curriculum component for the college; and provides technical support for local companies in their international efforts. The CIBE was established in 1992.

A 24-member Advisory Board provides guidance and direction to the CIBE efforts. Members are appointed by the College president. Members represent education, business, chambers of commerce, economic development, and community organizations.

Services provided by the CIBE include:

- **Faculty Development** - Faculty members have participated in sabbaticals, exchange programs, or attended CIBE sponsored-events. The CIBE programs have greatly contributed to the overall goal of providing greater understanding of global issues to the faculty and staff at DBCC.
- **Curriculum Development** - Fifteen courses offered by Business Division were created or updated to reflect international education. This effort impacts hundreds of students at the college.
- **Export Fundamentals** - Over 85 local companies and entrepreneurs have

attended intensive courses on the fundamentals of exporting. Hundreds more have participated in seminars, workshops, or presentations.

- **Seminars & Workshops** - Offered to local companies and entrepreneurs. Topics included: NAFTA, doing business in the Caribbean, Free Trade Zone, Russia, Total Quality Management, Summit of the Americas, Technology Transfer, and other topics.

- **International Exchange** - Dozens of international visitors have been briefed on DBCC's efforts to provide its students with an understanding of global issues. These efforts have resulted in the establishment of agreements and linkages with educational institutions in various countries.

- **Education & Trade Mission** - An 18-member mission visited Campeche, Mexico, in February 1995. The purpose of the mission was to develop potential business and educational opportunities. The group held meetings with the governor, five cabinet members, university rectors, business leaders, and other key leaders.

- **Gulf of Mexico Accord** - The Accord was signed by eleven U.S. and Mexican governors. The Education Group of the Accord is composed of twenty-two Commissioners appointed by their respective governors. The Education Commission is chaired by the president of Daytona Beach Community College, and is housed at CIBE.