



1997

**Annual Report
and**

Capabilities Statement

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

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 DISTRICT
Gresham, Oregon

PIMA COUNTY COMMUNITY COLLEGE DISTRICT
Tucson, AZ

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

ST. CLAIR COLLEGE OF APPLIED ARTS & TECHNOLOGY
Windsor, Ontario

UNIVERSITY OF HAWAII COMMUNITY COLLEGES
Honolulu, Hawaii

WAUKESHA COUNTY TECHNICAL COLLEGE
Pewaukee, Wisconsin

From the Chairman of the Board

This is our 20th year as a consortium in international education, and the report that follows should make us all proud of the work we are doing. The accomplishments of our Member and Affiliate colleges outlined here exemplify CCID's valued leadership in education, locally and globally.

In addition to the summary of accomplishments and plans, the Program Matrix summarizes the past year's work in professional exchanges, study abroad, linkages, contract training, and advocacy. This year we have included profiles of all our colleges and partnering institutions to provide better information on our organization. We continue to grow in size and in impact, and CCID is now recognized as the premiere consortium for International Development activities.

As is the case with every organization today, we are not immune from change, and we look forward to new working relationships within the office of Executive Director and several of our colleges. I look forward with pleasure to the challenges of this next year and invite you to join with us as we begin our third decade of achievement. Together we represent the best of community college activities in international development.

A handwritten signature in black ink, appearing to read "Maxwell C. King".

Maxwell C. King
CCID Chairman
June, 1997

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EXECUTIVE DIRECTOR'S REPORT I

**Executive Director's Report
July, 1996 - June, 1997**

This year, CCID celebrated its twentieth anniversary with a record-setting international conference and the induction of twelve new international members. Building on direction from the Board of Directors, CCID added new International Associate members from England, El Salvador, Denmark, Korea, and seven colleges from Japan. The Board approved new operating procedures for the special membership classification of International Affiliate, providing ex officio, non-voting Board membership for international institutions wishing to affiliate at the highest level within CCID. Royal Melbourne Institute of Technology, from Melbourne, Australia, became CCID's first International Affiliate at our February Board meeting. In addition, CCID inducted five new domestic Affiliate members, and Pima Community College District became a full CCID Member. CCID now includes more than 90 colleges from eight countries.

In addition to these changes, CCID was very active in international events. Five CCID officials attended the opening of Madras Community College in Madras, India -- an American style institution developed there in conjunction with the University Development Linkage Project. A nine-person President's Delegation to Russia completed a successful program resulting in a follow-on faculty development program conducted this past June, and establishment of a formal exchange relationship with St. Petersburg State Technical University. CCID delegations visited El Salvador, Guyana, the Czech Republic, Hungary, Nicaragua, South Africa, and Australia to conduct ongoing CCID projects.

Nationally, the International Education Directors' Committee met four times, including a very successful congressional luncheon at the U.S. Capitol, hosting AACC, ACCT, ACIE, NAFSA, and USAID, plus several senators and representatives to provide advocacy and to foster improved relationships for international education. CCID was represented in formal presentations to seminars, meetings and conferences by AACC, ACIE, ACCT, the League for Innovation, NISOD, NAFSA, the Association of Online Professionals (AOP), and the Learning Paradigm.

Development continued for CCID's on-line distance learning initiative with the establishment of Linkages for Interactive Transnational Education (CCID/LITE), replacing World Community College and now numbering 28 colleges and universities. CCID has developed an on-line database on the web and is presently soliciting input from its members.

ACTIVITIES SUMMARY

This year, changes have been made in the format and content of this report to reflect more clearly the programs and progress CCID has made. Accordingly, this section and those that follow include accomplishments by category of work, as well as two new areas of special interest: (1) a summary chart of projects and proposals, and (2) a directory of all CCID colleges, including Affiliates, International institutions, and Full Member summary pages.

1. Grants and Contracts

CCID continued work in year four of our Guyana UDLP project, broadening faculty participation and including new economic development projects under the guidance of St. Louis. Two new

initiatives included a fish fly-tying project to introduce a new "cottage industry" to the country, and a national testing program proposal now under review for adoption.

The Madras, India, UDLP project continued to send faculty to India under the supervision of Sinclair and Eastern Iowa; and the Center for Vocational Education provided the impetus for the inauguration of an American style community college at Madras on August 4th, 1996, with CCID participation by the Vice Chair, the Executive Director, and three UDLP representatives. While in India this same group visited the offices of Ion Exchange (Ltd.) India, Training Resources and Ford Motor Company in Bombay, and the Rajiv Gandhi Foundation in New Delhi. Follow-on work continues on development projects with each of these organizations, and CCID may be asked to assist in an effort now underway to initiate new community colleges in Tiruchi and Madurai.

In Suriname, Brevard Community College completed its first class for 27 students from TELESUR using compressed video (PicturTel). The Ministry of Education has requested CCID support for three education seminars in Paramaribo next fall, in Practical Electricity, Automotive Mechanics, and Machine Tooling.

CCID will co-sponsor a 15-nation development conference in cooperation with CARICOM (the economic development organization for the Caribbean), the Ministry of Education, Suriname; the Ministry of Education, Guyana; and the Organization of American States (OAS). Funding and in-kind support will be provided by each of the co-sponsors. The focus is building vocational and technical skills for developing economies, and CCID will provide program design, presentations, and publication of proceedings.

The final year of a two-year educational consulting contract with Don Bosco University in El Salvador is underway, with a presidential delegation preparing to travel to El Salvador later this year. In addition to project development activities, financial and personnel management system emplacement is underway. Curriculum development using the DACUM process has begun, and preparations are in work for assessing accreditation and program alignment potential.

In addition to these efforts, St. Louis completed another international banking seminar for Russian businesses, and additional negotiations are underway for new relationships to strengthen CCID's programs in several areas of Russia. CCID participated in development of three proposals for USAID sponsored work in South Africa through the American Consortium for Educational Development in South Africa (ACEDSA); a proposal for work in Yemen in cooperation with the Academy for Educational Development (AED); several individual college proposals for work in India through the National Project Implementation Unit (NPIU, J. J. Nandi, New Delhi); and endorsement of numerous member and affiliate initiatives. Most remain under review/in process at this time.

2. Faculty and Student Exchanges

The CCID Eastern European and Russian Exchange programs continue to be very active, reflecting increased interest by the membership and improved support by the Board, and requiring additional staffing and a change in name. Exchange professors taught at Spokane and Brevard, while 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. In response to the increased demand for exchange opportunities, efforts are underway to expand the program to additional institutions in Hungary and Australia this summer, with other additions expected before the end of the calendar year. Missions were conducted to CCID exchange institutions during April, 1997, and again in June, 1997 to consolidate our existing agreements and add new institutional linkages.

CCID supported a consortial study abroad program through the Consortium for International Education (CIE), strengthened by a policy statement outlining the roles of the colleges and CCID (see Appendix A). 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, and India.

Work began this year on a tri-national project in Nicaragua to exchange nursing students and develop in-country service learning opportunities. Faculty from Community College of Allegheny and St. Clair College of Applied Arts and Technology have made two trips with students, and the program has already exceeded initial expectations. Fees from this effort will be returned to CCID to repay the project development costs expended for that purpose.

3. Consortium Operations

The growth and development of CCID have required several changes to streamline operations and address new needs. The International Education Directors formed a new sub-committee for Affiliate liaison to expand contact with Affiliates. The annual report has been reformatted to include summary contact information for all participating institutions, and a new CCID Project Matrix has been included. The by-laws and manual of operational procedures are under review, with updates for the new International Affiliate membership category; operational language for the Executive Committee of the Board; and consideration of a System Associate membership for state-wide consortia. Wisconsin, South Carolina, and Minnesota have expressed interest in becoming system-level members of CCID. An update will be published following the annual meeting in July.

The CCID brochure and capabilities statement have again been revised, and a complete update of the membership list, including full mailing list information, is in distribution. A new records system has been established for CCID finances using computer software to make all entries including cutting of checks and invoices. Complete paper backup is made for the permanent record and audit purposes, but operations have been simplified and reporting greatly enhanced.

CCID's web pages on the Internet now provide "hot links" to all CCID colleges having web pages, as well as direct access to a newly developed database. The CCID LISTSERV is managed by Coast and continues to provide both members and affiliates their own private message areas. An area for international members is under review.

CCID participated in numerous national/international conferences this year with invited attendance to The Association of On-line Professionals inaugural conference in St. Louis, Oct. 3-6, 1996; the ACCT national conference in Miami, FL, including two roundtables for trustees, Oct. 9-12, 1996; the League for Innovation's Information Technology Conference, Phoenix, AZ,

Nov. 13-16, 1996; The Learning Paradigm conference at Palomar CC, San Diego, CA, Jan 11-15, 1997; the Asian Pacific Economic Council conference in Sydney, Australia, Jan. 16-26, 1997 (including a site visit to RMIT in Melbourne); the AACC Convention in Anaheim, CA, April 11-15, 1997; the NAFSA national conference in Vancouver, BC, May 20-24, 1997; the Asian Pacific Economic Council conference, Montreal, May 25-29, 1997; the NISOD Conference in Austin, TX, May 25-28, 1997; and the ACCT Regional Conference in Baltimore, MD., June 5-7, 1997.

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

Delaware Tech administered the CCID Faculty Fellowship Award and the Werner Kubsch International Educator Award, which provided recognitions to two colleagues and their colleges: Carl Kuttler, president of St. Petersburg Junior College, Florida, was the Kubsch winner; Joseph Weaver, from Delhi College of Technology, New York, received the Faculty Fellowship. A Presidents' Award was initiated this year to recognize CCID leadership within our organization. Peter Kellams, St. Louis Community College's International Education Director, was recognized as the first recipient. Also, CCID's first Personal Associates were designated this year: Jim Humphrys, Ed Gleaser, and Tom Millard.

4. Partnerships

CCID has established a partnership with the Presidents' Network to provide low cost international student insurance, international student recruitment, and student housing assistance. Announced earlier this year and followed with mailings to every CCID college, participants that join Presnet programs provide funding considerations for CCID. We expect this partnership to develop into a strong and mutually beneficial relationship both financially and programmatically.

The Association of On-line Professionals (AOP) is an international advocacy and support group for the telecommunications and telecomputer on-line industries. Operating in 23 countries, this organization provides a broad range of services to its membership, including clearinghouse and lobbying support. In February of this year, at the request of CCID, AOP established a special membership classification for educational institutions at very low costs. Corporate memberships in AOP are \$25,000; educational institutions can join for \$500 per year. AOP and CCID have cooperated in several conference events and look forward to additional work with CCID/LITE in important "cutting edge" efforts for clarification of copyright "fair use", provider liabilities, intellectual property rights issues, and legislative alerts for topics of special interest and concern.

CCID has developed a formal Memorandum of Agreement with International Community College, Los Angeles, CA, as part of the CCID/LITE initiative to link cooperating organizations working in on-line teaching and learning. CCID will have access to ICC's coordinated numbering system for fostering articulation in on-line distance courses, and ICC will have access to CCID's faculty development workshops sponsored in cooperation with Brevard Community College, Cocoa, Fl.

During 1996/97, CCID established an informal, verbal cooperative agreement with NAFSA, the Association of International Educators, for mutual support such as complementary registration to

each organization's conferences, complementary booth space, provision of workshops at low or no cost; and cooperative program development. This initiative resulted in a professional development workshop at the CCID 20th anniversary conference in Orlando, FL in February, 1997, and CCID attendance at the NAFSA international conference in Vancouver, BC, in May, 1997.

In July, 1996, CCID joined ACEDSA, the American Consortium for Educational Development in South Africa, to partner in development of proposals for USAID and other funded projects in South Africa. Under the direction of Dr. Walter Smith, U. of Florida, this effort has produced three proposals, one of which has subsequently been awarded to Howard University, Baltimore, MD, and two of which remain under review. CCID membership provides full access to ACEDSA by any CCID institution.

In addition to these new relationships, CCID continues in partnership with Ion Exchange (Ltd.) Bombay, India, for cooperative training; the ERIC Clearinghouse for Community Colleges, Los Angeles, CA, for publications and accession systems; the Consortium for International Education (CIE), Irvine, CA, for consortial study abroad; Academic Systems, Mountain View, CA, for interactive computer mediated learning in mathematics and language; Marich and Associates, Washington, DC., providing Immigration and Naturalization Service (INS) training and testing services for legal resident aliens; Bidworld, Kansas City, KS, providing Internet advertising and digital library support to CCID colleges; the International Executive Service Corps, Stamford, CT., for country specific support and joint ventures; Brigham Young University, Kennedy Center, Salt Lake City, UT, for Culturgrams; and VICAD, Melbourne, Australia, for professional exchanges.

5. CCID On-Line Activities (CCID/LITE)

As a follow-on replacement to broaden the concepts of World Community College and to meet the new challenges of the Internet and World Wide Web, CCID has established an alliance linking colleges and organizations using interactive distance learning to transcend differences in time and place for the educational process. LITE will broker educational programs, training, and consultation among member organizations; establish and conduct workshops and consultancies; develop and support advocacy for interactive educational activities and programs; operate a clearinghouse of relevant data and disseminate information to members on demand; and foster the development and promulgation of standards and support structures that enhance transnational education and development. LITE is platform-independent and is structured to preserve the identities, preferences, and program strategies of all participating organizations.

The expectation is that LITE will produce or provide:

- Collaboration in developing methods for teaching and learning that take full advantage of new telecommunications capabilities.
- Linkages among communities of interest in interactive transnational education to foster and support articulation and program standards.
- Increased access to businesses, governmental organizations, educational institutions, and others seeking opportunities for networking and partnerships.

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- Tools for building new relationships for educational programming, change advocacy, and transformational models .
 - Databases providing authoritative, relevant information not available through other means.

With 28 members, CCID/LITE has its own web page, an open forum for threaded discussion by anyone with Internet access anywhere in the world, and a CCID/LITE database similar to CCID's member database but aimed at the on-line teaching and learning activities of participating institutions. Organizations do not have to be members of CCID to become a part of CCID/LITE, providing the opportunity to develop non-traditional partnerships with commercial and professional groups, universities, public service organizations, and government entities wishing to affiliate. A CCID/LITE organizational overview including an advance copy of an invited paper to be presented at a UNESCO conference in Prague in September, 1997, is found at Appendix B.

FUTURE DIRECTIONS

Due to personnel changes at Brevard, CCID will have a new Executive Director effective July 1, 1997 -- Mr. Robert Ludwiczak, the Associate Vice President for International Education at Brevard Community College. Dr. Al Koller, CCID's current Executive Director, has been appointed President of Brevard's Titusville campus.

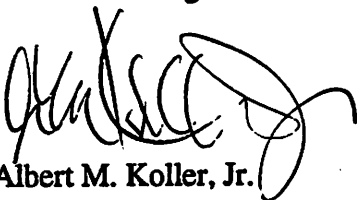
Building on existing programs and developing potential, future CCID initiatives will focus on the following areas:

1. CCID will continue in its development of new partnerships and shared programs. For example: a Memorandum of Agreement with NASA will provide linkages nationwide within provisions of the Space Act that require dissemination of scientific and technical information developed using public funds.
2. CCID will continue active recruitment of member institutions, with emphasis on strengthening consortial programs. An example is the work underway to develop a "System Associate" member category for statewide college systems. Wisconsin, South Carolina, and Minnesota are evaluating the benefits of such a membership as a statewide entity.
3. CCID will continue to develop its on-line teaching and learning expertise, including recruitment for CCID/LITE. An example is the web-based CCID database for participating colleges to access CCID data any time, from anywhere in the world where Internet is available.
4. CCID will continue to support conferences that advance the cause of international development. For example, the conference sponsors from the United Nations' Educational, Scientific, and Cultural Organization (UNESCO) and Czech Technical University, have asked CCID to provide the keynote speaker for RUFIS 97, an international conference in Prague, September 1997. This new partnership with UNESCO provides an opportunity for expanded participation in projects conducted in many countries.
5. CCID plans to continue development of the process for international program alignment to assist in articulation and to meet the need for such arrangements using on-line and distance

education that reach beyond existing accreditation. For example, CCID will make a site visit to the Royal Melbourne Institute of Technology in Australia to pilot the CCID capability for peer review for international program audit and subsequent articulation with CCID colleges. A similar effort is planned for use with Humber College in Toronto. From these efforts will come a refined and proven process for international application.

6. CCID has initiated work with several organizations to develop an expanded exhibitor program and creative marketing to reach larger numbers of participants. Innovations such as the Ambassadors' Luncheon and event sponsors for food events and breaks activities at the 1997 winter conference in Orlando provide opportunities to foster closer relationships with CCID partners and commercial enterprises seeking new markets in education.
7. CCID will concentrate on strengthening its ability to submit proposals for major grants and contracts, responding to Requests for Proposal and developing relationships with key national and international organizations. Examples include the National Science Foundation, the Department of Labor, the World Bank, The Asian Development Bank, the InterAmerican Development Bank, the Asian Pacific Economic Council, and similar groups. The objective is to make CCID less dependent upon membership fees and more responsive to external opportunities.
8. CCID will continue to host international delegations and missions to improve visibility and generate access to contract opportunities. Examples include the British Council assessment visit to the U.S. last year, the follow-on CCID mission to England and Greece, and the delegation to US colleges by NPIU from India earlier this year.

The future for CCID is very exciting, with major new opportunities for all levels of membership. With the continued support of its Board of Directors and active participation by its member institutions, CCID will continue to grow in size and importance as a major force within the international higher education and development communities.



Albert M. Koller, Jr.
Executive Director
June, 1997

CCID ORGANIZATIONAL PROFILE II

COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT ORGANIZATIONAL PROFILE

The Community Colleges for International Development, Inc. (CCID) is a consortium of more than 90 member and affiliate colleges from the United States, Canada, and six other countries. 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 CCID 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 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.

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 with/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.

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 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 and Resource Development

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; strategic planning; fiscal management; governance and administration; and international articulation.

3. Bilateral and Cooperative Agreements

CCID enters into bilateral and cooperative 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. CCID Fellowships and Awards

The Werner Kubsch Award for Achievement in International Education: CCID sponsors this award annually to a community college educator who has demonstrated outstanding achievement in furthering international education within the community college.

Fellowship in International Education: This is a \$2500 competitive award given annually to a full-time faculty member of a CCID member or affiliate institution for an international education project.

CCID Presidents' Award: This recognition is made annually to a member of CCID designated by the Board of Directors as an outstanding leader in the advancement of international education.

Membership and Operations

CCID institutions have the opportunity to serve as individual colleges, as lead institutions working on behalf of CCID with teams of cooperating colleges, or as part of a consortial effort directed by CCID. There are presently six membership categories:

1. The CCID Full Member is a U.S. or Canadian post-secondary two- year institution whose president serves as a member of the CCID Board of Directors, providing governance and participating actively in CCID programs, projects, meetings and conferences. CCID full members pay one-time initiation fees of \$2000 and annual dues of \$5000. Full CCID membership is limited to twenty-five invited institutions.
2. The CCID Affiliate Member is a U.S. or Canadian institution that has obtained sponsorship by an existing CCID Member college and is authorized to participate in CCID activities and projects without assuming the responsibilities of full membership in the Consortium. Affiliate status provides the opportunity to join CCID projects, learn more about CCID, and establish eligibility for full membership in the consortium. The Affiliate Member pays annual dues of \$750, with no initiation fee.. The number of CCID Affiliates is presently limited to seventy-five institutions.
3. The CCID International Affiliate Member is an international institution from outside the United States and Canada accorded special membership status through an ex officio non-voting seat on the CCID Board of Directors. International Affiliate Members may attend all Board meetings and participate in CCID programs of their choice. They receive the same services as full members. The International Affiliate Member pays an initiation fee of \$2000 and annual dues of \$5000. International Affiliate Members are not eligible for full membership.
4. The CCID International Associate is a non-voting international institution from outside the United States and Canada that has obtained sponsorship by an existing CCID Member college and is authorized to participate in CCID activities and projects. International Associates pay annual dues of \$500 and are accorded the same general status as an Affiliate college, except that they are not eligible for full membership in the consortium and participate in consortium projects by invitation. The International Associate does not participate in the governance of the Consortium.
5. The CCID Partner is a non-voting business organization that has established a relationship for providing additional financial resources in exchange for access to CCID colleges. The CCID Partner pays an initiation fee of \$1000 and annual dues of \$2500. The CCID Partner does not participate in the governance or operations of the Consortium.
6. CCID Personal Associates are individuals who have distinguished themselves on behalf of international education and as friends of CCID. Personal Associates are selected by the CCID Board directly and are provided complimentary membership. They do not participate in governance or operations.

CCID Member Benefits

CCID colleges operate at all levels of expertise and commitment, so no single program or benefit is equally valuable. By providing a broad spectrum of benefits, CCID provides the opportunity for each college to benefit in several ways. CCID services include:

- * Copies of all CCID Newsletters, Published Quarterly
- * Exchange Visitor Visa (IAP-66) Processing
- * ERIC Listings for all CCID-Related Work
- * Library Holdings within CCID
- * International Teaching Exchanges
- * Membership in the CCID Online Special Interest Group (SIG)
- * Opportunities to Meet and Host International Visitors
- * Access to CCID Internet Newsgroups/LISTSERV
- * Participation in Consortial Study Abroad Programs
- * Consultation at Minimal Fee (\$100 Plus Expenses)
- * Awards and Fellowship Programs
- * International Information and Data Packets
- * Leadership and Participation in CCID Grants and Proposals
- * Listing on CCID's Web Page (<http://www.brevard.cc.fl.us/ccid/>)
- * Partnering Opportunities and Access Via Bi-lateral Agreements
- * Flash Notices, Faxes, and Announcements
- * Congressional Liaison
- * Advocacy for International Education Support
- * Workshops at Reduced Rates
- * Invitational Presidents' Tours/International Delegations
- * Sponsorship/Recommendation of New Members and Affiliate Colleges
- * College Featured in the CCID Viewbook
- * Sponsored Invitations to Represent CCID in Meetings/Conferences
- * CCID Business Cards and Letterhead
- * Mailing Labels of CCID Members and Affiliates, International Affiliates and Associates, and Corporate Partners

In addition to these general benefits, member and affiliate institutions have the opportunity to participate in project development and program delivery functions that offer rewards in direct proportion to their levels of activity. Those who participate most actively achieve the highest returns on their membership dues and time investments.

CCID PROGRAM MATRIX III

SUMMARY OF CCID PROJECTS 1996 - 1997

PROGRAM	CCID CONTACT	DESCRIPTION/STATUS	FUNDING SOURCE
UDLP/ Guyana	Pete Kellams, SLCCD	Improve the skills of faculty at the post secondary technical institutes of Guyana through fellowships in CCID colleges and workshops presented in Guyana. The project is on schedule providing three fellowships and three workshops each year.	USAID
Don Bosco Univ, El Salvador	Francisco Bertot, DBCC	CCID is providing consulting & advising service to Don Bosco. Work is on schedule and below cost.	(KFW) - Germany
Doing Business in Russia	John Halder, Kirkwood CC	Two week seminar in St. Petersburg and Moscow. CCID and Academiservice working together on project. <u>Project postponed</u> at this time.	Participating Businesses
Faculty Development in Russia	Jackie Taylor, CC of Allegheny	The focus of this seminar series at St. Petersburg Technical University and Moscow State University is cultural and educational. Twenty two faculty are currently in Russia.	Participating Colleges
Sri Lanka	Laurence Schoenberger and Tom Millard, Waukesha	Expected outcome - A vocational-technical college, privately owned and operated, will begin instructional program in Sri Lanka with direct support from the Sri Lankan Business community. A curriculum specialist will travel to Sri Lanka during this coming year.	USAID
Vietnam	Irene Lietz, Lansing CC	The project was to bring a delegation from Vietnam to visit colleges in Michigan. Another objective was to hold a conference in Vietnam. Neither objective has been realized because of funding difficulties.	TBD

CARICOM Conference	Bob Ludwiczak, CCID & Roy Adama, Suriname	Provide a forum to identify the economic development training needs of the 14 countries of CARICOM.	OAS, CCID, Suriname, Guyana
Nursing in Nicaragua	Jackie Taylor, CC of Allegheny & Donna Moro, St Clair	Students from CC of Allegheny & St. Clair College of Applied Arts & Technology enrolled in a field study and participated in Biology/Nursing field work in Nicaragua.	CCID
Program Alignment in Australia and Canada	Paul McQuay, DCCC & Michael Hatton, Humber	Pilot project to develop program assessment, criteria and techniques for international articulation.	CCID, RMIT, Humber
APEC-Hurdit Projects	Paul McQuay, DCCC	Provide U.S. representation to the Asia Pacific Economic Council's Human Resource Development Committee for Industrial Technology; Develop project with participating Asia Pacific nations.	CCID, Participating Nations
Faculty Exchange Program	John Halder, Kirkwood CC	Operate the CCID Eastern European/Russian exchange program using the CCID J Visa.	CCID
Belize	Leigh Kirtley, Hinds CC	Development of a U.S. and Belize student exchange in Biology with emphasis in Environment.	CCID
UDLP/India	Ed Stoessel, Eastern Iowa & Bob Keener, Sinclair CC	Completed year 4 of the UDLP operating the Vocational Education Center in Madras. Assisted in the inauguration for Madras Community College.	USAID, CCID
TELESUR	Bob Ludwiczak, Brevard CC & Henk DeFares, TELESUR	Provided professional workshops and credit classes using compressed video/distance learning techniques.	TELESUR

Suriname	Bob Ludwiczak, Brevard CC & Roy Adama, Min of Education, Suriname	Continued development of planning for ecotourism in Suriname (Study Abroad) and OAS funded workshops in vocational and technical education programs.	MOE, OAS
CCID/LITE (AKA World Community College)	Al Koller, Jacques Dubois, Tace Crouse, Brevard CC	Completed the contract with EUN & transitioned the organization from AOL based to platform- independent operation. Conducted two national workshops for community college faculty & technical staff covering all aspects of distance learning including compressed video, computer on- line instruction, & web-based courses. Attended 6 national conferences to deliver invited presentations on CCID/LITE and the "virtual campus."	CCID, BCC
Ion Exchange India	Ed Stoessel, Eastern Iowa CC	Conducted on site assessments and consultation for plant manufacturing and quality control of water resource management systems. Developed a proposal for joint venture training of technicians in India and Asia.	Ion Exchange
Spokane/Japan/ CCID Coop Agreement	Terrance Brown, CC of Spokane	Joint development of a CD-ROM based medical database and library to be jointly marketed.	OSAKA, Spokane
British Consul	Tony Digenakis, Delaware Tech & CC	Conducted delegation visits and hosted delegations from England and Turkey to US community colleges to assess potential for distance education and international development in Turkey. Continuing to assess joint project opportunities.	CCID British Consul

Russian/American Banking System	Pete Kellams, St Louis CC	Conducted classes and internships in US banking establishments for Russian students of commerce. Developing plans for additional programming for the coming year.	Russian Sponsors
NPIU/India	Ed Stoessel, Eastern Iowa CC, Bob Keener, Sinclair CC & Bob Ludwiczak, Brevard CC	Hosted a delegation of Indian educators to several CCID colleges to explore curriculum and faculty development opportunities. Invited to submit proposals for grants through the World Bank.	CCID, USAID
CCID Web Database	Al Koller, Jacques Dubois, John Bober, Brevard CC	Completed introductory development and pilot test of a prototype web-based interactive database using the CCID international education database materials developed in 1992.	CCID, Brevard CC
South Africa, ACEDSA	Ray Thompson, Coast CCD Walter Smith, Univ of Florida	Three proposals have been prepared and submitted for US funded projects in South Africa (USAID, TELP). One proposal has been awarded and two remain in work.	CCID, ACEDSA, & Participating Colleges
Yemen Project	Paul McQuay, DCCC & Pete Kellams, SLCC	Edusystems invited CCID to assist in preparation of a proposal for the development of an American style community college in Yemen. Several CCID schools are named to deliver once the proposal is accepted.	World Bank
CCID Outreach	Al Koller, BCC, Bob Ludwiczak, BCC, Paul McQuay, DCCC & Pete Kellams, SLCC , Francisco Bertot, DBCC	Conducted expanded CCID outreach within USAID, Dept of Labor, Assn of On-Line Prof, AACC, ACIIE, ACCT, NAFSA, the Stanley Foundation, the consulates from 40 countries, and US Senators and Representatives to advocate for International Development.	CCID

CCID PARTICIPATING INSTITUTIONS IV

FULL MEMBER COLLEGES

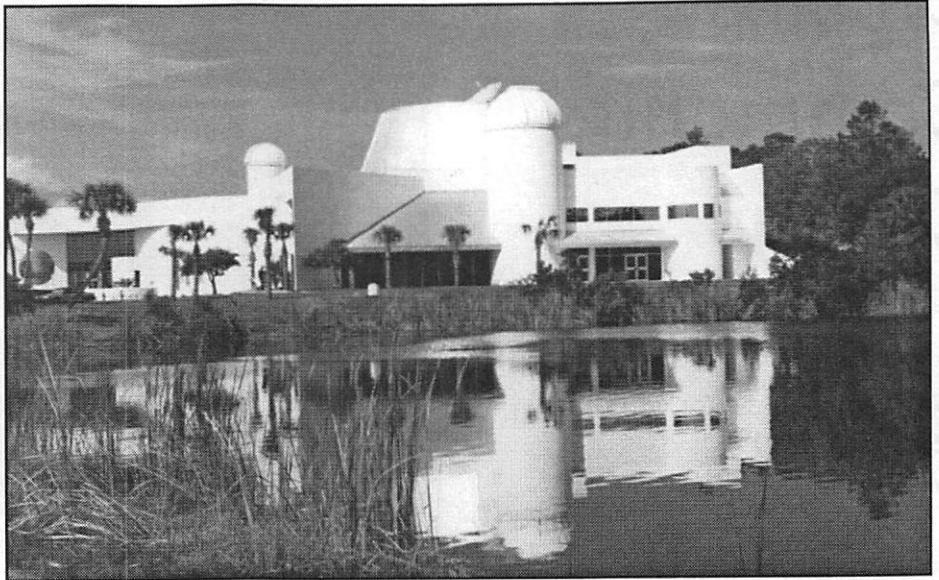
Brevard Community College

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.

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.

Bunker Hill Community College

Bunker Hill Community College
250 New Rutherford Avenue
Boston, MA 02129-2991
(617) 228-2000

Dr. Mary L. Fifield
President

Bunker Hill Community College (BHCC) is a comprehensive two-year higher education institution located in Boston, Massachusetts with 20 years experience in international activities. With campuses in Boston and Chelsea, Bunker Hill serves the Commonwealth of Massachusetts as its third largest community college. BHCC has received national and international recognition for its creative, innovative, and global approaches to learning.

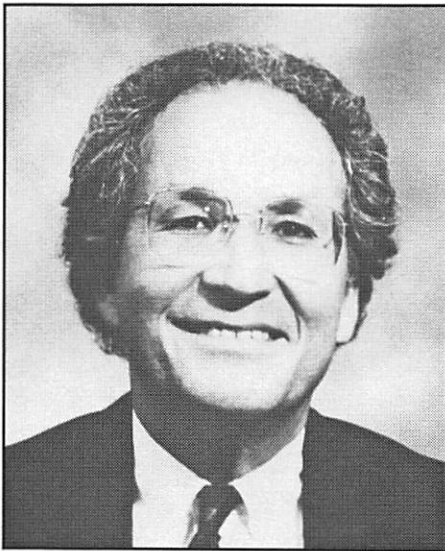
Founded in 1973, Bunker Hill Community College offers eighty associate degree and certificate programs, providing high-quality, affordable education to 6,000 day and evening students in greater Boston, approximately 250 of whom are international students from over 70 countries. The College is recognized nationally for successfully incorporating the strengths of many cultures, ethnic backgrounds, age groups and learning styles into the curricular and extracurricular life of the institution. The College has successfully provided employment training, job placement and higher

education opportunities to 10,000 graduates of degree and certificate programs.

Bunker Hill is equipped with modern state-of-the-art facilities which are directly linked to the economic, political and cultural centers of Massachusetts and New England. These facilities include the Center for Self Directed Learning (CSDL), a large computerized Center that offers individualized self-paced instruction in a variety of subjects. The Center is also the location of BHCC's Language Learning Lab, an interactive IBM/PC system with specialized software that is highly effective in advancing the language skills of learners.

Coast Community College District

1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4600



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 service 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 2,500 faculty and staff, including nearly 600 full-time faculty and 1000 part-time faculty.

The Coast Community College District offers a multitude of programs at various locations, both nationally and internationally, via classroom instruction, telecourses, and live two-way interactive video programming.

Through our contract education program, "BusinessLink," we offer the local business community comprehensive training in practical programs designed to improve the communication, management and technical skills of their employees.

Coastline Community College offers long-distance learning opportunities both here and abroad. It also hosts the District's International Trade Center. Golden West College houses a large and

very active Intercultural Center. Orange Coast College boasts an ever-growing International Students Center. The District currently enrolls well over 800 foreign students who come from over 60 different countries. Each year the District sends 200-300 native students on study abroad programs.

The Coast District, in fact, has a thorough commitment to international education in all of its various aspects. In 1990 the Coast Board of Trustees added to its Mission Statement an official commitment to internationalizing the District's campuses. In 1995 the Board updated that statement on global education and said, in part:

It is the policy of the Coast Community College District... to encourage and support the development... of international and multicultural education.

Community College of Allegheny County

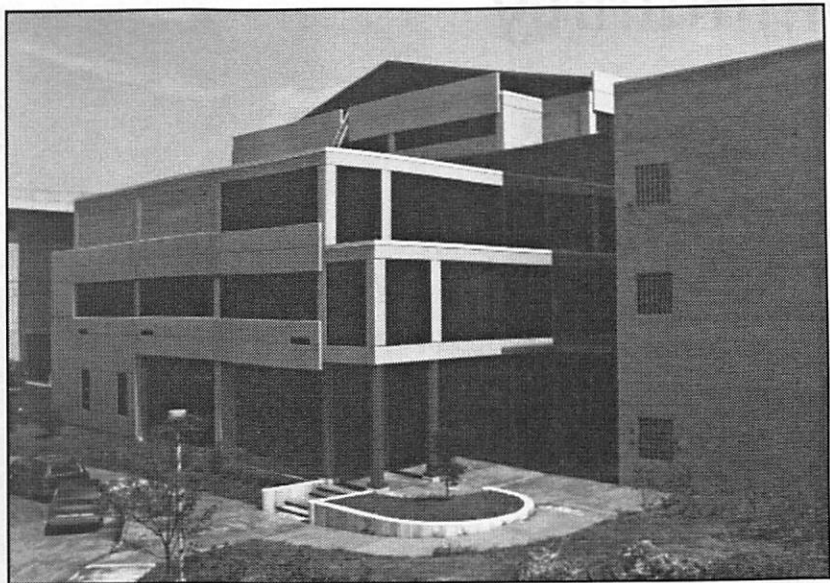
800 Allegheny Avenue
Pittsburgh, PA 15233
(412) 237-3040
FAX: (412) 237-3037

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.

Community Colleges of Spokane

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

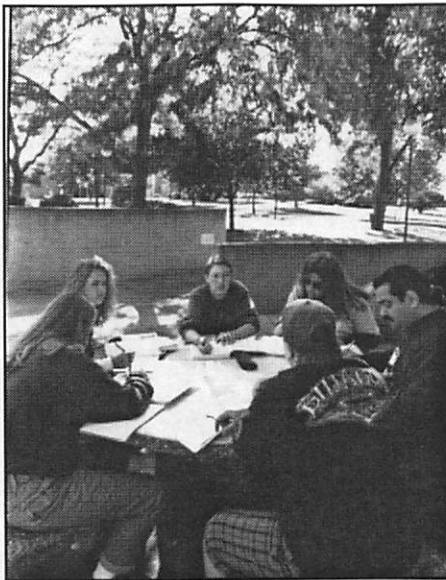
Dr. Terrance Brown
Chief Executive Officer

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

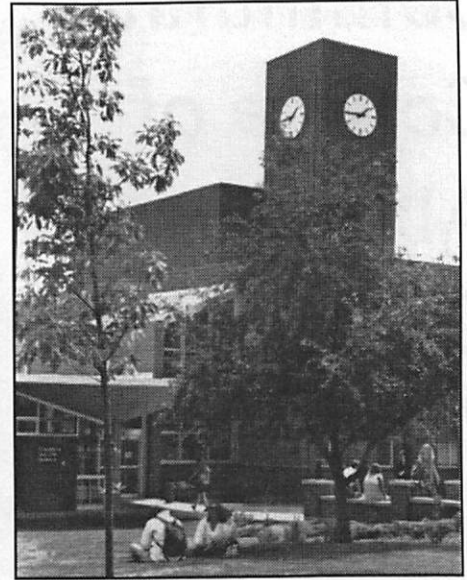
electronics, fluid power technology, and more than a dozen health careers.

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.

Daytona Beach Community College

1200 W. International Speedway Blvd.
Daytona Beach, Florida 32114
(904) 947-3141
FAX: (904) 254-4465
E-Mail: BERTOT@dbcc.cc.fl.us

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.

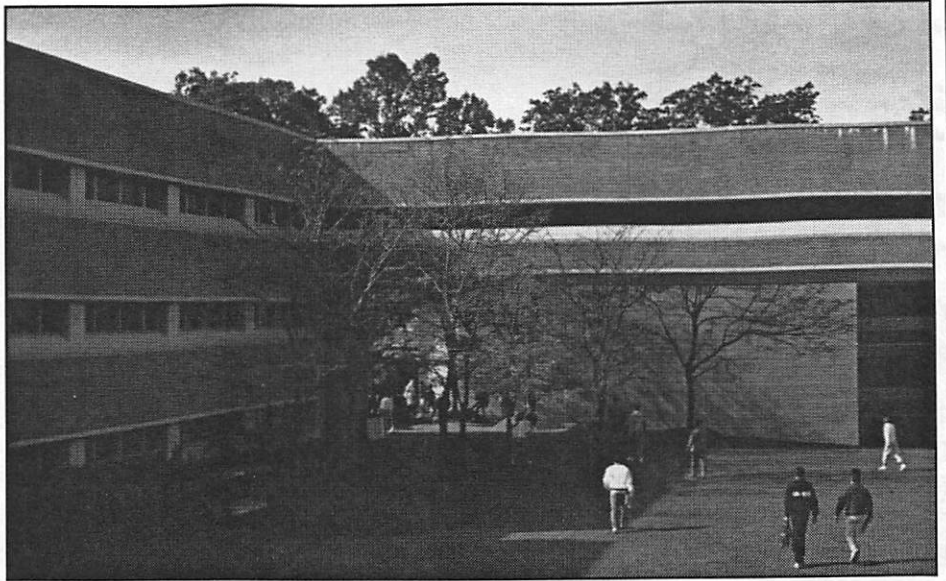
- **Seminars & Workshops** - Offered to local companies and entrepreneurs. Topics included: NAFTA, doing business in the Caribbean, Free Trade Zone, Russia, Total Quality Management, Summit of the Americas, Technology Transfer, and other topics.
- **International Exchange** - Dozens of international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

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.

Delaware Technical & Community College

Dover • Georgetown • Stanton •
Wilmington
P.O. Box 897
Dover, Delaware 19903
(302) 739-4053
E-mail: adigenak@outland.dtcc.edu
Fax: (302) 739-7760
Web Site: <http://www.dtcc.edu>

Dr. Orlando J. George, Jr.,
President

Delaware Technical & Community College operates four diverse campuses in the State of Delaware, under one President and a single Board of Trustees. It offers 77 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 1996 was 38,234 students, of which 8,566 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 23,690 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. Using this technology, Delaware Tech has established a partnership with Bell-Atlantic to train telecommunication technicians in five states. Delaware Tech is also a member of the National Technological University, Consortium of Colleges and Universities, which offers advance courses and graduate degree programs through satellite television and computer networks. 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 of 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

306 West River Drive
Davenport, Iowa 52801-1221
(319) 322-5015

E-Mail: eiccdinfo@eiccd.cc.ia.us

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.

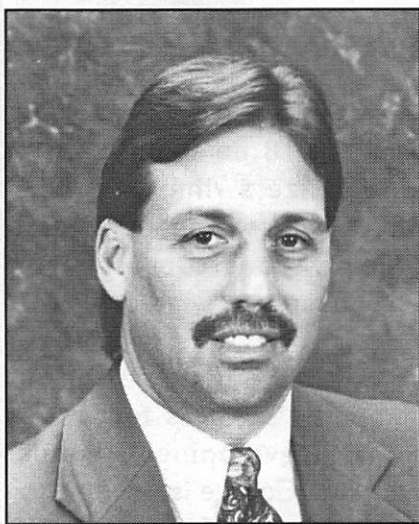
Traditionally the EICCD colleges offer 55 career training programs, 41 liberal arts/college transfer programs, a comprehensive English as a Second Language (ESL) program, continuing education, business and industry services and Job Training Partnership Act (JTPA) programs. More than 8,000 credit students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

Florida Community College at Jacksonville

501 West State Street
Jacksonville, FL 32220
904-632-3000
904-632-3393 (FAX)



STEVEN R. WALLACE, Ph.D.
College President

Florida Community College at Jacksonville (FCCJ) is one of the 18 community colleges in Florida. FCCJ is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree.

The permanent facilities include four campuses, a central administration building, a maritime training location and two College centers. In addition, classes are held at more than 100 off-campus centers, assuring accessibility for students throughout Northeast Florida. Today, more than 90,000 students are enrolled in a variety of education, training and enrichment courses and

programs at FCCJ, making it the second largest community college in the state and 10th largest in the nation.

The Academy for International Education is FCCJ's embassy for global learning. FCCJ seeks to reach out to the world's nations and the world's people to share expertise and knowledge for the improvement of all humankind. Through partnerships developed with other countries, multinational businesses and international organizations, the College is working to make northeast Florida an active citizen of the international community.

The College's mission recognizes that students should be prepared for success and leadership in a community that transcends political, economic and geographic boundaries. The goal of the Academy has three components, each directly related to the College's overall mission.

- Prepare students for interaction and integration into the global community.
- Support the international education needs of northeast Florida.
- Develop the College as a resource for international education.

The Academy coordinates FCCJ's international study and international exchange programs. The Academy can develop short term international training programs for local and international business and industry, coordinate study abroad programs for FCCJ students, recruit international students for College programs, coordinate international faculty exchanges and provide English as a second language course for non-native English speakers.

International participants who choose to visit the United States through FCCJ's gate will discover the College to be an exciting connection to the U.S. culture and lifestyle. FCCJ thrives in a city that exhibits all of Florida's greatest attributes. Beaches, sunshine, historic sites, cultural exhibits and events, professional sports, outdoor recreation and the majesty of the St. Johns River, all converge to make Jacksonville, one of Florida's most exciting destinations.

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>

Humber College

205 Humber College Blvd.
Toronto, Ontario
Canada M9W 5L7
(416) 675-3111
FAX: (416) 675-6386
<http://humnet.humberc.on.ca>

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.

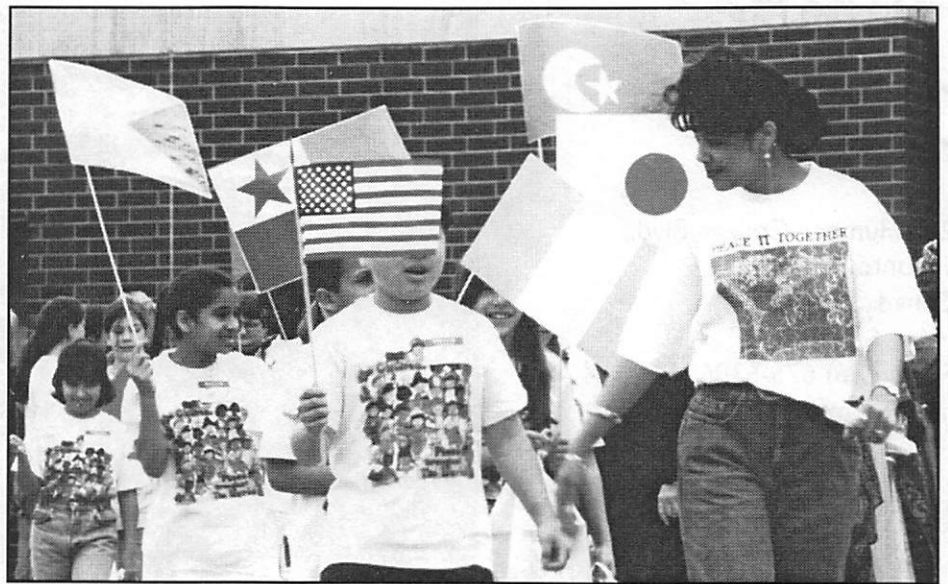
Kirkwood Community College

6301 Kirkwood Blvd., SW
Cedar Rapids, Iowa 52406
(319) 398-5517 or
1-800-332-2055

Dr. Norm Nielsen,
President

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

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 and Technology and Career Option Programs; 48 Arts and Science major areas; and an extensive community and continuing education curriculum. Fall enrollment 1996 was 10,598 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 2000 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.

With a comprehensive background in international education, the college has been a member of CCID from the beginning. Currently serving 371 international students from 72 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. The college and its ESL programs was the 1997 recipient of the International/-Intercultural Achievement Award from the American Council for International and Intercultural Education. 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, the Iowa Community College International Association; coordinates the Faculty Exchange Program for CCID; and has permanent and ongoing exchanges with colleges in China, Canada and England.

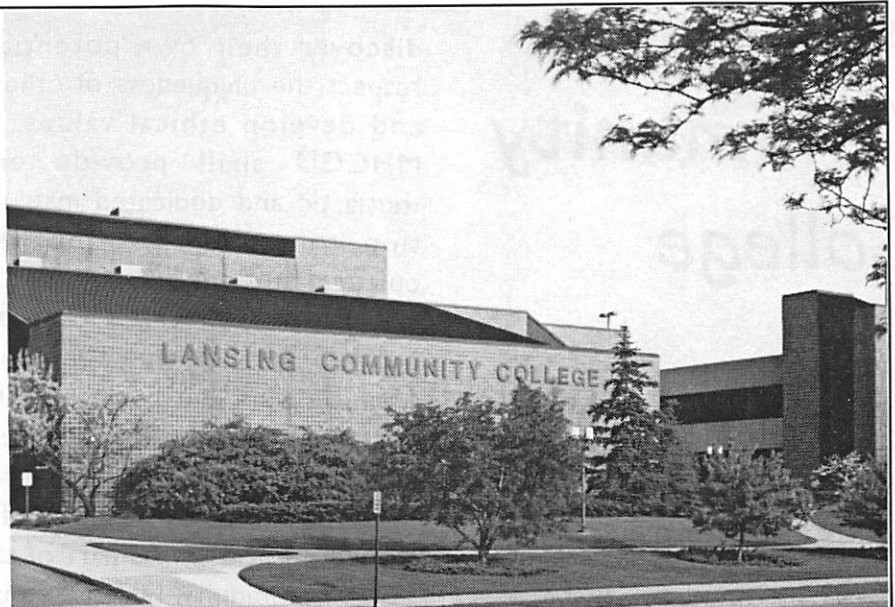
Lansing Community College

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

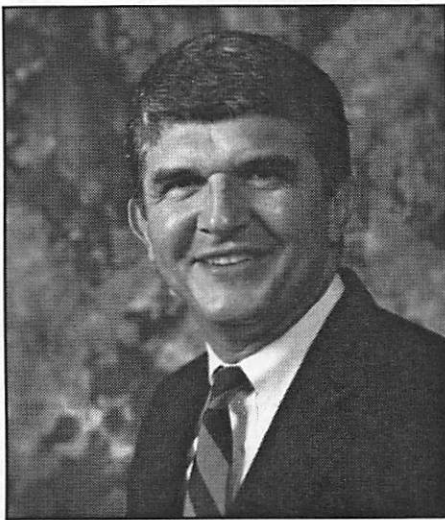
group assistance, and unique worksite and service learning opportunities.

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>

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.

Pima Community College

2202 Anklam Road
Tucson, AZ 85709-0130
(520) 206- 3264
Fax: (520) 206-3265
World Wide Web: <http://www.pima.edu>

Dr. Robert D. Jensen
Chancellor

Since 1966, Pima Community College has been committed to equal access, quality learning experiences, and equitable opportunity for student success. PCC district is the fifth-largest community college in the United States and among the top 25 chosen by international students from all over the world. Students have chosen to take advantage of the low cost, smaller classes, and transferability to such prominent universities like the University of Arizona, also in Tucson.

Over 200 degrees and certificates in a variety of disciplines are offered, each with different program requirements. PCC has an Honors Program, a Cooperative Education Program, and bilingual courses. An intensive English program is also available. Pima operates year-round, including evenings and weekends. Associate degrees are granted upon completing a program. A minimum of 60 credits hours of course work at the 100 level or higher is required to earn to an associate degree; however, completion of some programs extends beyond the 60 credit hour minimum. At least 15 semester hours of the total required must be earned at Pima Community College.

Basic, advanced, and technical certificates are awarded in many short-term study program areas, and



are granted upon completing a prescribed program curriculum. At least six semester hours of the total required must be earned at PCC.

Students must complete the general education and other requirements outlined, and keep informed of changes that may occur at PCC or a transfer institution. Degree programs include administration of justice, American Indian studies, anthropology, archaeology, Asian studies, automotive technology, business administration, computer science, construction, drama, education, electronics technology, engineering, fine arts, fitness and sport sciences, geology, hospitality, interdisciplinary sciences, liberal arts and sciences, manufacturing technology, mathematics, music, political science, pre-optical sciences, public administration, social services, sociology, speech communication and youth care rehabilitation.

Certificate programs include some of the same areas of study as degree programs, as well as accounting; advertising art and computer graphics; air-conditioning; applied arts; apprentice-related instruction; archaeology; dental hygiene; automotive technology; aviation technology; bilingual business administration; construction drafting; construction technology; court administration; dental assisting education; dental laboratory

technology; early childhood education; emergency medical technology; finance; environmental technology; fire science; foods, clothing, family and consumer resources; graphic technology; international business studies; interpreter training; landscape technician studies; legal assistant studies; media communications; mental health technician studies; microcomputer technician studies; nursing; office education; pharmacy technology; radiologic technology; real estate; Reserve Officer Training Corps (ROTC); respiratory therapy; welding; and youth care.

PCC has a very active international program. It presently enrolls nearly 650 international students from over 80 countries and has established creative opportunities for student exchange. The Trilateral International Business Development Program allows students from institutions in Canada, Mexico and Pima Community College to study and travel together in each of the three countries while working in an international company in each of these three sites. Participants gain valuable experience contributing toward an international business career.

Seattle Community College District

1500 Harvard Avenue
Seattle, Washington 98122-2400
(206) 587-3872
FAX: (206) 587-3894
Internet: <http://www.sccd.ctc.edu>

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.

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.

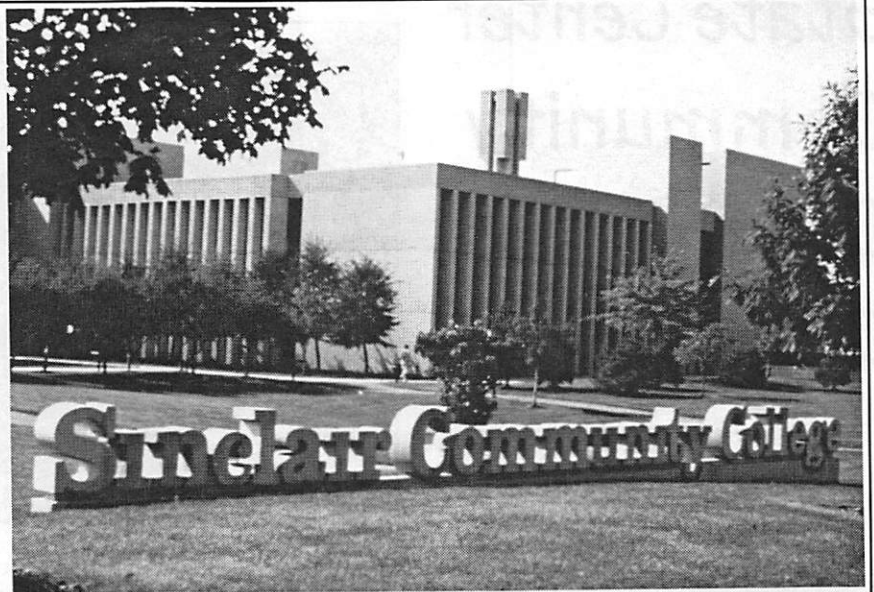
The college's international activities have enhanced the campus environment by its involvement in CCID initiatives to: Provide ESL faculty to participate in the Taiwan Program; Provide Dietary faculty to conduct workshops in Suriname; Participate in CCID delegations to Eastern Europe, India and Bangladesh 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:

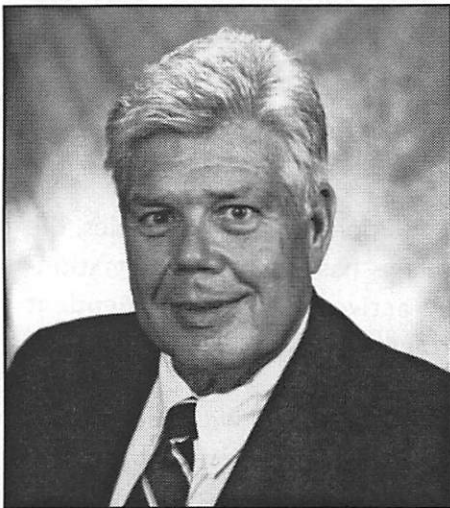
- Collaborating with the Dayton Sister Cities committee to collect and send educational and medical materials to Monrovia, Liberia; and
- Participating in programs such as the Fulbright Teacher Exchange Program, Fulbright Group Study Abroad and Fulbright Lecturer programs.

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.



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.

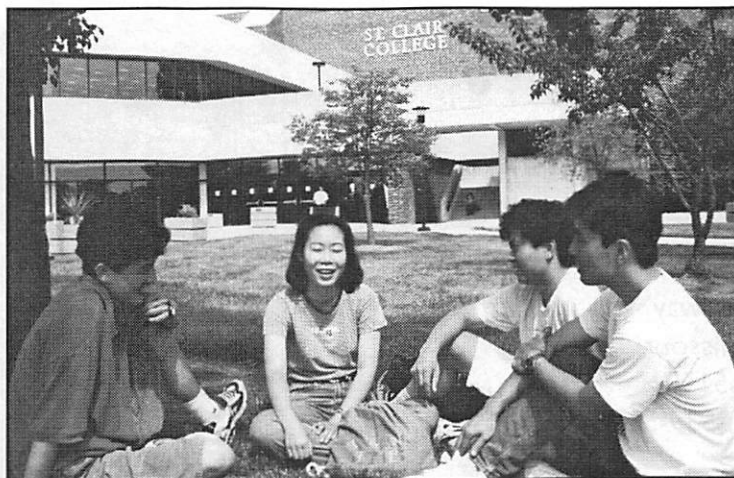
Community colleges, in general, offer higher education opportunities to thousands of students who might otherwise be unable to attend classes beyond the high school level. They offer Associate of Arts and Science degrees in a wide variety of subjects, ranging from auto mechanics to carpentry and from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

St. Clair College of Applied Arts & Technology

2000 Talbot Road West
Windsor, Ontario, Canada, N9A 6S4
(519)966-1656
Fax: (519)966-2737
Net: postmaster@stclairc.on.ca
Web: <http://www.stclairc.on.ca>



St. Clair College was established in 1966 as a comprehensive post-secondary education institution under the jurisdiction of the Province of Ontario. With the student as our primary focus, St. Clair College contributes to the economic prosperity of the region by providing quality, practical training that meets employer needs at the basic, intermediate and advanced levels.

St. Clair serves two counties in the southwestern part of Ontario, along the U.S. border with Michigan. The cities of Windsor and Chatham, 80 kilometres apart, are the two anchor locations for the College, serving populations of 250,000 and 60,000 respectively. Average FTEs are 5,800 for Windsor and 1,000 for Chatham.

St. Clair's technicians and technologist programmes award two and three-year diplomas, equivalent to the U.S. Associate of Arts Degree. Some diploma programs are articulated with Canadian and U.S. universities. In addition to a full range of trades and adult education programs, St. Clair also offers custom-designed, contract training for industry.

Sectors of training include: General Arts and Sciences, Health Sciences, Business and Hospitality, Engineering, Social Sciences, and Skilled Trades. Our biggest training market is in the manufacturing sector, serving the automobile and auto parts manufacturing industry, our biggest local employer. Since we are located in the heart of the Great Lakes region, the tourism and hospitality industry also demands many graduates.

A full range of English training is offered to immigrants and to internationally recruited students. Recruitment is done by St. Clair personnel on recruiting missions; through agents in selected countries; advertising in foreign language periodicals; and, by referral from local people with friends or relatives abroad who wish to attend a Canadian college.

St. Clair College has been involved in international development projects since the early 80s, when large groups of students came from Nigeria and Libya. Other fellowship programs have been offered to technical teachers and college administrators from Malaysia, Thailand, China, Barbados, Jamaica, India and Trinidad. Areas of intervention have included automotive maintenance technology, food processing and

manufacturing, cosmetology, business and management, tourism, EASL, curriculum development, facilities design, equipment procurement, provision of special needs services, and staff professional development. There is an ongoing program with a college in France which provides for an annual practical placement of one French student to learn how St. Clair College sells its services to the local business sector. There are also agreements with institutions in China, Korea, the U.S. and Australia.

St. Clair College is becoming a globally recognized institution, without boundaries, that:

- prepares our students for careers with global employment opportunities
- provides our students, faculty and staff with opportunities to work abroad or with visitors from other countries
- supports the international business networks of companies in our region
- offers quality education and training to students from anywhere in the world.

St. Louis Community College

300 S. Broadway
St. Louis, Missouri 63102
(314) 539-5150
FAX: (314) 539-5170

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 ¹ continued to expand study abroad opportunities for students and the community, ² designed and delivered short- and long-term contract training, ³ provided service and leadership for campus based initiatives, and ⁴ 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.

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
Leeward 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

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

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.

Waukesha County Technical College

800 Main Street
Pewaukee, WI 53072
(414) 691-5201
FAX: (414) 691-5593

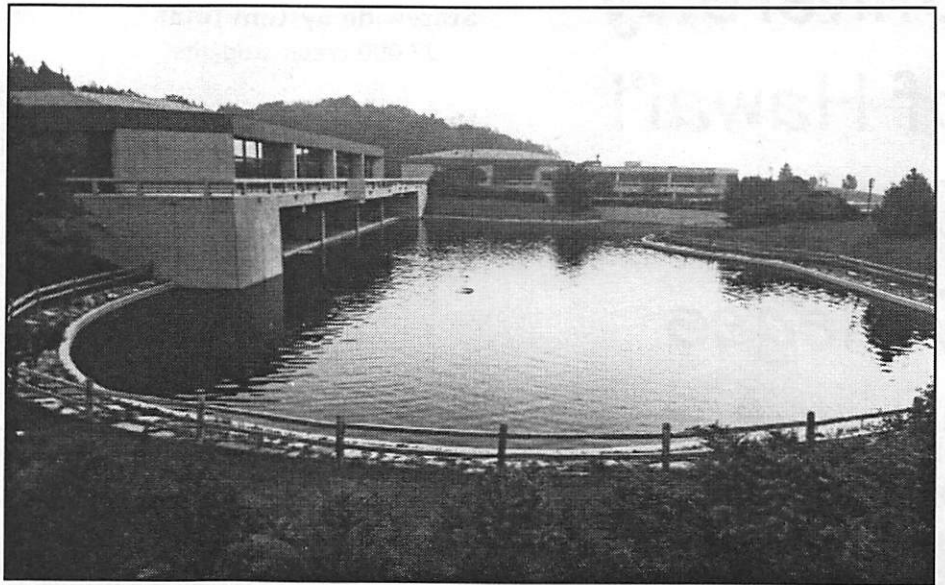
Dr. Richard T. Anderson
President

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" training 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.

INTERNATIONAL AFFILIATE MEMBER

Royal Melbourne Institute of Technology

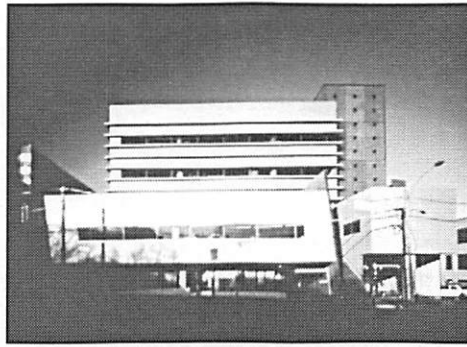
GPO Box 2476V
Melbourne 3001
Victoria Australia
(+613) 9660-4901
FAX: (+613) 9960-4907
Email: Sapwell@rmit.edu.au

The RMIT TAFE campus is located close to the centre of the City of Melbourne and with close to 18,000 students it is one of the largest of its kind in the State of Victoria.

Melbourne is in a class of its own. It has been called the world's most livable city. Its three million residents come from all over the world and their many cultural, religious and racial backgrounds are celebrated in both, festivals and in day-to-day life. Melbourne is known for its safe and clean environment, its affordable cost of living, and the quality of its housing and education.

Most of the close to 100 full-time Vocational Education and Training (VET) programs available to international students are taught on the City campus, with some programs being offered at sites close to the City of Brunswick, Fishermen's Bend, North Melbourne and Point Cook.

Near the eastern side of the campus and surrounded by parklands are the stately Royal Exhibition buildings, soon to become the new Museum of Victoria. To the West is the popular Victoria Market with hundreds of stalls offering every



imaginable foods from Australia, Europe and Asia as well as affordable clothing and footwear not to mention the ubiquitous souvenirs stalls catering for a thriving tourist trade.

Although the TAFE campus has a physical presence of its own, academically it is very much part of RMIT University, a connection that has been reinforced in 1997 when TAFE and Higher Education departments were integrated within faculties to facilitate the delivery of seamless educational programs.

Advanced diploma, diploma and associate diploma programs available to full fee paying international students studying in Melbourne cover the following areas:

- aerospace and aviation;
- architecture; art and design;
- building and planning;
- business; computing and information systems;
- engineering, manufacturing and environment;
- health and community welfare

Foundation studies with special focus on business, applied science, health science and communication prepare overseas students for relevant tertiary studies; intensive English Language courses are offered by the Centre for English Language Learning.

The strong presence of RMIT in the Vocational Education and Training area

has enabled the University to be affiliated with the Adorna Institute of Technology (AIT) in Penang, Malaysia where a range of foundation and advanced diploma programs is offered to students from the East Asia region and from Australia. Advanced diploma programs currently available at AIT include: building construction; civil engineering; electronics computing; information management; manufacturing; operations management and tourism and hospitality.

Apart from the many services and facilities available to all students, the strong presence of international students at RMIT has resulted in a number of services directed specifically at international students offering assistance with course information, accommodation, visa renewals, personal programs and other related issues.

AFFILIATE COLLEGES

BLACK HAWK COLLEGE
6600 34th Avenue
Moline, Illinois 61265-5899
Voice: (309)796-1311

Dr. Judith A. Redwine, President
FAX: (309)792-8127 URL: <http://www.bhc.edu>

Founded in 1946, Black Hawk College serves an annual enrollment of over 14,000 credit students and more than 10,000 adult learners that attend continuing education seminars, adult basic education courses and customized workforce training programs. Through the Illinois Consortium for International Studies and Programs (ICISP), the College participates in an annual study abroad program to coordinate faculty, administrative and student exchanges in Austria, England and Costa Rica, while faculty and administrative exchanges are available in England, Ireland, Scotland, and Italy. The College also has signed agreements for student and faculty exchanges with England, the Netherlands, France, Germany, Russia, Brazil and Japan. Through the Corporate & Community Development division, the College also provides an Export Trade Center, international contract training and offers an Export Trade Certificate program for employees of the business community.

BROWARD COMMUNITY COLLEGE
225 East Las Olas Blvd.
Ft. Lauderdale, Florida 33301
Voice: (954)973-2206

Dr. Willis Holcombe, President
Dr. William Greene, Director of
International Education
FAX: (954) 973-2389 URL: <http://www.broward.cc.fl.us>

Established in 1960, Broward Community College is one of 28 community colleges in the Florida public higher education system. Broward serves more than 50,000 students on four campuses in Southeast Florida, and offers more than 100 university parallel (Associate of Arts) and technical/occupational (Associate in Science) degree programs. Since 1974, Broward has conducted International Education programs in more than 50 countries on six continents, including affiliated American College programs in Argentina, Ecuador, Singapore, Spain, and the United Arab Emirates. Approximately 6,000 international students, including over 1,100 on F-1 visas, attend Broward Community College.

CENTRAL ARIZONA COLLEGE
District Office: 8470 N. Overfield Road
Coolidge, Arizona 85228
Voice: (520)426-4444

Dr. John J. Klein, President
FAX: (520)426-4234 URL: <http://www.cactus.cac.cc.az.us>

Serving Pinal County, Arizona, and located between the metropolitan cities of Phoenix and Tucson, CAC annually serves more than 14,000 students at the Signal Peak Campus, where the district offices are located off Interstate 10 between Casa Grande and Coolidge; the Aravaipa Campus, located north of Tucson at the entrance to the Aravaipa Canyon Wilderness; and the Superstition Mountain Campus, located in Apache Junction, a fast-growing eastern suburb of Phoenix. CAC is a fully-accredited community college known for outstanding university transfer, vocational and other Associate degree programs; the unique landscaping and desert environment of each campus; and an athletic program that has produced national championships in seven team sports. Distance learning and university partnerships have expanded student access to coursework in more than 50 major subject areas.

CLARK STATE COMMUNITY COLLEGE**Dr. Karen E. Nagle, President****P.O. Box 570****Springfield, Ohio 45501****Voice: (937)325-0691****FAX: (937)328-6142****URL: <http://www.clark.cc.oh.us>**

Clark State Community College is a public two-year open admissions institution, two minutes from I-70 in west-central Ohio. Clark State serves approximately 2500 credit students each quarter in its four-county service area. The College grants degrees in over 35 technical programs, as well as two-year pre-baccalaureate degrees. Clark State has a global awareness requirement for all degrees, which can be satisfied through a selection of general education courses with a global awareness component. Among the courses which help to fulfill the requirement are seven developed under a U.S. Department of Education Title 6A grant: International Politics, Comparative Economics, and 5 regional or country interdisciplinary courses (Africa, China, India, Latin America, and Japan).

COLLEGE OF DUPAGE**Dr. Mike Murphy, President****425 22nd Street****Glen Ellyn, Illinois 60137****Voice: (630)942-2200****FAX: (630)858-1603****URL: <http://www.cod.edu>**

College of DuPage is a comprehensive community college in the western suburbs of Chicago. The college's service region encompasses the Illinois Research and Development Corridor, a nationally and internationally important center of hi-tech research and commerce. Serving a district population of 850,000, College of DuPage has an enrollment of 34,000 students, making it the largest single campus community college in the U.S. The College is known for the quality and diversity of academic and vocational programs in response to regional needs. The College enrolls approximately 120 F-1 students annually and serves the needs of several thousand non-native English speakers each quarter through its various ESL and ABE/GED programs. The College's mission is fulfilled through a variety of programs and services, including associate degree programs, career education, general studies, community education, the Business and Professional Institute, and public service activities.

COLORADO MOUNTAIN COLLEGE**Dr. Cynthia Heelan, President****1402 Blake Avenue, Box 10001****Glenwood Springs, CO 81602****Voice: (970)-945-8691****FAX: (970)945-7279****COLUMBUS STATE COMMUNITY COLLEGE****Dr. M. Valeriana Moeller, President****550 East Spring Street****Columbus, Ohio 43216****Voice: (614)227-2453****FAX: (614)227-5117****URL: <http://www.colstate.com>**

Situated near downtown Columbus, Columbus State Community College serves as central Ohio's two-year state institution and enrolls approximately 16,000 students annually. Because of its relationship with and close proximity to The Ohio State University, Columbus State attracts international students from more than 100 countries and serves a diverse population of over 850 immigrant and non-immigrant students. As a comprehensive community college, Columbus State has a strong commitment to technical education, offering 44 degree programs in Business, Health, Public Service and Engineering. Transfer degree programs meet the majority of the first two years of bachelor's degree programs offered by four-year colleges and universities in central Ohio and throughout the state.

COMMUNITY COLLEGE OF PHILADELPHIA**Dr. Frederick W. Capshaw, President****1700 Spring Garden Street
Philadelphia, Pennsylvania 19130-3991****Voice: (215)751-8000 FAX: (215)751-8001 URL: <http://www.ccp.cc.pa.us>**

Founded in 1964 and open for classes in 1965, Community College of Philadelphia enrolls over 40,000 students each year. It provides education for a changing world that prepares students for entry into the workplace or transfer to four-year colleges and universities. Located in the city of Philadelphia, mid-way between New York City and Washington, D.C., the College offers easy access to a wide variety of social, cultural, and entertainment activities. The College has a diverse student body which includes individuals from many different ethnic backgrounds. It offers English-as-a Second-Language and bilingual programs and services. Students can choose from more than 70 associate-degree and certificate programs in business, the humanities, allied health, science and technology, and the social and behavioral sciences.

COSSATOT TECHNICAL COLLEGE**Frank G. Adams, President****P.O. Box 960 - Highway 70 West
DeQueen, Arkansas 71832****Voice: (870)584-4471 FAX: (870)642-3320 URL: <http://darkstar.swsc.k12.ar.us/ragle/>**

A small institution located in southwest Arkansas, "land of lakes", Cossatot is one of the fastest growing colleges in the state. Has an enrollment of over 1,000 students. With international activities still in infancy, Cossatot has a Sister-College agreement with Gifu National College of Technology in Japan and is presently in negotiations for partnerships with Monterrey Institute of Technology, and Autonomous University in Mexico. Offers seven degree programs in business, environmental safety, liberal arts, automotive technology, general technology, industrial technology, and medical assistant. Certificates are offered in nursing, collision repair, business, truck driving, EMT, CPR and nursing assistant.

CUYAHOGA COMMUNITY COLLEGE**Dr. Jerry Sue Thornton, President****700 Carnegie Avenue
Cleveland, Ohio 44115****Voice: (216)987-4787 FAX: (216)987-4895 URL: <http://www.tri-c.cc.oh.us>**

Founded in 1983, Cuyahoga Community College consists of three campuses serving over 55,000 credit and non-credit students each year. In Fall Quarter 1996, 312 international students enrolled, of which 250 were on student visa. These represented 79 different countries. We also have a large number of recent immigrants, refugees and asylees also enrolled. Cuyahoga Community College offers more than 85 full-time diploma programs in business, engineering and industrial technologies, health careers, public service technologies, and agricultural and natural resources technology. We also offer one-year certificate programs in business, engineering and health careers, as well as post-degree professional certificates in public service technologies and paralegal studies. We also have a partnership with our sister city of Wuhan, China.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT**701 Elm Street****Dallas, Texas 75202-3299****Voice: (214)860-2125****FAX: (214)860-2009****Dr. J. William Wenrich, Chancellor****URL: <http://www.dcccd.edu>**

The DCCCD is the largest undergraduate institution of higher education in the State of Texas and serves the 900 square mile area of Dallas County. Comprised of seven colleges located throughout the county, the DCCCD is a two-year institution which enrolls approximately 50,000 credit and 45,000 non-credit students per semester. The colleges offer a wide range of programs and courses to help individuals attain a high level of technical competence and a high level of cultural, intellectual and social development. Our colleges offer hundreds of courses, from astronomy to zoology, and career programs unique to each campus. Classes are arranged to fit the student's schedule—days, nights, weekends, fast track or mini-esters, as well as offer the opportunity to study at home through our distant education courses.

DELHI COLLEGE**State University of New York College of
Technology****Delhi, New York 13753****Voice: (607)746-4000****FAX: (607)746-4346****URL: <http://www.delhi.edu>****Dr. Mary Ellen Duncan, President**

Founded in 1913, Delhi College is one of the charter members of the State University of New York system. Delhi enrolls nearly 2,000 students in over 40 associate degree and certificate programs, as well as a unique baccalaureate program in hospitality management. Concentrations include: Building Technologies; Business; Electrical and Mechanical Technologies; Hospitality Management; Individual Studies; Liberal Arts; Nursing and Allied Health; Golf, Plant Sciences and Recreation; and Veterinary Science Technology. An expanding international education program attracts recent immigrants from Southeast Asia, the Dominican Republic and Argentina. Exchange programs are being developed and currently include Tianjin Commercial College and Northwest Institute of Light Industry in the People's Republic of China. Delhi's international emphasis also includes a visiting scholar program and student-faculty interaction through the Postsecondary International Network.

ERIE COMMUNITY COLLEGE**121 Ellicott Street****Buffalo, NY 14203****Voice: (716)842-2770****FAX: (716)851-1129****Dr. Louis M. Ricci, President****FORSYTH TECHNICAL COMMUNITY COLLEGE****2100 Silas Creek Parkway****Winston-Salem, North Carolina 27103****Voice: (910)723-0371****FAX: (910)761-2399****Dr. Desna L. Wallin, President****URL: <http://www.forsyth.tec.nc.us>**

Founded in 1958 as an Industrial Education center, Forsyth Technical Community College has grown from one building providing trade and technical training to offering 56 curriculum programs spaced out over two campuses with two additional sites to follow in the next year. With the addition of the 1-20 form, Forsyth Tech has enrolled students from over 26 different countries. Enrollment in curriculum programs at Forsyth Tech in the past year exceeded 5,000 students. Starting the Fall of 1997, Forsyth Tech will convert from the quarter system to the semester system to allow students with 2-year degrees to transfer to 4-year institutions.

FOX VALLEY TECHNICAL COLLEGE**1825 N. Bluemound Drive****P.O. Box 2277****Appleton, WI 54913-2277****Voice: (414)735-5731****FAX: (414-735-2582 URL: <http://foxvalley.tec.wi.us>**

Established in 1967 as one of 16 districts within the Wisconsin Technical College System, Fox Valley Technical College serves approximately 42,000 students annually with day and evening classes. Students choose from more than 60 associate degree programs, technical diplomas and certificates. Currently, more than 4,800 students are enrolled in FVTC's full-time programs. Over 231 students from 34 countries attended English as a Second Language classes this past year and 45 international students were enrolled in programs.

Dr. H. Victor Baldi, President**GREEN RIVER COMMUNITY COLLEGE****12401 SE 320th Street****Auburn, Washington 98092-3699****Voice: (206)833-9111****FAX: (206)288-3446****Mike McIntyre, Vice President for
Marketing and Student Development****URL: <http://www.greenriver.ctc.edu>**

Located midway between Seattle and Tacoma, Washington and near the international airport, Green River Community College annually serves over 9,000 students. Green River is a leader in both transfer and training education, offering a comprehensive transfer curriculum, forty-five vocational training programs, plus an English as a second language program. Green River, known for providing students with an excellent education at a great value for the dollar, attracts international students from more than 30 countries. A full service International Programs office provides orientation, academic and cultural advising, housing assistance and a large array of activities. A beautiful campus, moderate cost of living, small class size, high transfer rates to universities, and a friendly staff are just some of the many reasons that international students choose Green River Community Colleges.

GREENVILLE TECHNICAL COLLEGE**P.O. Box 5616, Station B****Greenville, SC 29606-5616****Voice: (864-250-8175****FAX: (864)250-8507****Dr. Thomas E. Barton, Jr. President****URL: www.gvltcc.edu****HARFORD COMMUNITY COLLEGE****401 Thomas Run Road****Bel Air, Maryland 21014-1698****Voice: (410)836-4492****FAX: (410)836-4197****Dr. Claudia E. Chiesi, President****URL: <http://www.harford.cc.md.us>**

Founded in 1957 and active in international education in 1980s with a campus in Germany. Rejuvenated the HCC effort in 1995 with an initial visit to Russia. Several repeat visits among and between health professionals have established a nurse education program with Moscow institutions. Additional education exchanges were begun with Morocco and that has continued through the present. Harford is a comprehensive two-year community college.

HOWARD COMMUNITY COLLEGE**10901 Little Patuxent Parkway****Columbia, Maryland 21044****Voice: (410)772-4820****FAX: (410)772-4964****Dr. Dwight A. Burrill, President****URL: <http://www.howardcc.edu>**

Howard Community College (HCC) is located 40 minutes from Washington, D.C., the nation's capitol, and New York City is just a train or bus-ride away. One of the reasons students choose HCC is the reputation it has earned for preparing students for today's global marketplace. More than 5,000 students are enrolled in credit programs and 12,000 students participate in credit-free courses for personal or professional development. Approximately 60 countries are represented on campus. With more than 40 associate degree programs, the choices range from business, computers, science, math, engineering, accounting, theatre to health care. In addition, HCC offers Novell and Microsoft certification and distance-learning with audio and video connections. English language skills development is made easy at all levels of instruction and includes pronunciation, listening, comprehension and conversation. The International Business and Education Center conducts student and faculty exchanges, programs for international delegations and customized courses to meet individual learning objectives.

ILLINOIS EASTERN COMMUNITY COLLEGE**233 East Chestnut Street****Olney, Illinois 62450****Voice: (618)393-2982****FAX: (618)392-5617****Terry Bruce, CEO****Email: lecc-int@omegabbs.com**

The Illinois Eastern Community Colleges has a continuing commitment to excellence in international education. We have a full-time intensive English as a second language program and each semester we enroll 70 plus international students on F-1 visas from 20 different countries. Currently, we are working with Hainan University in China, on a twinning program that will start in September.

INDIAN RIVER COMMUNITY COLLEGE**3209 Virginia Avenue****Fort Pierce, Florida 34981-5599****Voice: (561)462-4700****FAX: (561)462-4796****Dr. Edwin R. Massey, President****URL: <http://www.ircc.cc.fl.us>**

Indian River Community College is a comprehensive two-year public community college providing Associate in Arts, Associate in Science, and technical certificate programs at campuses in Florida's St. Lucie, Martin, Indian River, and Okeechobee counties. IRCC serves over 43,000 students overall each year, with 8,000 full-time equivalent students. International students from 14 countries are represented in IRCC's student population, with 40 to 50 international students typically attending IRCC each semester. International student/athletes are particularly attracted to the College's championship Swim and Dive Team, which holds the longest intercollegiate winning streak in the country. IRCC offers free English as a Second Language programs which are heavily utilized by the area's Hispanic and Haitian populations.

JOLIET JUNIOR COLLEGE**James D. Lepanto, Vice President for
Academic Affairs****Joliet, Illinois**

Founded in 1901, Joliet Junior College is the nation's oldest public community college. Located 40 miles southeast of Chicago, the college has continued its innovative delivery of instruction for the past 96 years. The college currently enrolls 10,000 full- and part-time students, and has a very active international education component, which includes students who study in overseas sites in England, Austria, Costa Rica, the Netherlands and Mexico. The bulk of the college's international students are from Mexico. The college is a traditional community college, which offers 40 associate in applied arts programs, as well as the baccalaureate transfer programs.

KISHWAUKEE COLLEGE**Dr. Norman Jenkins****21193 Malta Road
Malta, IL 60150
Voice: (815)825-2086****LAGUARDIA COMMUNITY COLLEGE****Dr. Raymond C. Bowen, President****31-10 Thomson Avenue
Long Island City, New York 11101
Voice: (718)482-5200****FAX: (718)482-5242**

A branch of the City University of New York, LaGuardia opened in 1971 as a cooperative education college that involves all day students in work experiences designed to prepare them for productive careers and life-long learning. LaGuardia has over 10,000 matriculated students, 1,000 of whom were born outside of the United States and represent 98 different countries. Serving a large and diverse population of students in its many non-credit continuing education programs, its three on-campus high schools and its strong associate degree and certificate programs, LaGuardia continues to provide access to higher education and meaningful employment for the city's historically underserved populations: the poor, ethnic minorities, women, the disabled and recent immigrants.

LEXINGTON COMMUNITY COLLEGE**Dr. Janice N. Friedel, President****209 Oswald Building
Lexington, KY 40506
Voice: (606)257-4831****FAX: (606)257-2419****URL: <http://www.uky.edu/LCC>****MARICOPA COUNTY COMMUNITY COLLEGE****Dr. Paul A. Elsner, President****2411 West 14th Street
Tempe, AZ 85281-6941
Voice: (602)731-8100****FAX: (602)731-8120**

METROPOLITAN COMMUNITY COLLEGES**3200 Broadway****Kansas City, Missouri 64111****Voice: (816)759-1000****FAX: (816)759-1158****Dr. Wayne E. Giles, Chancellor****URL: <http://www/kcmetro.cc.mo.us>**

The Metropolitan Community Colleges--Longview (south), Maple Woods (north), Penn Valley (central) and their satellite campuses--have placed higher education within a few minutes of all residents of Metropolitan Kansas City. As comprehensive institutions, we provide affordable, responsive education and training opportunities in a supportive environment that values diverse constituencies. Enrollment is 16,500 annually with 54 degree programs offered including art, biology, computer science, education, foreign language, human services, music, pharmacy, and social work. Programs in over 50 career fields are offered in areas such as health services, business and office technologies, mechanical and engineering technologies, natural sciences and public service technologies.

MIAMI-DADE COMMUNITY COLLEGE**District Office: 300 N.E. 2nd Avenue****Miami, Florida 33132-2297****District President Voice: (305)237-3316****FAX: (305)237-3228****Dr. Eduardo Padron, District President****e-mail: padrone@mdcc.edu****International Education: Kendall campus****11011 S.W. 104th Street****Miami, Florida 33176-3393****(Dr. Robert Vitale) Voice: (305)237-2533****FAX: (307)237-2949****e-mail: rvitale@kendall.mdcc.edu**

Established in 1959; opened September, 1960. A multi-campus, state-supported community college with six campuses and numerous outreach centers, Miami-Dade Community College is one of the nation's largest community colleges. During the 1995-96 academic year, the College enrolled a total of 124,629 students in credit and non-credit programs. The Colleges serves an exceptionally diverse population, and it hosts significant numbers of international students representing 137 different countries and speaking over 80 different languages. MDCC enrolls the most Hispanic students and the second number of black students of any college or university in the United States. As a sponsoring member institution of the College Consortium for International Studies for programs in France, Mexico and Costa Rica, the College offers students access to 35 CCIS study abroad programs in 25 countries as well as to several Miami-Dade faculty-led short-term programs abroad. The Executive Offices of the Florida Collegiate Consortium for International/Intercultural Education are located on the Kendall Campus. Among many MDCC technical assistance projects abroad, the College serves as one of two lead institutions for the FCC/IE (with Broward Community College) providing expertise on curriculum design and instructional delivery to the Mar del Plata Community College, Argentina's first community college.

MIDDLESEX COMMUNITY COLLEGE

33 Kearney Square
Lowell, Maine 01852
Springs Road
Bedford, Maine 01730

Voice: (617)280-3534

FAX: (617)275-0741

Dr. Carole A. Cowan, President

Frank M. Falceta, Associate Provost

e-mail: falcettaf@admin.mcc.mass.edu

Middlesex Community College is a comprehensive community college with two campuses (Bedford and Lowell). Both campuses are in close proximity to Boston. The college serves 20,000 students annually (7,800 credit; 12,000 non-credit). A multi-faceted series of international programs have been developed including student and faculty exchanges; curriculum infusion activities; and training programs and technical assistance projects with over twenty-five countries including Germany, Ireland, India, PRC, Kyrgyz Republic, Japan, South Africa, Ethiopia, and Colombia. The college is also very active in a number of initiatives designed to improve the capacity of small and medium businesses to develop their international trade skills. Degree and certificate programs are offered in over seventy disciplines including Business, Liberal Arts and Sciences, Health Careers, and Technology.

MODESTO JUNIOR COLLEGE

435 College Avenue
Modesto, CA 95350
Voice: (209)575-6067

Dr. Maria Sheehan

MONROE COMMUNITY COLLEGE

1000 East Henrietta Road
Rochester, New York 14623-5780

Voice: (716)292-2000

FAX: (716)427-2749

Dr. Peter A. Spina, President

URL: <http://www.monroecc.edu>

Monroe Community College is located in Rochester, New York on two campuses. The Brighton campus is situated on a 314-acre site in the town of Brighton and the Damon City Campus is located in the heart of Rochester's downtown business district. MCC, one of 30 community colleges within the State University of New York (SUNY) system, ranks ninth nationally in the number of associate degrees awarded annually. Thirty-six percent of all county residents who attend a New York State college have made MCC their choice. In addition to being accredited by the Middle States Association of Colleges and Secondary Schools, MCC is one of only 20 member colleges in the prestigious League for Innovation in the Community College.

MORAIN VALLEY COMMUNITY COLLEGE

Palos Hills, Illinois
Voice: (708)974-2110

FAX: (708)974-0974

Dr. Vernon O. Crawley, President

URL: <http://www.moraine.cc.il.us>

Founded in 1967, Moraine Valley is a progressive community college dedicated to offering students quality university transfer programs and job training. Moraine Valley is located in the suburban community of Palos Hills, only 20 kilometers from Chicago. Moraine Valley's location offers students a unique opportunity to learn in a safe, residential community while enjoying the vast social and cultural benefits of the third largest city in the United States. More than 175 international students from 35 countries in Asia, Africa, the Middle East, South America, Mexico, and Central America attend Moraine Valley each year. These students choose Moraine Valley because of our affordable tuition, excellent academic programs, intensive English language program and hands-on job training. Moraine Valley offers more than 76 degree and certificate programs in business, liberal arts, science, computer technology, hotel/restaurant management, travel and tourism, and many other fields.

MT. SAN ANTONIO COLLEGE

1100 North Grand Avenue
Walnut, CA 91789

Voice: (909)594-5611

FAX: (909)598-2303

Dr. William H. Feddersen, President

NEW MEXICO STATE UNIVERSITY AT CARLSBAD

1500 University Drive
Carlsbad, NM 88220

Voice: (505)885-5893

FAX: (505)885-4951

Dr. Douglas E. Burgham, President

NORTHAMPTON COMMUNITY COLLEGE

3835 Green Pond Road
Bethlehem, Pennsylvania 18017

Voice: (610)861-5300

FAX: (610)861-8577

Dr. Robert J. Kopecek, President

URL: <http://nrhm.cc.pa.us>

Founded in 1967, Northampton Community College originated as a 165-acre campus in suburban Bethlehem, Pennsylvania and, in 1992, expanded by establishing a branch campus in Monroe County in the scenic Pocono Mountains. Northampton enrolls 20,000 students annually in credit and non-credit courses. Associate degrees, certificates, and specialized diplomas are awarded in over 50 academic programs in the areas of arts and humanities, sciences, business, technology, communications, and allied health. The College has recently made a formal commitment to bolstering internationalization of the campus through curriculum enhancement; international student growth; faculty, staff, and student exchanges; and exciting study abroad programs. Typically, Northampton has student representation from more than 30 different countries. Unique to most community colleges and attractive to our international student population is the availability of two residence halls and an apartment complex on campus. Our English as a Second Language program and International Students Organization are also especially welcomed by international students.

NORTHCENTRAL TECHNICAL COLLEGE

1000 W. Campus Drive,
Wausau, Wisconsin 54401

Voice: (715)675-3331, ext. 4060

FAX: (715)675-9824

Dr. Robert C. Ernst, President

Founded in 1912, Northcentral Technical College has been providing relevant occupational preparation for people for over 80 years. Northcentral has some 2,400 full-time equivalent students, though more than 16,000 people take at least one class annually. Northcentral offers career training in 35 one- and two-year programs including nationally known Laser Technician, Educational Interpreter Technician, and Visually Impaired and Deaf and Hard of Hearing programs. For the past nine years, Northcentral has been providing contract training for international groups in the areas of agriculture, business, machine tool, and peer community internships. In addition, Northcentral serves large numbers of recent immigrants from South East Asia.

NORTH HENNEPIN COMMUNITY COLLEGE

7411 85th Avenue North
Brooklyn Park, Minnesota 55445

Voice: (612)424-0702

FAX: (612)424-0929

Dr. Yvette Jackson, President

URL: <http://www.nh.cc.mn.us>

Located on the northwestern corner of the Minneapolis-St. Paul Metropolitan area, North Hennepin Community College enrolls over 2200 full-time and 4,000 part-time students each quarter. North Hennepin is a two year institution that provides transfer, vocational-technical, and continuing education programs. As one of Minnesota's largest community colleges, North Hennepin attracts more than 200 international students from over 50 countries around the world. In addition to three Associate degrees (A.A., A.S. and A.A.S.), North Hennepin also offers certificates and professional development awards in several areas. Programs can be found in Liberal Arts and Sciences, Business, Nursing, and Allied Health.

ONONDAGA COMMUNITY COLLEGE

4941 Onondaga Road
Syracuse, New York 13215

Voice: (315)469-2326

FAX: (315)469-2592

Dr. Neal A. Raisman, President

URL: <http://www.sunyocc.edu/>

Located in Central New York, Onondaga Community College is one of 30 two-year colleges which are a part of the 64-campus network of the State University of New York. Onondaga offers programs leading to the degrees of Associate in Arts, Associate in Science and Associate in Applied Science. Several certificate programs are also offered. The degree programs are of two basic types, transfer and career. Both types include core requirements in liberal arts and sciences which are the foundation of a sound college education. Onondaga serves 7,500 students. It established the Study Abroad Program three years ago. However, Onondaga has been serving international students for decades. Currently it has students from at least 20 countries; it also enrolls a large number of immigrants.

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE

10915 Hardin Valley Road
P.O. Box 22990

Knoxville, Tennessee 37933-0990

Voice: (423)694-6400

FAX: (423)694-6435

Dr. Allen G. Edwards, President

URL: <http://www.pstcc.cc.tn.us/>

Along with six universities, twenty-six technical centers, and thirteen other two-year institutions, Pellissippi State Technical Community College is a part of the Tennessee Board of Regents System. As well as the main campus in West Knoxville, Pellissippi has two permanent teaching sites, one in downtown Knoxville and one in nearby Maryville. For fall 1996, the college enrolled 7,794 students. Included in this number are 87 international students from 28 countries. The college offers associate degree programs (career technical and university parallel) through eight departments: Engineering Technologies, Humanities, Fine and Applied Arts, Business and Information Services, Communications, Mathematics, Natural Sciences and Behavioral and Social Sciences. It offers continuing education and certificate programs through Business and Community Services as well.

PERALTA COMMUNITY COLLEGE DISTRICT

333 E. 8th Street
Oakland, California 94606

Voice: (510)466-7200

FAX: (510)466-7224

A. J. Harrison II, Chancellor

URL: <http://www.peralta.cc.ca.us>

The Peralta Community College District (PCCD) consists of four colleges: College of Alameda, Laney College, Merritt College and Vista College, located in the beautiful and ethnically diverse San Francisco/Oakland Bay Area. PCCD enrolls over 26,000 full and part-time students. Associate degree programs are offered in 129 different areas and certificates in 104 different disciplines. Some of the programs that can be found are automotive technology, police and fire science, aviation maintenance, computer information systems, culinary arts, landscape horticulture, paralegal studies, dental assisting, real estate, and vocational nursing.

PIERCE COLLEGE

9401 Farwest Drive, S.W.

Lakewood, Washington 98499-1999

Voice: (253)964-7327

FAX: (253)964-6256

Dr. George A. Delaney

Pierce College is a two-year community college known for high quality education and friendly atmosphere. Nationally ranked in associate degrees conferred, Pierce is located in Washington state, a short distance from Sea-Tac International Airport, Seattle and the port city of Tacoma. In addition to the availability of world-class urban centers, the region is among the richest and most beautiful recreation areas in North America, with national parks, the Pacific Ocean, dozens of golf courses, hundreds of parks, and a variety of ski areas all within a two-hour commute. With specialized programs designed to help international students make rapid progress toward academic and career objectives, Pierce College serves students from more than 20 countries, offering programs in business, office professions, engineering technology, liberal arts and more than 40 other academic and job skills areas.

PRAIRIE STATE COLLEGE

202 South Halsted Street

Chicago Heights, Illinois 60411

Voice: (708)709-3500

FAX: (708)755-2587

Dr. E. Timothy Lightfield, President

URL: <http://www.prairie.cc.il.us>

Serving the south suburbs of Chicago, Prairie State College annually enrolls more than 2,400 full-time students and 8,000 part-time students. Poland, Mexico, India, Russia, China, the Mideast, Nigeria, and Brazil are just some of the countries represented in the student body. The recently inaugurated international student program has enhanced our multicultural campus, bringing together third and fourth generation Americans with recent arrivals from around the world. PSC is a comprehensive two-year college offering a broad range of programs resulting Associate in Arts, Associate in Science, Associate in General Studies and Associate in Applied Science degrees. Disciplines such as Art, Business, Computer Science, Health, Early Childhood Education and Mechanical Design Technology are just a few of PSC's offerings. Technical and career training certificate programs in such areas as Human and Public Services, Industry and Technology, Business and Management, Health and Social Sciences are also an important part of the college curriculum.

RANCHO SANTIAGO COMMUNITY COLLEGE

1530 West 17th Street

Santa Ana, CA 92706

Dr. Vivian Blevins, President

SOUTHWEST VIRGINIA COMMUNITY COLLEGE

Dr. Charles R. King, President

P.O. Box SVCC

Richlands, Virginia 24641

Voice: (540)964-7315

FAX: (540)964-7615

Founded in 1967, Southwest Virginia Community College is part of the Virginia Community College System. Located at the foot of majestic Clinch Mountain in southwest Virginia, SwVCC is a rural community college that served over 6,600 headcount students in 1995-96. A comprehensive community college, Southwest Virginia Community College offers over 70 programs of study leading to the associate degree, diploma or certificate in business, liberal arts, health sciences, media, technology, hospitality. SwVCC welcomes international students.

ST. CLAIR COUNTY COMMUNITY COLLEGE

Dr. Christa Adams

323 Erie, P.O. Box 5015

Port Huron, Michigan 48061-5015

Voice: (810)989-5547

FAX: (810)984-4730

URL: <http://www.stclair.cc.mi.us>

Established in 1923 St. Clair County Community College is located in the downtown area of Port Huron, one block west of the main street. Port Huron is located opposite Sarnia, Ontario, Canada, on the St. Clair River. The campus currently consists of eight buildings. S.C.C.C.C. has about 4,200 students enrolled in classes annually. S.C.C.C.C. attracts students from many different countries including Germany, Russia, Slovak Republic, Venezuela, Pakistan, and of course Canada. S.C.C.C.C. is a comprehensive college, offering a full collection of liberal arts courses, along with diploma programs in business, health sciences and technology.

ST. PETERSBURG JUNIOR COLLEGE

Dr. Carl Kuttler, Jr., President

P.O. Box 13489

St. Petersburg, Florida 33733

Voice: (813)341-3600

FAX: (813)724-1474

URL: <http://www.spjc.cc.fl.us/>

Founded in 1927, St. Petersburg Junior College is recognized as one of America's best two year colleges and consistently ranks among the top five community colleges for degrees awarded. College sites include three campuses, in Clearwater, St. Petersburg and Tarpon Springs, a health education center in Pinellas Park and a criminal justice/law enforcement training center, also in St. Petersburg. In addition, SPJC offers classes at various off-site locations as well as on television and over the computer. Students can select from more than 80 academic programs and areas of study, some leading to an Associate in Arts (A.A.) degree, which transfers to virtually any college or university worldwide, or an Associate in Science (A.S.) degree that leads directly to work in one's chosen field. Some certificates also may be pursued. The enrollment for 1994-95 numbered 34,748 students taking credit classes and 30,586 taking non-credit classes. SPJC's international population is composed of students from all over the world; as of last fall 69 countries were represented on campus.

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF AGRICULTURE AND TECHNOLOGY**

P.O. Box 901

Morrisville, New York 13408

Voice: 1-800-259-0111; (315)684-6000 FAX: (315)684-6427

Dr. Frederick W. Woodward, President

URL: <http://www.snymor.edu>

Internet: admitmor@morrisville.edu

The total college experience is what the more than 2,800 students who attend SUNY Morrisville receive. This two-year residential college conveniently located in Central New York has offered an affordable, hands-on education since 1908. With more than 70 associate degree programs and certificates, many on-campus housing options, and a variety of activities and intercollegiate athletics including two new sports--football and ice hockey--the college remains a popular choice for many.

SUNY Morrisville offers associate degrees in the technologies, business, agriculture, mathematics, the physical sciences and the liberal arts. Two baccalaureate degrees: one in Equine Science and one in Automotive Technology are expected to be offered in the near future. Among the college's diverse academic offerings, many--such as Ski Area Technology, Wood Products Technology, Manufacturing Technology, Aquaculture, Journalism, Plastics Technology and Manufacturing Technology--are unique among schools in New York state. SUNY Morrisville's Standard-bred, Harness Racing Program is unique in the nation.

SUFFOLK COMMUNITY COLLEGE

533 College Road

Selden, NY 11784

Voice: (516)451-4238

FAX: (516)451-4808

Dr. John Frederick Cooper, President

SUNY COLLEGE OF TECHNOLOGY

AT DELHI

Main Street, Bush Hall

Delhi, NY 13753

Voice: (607)746-4171

FAX: (607)746-4346

Dr. Mary Ellen Duncan, President

TOMPKINS CORTLAND COMMUNITY COLLEGE

170 North Street

P.O. Box 139

Dryden, New York 13053

Voice: (607)844-8211

FAX: (607)844-6545

Dr. Carl E. Haynes, President

URL: <http://www.sunytccc.edu>

Located in the Finger Lakes Region of New York State, Tompkins Cortland Community College is part of an educational community which includes Cornell University, Ithaca College, and State University College of Cortland. Tompkins Cortland is a two-year college and a unit of the State University of New York (SUNY), the largest university system in the United States. Tompkins Cortland has 3,200 students in 28 degree programs. The College has enrolled 150 international students from over 65 countries. In addition, another 250 students are enrolled in specialized joint programs with international partner institutions. Students come to the College from Spain, Chile, Peru, Armenia, Russia, Sweden, Switzerland, and Ghana.

Programs at the College range from Liberal Arts and Science, Engineering Science, Nursing, and Hospitality, to Business.

TRIDENT TECHNICAL COLLEGE**Dr. Mary Thornley, President****P.O. Box 118067****Charleston, South Carolina 29423-8067****Voice: (803)574-6111****FAX: (803)574-6483****URL: <http://www.charleston.net/Triendot.Tec>**

Trident Technical College is a two-year, community-based technical college serving the Lowcountry counties of Berkeley, Charleston and Dorchester. With three campuses and nearly 10,000 students, TTC offers over 80 programs of study in the areas of Allied Health Science, Arts and Sciences, Business, Hospitality and Tourism, Industrial and Engineering Technology, Nursing and Public Service. Each semester, TTC enrolls between 50 and 100 students on F-1 visas. In addition, TTC enrolls students affiliated with Charleston-based military units and foreign-owned companies. TTC has an active international club as well as numerous special services for foreign students.

TRI-COUNTY TECHNICAL COLLEGE**Dr. Don C. Garrison, President****Highway 76, P.O. Box 587****Pendleton, SC 29670****Voice: (864)646-8361, #2100 FAX: (864)646-8256****TULSA COMMUNITY COLLEGE****Dr. Dean P. VanTrease, President****6111 E. Skelly Drive****Tulsa, OK 74135****Voice: (918)595-7868****FAX: (918)593-7910**

This multicampus system has four full campuses within the city and a site location at the state university. Established in 1969, TCC supports an enrollment of around 30,000 students and is the only community college in Tulsa. It supports technical-occupational and university-parallel credit courses. It is the exclusive provider of the first two years of study for students seeking undergraduate/graduate degrees at Rogers University. Approximately 185 international students attend TCC and represent some 75 different countries. TCC offers 64 university-parallel degrees and 75 technical-occupation programs in a number of areas including business, health, liberal arts, science, Early Childhood Education, and international studies. The International Language Center offers 14 different languages with an annual enrollment of approximately 5,000.

UNIVERSITY COLLEGE OF CAPE BRETON**Dr. Jacquelyn Thayer Scott, President****P.O. Box 5300****Sydney, Nova Scotia, Canada, B1P 6L2****Voice: (902)563-1286****FAX: (902)562-0119****URL: <http://www/uccb.ns.ca>**

Situated in Sydney on Cape Breton Island, part of the Atlantic coastal province of Nova Scotia in Canada, UCCB is a unique polytechnic institution that offers undergraduate degrees and diplomas in a variety of technologies. An innovative institution, UCCB offers unique degrees in community studies, comparative development studies, technology, and an MBA in community economic development. With approximately 3,500 students, UCCB focuses on quality teaching and close interaction between faculty and students. International students come from more than thirty countries and exchange agreements are in place with universities and colleges in the United States, England, Scotland and Sweden.

UTAH VALLEY STATE COLLEGE

800 West 1200 South

Orem, Utah 84058

Voice: (801)222-8437

FAX: (801)222-8510

Dr. Kerry D. Romesburg, President

URL: <http://www.uvsc.edu>

Nestled between the Wasatch Front and the Utah Lake, Utah Valley State College is recognized nationally as a pioneer in incorporating both the philosophies of a comprehensive community college as well as offering four-year baccalaureate degrees. UVSC enrolls about 15,000 full and part-time students annually and international students from 60 countries in Asia, Africa, Europe, the Middle East, the Americas and Mexico. Consortium and exchange agreements were reached with Russia, Central America and Caribbean countries, China, Hong Kong, Japan, Taiwan and Germany. UVSC is the recipient this year of the USIA, University Affiliation grant for a three year exchange program with the Consortium of Colleges in Mongolia. UVCS offers certificates, diplomas, associate and Bachelor degree programs in a wide variety of disciplines.

INTERNATIONAL ASSOCIATES

BLACKPOOL AND THE FYLDE COLLEGE
ASHFIELD ROAD
BISPHAM, BLACKPOOL FY2 OHB

Reg Chapman, Principal and Chief Executive

Voice: +44 1253 352352 FAX: +44 1253 356127

Email: visitors@blackpool.ac.uk

URL: <http://www.blackpool.ac.uk>

Blackpool and The Fylde College has built an enviable reputation for excellence with over 70 years of experience in the provision of quality education. The College attracts almost 4,000 full-time and 17,000 part-time students to its four campuses each year. Students are predominantly from the UK but approximately 270 come from 35 different countries and contribute to the cultural diversity of the institution. It has a lot to offer through its further and higher education programmes based in Business and Management, Visual Arts and Design, Technology and General Education. A wide range of Degree and Higher Diploma programmes are available in the areas of Hospitality and Catering Management, Business Studies, Food Manufacturing Management, Mechatronics, Electronic Communications, Building Studies, Graphic Design, Technical or Scientific Illustration and Photography. More than 70 full-time courses are offered at Diploma or GNVQ level.

NIELS BROCK COPENHAGEN BUSINESS COLLEGE Torben Krogh, President

Kultorvet 2

DK-1175 Copenhagen K

Voice: +45 33 41 94 65

FAX: +45 33 41 94 88 E-mail: jmansfel@brock.dk

Niels Brock Copenhagen Business College is the largest Danish business college with a student population of approximately 40,000 and a staff of 1,200. Niels Brock offers a range of about twenty different educational programmes from basic levels of business studies to higher and further education including adult education.

All international activities are managed by Niels Brock International whose objective is to take active part in the global development of business education in order to meet the demands, wishes and needs of governments, organizations, companies, and individuals. Niels Brock International has established a global network of partners.

UNIVERSIDAD DON BOSCO

Ing. Federico Miquel Huguet Rivera, Rector

Calle a Plan del Pino

Soyapango, El Salvador, Central America

Voice: +291-0026 through 0029 FAX: +292-3050

Email: pedro@citt.cdb.edu.sv

URL: <http://www.cdb.edu.sv>

Universidad Don Bosco (UDB) was founded in 1987 for the purpose of providing educational opportunities in El Salvador. UDB is located in the Ciudadela de Don Bosco, Soyapango, El Salvador. The Ciudadela is a multi-purpose complex housing several educational, units, dormitories, church, recreational, and other facilities operated by the Salesian Order.

UDB has three main disciplines: engineering, humanities, and theology. UDB also has a technology transfer center, the Centro de Investigacion y Transferencia de Tecnologia (CITT). The CITT has an impressive series of facilities and laboratories in the areas of: bio-medical engineering, computers, industrial mechanics, hydraulics, measurements, electronic communications, and others. Universidad Don Bosco is a private institution with a current full time enrollment of over 1,500 students.

YONG-IN TECHNICAL COLLEGE

**San 77-1 Mapyong-dong, Yongin-Si,
Kyonggi-do, Korea 449-040**

Voice: 335/37-1981

FAX: 335/35-1536

Dr. Kyung-Mo Chung, President

URL: <http://blue.nawnuri.net/windland>

Founded in 1993, Yong-In Technical College (YITC) is a two-year junior college devoted to the training of mid- and upper-level technical manpower. Located in Yongin City, which is 40 miles southeast of the capital city of Seoul, YITC enrolled 2,400 full-time students in 1997 and the enrollment increases annually. YITC offers Associate Degree programs in ten departments. The areas of study are Mechanical Engineering, Computer Science, and Design. Since its foundation, YITC has been active in international education. Faculty and students exchange with educational institutions in foreign countries is being promoted rigorously, creating a learning environment with an international atmosphere.

CCID PARTNERS

ACADEMIC SYSTEMS CORPORATION

**Mr. Francis Wilde
Executive Vice President Partnerships
444 Castro Street
Mountain View, California 94041
Voice: (415)691-6760 FAX: (415)694-6830**

Academic Systems works in collaborative partnership with colleges and universities to develop interactive multimedia instructional materials that enable faculty to improve student academic achievement and increase access to college instruction. These instructional materials are designed for networked environments and support a new model of instruction called **MEDIATED LEARNING**—a faculty-guided, learner-centered approach to instruction and learning that creates a more interactive and more individualized learning environment for students.

Students and faculty at more than 50 campuses nationwide are currently using Academic Systems online materials in mathematics and writing courses over local-area networks, campuswide networks and the Internet. Using the materials, faculty have consistently been increasing student pass rates and improving student retention.

Founded in 1992, Academic Systems has brought together a highly skilled team of experienced faculty, researchers, computer scientists, instructional designers and multimedia developers that is dedicated to applying advanced research and technology to provide proven, practical methods and materials that enable faculty to enhance the instruction and learning environment. The company is based in Mountain View, California. Additional information about Mediated Learning, Interactive Mathematics and Interactive English is available on AcademicNet <www.academic.com>, the website for educators interested in using technology to enhance teaching and learning.

ION EXCHANGE TRAINING RESOURCES

A Division of Ion Exchange (India) LTD.

Tecicon House, Dr. # Moses Road

Mahalaxmi, Mumbai 400 011, India

Post Box 6273

Voice: 022-493 9520/23/25/31/32

FAX: 022-493 8737

e-mail: ionxchg@iasbrn01.vsnl.net.in

bho.ionexch@axcess.net.in

Instituted in November 1995 with a mission to put India on the world map as an organization committed to training and development in the core competence area of its parent organization, viz, water, waste water and environment management.

The Company has several collaborations with U.S. organizations and is constantly looking for networking opportunities to fulfill its mission. The institute plans to set up a distant education programme and an on-site diploma course in water treatment technologies.

1997 QUESTIONNAIRE V

CCID 1997 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 _____

(Over)

4. Foreign Visitors:

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

B. What countries did they come from? _____

5. Special Projects:

A. What projects have you worked on with CCID in the past year (July 1, 1996 to present)? _____

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

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, 1996, to June 30, 1997, has or
did your college/district--

7/1/96-6/30/97

		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: _____ _____		
		7/1/96-6/30/97	
		YES	NO

		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 10, 1997, to:

Robert Keener
Sinclair Community College
444 West Third Street
Dayton, OH 45402
Phone: 513/449-5306
FAX: 518-449-6100

1997 QUESTIONNAIRE RESPONSES VI

RESPONSES TO THE CCID 1997 QUESTIONNAIRE

Forty-four Consortium participants responded, a 56 percent participation rate.

1. Faculty Abroad:

A. Was your institution able to sponsor faculty to travel abroad?
Yes 35 -- 81 percent No 8 -- 19 percent

B. How many faculty were involved?
307 faculty

C. What countries did they visit?

- Consortium faculty visited 54 different countries.
- England was the most frequently visited country with 10 different colleges visiting.
- Countries

- | | |
|------------------------|--------------------------|
| 1. Argentina | 29. Jamaica |
| 2. Australia | 30. Japan |
| 3. Austria | 31. Latrice |
| 4. Belize | 32. Lithuania |
| 5. Cambodia | 33. Malaysia |
| 6. Canada | 34. Mexico |
| 7. Chile | 35. Netherlands |
| 8. China | 36. Nicaragua |
| 9. Costa Rica | 37. Philippines |
| 10. Czech Republic | 38. Poland |
| 11. Denmark | 39. Russia |
| 12. Dominican Republic | 40. Scotland |
| 13. Ecuador | 41. Singapore |
| 14. Egypt | 42. Slovakia |
| 15. England | 43. South Africa |
| 16. Ethiopia | 44. Spain |
| 17. Finland | 45. Sir Lanka |
| 18. France | 46. Suriname |
| 19. Germany | 47. Taiwan |
| 20. Guyana | 48. Tanzania |
| 21. Haiti | 49. Thailand |
| 22. Hong Kong | 50. Ukraine |
| 23. Hungary | 51. United Arab Emerates |
| 24. India | 52. United Kingdom |
| 25. Indonesia | 53. United States |
| 26. Ireland | 54. Vietnam |
| 27. Israel | |
| 28. Italy | |

2. Do you offer a study abroad program?
Yes 28 -- 72 percent No 11 -- 28 percent

A. How many students studied abroad?
1273 students

B. In what countries were your programs offered?

- Study abroad programs were offered in 31 different countries.
- England was the most popular study abroad destination with 13 programs based there.
- Countries

Australia	England	Mexico
Austria	France	Morocco
Canada	Germany	Netherlands
China (PROC)	Greece	Nicaragua
Columbia	Greenland	Scotland
Costa Rica	India	Senegal
Denmark	Ireland	Spain
Dominican Republic	Israel	Switzerland
Ecuador	Italy	Syria
Egypt	Jamaica	United Kingdom
		Vietnam

C. What disciplines were offered abroad?

- Thirty-one disciplines were taught abroad.
- Disciplines

Archeology	European Culture & Society	Language
Art	Foreign Language	Liberal Arts
Biology	General Studies	Literature
Business	Government & Politics	Marketing
Chinese/Asian Studies	History	Music History
College Transfer	Horticulture	Political Science
Decorative Arts	Humanities	Rain Forest Ecology
Economics	Interior Design	Social & Behavioral Science
English	International Business	Spanish
English Literature	Journalism	Spanish Language & Culture
		Tropical Ecology

D. If applicable, name any co-sponsors:

- Twenty-five organizations co-sponsored study abroad programs for the consortium colleges.
- Co-sponsors

Aberdeen College
AIFS
CCID
CCIS
CCSA
CIE
Enory & Henry College (Italy)
Germany
Government
Hinan Provincial Government
Hispanic Chamber of Commerce
ICISD

Illinois Consortium for International
Studies
Iowa Community College Study Abroad
Consortium
ISA
Leeds University
Local Business Community
MDCC
National Law Center
North Orange County Community
College District
Northampton Community College
Rotary International & Fulbright
Scholarship
Shandong Provincial Government
St. Clair College of Applied Arts &
Technology (Canada)
University of Mobile

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

• Grants and Awards

Source	Dollars
?	\$ 1,500
Bank of America	3,500
Business Scholarship	2,500
CASS	192,000
CCID	6,000
CIDA	400,000
Conalep	75,000
DCCC Foundation	10,000
FIPSE	50,000
Hotel Sponsor	4,000
Int. Fund for Ireland	77,000
International ED & Business	141,000
NAFSA Grant	1,000
Study Abroad	1,000
Tech. Assist. Project	110,000
Title VI	86,000
Title VI-A DOE	60,000
Title VI-B	156,060
Title VI-B DOE	60,000
Tomsk	28,000
Tuition from International Students	50,000
U.S. Dept. Of Education	56,091
U.S. Dept. Of Education V1-B	147,000
USAID	1,000,000
USAID	10,000
USAID	150,000
USAID	212,000
USAID	310,000
USAID	70,000
USAID	75,000
USIA	183,106
USIA	40,000
Youth for Understanding	<u>48,000</u>
TOTAL	\$3,815,757

4. Foreign Visitors:

- A. How many foreign visitors were on your campus this past year?
 - 1770 foreign visitors were on consortium campuses this past year.
 - 42 consortium colleges hosted foreign visitors.

- B. What countries did they come from?
 - Visitors came from 88 different countries to CCID campuses.

- Visitors most frequently came from Russia with 16 delegations closely followed by India with 15 and China with 13 delegations.

- Countries

Africa	Estonia	Laos	Slovakia
Albania	Ethiopia	Lebanon	South Africa
Angola	Europe	Lithuania	South America
Argentina	Finland	Madagascar	South Korea
Australia	France	Malaysia	Spain
Austria	Finland	Mali	Suriname
Bahamas	Germany	Mexico	Sweden
Bangladesh	Ghana	Morocco	Taiwan
Bolivia	Great Britain	Netherlands	Thailand
Brazil	Guatemala	Nigeria	UAE
Bulgaria	Guyana	Palestine	Ukraine
Cambodia	Haiti	Panama	United Kingdom
Canada	Honduras	Paraguay	United States
Chile	Hong Kong	Peru	Uruguay
China (PROC)	Hungary	Philippines	Venezuela
Columbia	India	Poland	Vietnam
Costa Rica	Indonesia	Portugal	Wales
Denmark	Ireland	Romania	Yugoslavia
Dominican Republic	Italy	Rowanda	Zimbabwe
Ecuador	Jamaica	Russia	
Egypt	Japan	Senegal	
El Salvador	Kenya	Singapore	
England	Korea	Sir Lanka	

5. Special Projects:

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

- 15 consortium colleges indicated they were working on one or more projects with CCID.

- Projects

20th Annual Conference	Leader of CCID Russian Professional
Annual Conference	Development Study Tour
Annual Report	Madras Community College
Coordinated Faculty Development	Nicaragua Joint Partnership
Program	Nicaragua Nursing Course Development
Develop a Vocational/Technical College	Plan for the CCID meeting in Phoenix
Don Bosco University, El Salvador	Project Development Trip to India
Eastern European Exchange	Russia ESL
Edit Newsletter	Russia Study Tour
Ford Project--India	Summer Conference

Telesur Technology & Degree Training
Tomsk Polytechnic
UDLP--Guyana Training

UDLP--India
University of Budapest Faculty Exchange
World College

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

- 34 consortium colleges indicated they were working on international projects independently of CCID.
- Projects

100 Lang. Of Children with Reggio Italy Hosted the Italian Olympic Basketball Team
Cultural Exchange Tour w/Argentina
37 Pellissippi Faculty and Staff Visited City of Bath College
Adelaide College--Australia
AFIFS Study Abroad Presentation to CCAC faculty/staff
American International College of Mexico
Asia Pacific Economic Cooperation
Belfast/Sligo Irish Student Project
Brazil and Japan Mobility Proposals
CASS
CASS
China, Vietnam, & Japan
Conalep
Contract Training
Contract Training in Vocational Programs
Curriculum
Curriculum Enrichment with Midwest Institute
Dev. Of Iowa Community College International Association
English as a Foreign Language
Environ. Tech. Nursing
Environmental Ed. Project
ESL
Faculty Exchange in Travel-Tourism
FIPSE Student Computer Mobility Program NAFTA Countries
Florida--Israel Inst.
Fulbright Group Projects Abroad
Global Business Dev. Program
Grants
Gulf of Mexico Governors Accord
Guyana Staff Training
India Computer Tech Training
International Affiliate Program in Spain, Argentina, Ecuador, United Arab Emirates, Singapore, Sir Lanka, and India
International Business Dev.
International Business Internship Coordination--Germany, England, Australia, and Russia
International Festivals

International Visitor with Columbus International Program
Internationalizing the Liberal Arts Curriculum
Iowa Community College International Association
Mexico, Dominican Republic and Ghana.
Russian Nursing Education Project
Midwest Consortium Faculty & Staff Exchange with Institution in Costa Rica
Morocco Engineering Education Project
NAFTA Mobility Grant
North American Business Dev. Program
Nursing Programs w/Teaching and Textbook Donations to Haiti
Partnership with Basaka College of High Tech--Japan
Poland Teleconference
Post Secondary International Network Projects
Projects in Ethiopia, India, Ireland, U.K., PROC & Portugal
Russia Sister City
Seeking Educational Partnership in Mexico
Sister School Relationships
South African Teacher Training
Sponsoring Member Institution of College Consortium for International Studies for Costa Rica, Mexico, France
Student and Faculty Exchanges in England
Study Abroad Center in Seville, Spain
Tech. Assist. Sister College Relationships
Technical Assist to Mar Del Plantation in Argentina
US Aid Projects in South Africa
VA Council for International Education--Faculty Exchange
Western Med. University--China

- 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

Argentina Physical Education Instruction Training Seminars
Bridgwater Community
CASS
CASS
CASS
CASS
Congress Bundestag Program
Cooperative Association of States for Scholarships
Don Bosco University
El Salvador
English Language and Academic Semester Program
Guatemala Peace Scholarship Project
Industrial Tech. Education Mobilization Project

Nicaraguan Peace Scholarship Program
QU9000
Slovenia Proposal
Ukraine Proposal
USAID
Various High School & College Short-term Programs
Various High Schools
Youth for Understanding

B. Prime Contractors

Argentina Ministry of Education
British Council
British Government
CDS International
Continuing Education Georgetown University
Dev. Assoc. Inc.
Georgetown University
Georgetown University
Georgetown/USAID
Youth for Understanding
Youth for Understanding
Reiter

C. Disciplines

Ag Mech	Industrial Manufacturing Management
Agriculture/Business	Legislative Liaison Training
Agriculture/Business	Physical Education
Auto Mechanics	Power Repair
Auto Quality Standards	Quality Control
Business	Quality Control
Business Computers	Small Business Development
Chemistry	Small Business Management
ESL	Telecommunications
ESL	Truck Driving
ESL & Continuing Education	

D. Number of students

- 650 trainees were involved in training programs.
- 10 consortium colleges participated in contract learning.

7. Does your college have the authority to issue J-1 visas?
Yes 9 -- 24 percent No 28 -- 76 percent

-
8. How many full-time faculty does your college/district employ?
 - 10,214 full-time faculty are employed by the 39 colleges participating in this report.

 9. How many different associate degrees does your college/district offer?
 - The thirty-eight participating colleges in this report offer a combined 1727 degree areas with each college offering an average of 46 degrees in various majors.

 10. How many different certificate programs does your college/district offer?
 - The forty-one participating colleges in this report offer a combined 1556 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?
 - 590,016 credit students were enrolled at the twenty-five participating colleges in Spring Term 1997 with each college averaging 14,750 students.

INTERNATIONAL EDUCATION MATRIX

	7-1-95 to 6-30-96	
	Responses	Percent
Conduct Student Abroad Programs	28	68
Provide International Programming on Campus	36	86
Provide International Programming for Your Local Community	34	83
Participate in International Faculty Exchanges	25	63
Host Foreign Visitors	42	95
Enroll Foreign Students (on visas)	35	97
Vigorously Recruit Foreign Students	14	34
Offer ESL Courses	38	90
Engage in Internationalizing the Curriculum	38	90
Participate in Foreign Student Training Programs such as CASS, CASP, etc.	9	24
Engage in a Relationship with a Sister College Abroad	28	74
Participate in Fulbright Programs:		
Teacher Exchange Program	7	18
Lecturer Abroad	0	0
Scholar-in-Residence	2	6
Group Study Abroad	0	0
Obtain Local/State Grants for International Activities	18	47
Obtain Federal Grants for International Activities	17	43
Participate in "Sister City" Activities	25	63
Conduct International Training Programs for Local Business and Industry	28	67
Offer International Credit Courses	25	61
Offer an International Certificate	10	28
Offer an International Degree	9	24
Offer International Continuing Education	20	54

CURRENTLY PARTICIPATING IN INTERNATIONAL ECONOMIC DEVELOPMENT ACTIVITIES:

- 15 consortium colleges (34 percent) indicated they are currently engaged in economic development activities in 25 different countries.
- Countries:
- Countries:

- | | |
|-----------------------|------------------|
| 1. Barbados | 14. Jamaica |
| 2. Belarus | 15. Japan |
| 3. Chile | 16. Mexico |
| 4. China | 17. Nicaragua |
| 5. Dominican Republic | 18. Panama |
| 6. El Salvador | 19. Romania |
| 7. Georgia | 20. Russia |
| 8. Germany | 21. Senegal |
| 9. Guatemala | 22. South Africa |
| 10. Guyana | 23. Spain |
| 11. Honduras | 24. Ukraine |
| 12. India | 25. Uzbekistan |
| 13. Israel | |

INTERNATIONAL EDUCATION ORGANIZATION MEMBERSHIPS:

- The most popular non-CCID organizations to belong to was ACIIE with 16 responses.
- Organizations:

AACC International Commission

ACIIE

AIFS

Canadian Bureau for International Exchange

CCEP

CCIE

CCIS

CIEE

CIG

Colorado Consortium for Inter.

EAE

FCCIIE

Florida--Brazil International Linkage Institute

Florida--France International Linkage Institute

Florida-Israel Institute

ICCIA

ICEED

ICIE

ICISP

IES

IIE

International Association of Campus Law Enforcement Administrators

International Television Assn.

Iowa--Illinois International Trade Assn.

ISA

MACIE

Md. International Trade Assn.

Midwest Institute

MIIIE

MO Consortium for Global Education

NAFSA

NASBITE

PACIE

PIN

Sister City Assn.

TESOL

UNA/USA

VACIE

WI World Trade Center

World Trade Center Institute

WTA

INTERNATIONAL OTHER:

Administrator Training

ASPECT

Center for International Studies

Diversity Week Celebration

ESL Language Centers

International Agreement w/college in Adelaide, Australia

International Agreement w/INHON College, Korea

International Business Assessment Center

International House

International Trade Technical Center

Mississippi International Trade Club

SLCC Hispanic Chamber of Commerce

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APPENDIX

APPENDIX A: CCID STUDY ABROAD POLICY

CCID CONSORTIAL STUDY ABROAD PROGRAM

In 1995, CCID initiated a Consortial Study Aboard Program that provides opportunities to host short term (summer) study abroad for students attending CCID colleges, and to collaborate in sending students to CCID colleges hosting such programs. The following summary outlines CCID's policies to assist in organizing programs and placing students appropriately.

1. The CCID Consortial Study Abroad Program is a voluntary effort by the member colleges to expand their offerings and to reach more students who wish to participate in summer study abroad. Each host college is responsible for the design, pricing, and delivery of its own programs and courses.
2. Colleges wishing to offer their programs nationally as CCID host colleges should contact the CCID Executive Director for assistance in listing their courses and developing country-specific offerings that do not duplicate existing CCID programs without the knowledge of other participants.
3. CCID colleges offering consortial study abroad are responsible for their individual programs, including policies for registering students from outside the college. Students generally access these programs in one of two ways: (1) directly from the host institution, registering as an out-of-state student when necessary (sometimes with fees waived), or (2) from a qualifying CCID institution, paying a nominal fee (typically \$50-\$100) to the host collect to cover the added costs of coordination, with appropriate arrangements made for the student through the sponsoring college.
4. At the discretion of the host college, tuition can be paid directly to the host institution, which then grants the credit, or through an affiliated (sponsoring) college, which enrolls the student, names a faculty contact, and provides credit to the student. Officials from both colleges should agree in advance as to fees, schedules, financial aid, and the provisions for granting credit—typically through articulation with the host college or by coordinated assignments, with grading by and credit granted by the sponsoring college.
5. All aspects of consortial study abroad arrangements are the responsibility of the participating colleges. The role of CCID is to foster opportunities to develop joint programs and to identify these opportunities to the CCID membership on a timely basis. When requested, CCID will attempt to match requirements and capabilities for specific areas of interest.

For additional information contact CCID at 407/631-3784 or FAX 407/639-0078.

**APPENDIX B: CCID/LITE
ORGANIZATOINAL OVERVIEW**

LINKAGES FOR INTERACTIVE TRANSNATIONAL EDUCATION

Albert M. Koller, Jr., Executive Director
and Maxwell C. King, Board Chair
Community Colleges for International Development, Inc.
Cocoa, Florida, USA.
<http://www.brevard.cc.fl.us/ccid/>

ABSTRACT

Community Colleges for International Development, Inc., (CCID) is a consortium numbering more than 80 two-year, post-secondary institutions in seven countries with combined enrollment of more than 1.2 million students. CCID colleges offer more than 300 programs in technical, university parallel, and community service activities. In 1995 CCID initiated development of on-line teaching and learning capabilities, enabling member colleges and their communities to strengthen their distance education programs and international linkages.

Arthur C. Clarke observed that: " Any sufficiently advanced technology is indistinguishable from magic." In our information society, it is the task of leading educators and their institutions to demystify the technology, making it the servant of the teacher and the student, and rendering it transparent to all practitioners wherever possible. Several CCID colleges now offer degree programs and student services "on-line" through a "virtual campus". Using computers and the telephone system, these institutions bring the college campus to students worldwide, transcending the limitations of time and distance. A variety of approaches (Internet/Web, proprietary networks, broadcast television, radio, compressed video, and others) combine to provide both "high tech" and "low tech" solutions to the need for continuous information access and professional development training, as well as credit programs that lead to degrees from accredited institutions.

This paper provides insights into the trends in overall American educational patterns, workplace changes, technology drivers, and responses by leading educational institutions to the challenges posed by the emerging technologies. Key adjustments, approaches to coping, lessons learned, common questions and challenges, and forecasts of future developments are offered from the perspective of real-world applications being pursued in CCID institutions and elsewhere. A tour of a "virtual campus" provides insights into what is being done and how similar initiatives might be undertaken at colleges of any size or capability, anywhere in the world.

TEXT

1. *Background*

Over the past five years, evidence of shifting trends in American higher education and significant changes in the American workplace have combined to raise issues critical to future success in our economic and intellectual leadership. Fueled by rapidly advancing telecommunications technology, the advent of a world-wide network of connected

computer systems, rising consumerism, and major changes in workforce demographics, institutions of higher education have initiated reforms that are transformational in their impact (Dede, 1996). Industry leaders such as Microsoft and Toshiba are cultivating the educational market at the K-12 level (elementary school through grade 12) and hope to augment the home consumer market with new customers (Gross, 1997). Meanwhile, changes in the US have already been noted by leading observers of market behavior, with more women (41% now vs. 23% in September 1995), and more than 25% of all users (about 10 million) have made purchases online (Hof et.al). American teens have entered into the technology revolution in a big way, with more than 89% using computers at least several times a week and enjoying it immensely while their parents are "drowning in data" (Sawhill, 1997). Some of the major changes include the number of "knowledge workers" (over 58% of all US workers in 1990); growing numbers of American workers who "telecommute" from their homes and places other than the traditional office (up from about 3 million in 1989 to an estimated 25 million by 2000); broad acceptance of personal computers (now estimated at 36% of American homes and more than 50% in common use on the job); and the accelerating trend in computer purchases from 50,000 total computers 20 years ago to sales of that number each day in 1996 (Price-Pritchett, 1996). At the same time, the "baby boomers" of the US are reaching 50 years of age with 47% having only a high school education. The number of new graduates seeking higher education in Florida, for example, will increase 33% by 2005 and 51% by 2008 (Dubois, 1996).

Overall, recent polls show 43% of Americans use computers, 48% access the web, and as many as 87% of those users engage in research or education on the Internet or World Wide Web "often" (Cortese, 1997). European countries already having access to the Web continue to grapple with issues of censorship and political problems even as the number of domains increases exponentially (Gregston, 1997); Asia is now joining the Internet in a big way (Mesher, 1997); and growth on the Internet continues to accelerate at a phenomenal pace (Kantor and Newbarth, 1997).

One sobering note was sounded recently in a keynote address to an international conference of educators by Mr. Phillip Farmer, President and CEO of Harris Corporation, Melbourne, Florida, USA. He noted that 80% of the world's population still has not heard the sound of a dial tone -- something we take for granted because the telephone has become so much a part of our lives. It is to this market in the developing world, perhaps more than any other, that technology offers the opportunity to bypass development phases, entering the 21st century at full speed (Farmer, 1997).

2. *Challenges to Classroom-based Education*

Since achievement in higher education is clearly linked to economic success, provision must be made for a surge in demand that cannot be met using traditional classroom programs hosted in local facilities -- there simply is not enough money to build all the new campuses that would be required. No longer is it sufficient to innovate or even to evolve; institutions are faced with revolutionary changes that demand nothing short of re-invention to provide resources and capabilities unmatched in educational history (Rea, 1997). Furthermore, the options are restricted by the habits of the students, who increasingly are adult, married, working, and in need of programs that support part-time attendance and

practitioner-level skills as well as academic rigor for transfer to higher level degree programs in university settings (King et.al, 1996).

For example, the National Center for Educational Statistics notes that, out of the 14 million students attending credit programs in US higher education, only about 3 million are less than 22 years of age and attend full time, residential programs. The "traditional" student is clearly in the minority, and the new student is very different in makeup: average age 29, married with children, working full or part time, studying at 6-9 hours per semester. Because of these trends, graduation is typically delayed: the AA degree requires an average of 5.7 years for part time, 4.3 years for full time students. Furthermore students who are accustomed to making adult decisions in all other areas are not inclined to accept arbitrary, restrictive rules. They want education programs that meet their schedules and their functional needs, and they are willing to pay more to obtain them, if not from local sources then from wherever they are available (Dubois, 1995).

3. *Technology Trends*

Complementing the vast changes in workplace demography and educational requirements, technological changes have outstripped even our most forward-looking forecasts for the future. The cost of computing power continues to fall at rates of 30% or more, processing speed is growing in performance even faster than Moore's Law of doubling every 18 months, and the doubling rate of the supply of information is becoming less than the five years estimated in 1995 (Price-Pritchett, 1996). Who could have predicted the impact of the World Wide Web in 1993? Even our most ambitious programs failed to account for the rapid expansion of telecommunications capability and the high adoption rates by people everywhere. Current estimates are that the market for Internet and intranet services will grow by more than 50% just over the next three years (McKenna, 1997).

The changes in technology, even without their companion changes in demographics, would have required new approaches in teaching and instructional development. When combined with changes in the workforce and the fundamental nature of work in many career fields, the impact is nearly overwhelming. According to Price-Pritchett quoting from Nuala Beck, in *Shifting Gears: Thriving in the New Economy* (Price-Pritchett, 1996):

"more Americans...

- make computers than all forms of transport
- work in accounting firms than in the whole energy industry
- work in biotechnology than machine tools
- work in the movie industry than the automotive industry"

These trends translate to clear and compelling requirements for educational reforms that address the nature of our emerging society as outlined by Donald Norris as follows (Norris, 1997):

21st Century Education will have three key characteristics that will distinguish it from past practice:

- Education will be perpetual and fused with work and other activities rather than a separate and distinct function done "off-line"
- Education will be distributed, available in a wide variety of forms that link learners everywhere
- Education will be interactive, with the student having much more control of the processes that will replace the "educational delivery" modes now common

4. *Re-inventing Education*

These changes and the new demands they place on educational infrastructure have begun to impact the entire system of higher education. In the opinion of visionary leaders in the US, education must be re-invented to be time and place insensitive; up-to-date and easily accessible; responsive to individual needs; relevant and inexpensive; widely articulated; and able to meet accepted standards. There has never been a time since the birth of our country, and perhaps since the world began, when so much depends on our ability to link with one another for the purpose of "passing along" the collective knowledge of the world. The challenge is clear; whether we are capable of meeting it remains to be seen (Bechtold, 1997).

The American community college is uniquely positioned to respond successfully to rapid change because it is locally governed, small in size, and linked closely to local community needs. More than any other American higher educational institution, the community college has early notice of changes (for example, in skill requirements, student needs, business interests, and technological developments accessible to its stakeholders), and the ability to take necessary action to meet those changes (King et. al, 1996).

Even so, the challenge is daunting. In one sweep, new technology -- through online, interactive telecommunications -- has destroyed the traditional boundaries of geography, time, and hierarchical relationships. Moving information across local, state, and national boundaries is now possible without intervention from or assistance by any form of governing authority, personal control, or political entity. It is possible for humankind to communicate directly and personally from anywhere on the planet, instantaneously and in great depth, with full graphical and near lifelike quality using video imaging, stereophonic sound, and digital data. What is amazing is the realization that we are only at the genesis of this new medium (Lundberg, 1996).

To meet the myriad of changes, CCID colleges have begun development of a transformational educational program based on the concept of a virtual campus -- a complete and full service unit for providing full access to all the elements of the physical campus using a computer and suitable software via the telecommunications system. Students can study and teachers can teach from any place, at any time, without the requirement for synchronous linkages or a physical presence. While this venue will not appeal and is not suitable for everyone, early indications are that it has major advantages to the traditional classroom form of education, contrary to the results we would infer from intuition (King et. al, 1995).

For example, online students typically have greater personal involvement, more frequent teacher "contact" and more interactive participation than is possible in the typical classroom. Since undergraduate classes at major US universities can easily top 300 students at one time, the "face-to-face" setting cannot provide personal contact or even begin to answer all the questions each student would like to pose. American students are gregarious and willing to spar with their classmates and their instructors. Indeed, they demand interaction and, in small class settings where time permits, students may or may not get useful face-to-face dialog. In the online class, it is imperative, since students can only communicate their ideas by writing their thoughts, and the stream of intellect traveling across the wire is devoid of the biases of personal appearance: age, height, weight, skin color, gender, infirmity or deformity, and a host of other physical attributes rendered irrelevant by the online medium (King et.al., 1997).

There are several examples of full service online campuses that serve to illustrate how far we have come already in adapting the classroom metaphor, with many stand-alone course experiments by individual professionals both within and outside of academe, but fewer "break the mold" approaches that differ radically from our traditional experience base. The reader is directed to the following for additional information (Koller, 1996):

- a. CCID Home Page (with links): <http://www.brevard.cc.fl.us/ccid/>
- b. Brevard Community College: <http://www.brevard.cc.fl.us>
- c. BCC FIPSE Grant project: <http://www.brevard.cc.fl.us/~jbober/demo/>
- d. Dallas Distance Learning: <http://ollie.dcccd.edu/>
- e. Electronic University Network: <http://www.wcc-eun.com/>
- f. Peterson's Home Page: <http://www.petersons.com/dlearn>
- g. College Registration Online: <http://www.collegescape.com>

When visiting the sites, please browse through to see not only what is being offered, but also the way in which the user is directed to areas of interest. Note the wide variety of services offered and the ability to customize the look and feel of each screen. This is indicative of the power of this medium and its ability to appeal to individuals.

5. *Functions and Barriers*

Given that the online virtual campus is a reality and will become more common as a mainstream tool for education in the near term, it is useful to examine the changes most likely to be needed in the basic functions of educational institutions. For example, admission of a student who will never come to the campus requires a different kind of marketing and an entire repertoire of interactive tools not now available to the traditional campus. Testing at a distance will be required, and transcribing will become both more important and more easily accomplished as more institutions digitize their student records. The registration process will require electronic funds transfer, comprehensive scheduling, and a system for obtaining and certifying "signatures" of all involved. The advisement, counseling, and financial aid functions -- crucial for student support -- will compete for capabilities to be at once fully accessible while at the same time able to provide privacy for the individual and compliance with state and federal regulations. Online application processes and qualification criteria are essential (Koller, 1997).

In addition to those internal functions that are carried out largely within institutional controls, there are a host of functions where shared activities occur. These include student support for chat areas, learning resources (libraries), and commons areas where students may meet and discuss social, personal, professional, and educational venues; pursue private and public inquiries and access materials not generally available in traditional settings (such as digital libraries supporting full text keyword searches); and participate in group activities that mirror their physical campus counterparts such as athletic events (brain bowls) and clubs (environmental protection groups). Classes require the development of new courseware to support online activities, and issues such as faculty pay, intellectual property rights, faculty loading, contract language, credentialing, professional skills development training and certification, and a myriad of new issues must be addressed and resolved. Even the seemingly simple but important ceremonial events including graduation, awards, and alumni activities can and will be incorporated into the virtual campus by those successful institutions that make the leap from traditional, control-dominated and geography-bound implementations to the open, competitive, virtual world of the new information society.

One of the biggest barriers facing the "new academy" is the plethora of rules and regulations that exist for all of us. The regulators -- state and national legislative bodies, accreditation groups, oversight and licensing organizations -- must all find ways in which to mimic their existing programs without loss of quality or control. Boards of trustees, student governments, and advisory groups will struggle with new identities as their leadership wrestles with new members and much broader constituencies that will demand representation.

Finally, two of the great forces of economics -- technical obsolescence and competition -- will influence not only what is done, but also what is most acceptable in the real world.

6. *Issues and Options*

Adding to the concerns raised by nearly every stakeholder will be new development options that change almost daily. Among the most visible will be the choices of how to accomplish professional faculty skill development; identification and connection with support groups and industry linkages; development of consortia of collegial institutions willing to collaborate in joint development programs; and choices of the software and hardware platforms upon which educational programs are to be built and offered. None of these is straightforward, having several "right" answers that depend heavily on the institutional capabilities, values, resources, and user preferences. As if that were not enough, the changes in every area -- legal, technical, governmental, workplace, demographic -- impinge on these choices and render options either better or worse even as the decision process is underway. Believing that to wait is worse than to be wrong, we have chosen to proceed with full campus support and multiple programs that have enabled us to share first-hand observations in two key areas likely to be faced by anyone wishing to embark on this journey.

6.1 *Software Platforms*

Because the technology is so closely related to faculty preferences and capabilities to perform certain functions with ease or difficulty, the choice of software platform is critically important to overall success. Some primary considerations for this choice are:

- Ease of use by both faculty who must use it to teach, and system administrator who must manage the data, menus, and system architecture.
- Cost, including fixed startup expenses, licensing fees, maintenance costs, software distribution costs, hardware requirements, and perhaps of paramount importance, the requirements that must be met by the USERS (your students) to access the system for full utilization. High performance systems are directly related to cost and inversely related to the number of potential clients able to use them.
- Start-up requirements, including faculty and staff skills, navigational requirements to "find" areas and menus of interest, and overall usability "straight from the box."
- Sustainability/reliability over time (life-cycle issues).
- Technical relevance, both in terms of structural robustness (able to support requirements for speed, rendering, connectivity) and scalability (works as well with 1000 students as with 10).
- Vendor service: what will be provided, at what cost in time and money.
- Demand on in-house resources: how much must you provide to make it work on a day-- to-day basis.

To illustrate, we have provided screen shots from four of the major software options now in use for virtual campuses within the United States by leading institutions of higher education: "First Class" by Softarc, a client-server proprietary software emphasizing email; "WorldGroup" by Galacticomm, a proprietary BBS/web hybrid using client-server and browser software; "America Online," a subscription service providing network access using client software; and the World Wide Web using open Internet standards. (Due to space limitations, these are not included in this paper, but examples of some can be seen by visiting the sites outlined in section 4 a-g above).

6.2 *CCID/LITE: Linkages for the Future*

It has been our experience that collaborative arrangements provide more powerful and successful programs than individual activities whenever risk is high or demands on resources go beyond the capabilities of a single institution. This is especially true for international endeavors, and the online campus is most certainly an international endeavor, although many fail to recognize that fact until they experience their first "really long distance" registration. Last year a consortium called the Community Colleges for International Development, Inc. (CCID) helped to shape the agenda and activities for online education and developed new opportunities for all of its member colleges.

CCID is a consortium of more than 80 US and Canadian colleges plus institutions from five other countries dedicated to international development through post-secondary education. CCID operates through grants and contracts with ministries of education, international educational institutions, government agencies, foundations, and businesses to provide a broad range of services including professional staff and faculty exchanges, educational consultation, curriculum development, contract training, consortial student study abroad, presidential visitations, and similar programs to develop meaningful, long

term linkages for social, economic, and educational development. The use of the virtual campus and other interactive distributed educational programs is essential to CCID's future growth in international programs, and the consortium has been proactive in pursuing options that foster and support new initiatives for this transformational work.

For CCID, the "virtual campus" -- whose classrooms, libraries, lecture halls, and counseling centers exist only on a computer screen -- became a reality in late 1995. Now, nearly two years later, the online world has changed beyond recognition. The emergence of the World Wide Web has empowered new industries, and even America Online has been outstripped by its own customer demands. In response to these changes, CCID has created Linkages for Interactive Transnational Education (LITE) to broaden our approach to online activities. LITE will serve as a clearinghouse for organizations working in interactive distance education, providing a linkage system that acknowledges the role of each member while sharing the knowledge and data needed to succeed in today's turbulent technical environment.

The functions of LITE are three-fold: (1) to establish and maintain linkages among organizations that are willing to collaborate in interactive education development and operation; (2) to develop infrastructure that addresses key requirements for interactive transnational education and development; and (3) to design and implement relevant databases for new capabilities, lessons learned, issues, and development projects via electronic and print media.

LITE will begin by establishing linkages among its individual member colleges, existing organizations engaged in interactive teaching and learning in North America, and like-minded international institutions. It will develop databases of key capabilities, platforms of choice, and lessons learned for its members, their students, and others using telecommunications and computer systems on a variety of hardware and software platforms in all available modes of delivery (synchronous/asynchronous, audio, video, print, multi-media, etc.).

The expectation is that LITE will produce or provide:

- Collaboration in developing methods for teaching and learning that take full advantage of new telecommunications capabilities.
- Linkages among communities of interest in interactive transnational education to foster and support articulation and program standards.
- Increased access to businesses, governmental organizations, educational institutions, and others seeking opportunities for networking and partnerships.
- Tools for building new relationships for educational programming, change advocacy, and transformational models.
- Databases providing authoritative, relevant information not available through other means.

CCID hosts national workshops in interactive distance learning at Brevard Community College in Cocoa, Florida. LITE membership entitles reduced costs for registration and access to a proprietary database of "lessons learned". As of April, 1997, the membership included 25 colleges from across the United States and international applications are invited. Contact the CCID Executive Director by voice at 407-631-3784, or send email to: koller.a@a1.brevard.cc.fl.us.

7. Results

While it is still too early to provide adequate statistical data for rigorous debate, early results indicate that online students differ little from their traditional classroom counterparts in rates of passing, rates of retention, and similar measures of outcome. Since students presently "self-select" for this experience, one might expect that overall measures of success will demonstrate improved results, and that may happen. A likely outcome that may be more difficult to measure by traditional means is the quality of the experience and the ancillary learning that must take place for the student to participate. Basic computer literacy, keyboard skills, familiarity with technical terms, ability to troubleshoot machine problems, proficiency at use of applications, and similar outcomes are predictable based on the fundamental requirements of this form of educational participation.

Already we can ascertain increased levels of awareness of technology, improved readiness for technology application, better language skills, and new skill requirements (such as the ability to plan a completely interactive course, including the resources to be used and the timeframes for their inclusion in advance; and the ability to ask questions that elicit responses that engage the student in critical thinking and debate processes) for teachers as well as students. Work is underway to gather additional information in formal assessment processes that will certainly grow quickly in number and sophistication, for it is clear that the virtual campus and the online telecomputing system for teaching and learning are here to stay.

At Brevard Community College, the Fund for Improvement of Post-Secondary Education (FIPSE) has awarded a three year grant for the development of curriculum and the training of faculty in necessary online skills (Dubois, 1997). As a part of this grant, dissemination of the curriculum and assessment of its efficacy are included as integral elements of the process. The program is already underway with several faculty workshops that provide both theoretical and practical, hands-on experience in developing and posting web pages; generation of online syllabi; and the conduct of both synchronous and asynchronous sessions using conferences and discussion fora. Conference participants are invited to review the Web demonstration listed at section 4 c.

In spite of the risks due to technological change, internal disruption, fear of change, regulatory control problems, accreditation issues, and student services snafus, the best advice is to proceed. Do not wait for the perfect choice, because the value inherent in implementing the processes is, in itself, adequate return to justify the initiative. With increasing demands for competitive workplace skills and qualified employees, the message is clear that successful educators must make massive changes to what is provided and how it is administered. If we do not respond, businesses will have no choice but to provide the

education they need for themselves (Davis and Bodkin, 1994). Already there are examples of organizations that have made this choice, including Motorola and McDonalds Hamburgers. Local hospitals, requiring continuing educational upgrade for professional staff, are likely to lead the move to training online (Jones, 1997).

For CCID, the choice was simple: proceed with all speed, learn what can be learned, and put into place a suitable structure to sustain the elements of the virtual campus for full degree programs across a broad spectrum of academic disciplines. If we are right, international education will become more accessible, more affordable, more personal, and more interactive without loss of academic quality. The linkages for interactive transnational education will be the key to changing our educational paradigms worldwide.

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AUTHORS

Dr. Maxwell C. King is District President of Brevard Community College, Florida, and continuing Chairman of the Board of Community Colleges For International Development, Inc. (CCID), which he founded in 1976. He is the only person from outside the aerospace industry to receive the Kurt H. Debus Award for Excellence from the National Space Club for his work in promoting education in science and the technologies. He is widely published, and has received recognition for his work in the online "virtual campus."

Dr. Albert Koller is the Executive Director of Community Colleges for International Development, Inc. (CCID) and oversees CCID/LITE: Linkages for Interactive Transnational Education. In addition, Dr. Koller is president of e3 Company, a private consulting firm, and was a NASA engineer and program manager at the Kennedy Space Center (KSC) for more than 30 years. He teaches for several universities, consults for private and public organizations, and is nationally published in the technical and management fields, as well as international education.

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

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 DISTRICT
Gresham, Oregon

PIMA COUNTY COMMUNITY
COLLEGE DISTRICT
Tucson, AZ

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

ST. CLAIR COLLEGE OF APPLIED
ARTS & TECHNOLOGY
Windsor, Ontario

UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
Honolulu, Hawaii

WAUKESHA COUNTY TECHNICAL
COLLEGE
Pewaukee, Wisconsin

Dear CCID Member:

Last year you helped to shape the agenda and activities for online education and developed new opportunities for your students and your college. The "virtual campus" -- whose classrooms, libraries, lecture halls, and counseling centers exist only on a computer screen -- became a reality. Now, one year later, the online world has changed beyond recognition. The emergence of the World Wide Web has empowered new industries, and even America Online has been outstripped by its own customer demands.

In response to these, CCID has created Linkages for Interactive Transnational Education (LITE) to broaden our approach to online activities. LITE will serve as a clearinghouse for organizations working in interactive distance education, providing a linkage system that acknowledges the role of each member while sharing the knowledge and data needed to succeed in today's turbulent technical environment.

To acknowledge your investment, we are offering you the opportunity to join CCID/LITE now at no additional cost. Simply complete the attached form and mail or fax it to us; we will do the rest.

The functions of LITE are three-fold: (1) to establish and maintain linkages among organizations that are willing to collaborate in interactive education development and operation; (2) to develop infrastructure that addresses key requirements for interactive transnational education and development; and (3) to design and implement relevant databases for new capabilities, lessons learned, issues, and development projects via electronic and print media.

If you want to know more about what is happening, CCID hosts national workshops in interactive distance learning at Brevard Community College in Cocoa, Florida. Your LITE membership entitles you to a free registration and reduced costs for your team. Please pass along this information and send your registrations to us as soon as possible.

If you need additional information, contact Dr. Al Koller, the CCID/LITE Project Director, at (407) 632-1111, ext. 42001; fax (407) 634-3723.

Sincerely,

Maxwell C. King
Chair, CCID Board

APPLICATION TO JOINT LITE

1. Name of Organization: _____
2. Name of CEO: _____
3. Telephone: _____ FAX: _____
4. Email: _____
5. Mailing Address: _____

6. Please indicate your current membership status (Check only one):

- We are already a CCID College, requesting free membership in CCID/LITE
- We are a member of WCC and wish to joint CCID/LITE at no additional cost.
- We request a CCID Affiliate Application (\$750) or International Associate Application (\$500) including free membership in CCID/LITE
- We are applying for a \$250 paid membership in LITE. (Please enclose a \$250 check or money order payable to CCID.)

7. Our current Interactive Learning programs include: Correspondence Courses Two-Way Video
 Telecourses Online Courses via _____
 Other _____

8. Our International Programs include: Study Abroad Faculty Exchanges Contract Training
 International Curriculum ESL Languages Other _____

9. Our present communications infrastructure includes: E-mail Direct Internet Access
 College LAN/WAN Library Online College BBS Other _____

10. Our Web Site URL is: _____

As a member of LITE, we agree to collaborate in developing interactive programs through a "virtual campus" or other means. We will participate in the CCID/LITE Web Site for discussion and exchange of information and will support initiatives for international articulation and program certifications. In return, we will receive preferential access to the *CCID/LITE Web Site* and workshops in interactive/transnational education; use of LITE databases and clearinghouse services; and consultation at special rate.

Signed: _____ Date _____
Signature of CEO

LITE: Linkage for Interactive Transnational Education

An Initiative of Community Colleges for International Development, Inc.

CCID's Linkages for Interactive Transnational Education (LITE) is an association of organizations using interactive distance learning to render differences in time and place irrelevant to the educational process. LITE will broker educational programs, training, and consultation among member organizations; establish and conduct workshops and consultancies; develop and support advocacy for interactive educational activities and programs; operate a clearinghouse of relevant data and disseminate information to members on demand; and foster the development and promulgation of standards and support structures that enhance transnational education and development.

LITE will begin by establishing linkages among its individual member colleges, existing organizations engaged in interactive teaching and learning in North America, and like-minded international institutions. It will develop databases of key capabilities, platforms of choice, and lessons learned for its members, their students, and others using telecommunications and computer systems on a variety of hardware and software platforms in all available modes of delivery (synchronous/asynchronous, audio, video, print, multi-media, etc).

The expectation is that LITE will produce or provide:

- Collaboration in developing methods for teaching and learning that take full advantage of new telecommunications capabilities.
- Linkages among communities of interest in interactive transnational education to foster and support articulation and program standards.
- Increased access to businesses, governmental organizations, educational institutions, and others seeking opportunities for networking and partnerships.
- Tools for building new relationships for educational programming, change advocacy, and transformational models .
- Databases providing authoritative, relevant information not available through other means.

CCID/LITE BENEFITS AND COSTS

The benefits of membership in CCID and CCID/LITE are substantial, and the costs are low. Membership provides unique services that enhance institutional capabilities to develop transformation programs and capabilities that meet the challenges of the information age in the areas of international development and interactive transnational teaching and learning.

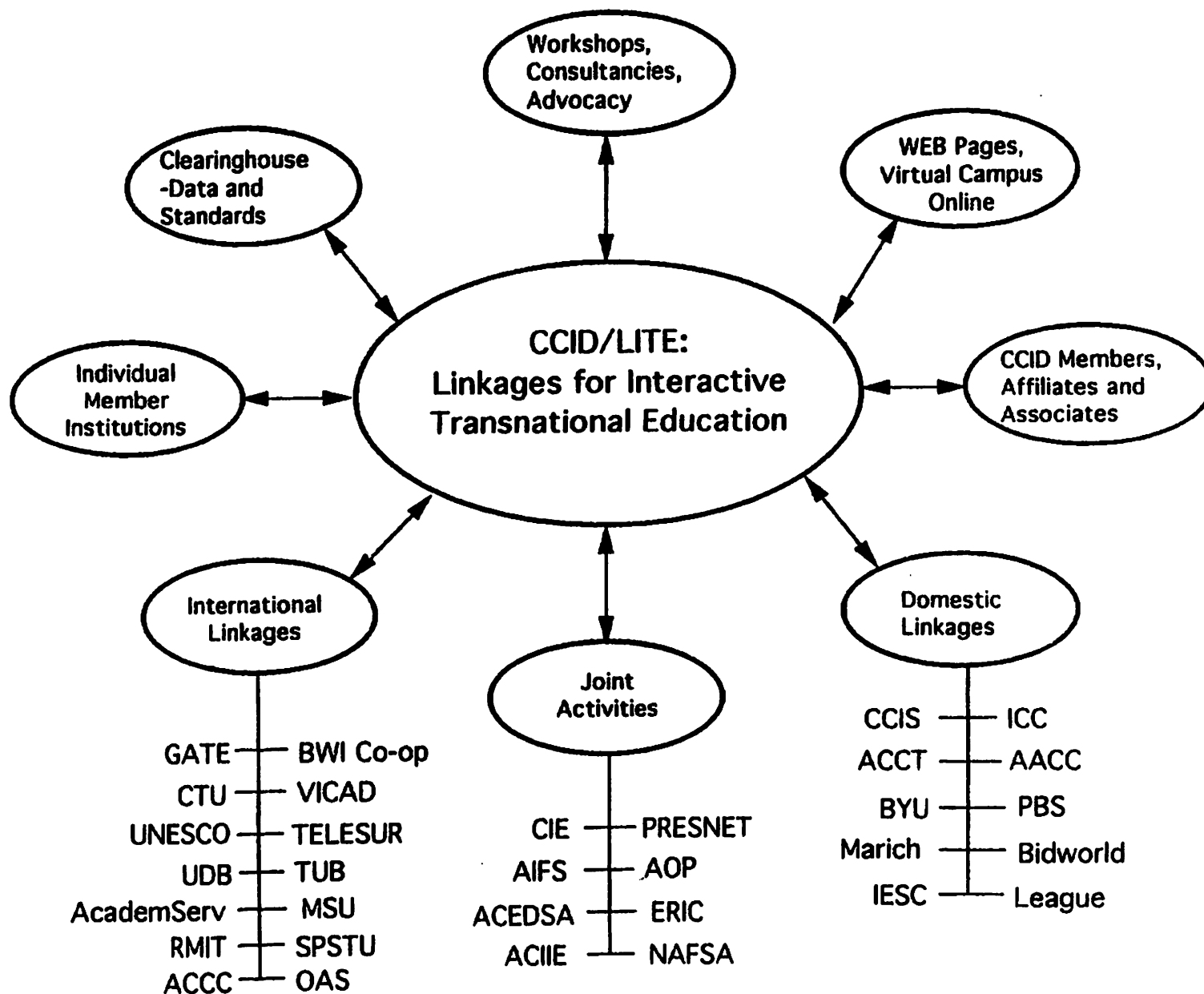
Affiliate membership in CCID is \$750 per year and includes free membership in *CCID/LITE* ; one CCID summer conference complimentary registration (valued at \$300); preferential access and free or reduced rates for CCID sponsored workshops; access to CCID databases and proprietary information; mailouts, newsletters and reports; ERIC searches and data compilations. Affiliates can obtain low cost on-site consultations by experienced CCID experts. CCID colleges participate in service learning opportunities; short and long term study abroad programs; CCID grants and training contracts; faculty exchanges and professional development opportunities; and contracted projects to provide technical training for human resource and economic development through grants from ministries of education, foreign governments and U.S. agencies, private foundations. and business and industry partnerships.

International Associate membership in CCID is \$500 per year, available to post-secondary educational institutions outside North America. The International Associate membership includes benefits similar to the CCID Affiliate and participation by invitation in CCID projects.

LITE membership is \$250 per year and is offered at no cost to CCID Members, Affiliates and Associates. CCID/LITE members receive preferential access to the *CCID/LITE* web site and workshops in on-line teaching and learning, distance education technology, and international development; assistance in the planning and implementation of development strategies for interactive capability; and consultation using CCID/LITE experts at special low rates.

To request an application to become a CCID Affiliate or International Associate, or to become a member of LITE and enjoy the benefits and privileges outlined above, please contact the CCID Executive Offices, 1519 Clearlake Road, Cocoa, Florida, 32922, or call voice: 407.631.3784; fax: 407.639.0078; or email: farnsworth.j@a1.brevard.cc.fl.us.

CCID/LITE Functional Organization



LEGEND, CCID/LITE FUNCTIONAL ORGANIZATION CHART

AACC:	American Association of Community Colleges
Academserv:	International Travel Agency, Moscow, Russia
ACCC:	Association of Canadian Community Colleges
ACCT:	Association of Community College Trustees
ACEDSA:	American Consortium for Educational Development in South Africa
ACIIE:	American Council on International Intercultural Education
AIFS:	American Institute for Foreign Study
AOP:	Association of Online Professionals
Bidworld:	Bidworld Online Bidding System
BWI Co-op:	Best Western Hotels International Cooperative
BYU:	Brigham Young University, David M. Kennedy Center for International Studies (Culturgrams)
CCID:	Community Colleges for International Development, Inc.
CCIS:	College Consortium for International Studies
CIE:	Consortium for International Education
CTU:	Czech Technical University, Prague
ERIC:	Educational Resources Information Center
GATE:	Global Alliance for Transnational Education
ICC:	International Community College
IESC:	International Executive Service Corps.
League:	League for Innovation in the Community College
LITE:	Linkages for Interactive Transnational Education
Marich:	Marich and Associates, INS contractor
MSU:	Moscow State University, Russia
NAFSA:	National Association of International Educators
OAS:	Organization of American States
PBS:	Public Broadcasting System
PRESNET:	Presidents' Network
RMIT:	Royal Melbourne Institute of Technology, Australia
SPSTU:	St. Petersburg State Technical University, Russia
TELESUR:	Telecommunications Company of Suriname
TUB:	Technical University of Budapest, Hungary
UDB:	Don Bosco University, San Salvador
UNESCO:	United Nations Educational, Scientific, and Cultural Organization
VICAD:	Victorian Association of Directors of TAFE Institutes, Inc.

Valid 2/26/97

APPENDIX C: CCID ORGANIZATION

1996-1997 CCID ORGANIZATION

EXECUTIVE COMMITTEE

Maxwell C. King, Chair, Board of Directors
Bill F. Stewart, Vice Chair
Squee Gordon, International Liaison
Bill Vega, Affiliate Liaison
Don Dellow, Fiscal Liaison
Albert M. Koller, Jr, Executive Director

AFFILIATE LIAISON

Peter Kellams, Vice-Chair
Michael Finnegan

ADMINISTRATIVE OFFICE

Jerrilynn Farnsworth, Coordinator
Emily Stokes, Secretary

IED COMMITTEE

Albert M. Koller, Jr., Chair
Peter Kellams, Vice-Chair
Vee Sutherlin, Secretary

CONFERENCE COMMITTEE

Vee Sutherlin, Chair
Thom Armstrong (Summer '97)
Jose Velasco (Winter '98)
Albert M. Koller, Jr.
Jerrilynn Farnsworth

MEMBERSHIP/RECOGNITION

Anthony Digenakis, Chair

PUBLICATIONS COMMITTEE

Bob Keener, Chair

CONGRESSIONAL LIAISON

Bob Ludwiczak, Chair

EXCHANGE PROGRAMS

John Halder, Chair
Tom Carey (Australia)

MARKETING & LIAISON

Tom Crow, Chair
Sarah Reyes

PROJECT MANAGEMENT COMMITTEES

EL SALVADOR PROJECTS

Lead - Francisco Bertot
Advisory Members: TBA

GUYANA PROJECTS

Lead - Peter Kellams
Ellen Kaskie
Advisory Members:
Paul McQuay
Sharon Narimatsu
Norman Nielsen
Patricia Nichols
Bill Stewart
Gwen Stephenson

INDIA PROJECTS

Co-Lead - Ed Stoessel
Co-Lead - Bob Keener
Advisory Members: TBA

MEXICO PROJECTS

Lead - Francisco Bertot
Advisory Members: TBA

NICARAGUAN PROJECTS

Co-Lead - Jackie Taylor
Co-Lead - Donna Moro
Advisory Members: TBA

RUSSIAN PROJECTS

Co-Lead - Peter Kellams
Co-Lead - John Halder
Advisory Members:
Clyde Muse
Robert Jensen
John Kingsmore
Gwen Stephenson
Norman Nielsen
Bill Stewart
Carl M. Kuttler, Jr.

SOUTH AFRICAN PROJECTS

Lead - Ray Thompson
Advisory Members:
Walter Smith (ACEDSA)

SURINAME PROJECTS

Lead - Bob Ludwiczak
Advisory Members: TBA

VIET NAM PROJECTS

Lead - Irene Lietz
Advisory Members: TBA

APPENDIX D: CCID ACTIVE AGREEMENTS

CCID ACTIVE AGREEMENTS
June 30, 1997

Bidworld, Inc.
Independence, Mo
Graeme Gibson

Czech Technical University
Prague, Czech Republic
Prof Ing. Stanislav Hanzl, Rector

Universidad Don Bosco
El Salvador
Federico Miguel Huguet R., Rector

International Community College, Inc.
Mission Viejo, CA
David Mertes

International Executive Service Corps
Stamford, CT
Hobe Gardiner

ION Exchange Training Resources
Mahalaxmi, Bombay, India
Leslie D'Souza

Moscow State University
Center for International Education
Vladimir N. Kochetov

Yong-In Technical College
Kyung-Mo Chung
Korea

Osaka College of Higher Technology
Osaka, Japan
Mr. Mesa Hayashi

The Presidents' Network, Inc.
Anderson, S.C.
Mark Hopkins

**The Russian Association "Education for Everyone" (RAEFE)
Moscow, Russia
Valentina Kalney**

**Ovidius University
Constana, Romania
Dr. Silvia Sburlan**

**Rashtreeya Shikshana Trust
Bangalore, India
M.K. Panduranga Setty**

**American College of Industrial Technology
Colombo, Sri Lanka
Dhatusena W. Sennayake**

**St. Petersburg State Technical University
Dr. Yu. S. Vasiliev**

**Ministry of Education & Community Development
of the Republic of Suriname
H.H. Rusland**

**Telesur Telecommunications Company of Suriname
Telesur, Suriname
Mrs. I.M. Struiken-Wijdenbosch**

**University Foundation of Thailand
Chiangmai, Thailand
Pramote Nakornthab**

**Technical University of Budapest
Budapest, Hungary
Dr. Geza Gordos, Vice-Rector**

**VICAD/CCID
Melbourne, Victoria, Australia
Geoff Rogerson**

Dr. Silvia Sburlan, Pro-Rector

APPENDIX E: CCID DATABASE SYSTEM

CCID DATABASE SYSTEM

College Information

NAME

Brevard Community College

ADDRESS

1519 Clearlake Road

Cocoa,

STATE ZIP COUNTRY **YOUR WEB PAGE URL****CEO NAME:****CEO TELEPHONE:**Ext. **CEO FAX:****CEO E-MAIL:****CONTACT NAME:****COLLEGE POSITION:****CONTACT TELEPHONE:**Ext. **CONTACT FAX:****CONTACT E-MAIL:****CONTACT ADDRESS**

STATE ZIP COUNTRY

Program Information

Please complete the following five sections in as much detail as possible. Please note that sections 3 and 4 provide for multiple input forms, and once you **Submit** the form, a new blank will be added to your input sheets. When you complete the entire form, there is another **Submit** button, which will again submit the form in its entirety. After submitting the form, you can edit any or all parts without risk to what has been recorded. The **Clear** function applies only to the current input and will not affect what has already been submitted. If you have questions, please send an email.

1. PROGRAM MATRIX.

Please indicate the programs offered by your college for which you offer a formal completion, checking the space next to each as appropriate. (Mark all that apply):

CCID Technical Education Matrix	A A D e g r e	A S D e g r e	2 y r C e r t i f	1 y r C e r t i f
	BUSINESS TECHNOLOGIES			
Accounting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Accounting Clerk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Admin/Executive Asst.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adm. Office Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adm. Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Artificial Intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Air Traffic/Aviation Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avionic Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Banking/Financial Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bilingual Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Business Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Computer Info Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Computer Programming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Court and Conf. Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Credit/Financial Clerk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Data Entry Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fashion Merch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Store Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Super/Mgmt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insurance Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
International Trade/Business	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labor Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Assisting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Logistics Mgmt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mgmt. Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microcomputer App.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microcomputer Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Office Mgmt. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Office System Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personnel Mgmt/Human Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Public Admin.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Public Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Purchasing Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real Estate/Property Assess.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Retailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales and Distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secretary Tech/Office Ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Small Bus. Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teller Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textile Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade and Industrial Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel/Tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Word/Information Proc. Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word Info. Proc. Specialty Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENGINEERING CONST. AND MFG.				
Air Cond. Eng. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architectural Drafting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arch/Eng Design Tech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Automated Mfg. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Automotive Body Repair/Refinish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Automotive Machine Shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Building Construction Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civil Eng. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commercial/Industrial Electricity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communication Electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Electronics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Eng. Tech. (Digital)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Numerical Control Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Repair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Construction Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Service Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draft/Design/Industrial/Arch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electrical Eng/Power and Cont. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electromech Tech/Robotics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elect. Eng. Tech.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elect. Servicing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eng. Drafting Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eng. Graphics Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Eng. Tech. (General)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gasoline Engine Mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heating, Vent, A/C, Refrig. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Industrial Electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Eng. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Lab. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Maint. Mechanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Industrial Safety Technician	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Machine Tool/Shop Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mfg. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mech. Eng. Tech./Mech. Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mining Tech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuclear Eng. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Num. Control Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packaging Eng. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paint Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plastic Tech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process Piping Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QC and Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Residential and Commercial Carpentry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential and Comm. Elect. Wiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential and Comm. Plumbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety/Loss Prev. Mgmt. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheet Metal Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tractor and Trailer Body Repair/Finish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AGRICULTURE, MARINE, EVN. AND NAT. SCI.				
Agri-Bus. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agriculture Mech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agronomy Tech./Agri. Prod.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animal Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemical Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Envi. Control Tech	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fisheries Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Floral Tech. and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Forest Eng. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest/Park Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest Tech/Arboriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous Material Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Horse Husbandry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hort./Natural Res./Landscape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hydrographic Survey Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Landscape and Env. Hort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marine Carpentry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marine Engine Repair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marine Eng. Tech./Deck Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ornamental Hort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Petro. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poultry Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreation Assisting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solar Tech	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Veterinary Technician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Resources Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water Treat. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL SCIENCES, LAW, ED., AND COMM.				
Alcoholic Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Care Center Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Child Care Serv.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corrections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Criminal Justice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Child Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ed. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handicapped Serv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Ec./Consumer Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Human Services Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreter Train./Man Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journalism Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Law Enforce. Adm./Security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Media Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private Security Guard	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Radio and TV Broad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recording Arts Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social and Human Serv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tech. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MEDICAL, DENTAL, HEALTH				
Biomedical Elect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biomedical Equip Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemical Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental Assist.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dental Hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dental Lab. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dental Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Med. Sonography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dietetic Serv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electrodiagnostic Tech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electroencephalographic Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Med. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gerontology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Info. Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Serv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Ultrasound Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Histologic Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Health Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Assist.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Medical Claims Analyst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Med. Lab. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Med. Office Assist. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Med. Office Spec. Concentrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Med. Record Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Med. Transcription	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Retardation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuclear Med. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing (R.N.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing Assist.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Occupational Therapy Assist.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ortho. Physicians Assist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ophthalmic Dispens. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optical Electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paramedic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient Care Assist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy Assist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phlebotomy Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Physical Fitness Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapy Assist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physician Assist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Radiologic Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rehab. Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resp. Therapy Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surgical Tech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X-Ray Eng. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHOTO., DESIGN/ADV. ART, OTHER ARTS				
Ad. Design/Ad. Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Apparel Arts/Design and Serv.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Camera Ready Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Desktop/Electronic Publishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Graphics and Visual Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Home Furn./Int. Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Photo. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interior Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jewelry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Photo Journalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Printing/Graphic Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tech. Illustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theater Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HOSPITALITY AND OTHER				
Aero. Science Tech./Aviation Maint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barbering/Hair Dressing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cabinetmaking and Millwork/Cabinetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cosmetology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cosmetology Specialist - Nails	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Culinary Arts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Custom Garment Making (Tailoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diesel and Heavy Equip. Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire Science Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Processing Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Food Service Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Golf Course Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Horology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel/Motel/Hosp. Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mortuary Science/Funeral Serv. Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Machine Repair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pilot Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreation Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restaurant Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Special "On-The-Shelf" Programs:

Online Professional Certification

2. INTERNATIONAL PROGRAMS AVAILABLE VIA CCID.

Please indicate which kinds of programs your college offers that can be linked through CCID. (Mark all that apply):

- STUDY ABROAD
- FACULTY EXCHANGES
- CONTRACT TRAINING
- INTERNATIONAL CURRICULUM

ESL Levels:

LANGUAGES:

French, German, Spanish, Japanese, Russian

OTHER:

Special short-term student exchanges.

PROGRAM'S COUNTRY:

3. KEY PERSONNEL EXPERIENCE/EXPERTISE

Please complete a form for each person having applicable international experience. After completing each person's form, use the Submit button to enter the data and add a new form. Please complete as many forms as needed to include all experienced personnel.

NAME OF EXPERT:

Albert M. Koller

ROLE AT COLLEGE: Administrator ▼

AREA OF EXPERTISE Mark all that apply:

- STRATEGIC PLANNING AND POLICY
- EXECUTIVE LEVEL ADMINISTRATION
- FINANCIAL MANAGEMENT
- ADMISSION AND REGISTRATION
- RECRUITMENT, RETENTION, AND STUDENT SERVICES
- FACULTY DEVELOPMENT
- PERSONNEL MANAGEMENT/EMPLOYMENT SYSTEMS
- COLLEGE RELATION AND PUBLIC AFFAIRS
- CURRICULUM DEVELOPMENT

NUMBER OF YEARS EXPERIENCE IN FIELD: 1-5 ▼

COUNTRIES IN WHICH CONTACT HAS WORKED

Romania, Russia, El Salvador, Suriname, Hungary, C

SPECIAL CAPABILITIES/QUALIFICATIONS

Certified Professional Manager
 Executive Director, CCID
 Experienced Online Professional

NAME OF EXPERT:

ROLE AT COLLEGE: Choose one:

AREA OF EXPERTISE Mark all that apply:

- STRATEGIC PLANNING AND POLICY
- EXECUTIVE LEVEL ADMINISTRATION
- FINANCIAL MANAGEMENT
- ADMISSION AND REGISTRATION
- RECRUITMENT, RETENTION, AND STUDENT SERVICES
- FACULTY DEVELOPMENT
- PERSONNEL MANAGEMENT/EMPLOYMENT SYSTEMS
- COLLEGE RELATION AND PUBLIC AFFAIRS
- CURRICULUM DEVELOPMENT

NUMBER OF YEARS EXPERIENCE IN FIELD: Choose one:

COUNTRIES IN WHICH CONTACT HAS WORKED

SPECIAL CAPABILITIES/QUALIFICATIONS

Submit

4. COUNTRY SPECIFIC PROJECTS.

Please complete a form for each project you have conducted over the past five years. After each project, use the **Submit** button to enter the data and add a new form. Please complete as many forms as needed to include all relevant projects.

PROJECT NAME:

COUNTRY: Suriname, SA

DATES:

From Month September Year 1994

To Month Year

PROJECT MANAGER:

PROJECT POINTS OF CONTACT, U.S. AND OTHER:

TYPE OF WORK:

PROJECT FUNDING: Choose one only:

SOURCE:

- U.S. Government
- Foreign Government
- Contact training with

- Foreign Educational Institution

- Private Enterprise

- Other

AMOUNT:

STAFFING:

NUMBERS/TYPE OF FACULTY: Mark all that apply:

- Engineering
- Science/Technology
- Business/Economics
- Language/ESL
- Health/Nursing
- Liberal Arts
- Corporate Training

NUMBERS/TYPE OF ADMINISTRATOR: Mark all that apply:

Executive

Deans

Professional Staff

Resource/Support

Health/Nursing

Other

OUTCOMES: Mark all that apply:

- FORMAL AGREEMENTS
- PROJECT REPORTS
- FORMAL LINKAGES
- NEW CURRICULUM
- STRUCTURAL/INSTITUTIONAL DEVELOPMENT
- FOLLOW-ON GRANTS
- REGISTRATIONS/ADDITIONAL COURSEWORK
- EXCHANGE PROGRAMS

Other

PROJECT NAME:

COUNTRY:

DATES:

From Month Year

To Month Year

PROJECT MANAGER:

PROJECT POINTS OF CONTACT, U.S. AND OTHER:

TYPE OF WORK:

PROJECT FUNDING: Choose one only:

SOURCE:

U.S. Government ▾

Foreign Government

Contact training with

Foreign Educational Institution

Private Enterprise

Other

AMOUNT: ▾

STAFFING:

NUMBERS/TYPE OF FACULTY: Mark all that apply:

Engineering

Science/Technology

Business/Economics

Language/ESL

Health/Nursing

Liberal Arts

Corporate Training

NUMBERS/TYPE OF ADMINISTRATOR: Mark all that apply:

Executive

Deans

Professional Staff

Resource/Support

Health/Nursing

Other

OUTCOMES: Mark all that apply:

FORMAL AGREEMENTS

PROJECT REPORTS

- FORMAL LINKAGES
- NEW CURRICULUM
- STRUCTURAL/INSTITUTIONAL DEVELOPMENT
- FOLLOW-ON GRANTS
- REGISTRATIONS/ADDITIONAL COURSEWORK
- EXCHANGE PROGRAMS

Other

5. ONLINE/DISTANCE LEARNING PROGRAMS/CAPABILITIES

Please indicate your interactive/distance learning capabilities for the following:

INTERACTIVE LEARNING PROGRAMS: Mark all that apply:

- CORRESPONDENCE COURSES
- TWO-WAY VIDEO
- TELECOURSES
- RADIO
- ONLINE COURSES VIA INTERNET

OTHER:

Bulletin Boards

PRESENT COMMUNICATIONS INFRASTRUCTURE: Mark all that apply:

- E-MAIL
- DIRECT INTERNET ACCESS
- COLLEGE LAN/WAN
- LIBRARY ONLINE
- COLLEGE BBS
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