

ROBIN BENEDICT -- SABBATICAL REPORT

ACADEMIC YEAR 1994 - 1995

Overview

My Sabbatical year was a challenging and rewarding time that enabled me to accomplish projects that were not only of benefit to our institution, but to me personally as well. In addition to meeting the objectives stated in my original proposal, I was able to complete several other projects on campus in the area of international programs. This is due, in large part, to the enthusiastic cooperation and assistance of our President, Dr. Feddersen. My project was enormously enhanced by his participation and encouragement.

Last Fall, Dr. Feddersen demonstrated his longstanding commitment to international education by forming an ad hoc International Education Task Force, open to all interested members of the campus community. The first meeting was held in October, and it was followed by six other meetings during the school year. I wrote all the minutes for these meetings and have included them in this report. I worked closely with Dr. Feddersen on agendas and a number of projects, and because of my work on this committee, I was able to get valuable input from across the campus community on all aspects of my project.

The impetus provided by the committee also enabled me to accomplish more than I originally proposed. For example, I organized and coordinated a Staff Development workshop on Internationalizing the Curriculum, and I wrote and submitted a funding proposal to create an International Studies Program on

our campus. I also attended conferences and study abroad fairs and reported back to the committee. In all, I attended over twenty meetings and workshops that were not originally part of the proposal. I have included information about all of these activities in this report.

In my original proposal, I stated that I planned to "thoroughly research international education programs that exist in numerous California community colleges," and I broke my task down into five specific activities: internationalizing the curriculum, policies and procedures, study abroad, faculty interest, and funding sources. I have arranged this report using that organizational principle. However, it is important to note that as my research proceeded it became clear that these five areas all overlap and blend: each has implications on the others.

The research I did while on Sabbatical will be valuable in my efforts to develop a comprehensive International Education Program at Mt. San Antonio College. It also has enabled me to form a deeper understanding of the philosophical issues involved in international education and to broaden my own views. As a result of this project, I have truly come to understand that "humanity's hope for the future lies in the prospect of a global civilization."*

*International Challenges to American Colleges and Universities: Looking Ahead. Katharine H. Hanson and Joel W. Meyerson. American Council on Higher Education. Oryx Press, 1995.

FORMATION AND ACTIVITIES OF THE COMMITTEE

On Thursday September 15, 1994 Dr. William Feddersen hosted an open meeting with Dr. Don Culton, Director of International Education for the Los Angeles Community College District and Executive Director for the California Colleges for International Education (CCIE), to discuss the possible expansion of MSAC's International Education Program. The meeting was well attended by faculty, students and administrators from all areas of the campus community.

In his opening remarks, Dr Feddersen spoke about the institution's "obligation to prepare students for a changing world," both in terms of its curriculum offerings and non-curriculum opportunities. He noted that LACC is extremely active in International Programs and feels we can learn from their example. Furthermore, he believes that despite current economic difficulties we can do more at MSAC, and we can have a comprehensive International Program.

Following this introduction, Dr. Culton addressed himself to nine areas of consideration:

- The Goals of International Education
- Types of International Education
- Internationalizing the Curriculum
- International Student Exchange Program
- International Development/Contract Education
- Faculty Exchange

- Media, the Computer and International Education
- International Students Programs
- Consortia

Dr. Culton noted that each institution seeking involvement in International Programs has to develop its own system. He cited the disparity in numbers between American students who study abroad (about 1% nationally), and students from other countries who come here to study (over ten times as many), and mentioned the national need to be competitive in the world economy as an important rationale for establishing a program. He feels study abroad trips are a good way for a school to begin its involvement, but emphasized that they are by no means the only area of consideration in a comprehensive program. He also believes it is important for a school to have someone designated as the Director of International Education to oversee all aspects of any program that is instituted.

Culton identified internationalizing the curriculum as the "most difficult area of international programs," and suggested implementing staff development workshops and looking into faculty grants from sources such as Title VI (in International Business) and FIPSE. He noted that the consortium approach to grants is sometimes most effective and also suggested that institutions explore flex day activities and faculty seminars through organizations like CIEE.

He also discussed the "Sister College" approach, taken by Napa College, where an institution forms an academic partnership

with a comparable school in a foreign country. In addition, Culton mentioned the National Security Exchange Program Scholarships designed to enable American students to study abroad.

According to Dr. Culton, some of the newest opportunities for involvement in International Education come in the areas of International Development Activities and Contract Education. In this way an institution can "sell its expertise" to other countries through direct faculty involvement and even administrative assistance. These kinds of programs have become particularly attractive since the recent passage of NAFTA. Other kinds of programs include computerized education, establishing contracts directly with a particular country, even opening satellite campuses abroad. The possibilities seem limited only by the creativity and vision of the people involved in establishing them.

Dr. Culton mentioned the idea of using faculty exchange as a component of contract education, something which is currently very popular in teaching English as a second language. He also noted that schools can take advantage of break periods between semesters and even Easter for shorter exchanges and Faculty seminars -- this in addition to Fulbright Exchanges, which are familiar on most campuses.

Perhaps the newest approaches in International Programs, as identified during the discussion, are computerized education and instructional television. Immaculate Heart College is a leader

in this area, and has developed computerized educational "games" that enable American students to interact with students from other countries. Other opportunities include satellite courses and videotaping of courses.

One approach that is often overlooked by smaller non-comprehensive programs is the inclusion of International Student Programs. It is possible to use a percentage of foreign student tuition to fund other areas of an International Studies Program, even study abroad. This has already been done in Santa Barbara, Culton noted, and it is one way an institution that is "over CAP" can still grow.

Culton ended his discussion with a brief explanation of some of the consortia that currently exist in the area of International Programs, and told the audience to feel free to contact his office for a comprehensive mailing list of organizations and contacts. He also mentioned some upcoming conferences that interested faculty and administrators might want to attend.

Following the meeting, Dr. Feddersen circulated a sign-up sheet to form an ad hoc campus committee on International Education. He plans to hold its first meeting next month to begin establishing policies and procedures. Judging from the number of people who indicated their interest by signing up, MSAC may well be on its way to creating an International Education Program that appropriately reflects the stature of our institution, meets the needs of our student population, and

provides international opportunities for our faculty.

MINUTES: First meeting of the Ad Hoc International Education Task Force on Monday, October 17, 1994 3:30 - 5:00pm

Submitted by: Robin Benedict

MEMBERS OF THE CAMPUS COMMUNITY IN ATTENDANCE:

Dr. Feddersen (President), Dr. Stephen Runnebohm (Humanities and Social Sciences), Dr. Larry Reddinger (Natural Sciences), Monica Anderson (Resources Development), Phyllis Lamb (Financial Aid), Barbara Vigano and Renee Andrade (Foreign Languages), Darryl Soares (Refrigeration and Air Conditioning), Bill Garcia (AmLa), Bruce Hines and Susan Hines (Mental Health), Joe Franko (Mathematics), Jack Brennecke (Psychology), Robin Benedict (English)

After calling the meeting to order, Dr. Feddersen discussed his long-standing commitment to international education and stated that he eventually would like this task force to become an officially sanctioned committee with liaisons to the existing Foreign Student committee. Next, Dr. Feddersen presented the group with a seven-item agenda that called for:

Introductions

Announcements

Discussion of Mission and Goals

Development of Policies and Procedures

Formation of Sub-committees

Other Items of Business

Arrangement of Next meeting and agenda

ANNOUNCEMENTS

1) The California Colleges for International Education (CCIE) will be holding a workshop at the Hyatt Regency in Irvine on Thursday, November 17th from 9AM - 12 Noon. This workshop is in conjunction with the Annual Convention of the Community College League of California and will focus on legal issues in International Education. Robin Benedict plans to attend and will report back to the group at its next meeting. Jack Brennecke and Bruce and Susan Hines also expressed interest in going.

2) Coastline CCD is hosting a training conference in January at the Sheraton in Newport on NAFTA for a cost of \$175. Several people expressed interest in going, and Dr. Feddersen agreed to advise the group when he receives more specific information on this conference.

3) Dr. Feddersen, Dr. Runnebohm and Robin Benedict reported on the study abroad program planned for Russia in Spring of 1995. The informational meeting held on September 28th was attended by 20 students, and five have committed themselves to the trip already.

4) Dr. Feddersen reported to the group that Mt. SAC is currently involved in three international education consortia:

- California Colleges for International Education (CCIE), a statewide community college consortium whose

- Executive Director, Dr. Don Culton, recently spoke on our campus regarding issues in international education
- National Center for Research in Education College Consortium International (CCI), a partnership with Chaffey, CSULA, Columbia CCD, Modesto and the Rand Corporation to provide a "Democracy Network Program" for Poland, Romania, Bulgaria and Hungary
 - Southern California Foothills Consortium for Study Abroad, a group of 14 community colleges that offers study abroad opportunities for students and faculty through its association with the American Institute for Foreign Study (AIFS)

MISSION AND GOALS

Next, Dr. Feddersen provided the group with a preliminary list of goals and a statement of the mission of international education on our campus: "Bring the campus to the world and the world to the campus." He stated that the list was provided to enable the committee to organize its agenda and get started, but the committee itself should ultimately coordinate and oversee the goals.

The first two goals were in the area of curriculum: to create an Intercultural/International Studies Program, and to internationalize the curriculum. Dr. Feddersen mentioned that Pima Community College in Arizona received a Federal Grant several years ago to internationalized the curriculum and

suggested that we could contact them to learn from their example.

The next two goals were extracurricular: to institute an International Awareness / Intercultural Understanding Week and to look into the formation of an Intercultural/International Center. The President stated that we need to look at what we have done in the past in these areas and possibly do more in the future, and noted that there is currently some discussion on campus about using space in the Student Services Building for an Intercultural Center. Barbara Vignano and Renee Andrade from the Foreign Languages Department said they would especially like to be involved in helping to accomplish these goals.

The next agenda item concerned Study Abroad Courses. Dr. Feddersen believes we should establish policies before instituting any more of these programs and formed a sub-committee to look into policy statements from other schools. Robin Benedict said she would get policy information from LACC, OCC, El Camino, Cypress and Pima. Bruce Hines offered to help, and Dr. Runnebohm suggested that the group consider an Honors component in international education. His suggestion was incorporated into the plan.

At this time, Dr. Feddersen also formed a sub-committee on internationalizing the curriculum, and suggested members look into the possibility of starting a pilot program. He also suggested we invite speakers from a local community college that

has already done this. This sub-committee is comprised of Steve Runnebohm, Robin Benedict, Jack Brennecke and Susan Hines.

Other agenda items included:

- Establishing Sister Colleges, and faculty and student exchanges. Dr. Feddersen has experience in this area and will pursue this on our campus.
- Technology Assistance Opportunities. Joe Franko and Darryl Soares offered to start researching the available opportunities. Soares said he will contact Fresno City College and CID. They will also check into Cal Poly's association with CID.
- Lecture Series. Bill Garcia, who is involved with The World Affairs Council in Los Angeles, offered to look into establishing an international-issues lecture series at Mt. SAC.
- Use of Foreign Students. Dr. Feddersen mentioned that other California community colleges have used foreign student tuition to help fund other areas of international programs. He noted that Mt. SAC currently has about 700 foreign students from 60-70 different countries. He feels we could handle as many as 1500.
- Travel Abroad (Community Services)

Joe Franko suggested adding another agenda item: Partnerships with High Schools. This suggestion was incorporated into the agenda, and Renee Andrade offered to be

the committee's liaison with the Foreign Student organization on campus -- if they can change their meeting time to make that possible.

The next meeting of this ad hoc committee was scheduled for December 5th at 2:30pm.

MINUTES

Ad Hoc International Education Task Force -- Dec. 5, 1994

Members Present: Dr. William Feddersen, Joe Franko, Bill Garcia, Larry Reddinger, Barbara Vigano, Bruce Hines, Robin Benedict

ANNOUNCEMENTS:

1. Dr. Feddersen reported on the Mexico/Irvine Valley College partnership discussed at the Community College League Conference in Irvine last December.

2. Benedict reported on the workshops she attended at that same conference and handed out the reports she wrote on those workshops ("Legal Issues in International Education," "International Connections -- Everybody Wins," "CCIE Board Meeting")

NAFTA TRAINING

1. Dr. Feddersen discussed the NAFTA training conference that will be held in Newport Beach January 22-25, 1995 and indicated that he wants to send one member from the committee. Renee Andrade was tentatively scheduled to attend.

INTERCULTURAL/INTERNATIONAL CENTER

1. B. Vigano reported that Renee Andrade cannot be the liaison to the International Student organization. The Foreign Language Department, however, may host a "Festival of Cultures" during International Week in March that will pull together all the various cultures. It was suggested that perhaps the Director of Student Affairs could help to organize the Festival.

STUDY ABROAD POLICIES AND PROCEDURES

1. Benedict reported that Dr. Rosalind Raby, Curriculum specialist for LACCD, volunteered to come to Mt. SAC and do a workshop on internationalizing the curriculum. The committee agreed that this would be a good idea and felt that late February or early March would be the best time. Following discussion about how best to guarantee an audience for such an important workshop, it was decided to contact Staff Development and see about offering credit. Benedict will contact Dick Ryerson in Staff Development, continue negotiations with Dr. Raby, and report back to the group at its next meeting.

TECHNICAL ASSISTANCE OPPORTUNITIES

1. Joe Franko reported on his visit to the Cal Poly International Program where he met with John Bern, faculty advisor to 800 International Students. Franko noted that all international programs are under one roof at Cal Poly, and he will write a report once he has met with the advisors for faculty and study abroad students. Dr. Feddersen expressed interest in exploring connections with the Cal Poly program, especially in technical areas. Franko said he believes this is possible.

LECTURE SERIES

1. Bill Garcia reported that he had called the Los Angeles World Affairs Council and discovered that they have no programs in our area. He noted, however, that the Protocol Foundation of

Orange County hosts visitors from abroad and works with various embassies. It is connected with the International Visitors Council, and if we join it would allow us to arrange meetings with important foreign figures (an example: F.W. de Klerk). Garcia also brought the Foreign Affairs Journal and The International Studies Quarterly to share with the group. Dr. Feddersen noted that it is important to create a network with many of these organizations so we can learn in advance who is coming to the Los Angeles area and try to arrange for them to visit our campus.

PARTNERSHIPS WITH HIGH SCHOOLS

1. Joe Franko discussed an idea he encountered while exploring high school partnerships. At some schools, faculty who go abroad pick up items from the foreign countries they visit (e.g. currency, newspapers, photos) and create a "resource kit" about the country. The kit includes a written explanation of the objects, and students can check these out.
2. This brought up the subject of a Faculty Interest Survey. Benedict noted that such a survey is part of her Sabbatical Project. In order to gather input from all committee members before sending the survey out to the general faculty population, she will send a rough draft of it to them before the next meeting, so they will have time to respond.

LIAISON WITH INTERNATIONAL STUDENT COMMITTEE

1. Dr. Feddersen said he will try to get someone from the International Student Committee to come to our next meeting.

NEXT MEETING: JANUARY 23, 1995

POTENTIAL AGENDA ITEMS FOR NEXT MEETING:

1. Funding Issues (the Santa Barbara model?)
2. Report on Costa Rica trip -- Benedict
3. Report on Study Abroad Fair at OCC -- Benedict
4. Report on Policies and Procedures -- Benedict and B. Hines
5. Dr. Raby's workshop -- Benedict

minutes submitted by: R. Benedict

MINUTES

Ad Hoc International Education Task Force

Tuesday, January 31, 1995

Members in Attendance: Bruce Hines, Stephen Runnebohm, Nancy King, Monica Anderson, Larry Redinger, Barbara Vigano, Bill Feddersen, Robin Benedict

Announcements/Housekeeping:

1. Dr. Feddersen distributed informational handouts on the CCIE Faculty/Staff/Student Grants for 1995.
2. Dr. Feddersen made an announcement about the Rotary-sponsored seminar featuring Dr. Arthur Chilingarov, Vice Chairman of the Russian Parliament. The program will be held in Pasadena on February 25 from 9Am to 5PM. Dr. Feddersen said he would arrange tickets for anyone interested in going.
3. Benedict announced that the Rotary Scholarship competition is currently accepting applications, and she handed out informational pamphlets.

Minutes from the Last meeting on 12/5/94 were approved.

Report on Costa Rica Trip

1. Benedict reported that she had been unable to go on the trip, and she announced that the representative from CIE who had organized it (Patty Garcia) has left CIE and is currently with AIFS.

Report on Study Abroad Fair at OCC

1. Benedict reported that the fair was attended by more than ten contractors from all over the country and displayed brochures detailing the many study abroad programs available. Vigano offered to take some to the Faculty Resource Center. The committee discussed the advantage of having a memo or newsletter to distribute on campus to alert faculty, staff and students to the opportunities available through these types of programs.

Report on Policies and Procedures:

1. Bruce Hines reported on what he has discovered about the Policies and Procedures at Cypress College: as yet, they have none.
2. Benedict reported on her comparison of P&P's at Napa, LACCD, Coast District and Santa Barbara. She distributed a handout of her notes, showing areas of comparison and contrasts. At the next meeting of the committee, she and Hines will submit a rough draft of a recommended book of Policies and Procedures to be adopted on our campus.

Report on Internationalizing the Curriculum Workshop:

1. Benedict reported that she had contacted Dr. Rosalind Raby and that she had tentatively set a date of March 23 to come to our campus and hold a workshop. Prior commitments will prevent her from coming any sooner. She needs us to decide exactly what we need her to cover. In order to set the wheels in motion to

get acceptance through Staff Development, Benedict had tentatively titled the talk: "Internationalizing the Curriculum: The Why's and How's." The committee agreed with this approach. Dr. Feddersen, whose office handled negotiations with the Staff Development Committee while Benedict was out of town, explained that the committee had some procedural concerns about the workshop. Benedict agreed to contact Dick Ryerson at Staff Development and report back to our committee at its next meeting. Benedict also agreed to do publicity for the workshop.

Faculty Interest Survey:

1. The committee gave Benedict suggestions about what to add to the rough draft that it reviewed, and suggested that it be sent not just to full-time faculty but hourly, staff and administration as well.

Funding Issues:

1. Dr. Feddersen explained the "Santa Barbara Model" of funding international programs and discussed its applicability to our campus. At Santa Barbara City College, Santa Monica City College, and possibly some others, a percentage of the out-of-state tuition charged to foreign students goes specifically to international programs. This is a way to support the special needs of foreign students and fund other international programs. Feddersen noted that because of shared governance, this approach will have to be approved on our campus by the appropriate

committees, specifically the Budget Review Committee. If approved, it will probably go into effect for '95-'96.

2. Nancy King, from the International Student Committee, reported on its successful proposal to create an International Education Office in the Student Services Building. Benedict committed herself to being a liaison with King's committee to work on a funding proposal for International Programs based on the Santa Barbara model. She will report back to this committee at its next meeting.

3. Stephen Runnebohm announced that representatives marketing international phone cards have contacted his division office about selling the cards to the AMLA and ESL students. A percentage of the revenue from the calls can be used to fund other programs, and Runnebohm noted that it would be especially beneficial to the Honors Program. Dr. Feddersen said that two other companies had approached the Foundation about phone cards, and he counseled caution. Runnebohm will report back to the committee once he gathers more information.

Meeting Schedule for the Remainder of the Semester:

Monday, March 6, 1995

Monday, March 20, 1995

Monday, April 17, 1995

Monday May 15, 1995

MEETING TIMES WERE CHANGED TO 3:30 - 5:00pm

Agenda Items for Next Meeting:

1. Report on Policies and Procedures
2. Report on Dr. Raby's Workshop
3. Report on Funding Proposals
4. Revisit Goals of the Committee

AD HOC INTERNATIONAL EDUCATION TASK FORCE

March 6, 1995 -- 3:30 - 5:00

**** MINUTES ****

MEMBERS PRESENT: Dr. Feddersen, Barbara Vigano, Larry Redinger, Stephen Runnebohm, Robin Benedict, Bruce Hines, Susan Hines, Joe Franko

Announcements/Housekeeping:

1. International Education Center Update. Dr. Feddersen reported that the International Student Services Center proposal was officially accepted by the College Advisory Council.
2. Dr. Feddersen reported that the Rotary International Forum held at Cal Tech on February 25th was well attended by representatives from Mt. SAC. He attended, as did R. Benedict, B. Hines and several students.

Dr. Chillingarov, Chairman of the Duma, was forced to shorten his planned visit to the United States because Parliamentary business forced him back to Russia, and Dr. Feddersen noted that those of us who were able to hear him speak were fortunate indeed.
3. Barbara Vigano reported that the annual Festival of Cultures is scheduled for April 24th at 1pm and 7pm.

Council on International Educational Exchange (CIEE):

Steve Runnebohm and Dr. Feddersen reported on a meeting they had recently with Ron Koehn at a conference in San Jose. Koehn is currently with CIEE, but he is familiar to people at Mt. SAC because of his participation in forming the Foothills Consortium for International Education when he was with AIFS. Dr. Runnebohm briefly described Koehn's background to the committee, and explained that he is now with CIEE because that organization wants to branch out into the community college market. They have contacted Los Rios, Santa Rosa and Mt. SAC about joining their organization to provide study abroad opportunities for students and faculty. Both Runnebohm and Feddersen stated that CIEE is highly respected among educators, and noted that this would provide far more opportunities and more flexibility in programs than we would be able to offer on our own. They currently have more than 100 programs in over twenty countries. The membership fee is only \$400 a year, and Dr. Feddersen recommended that the committee consider an institutional membership in CIEE.

Re-visit International Education Goals:

The committee studied the goals established at its first meeting in October of 1994 and discussed the value of setting priorities. Dr. Feddersen and R. Benedict will work together on a goal statement and draft a rough three-year plan for the next regular meeting.

Internationalizing the Curriculum Workshop:

Benedict reported that Dr. Raby requested we change the date of the workshop. The new date is April 17th, the first Monday after Spring Break. The committee discussed where on campus to hold the workshop and decided that either the Student Senate meeting room or the Staff Dining Room would be best. Benedict will make the necessary arrangements and work with Dick Ryerson in Staff Development on publicity. Dr. Feddersen offered to provide light refreshments.

First Draft of Policies and Procedures:

The committee reviewed the first draft of the International Education Program Policies and Procedures Handbook written by Benedict. Members made recommendations for changes in style and content, and Dr. Feddersen said he would try to have a revised draft for the next meeting. Because of the length of the document, however, his office may not have time to completely type it in two weeks. Benedict will write an introduction for the document containing rationale and background to be added before it is circulated on campus.

Faculty Survey:

Benedict reported that the faculty survey on International Education has been printed and distributed to all staff, faculty and administrators on campus. It is to be returned to the

Humanities Division Office, and Benedict will write a report on the results of the survey by the end of the semester.

Meeting Adjourned:

The committee was unable to complete the agenda and moved several items ahead to the upcoming meeting on 3/20/95. At that time there will be reports on :

1. Budget proposals
2. International Phone Cards

The meeting on 3/20/95 will be held at 4:00pm, and the meeting scheduled for 4/17/95 has been cancelled so that everyone can attend Dr. Raby's workshop on Internationalizing the Curriculum.

MINUTES: Ad Hoc International Education Task Force meeting
March 20, 1995

MEMBERS IN ATTENDANCE: Phyllis Lamb, Stephen Runnebohm, Bruce Hines, Susan Hines, Dr. Feddersen, Barbara Vigano, Joe Franko, Robin Benedict

GUEST: Dr. Ron Koehn, Council on International Education Exchange

Announcements/Housekeeping

Dr. Ron Koehn, currently with the Council on International Educational Exchange spoke to the group about expanding opportunities for students and faculty abroad. This was a follow-up visit to a brief meeting he had with Dr. Feddersen and Dr. Runnebohm at a recent conference in San Jose. He explained that his organization has many options available for low income students to study abroad and has 39 programs in 22 countries -- often in non-traditional locations such as South East Asia, Africa and Eastern Europe. These programs are extremely flexible and can be tailored to accommodate as few as one or two students.

Dr. Koehn proposed that Mt. SAC join the consortium, which includes approximately 300 schools currently. If we do so, we will need to study curriculum on our campus to develop programs and tailor them to our needs. We must also develop a mechanism for granting credit and make financial aid a major portion of

the programs. There are two types of membership available: Council Membership and Consortium Membership. Joining the Council is a costly and lengthy process, but joining the Consortium only costs \$400/year and is much easier to accomplish. Koehn stated that the organization is "very high calibre" and if we join, we would become partners with some of the most prestigious schools in the United States.

He also informed the group about the CIEE Work Abroad Program, which has been in effect for 25 years wherein students are able to work legally abroad for up to six months. It is a reciprocal program involving visa exchanges country to country.

The program includes a whole range of support services, and Dr. Koehn would like to recruit on our campus.

There is also a volunteer work program that includes room and board for student volunteers in exotic locations such as Africa, Morocco, Indonesia. CIEE has this program in Western countries such as Germany and Switzerland as well. Koehn would like to explore the possibilities on our campus of granting credit for these "internships" through the Special Projects "99" courses.

He provided the group with a brochure on International Faculty Development Seminars. Our faculty had previously been advised of this program by Dr. Feddersen, who sent a memo to all faculty after learning about it in San Jose.

Other ideas discussed with the group were: International Student/Teacher ID Cards. If we agree to sell these on our

campus, a portion of the \$16.00 fee comes back to the school and can be used for scholarships. The card entitles people who possess it to gain discounts for museums, activities and travel worldwide. Three other community colleges in California already do this. Koehn also proposed the idea of forming an International Opportunities Center where students and faculty could go to find out about programs abroad. Dr. Feddersen recommended using the new International Student Center for this.

Dr. Feddersen noted that now is the time to consider this because of budget considerations, and he recommended that we join. Stephen Runnebohm and Robin Benedict are going to work with Dr. Koehn on this.

Minutes from Previous meeting

The minutes from the March 6, 1995 meeting were approved.

Report on Funding Proposal

Robin Benedict reported on the International Education Programs funding proposal. It will be ready by the next meeting of this committee.

Review Revised Draft of Policies and Procedures

The committee discussed the draft of the Policies and Procedures manual and made minor changes. The revised copy will be sent to the appropriate committees. Dr. Runnebohm will start the process by taking it to the Instructional Services Committee. The possible change of name for the International Student Center to "International Opportunity Center" was

discussed, and Joe Franko noted that information about the Internet should be included also.

Meeting Adjourned at 5:10

The committee will skip its next regularly scheduled meeting so that everyone can attend the workshop by Dr. Rosalind Raby on April 17th ("Internationalizing the Curriculum: The Why's and How's").

Next meeting scheduled for 3:30 on May 15, 1995 in the President's Conference Room

MINUTES

Ad hoc International Education Task Force: May 15, 1995

4-5:00 pm. Members Present: Dr. Feddersen, Dr. Runnebohm, Susan Hines, Bruce Hines, Barbara Vigano, Susie Jones, Robin Benedict

Announcements/Housekeeping:

1. Dr. Runnebohm reported that the Policies and Procedures written by Robin Benedict went to the Instructional Services Committee last week. He noted that they were very pleased with it, and had only minor procedural questions to ask about it. He also noted that they very much in support of it and impressed by its presentation. They OK'd sending it along to MAC in the Fall.
2. Robin Benedict reported on her research on available Grants in International Education. Dr. Feddersen noted that the climate is changing in Washington D.C., but he feels that even if Federal Funds are cut back, the Government will make available local grants to be administrated by the State.
3. Barbara Vigano reported that the Festival of Cultures held on April 24, 1995 was very successful.
4. Barbara Vigano also reported that a Mini Course in Internationalizing the Curriculum to be taught by Dr. Raby was approved for next school year. No date has been set

yet, and it is unclear whether it will be held in Fall or Spring.

Minutes of Last Meeting: Minutes were approved with no amendments.

Report on Funding Proposal:

Benedict reported on the International Programs Budget Proposal she is writing on behalf of the committee. She presented the Rough Draft to the committee, and discussion followed on how to revise the proposal and make it better fit the definition of a "Breakthrough Goal." She will make the appropriate revisions and have the final draft in Dr. Feddersen's office by next week.

Review of Dr. Raby's Workshop:

Benedict reported on Dr. Raby's Workshop and shared a written report she prepared [SEE ATTACHMENT].

CIEE Consortium Membership:

Steve Runnebohm reported that Ron Koehn wants to come back on campus and discuss the advantages of Consortium membership. Dr. Feddersen said we should put this on the agenda for the Fall, and stated that he would include money for CIEE membership in the Budget.

Agenda Items for Fall Meeting:

1. Explore ways to make this ad hoc committee an officially recognized college committee.
2. Look into finding a new meeting time.
3. CIEE membership/ Ron Koehn's visit

MT. SAN ANTONIO COLLEGE

Ad Hoc International Education Task Force

MINUTES: October 31, 1995 meeting

In Attendance: Robin Benedict, Dr. Feddersen, Bill Jones, Randy Wilson, Susie Jones, Karen Meyers, Larry Reddinger, Barbara Vigano, Glenda Bro and Monica Anderson

ANNOUNCEMENTS:

1. A letter from the American Council on Education was circulated and discussed. The letter (attached) calls attention to recent threats to federal funding in programs such as USIA, USAID, Title VI and the National Endowment for the Humanities. It urges interested members of the academic community to contact legislators. S. Jones (from Financial Aid) reported that a tax of .85% on money loaned through financial aid is being discussed at the federal level, and M. Anderson stated that the Title III program is also being adversely affected.
2. Benedict Reported that the Foothills Consortium study abroad program in Paris 1996 was threatened due to low enrollment.
3. Karen Meyers reported on Carol Ryerson's upcoming visit to Nagasaki C.C. and the potential for us to participate in an exchange program with Nagasaki. Ryerson will be present at the next meeting to report on the trip. Dr. Feddersen suggested that an open meeting be scheduled upon Ryerson's return, in order to inform the entire campus community of the program.
4. Benedict reported on the conference of the Northern Calif. Advocates for Global Education. She has extensive notes and will prepare a report if the promised transcript of the conference fails to arrive.
5. Barbara Vigano reported on the Global Technology Conference recently held in Fullerton.
6. Dr. Feddersen reported on the cable TV program he recently hosted on issues in international education. His guests were Don Culton from LACCD and Ron Koehn from CIEE. Dr. Feddersen promised to share clips from the program with the committee at a future date.

I. MINUTES OF PREVIOUS MEETING 5/15/95-- approved as presented

II. REPORT ON LAST YEAR'S ACTIVITIES AND COMMITTEE STATUS

- A. Benedict reported on the formation of the ad hoc committee by Dr. Feddersen, its link with her Sabbatical Leave Project, and the most important outcomes from the committee work: Policies and Procedures draft proposal, the Internationalizing the Curriculum Workshop and the Budget Proposal.
- B. Dr. Feddersen explained that the Budget Proposal, although it was not funded for this year, is not a dead issue. The concept of using a percentage of International Student fees to fund the program was disapproved in concept, but the issue of release time will be considered again. He noted that the program needs a person to lead it, or it will not flourish. We need to reconfigure a budget for the next round of Hoshin negotiations.
- C. Regarding committee status: Dr. Feddersen stated that he didn't feel it was necessarily important for the Ad Hoc committee to acquire "recognized" status.

III. INTERNATIONALIZING THE CURRICULUM WORKSHOP

- A. Vigano reported that the workshop is moving forward with only 3-4 regular participants. Dr. Raby is guiding the group through a Module approach to infuse curriculum with issues of international interest and awareness.

IV. INTERNATIONAL STUDENTS CENTER

- A. Benedict reported that the International Students Center is in the process of being set up in the Student Services Building. We have been provided with a huge amount of material from CIEE, and she is working with Counseling and Glenda Bro to find the most efficient ways to organize the space.

V. CIEE OPPORTUNITIES

- A. Because Steve Runnebohm was not available to present this to the committee, it will be discussed at the next meeting.

VI. POLICIES AND PROCEDURES

- A. Dr. Feddersen presented the draft of Policies and procedures to the College Advisory Council, and it was recommended there that the Academic Senate should see it before it goes to the Board. Benedict will take it to the next meeting of the Senate and report back to the committee.

VII. PERMANENT MEETING TIME

- A. No permanent meeting time was established, but the next meeting was scheduled for Monday, November 27, 1995 at 1PM in Building 14 S-1.

PROJECT ACTIVITY #1: CURRICULUM

Using a combination of written and telephone surveying, as well as library research, I gathered information on internationalized curricula at the other California community colleges holding membership in the California Colleges for International Education (CCIE). According to CCIE, approximately a third of the member colleges (14 in number) have taken a formal approach to internationalizing curricula. Typically, international studies programs either focus on general education or business classes. In 1989 Santa Barbara City College was the first California community college to initiate a specific international studies general education degree program. West Los Angeles College followed suit in 1989 by establishing a multicultural studies program, and Moorpark, Chabot and Allan Hancock have all begun similar international studies programs in the past couple of years.

International business is the most frequently found international studies program. Both AA and Certificate programs may be found at the following colleges: Coastline, Foothill, Orange Coast, Rancho Santiago, Saddleback, Ventura and Vista. Schools that are currently in the planning stages for establishing their own international business programs are: El Camino, Fullerton, and San Jose. These programs follow an organizational pattern typified by the program at OCC and Coastline. They offer a four-part interdisciplinary approach that combines: international business studies; general business

management studies; international area, culture, and geography studies; and foreign languages. San Jose City Colleges's Pacific Rim Studies Program even combines a general business degree with a broad international business emphasis focusing specifically on the Pacific Rim.

Research indicates that, in order for an internationalized curriculum to succeed on any given campus, there are a number of important conditions that must be met:

- International education must be made a priority, and it must be a specific part of the college's stated philosophy.
- There must be genuine administrative support manifested by opportunities and resources provided to initiate and sustain programs.
- The institution must make clear that internationalization means far more than merely study abroad programs, that it has importance across the broad spectrum of community college education.
- Resistance to change and educational reform must be overcome by specific policy statements and directives that establish and support the need for internationalization.
- Programs for faculty and staff must be provided to spark interest and to further cross-cultural awareness and sensitivity on the part of all members of the campus community.

- An international resource center must be established on campus.
- The institution should become involved with various international education consortia that provide support for the creation and dissemination of international curriculum techniques.
- An international education specialist should be made available to faculty to assist them in internationalizing their courses.

Internationalizing the community college curriculum tends to occur in either formalized international studies programs or in individual classes. In fact, several California community colleges have heightened efforts to enhance general education courses by internationalizing them. One of the most successful of these programs was sponsored by the Los Angeles Community College District whose faculty have created over two hundred different International Master Modules (internationalized lesson plans) encompassing over fifty different disciplines. In addition, they have developed several new courses that embrace an international perspective. [See Addenda for the booklet of Master Modules produced by LACCD.]

Other colleges have taken the approach of internationalizing individual classes. For example, Glendale College has focused on five classes in the social sciences, business and English. Laney College and Napa Valley College

have internationalized selected social science and humanities classes. San Francisco City College has internationalized one English class, and Ventura College has focused on one comparative government class.

International Studies Programs in CCIE member schools in California either focus on general education classes or business. In fact, several colleges have initiated a specific International Studies and/or International Business A.A. Degree Program. These are: Santa Barbara City, De Anza, Allan Hancock, Moorpark, Oxnard, Vista and Coastline. In these programs, students select an emphasis in either international business, international relations or international studies. Then they supplement these classes with additional required classes that have an international emphasis -- usually in the social sciences, humanities and foreign languages. [Please refer to Addenda: "California Colleges for International Education Annual Report 1993-1994" for a more detailed listing of specific California community college programs.]

A.A. Degree Programs in International Studies and/or International Business are transferable to four of the University of California campuses: Berkeley, UCLA, UCSD and UC Santa Barbara. Nine of the CSU campuses also accept these transfer majors, including most of the local Southern California institutions. In addition, numerous private institutions throughout California recognize these majors: Stanford, USC, the Claremont Colleges, and Pepperdine.

Degree and Certificate programs of this nature could easily be incorporated into the Mt. San Antonio College curriculum. A careful study of our catalogue reveals that we already offer many of the types of classes in these programs, and we provide a number of majors that lend themselves quite logically to an international emphasis:

- Business
- Business Management
- Marketing Management
- Computer Integrated Manufacturing (CIM)
- Fashion Merchandising
- World Travel Management
- Flight Attendant
- Advertising Design
- Radio and Television Broadcasting

There are also a number of Certificates available that relate to some of the areas above:

- CIM
- World Travel Management
- Radio and Television Broadcasting
- Marketing Management
- Fashion Media Performance
- Fashion Merchandising
- Fashion Consultant

In addition, our catalogue already lists numerous courses that specifically have an international focus:

- BUSC 1A Macroeconomics
- BUSC 1B Microeconomics
- BUSS 70 International Marketing Concepts
- CIS 24 Telecommunications
- COUN 58 College Orientation and Educational Planning
 for International Students
- EDUC 64 Multicultural Perspectives for Education
- GEOL 9 Environmental Geology
- HIST 3 History of World Civilization
- HIST 4 History of World Civilization
- HIST 10 History of Asia
- HIST 11 History of Asia
- HIST 19 History of Mexico
- HIST 35 History of Africa
- HUM 1 Humanities
- HUM 10 The Living Humanities
- LIT 11A World Literature
- LIT 11B World Literature
- MUS 14 World Music
- PHIL 15 Major World Religions
- PHIL 20A History of Western Philosophy
- PHIL 20B History of Western Philosophy
- POLI 9 Intro. to International Relations
- TRVL 11 World Travel Destinations

- TRVL 13 Area Studies of European Travel
- TRVL 14 Area Studies of Pacific Travel
- TRVL 15 Area Studies of Caribbean and Latin American
Travel

Mt. SAC also currently offers a wide variety of foreign language courses -- far more than most other community colleges in our area. In addition to the traditional offerings in Spanish, French and German, we have classes in Italian, Russian, Chinese and Japanese. The very nature of these classes, as well as their strong emphasis on culture, make them potentially the basis for a number of international programs. They could also form the core of majors in Latin American Studies or Asian Studies.

In a sense, the internationalization of courses has already begun on our campus. Further activity in this area should likely follow the approach used on other campuses in California and elsewhere in the United States. In order to gain a perspective on this, I arranged for an on-campus workshop to be held last April through Staff Development. It featured Dr. Rosalind Raby, Curriculum Specialist for the Los Angeles Community College District Institute for International Education. The workshop was officially sponsored by the ad hoc Committee on International Education formed by Dr. Feddersen. [The report I prepared for the committee is included at the end of this section.]

Steps to Initiating an A.A. Degree Program

1. Form an International Studies Committee
2. Decide on the emphasis of the program and create a specific place on campus where students and faculty can go for information.
3. Decide how many, if any, new classes will be created, and in which disciplines.
4. Decide which existing classes will be reformatted to be included in this program through a content emphasis on international issues.
5. Decide if special interest classes (short term: i.e. language for business) will be created.

Goals for Internationalizing the Curriculum

In terms of faculty enrichment, there are many goals to be met by internationalizing the curriculum. First, faculty will gain understanding of international and multicultural issues, and recognize how those issues affect their lives and the lives of their students. They will also discover the relationships between global, national and local concerns. They will become more aware of personal uses of stereotyping, biases, and ethnocentrism in the classroom and beyond. They will achieve an understanding of the economic, technological and environmental interdependence of the modern world. Finally, they will be able to interject the above goals into the curriculum and to utilize effective instructional methodologies in the classroom.

Ideally, internationalizing the community college curriculum should cross all academic disciplines and not just include the liberal arts. (Indeed, my analysis of Mt. SAC's curriculum indicates that there may even be more opportunity for this on our campus in areas outside of liberal arts.) An internationalized curriculum is important because it serves an increasingly internationalized and multicultural community. Further, it teaches employable skills for entry into a job market that has changed dramatically and shows every sign of continuing that change. It also provides students with increased understanding of, and sensitivity to, issues of local, national and international importance that will affect them the rest of their lives.

REPORT ON INTERNATIONALIZING THE
CURRICULUM WORKSHOP

On Monday, April 17, 1995 Dr. Rosalind Raby, curriculum specialist with the Los Angeles Community College District, visited the Mt. SAC campus and held a workshop through staff development. Titled: "Internationalizing the Curriculum: The Why's and How's," it was attended by a diverse collection of faculty and administration from several subject areas on campus. Dr. Feddersen also attended.

Dr. Raby first identified two types of skills in the area of international education that she feels instructors should teach: "International Literacy Skills" and "International Competency Skills." These encompass politics, careers, and moral and technical development, and they help to prepare our students for the future. By gaining these skills, she states an "individual is able to transcend personal parameters" and to see the world through the eyes of others. International Competency increases enrichment and sensitivity to people and systems. Because we live in a "global village" these skills, states Dr. Raby, are now "as important as learning how to read and write."

She explained the difference between multiculturalism and internationalism this way: a multicultural emphasis targets micro groups within society, but international studies operates on a macro scale. Ideally, campuses should seek to create an ongoing balance between the two.

As Dr. Raby notes, internationalizing the curriculum is really about educational reform. Overt reform comes about through a conscious decision to change ways of teaching and organizing information. The deliberate changes in curriculum an individual instructor might initiate in his or her classes would be an example of this, as would formation of specific committees to formulate and initiate changes in programs and curriculum. Hidden reform, on the other hand, is less direct, but perhaps ultimately more prevalent. Demographic changes in the student body brought about by social changes in the community come under this heading. The presence of international students on a campus promotes changes in attitudes. Further, most textbooks are now being written with an awareness of multiculturalism as well as an international emphasis, and even something as seemingly ordinary as faculty and student study and travel abroad can bring about reform in attitudes.

Dr. Raby also noted that reform can be influenced internally on a campus, or brought about through external influences. Faculty, administration and students all play a part in internal reform. Often the impetus comes from the highest levels of administration, and is typically supported with incentives such as release time, grants, and new faculty hiring. Externally, a campus can be influenced by community demographics, the needs and demands of the business community, and even through international events.

Individual faculty can also initiate reform in their own classrooms and through their participation in committees and department processes. Dr. Raby noted that when both of these types of reform happen concurrently, both from "above" and "below", change is likely to be most positive and effective. When this happens, faculty become enriched and empowered and are excited about new ways to approach their subjects. She also noted, however, that faculty apathy and lack of financial support from administration are the two major deterrents to change on any campus.

Raby explained that there are a number of realities that must be faced when examining this issue. Despite the idealistic nature of academic literature on the subject, as of 1994 only 15 community colleges in California had made an attempt to internationalize curriculum, and the majority of those were only in the area of business. Further, Title VI Grants have been the primary way California community colleges have funded these changes, but often once the money runs out, the enthusiasm goes, too.

Another reality that must be addressed is that there will inevitably be resistance and opposition to internationalization on any campus, and faculty involved in the programs must be prepared to defend them. There is sometimes an attitude that looking beyond the immediate sphere of the college to the world at large somehow takes away from local issues and concerns, and even does a disservice to indigenous students. To counter this

argument, we must focus on the fact that local lives are enriched by contact with internationalism, and we must educate people to the fact that we as Americans no longer have to luxury of isolating ourselves from the rest of the world. The global economy is a reality. Instantaneous global communications bring the world into our homes daily, and telegraph our attitudes and behaviors outward just as quickly. Even if we don't want to be connected to the rest of the world, it is now a fact we cannot avoid. Significantly, Raby notes, student and business communities are always in favor of internationalized programs.

Other areas of hostility that sometimes arise are between different academic disciplines, and from disaffected faculty. If one group feels it is losing resources or influence at the expense of another, there may be infighting. This is especially prevalent in these days of tighter budgetary restraints. Further, many faculty members will argue that they are already overburdened and changing the curriculum in these ways will detract from content. As Dr. Raby notes, initially some extra prep time will be necessary. Of course, this is something all faculty encounter if they seek to keep current in their disciplines. Internationalizing the curriculum, however, shouldn't take away from content that is already there. It simply involves taking a different approach to existing content. She notes: "we're not changing the basic constructs of the system, simply enriching what exists."

Raby presented the group with two types of specific approaches to internationalizing the curriculum. In the first, the "infusion" approach, individual faculty infuse their classes with enriched curriculum that has an international emphasis. In the "module" approach, such as that pioneered by Pima Community College in Arizona, faculty develop lesson modules introducing international issues in 3 to 5 week segments. The modules take a comparative approach or specialize in only one area, and are designed to invite philosophical discussion. Dr. Raby made available to the group her own booklet entitled: "International Master Modules for Internationalizing the Curriculum." She also provided the group with a number of informative handouts on the subject.

Response to Dr. Raby's workshop was so positive that members of the group decided to engage her for an extended class next year on the subject of internationalizing the curriculum. In addition, members of the counseling office have decided to bring her back on campus as a consultant to address the specific application of these ideas to their area.

FROM DR. RABY'S DISCUSSION: Some responses to the argument that internationalizing the curriculum detracts from local concerns and may even do a disservice to indigenous students:

1) International students bring enormous amounts of money to our campuses through their out-of-state tuition and fees. At Mt. SAC alone the figure is in the millions.

2) Eighty percent (80%) of small businesses in California currently have international ties, and graduates with international experience will be preferred over others in hiring.

3) We unquestionably live in a global economy. The recent freefall of the American dollar on international markets against the Japanese Yen and the German Mark has brought this issue to the forefront, and the implications of a diminished American position in world trade are only beginning to be felt.

4) An increasing number of companies in the United States are foreign-owned and hiring in these companies will likely take an international emphasis.

5) One out of every 11 adults in California goes to a community college. The figure used to be one in seven, and for many of these people this is the only contact they will ever have with higher education. Therefore it is important that we provide them with the same quality of approach they would have access to in a university environment.

6) If we fail to provide this, our transfer students will be at a disadvantage because the UC and CSU systems are already doing it.

PROJECT ACTIVITY #2: POLICIES AND PROCEDURES

Owing to the unique situation of Dr. Feddersen having formed an ad hoc committee designed to deal specifically with the issues discussed in my Sabbatical Proposal, this activity was accomplished almost entirely in the context of the committee's wishes and directives. One of the first established goals of the committee was to establish Policies and Procedures for International Education on the Mt. SAC campus. In order to do this, I conducted extensive research on the policies and procedures (as such exist) at the institutions mentioned in my proposal. In addition, I utilized a great deal of information from Napa Valley College. The document I wrote went through several revisions, with the committee providing significant input and direction. The finished document has been presented to the Instructional Services Committee, the College Advisory Council and the Academic Senate. It is included in the Addenda for Activity #2.

As part of my committee work, I was also requested to write a Budget Proposal for International Programs on our campus. This was part of the Planning and Budgeting Process held in March of 1995. Because the committee felt it was necessary to combine International Studies with the existing International Student Program, I met extensively with Nancy King, International Student Counselor, in order to coordinate efforts and create a Budget Proposal that would meet the needs of all programs involved. In addition, Nancy King and I met with Nancy

Rice, Director of Fiscal Services, so that we could better understand the budgeting process and approach it as realistically and accurately as possible. Since budgeting is considered one aspect of Policies and Procedures, it seems appropriate to include in this section the finished Budget Proposal: "International Programs Funding Proposal." This document appears in the Addenda for Activity #2.

PROJECT ACTIVITY #3: STUDY ABROAD PROGRAMS

During my Sabbatical year, I continued in my capacity as Study Abroad Coordinator and liaison with the Southern California Foothills Consortium for Study Abroad. At the Fall Coordinator's meeting in October, 1994 the Consortium decided to expand the program to include a summer study program in Paris and a Spring 1996 semester program in Paris (through AIFS). At that meeting one of the faculty members from the Mt. SAC Foreign Languages Department, Barbara Vigano, was chosen to teach in the 1995 Paris summer program. I held eight recruitment meetings in February 1995 for students interested in the Paris summer program. Six Mt. SAC students (as well as Ms. Vigano) subsequently spent six weeks living and studying in Paris this summer.

At the Spring Coordinator's meeting, the Consortium decided to offer a Summer 1996 program in either Florence or Costa Rica. The current approach being taken by the Consortium is to "test market" areas with shorter (less expensive) summer programs to see if there is enough interest to justify offering a full semester of study in a given area. Representing Mt. SAC, I will continue to advocate for Florence over Costa Rica. I feel that the Florence program better meets the wishes of both faculty and students at our school. First, in the student survey I conducted in 1993-1994, students listed Italy as the fifth most important country in which they wished to study (behind Australia, Britain, France and Germany -- in that order). In

addition, I have been approached by Americo Marano of our Foreign Languages Department about the possibility of having a semester program in Italy, so I know there is support from important faculty for this as well.

As Dr. Culton from LACCD mentioned in his lecture on campus in September of 1994, research indicates that one of the most effective ways for an institution to begin offering Study Abroad programs is to participate in study abroad consortium arrangements. In this way, two or more schools can pool resources and staff to provide more opportunities for students than would be possible on an individual basis. Mt. SAC's experience with the Foothills Consortium bears this out, and our increased involvement with the California Colleges for International Education (CCIE) will continue to provide opportunities for our students to study and travel in organized programs throughout the world. Our students can participate in any of the programs sponsored by members of CCIE (through various contractors). [See Addenda: "California Colleges for International Education -- Study Abroad Programs 1993 - 1994."]

Another important issue I encountered in my research into study abroad programs concerns institutional responsibility and legal liability. In our increasingly litigious society, any institution considering sponsorship of study abroad programs must make itself aware of the myriad legal issues involved. Fortunately, I was able to attend an extremely informative workshop last November that addressed these topics specifically.

Held in conjunction with the Annual Convention of the Community College League of California, this workshop detailed the need for risk management, how to address health and safety issues, and the necessity of having adequate insurance coverage. Because the workshop was one of the breakout sessions for the CCLC, it was attended by a number of Superintendents and Board members -- among them our own Kenneth Hunt. He was extremely interested in the discussion of legal issues, and directed me to get the resource books mentioned by Dr. Gary Rhodes from the Office of Overseas Studies at USC:

International Travel Health Guide by Dr. Stuart Rose

&

Health Information for International Travel 1994

US Department of Health and Human Services

Another workshop I attended at this conference was titled: "International Connections -- Everybody Wins." The discussions were moderated by Dr. Pamela Fisher, President of Yosemite CCD and current President of CCIE. The stated purposes of the workshop were:

- to discuss the "prices and payoffs" of international education
- to encourage districts to continue and expand international programs
- to discuss threats to higher education international programs
- to broaden the definition of international education

My transcribed notes from the CCL Conference in Irvine are included in this section of my Sabbatical Report.

Another significant opportunity for Mt. SAC to participate in study abroad programs arose during my Sabbatical year when Dr. Ron Koehn, Field Director of the Western States for the Council on International Educational Exchange (CIEE, a non-profit international education council) approached our institution about membership in its consortium. CIEE has traditionally focused on university-level international education, and counts among its members some of the most prestigious universities in the country (Harvard, Stanford, Yale, among others). In recognition of the fact that over half of the college students in America attend community colleges, the organization is currently expanding its offerings to specifically include community colleges. Dr. Koehn is well known to us at Mt. SAC, having been with the American Institute for Foreign Study (AIFS) at the time the Foothills Consortium was established. At that time, he formed a very favorable opinion of our institution, and decided ours should be among the first to have this opportunity extended. Dr. Runnebohm and I met with Koehn a number of times throughout the academic year. We also held two meetings with Dr. Feddersen, and Dr. Koehn addressed the ad hoc committee.

The CIEE programs are widely diverse and will enable us to offer programs for students in all the areas of the world they

have identified as priorities (refer to Activity # 4). In addition, CIEE has a variety of options for both students and faculty that expand the availability of international education:

- Traditional faculty-led study abroad programs at Westernized and Third-World locations
- Individualized study abroad that enables one or two students to participate in programs throughout the world on their own initiative
- Student work abroad programs that will allow an individual to live and work legally in selected foreign countries
- Volunteer programs abroad, based on the model of the Peace Corps, involving short-term commitments in underdeveloped countries
- International Student and Faculty Identification Cards to be made available for sale on campus (at a profit for our institution)

[NOTE: See Addenda for specific, detailed information on all these programs.]

These offerings through CIEE are especially exciting because they appear to extend study abroad opportunities to a more diverse range of students. Traditional study abroad programs, such as those we offer through the Foothills Consortium, can be quite costly. The current semester in Paris, for example, costs approximately five thousand dollars, not including airfare and personal expenses. This amount is comparable to the semester

program in London we have offered since 1991. Despite the availability of Financial Aid, many interested students are still not able to participate. CCIE appears to offer something for most everyone interested.

Finally, one of the problems on our campus in the past has been getting this information out to the students and making them aware of the numerous possibilities for involvement in study abroad. Before I began this Sabbatical Project, there had never been a concerted effort to gather together all this information, and nowhere to put it once it had been gathered. My faculty office is out by the back stairs of Building 26D (hardly an area of high student concentration), and there is little room for these materials there in any case. As a result of the efforts of the ad hoc committee, and especially Dr. Feddersen, we now have a space for International Students and International Programs upstairs in the new Student Services Building. My goal for the upcoming academic year is to establish this as a place that students and faculty find inviting and comfortable, and one where they may discover the excitement and enrichment offered by International Education.

NOTES: Community College League Conference Irvine 11/17&18/94

"Legal Issues in International Education" 11/17/94

Important Issues: Risk Management
Legal Obligations
Contractors

Dr. Gary Rhodes, USC:

1. NAFSA has a book of forms (releases, etc.)
2. Recommends schools "get your international people on the "Inter-L" computer network. [Hanne in Culton's office can explain how.]
3. Feels ISP will be one of the "hotgrowth" areas in education in the future
4. Distributed handout of his article published in the NAFSA newsletter, Feb. 1994: "Avoiding Liability in Study Abroad"
5. Schools should be prepared to internationalize their risk management efforts. "Any legal issue that comes up on campus can come up abroad" and can be far more difficult to manage.
6. Schools should develop a specific rationale that explains policies and procedures and this should go into the statement of Missions and Goals.
7. As study abroad programs extend more into "Third World" countries they become more problematic. Health and safety issues become more of an issue. In fact, this is the biggest liability area.

Dr. Rhodes recommends:

- Cover "realities of the situation" abroad when planning overseas programs
 - Make orientations mandatory and cover health and safety issues realistically
 - Carefully evaluate the insurance for ISP Progs.
[see Handout II)
7. Rather than waiting for problems to occur, try to troubleshoot now. There are cultural and social issues as well as health and safety. USC sends out an orientation guide for Intl' Students.
 8. Give students information so they can be adult. Schools no longer operate in loco parentis.
 9. USC is moving towards requiring insurance. [Culton says a 1976 state law requires making medical ins. Available at district cost for excursions and field trips. He also noted that it might not be legal to make study abroad students have insurance because there is an approved list of fees, and that isn't on it. K. Hunt said that at MSAC we have mandatory medical insurance for all students, foreign and domestic.]
 10. D. Culton said it is a good idea to make contractors name us as additional insured and to double check their coverage dollars.

Issues that should be addressed in Release Forms:

1. Be sure not only student, but his/her parents and dependents sign a release.
2. Include notations of additional risk (e.g. Pony Treks)
3. Specify California Law under "Choice of Law"
4. Specify US rather than host country under "Choice of Forum"
5. Specify separation of responsibility
6. Explain possibility of cost variables
7. Explain refunds and cancellations
8. Specify transfer credit
9. Include release of liability for excursions
10. Specify orientation as mandatory
11. Include authorization for emergency medical attention
12. Specify student behavior expectations and the consequences of violating them

[CCIE Bylaws include recommendations for Releases]

RESOURCE BOOKS [K. Hunt says get these]

International Travel Health Guide by Dr. Stuart Rose, M.D.

Travel Medicine, Inc. 351 Pleasant St. Suite 312

Northampton, MA 01060 ISBN# 0-923947-00-0

Health Info. for Intl' Travel 1994 US Dept. of Health and Human

Services CDC Pub. No. (CDC) 94-8280 GPO in DC (202) 783-3238

[USC GIVES THESE GUIDES TO STUDENTS GOING ABROAD]

--NAFSA-AIE HAS A LIST OF SPECIALTY PROVIDERS OF HEALTH INS.--

MISCELLANEOUS ISSUES

1. Rhodes says avoid charter airlines and stick with regularly scheduled flights to avoid liability (i.e. Lockerbee)
2. Pay attention to Faculty/Student relations issues
3. Be sure to emphasize that students are responsible for their own behavior vis-a-vis alcohol, drugs, etc. Also at orientations discuss personal safety issues: going in groups, rape issues, etc.
4. Remember that the concept of presumed innocence is peculiar to the US. Elsewhere it's presumed guilt.
5. Faculty must be oriented as well as students. Bring up liability issues and procedures that follow district policy.

Instructors are legally responsible for:

- Adequate supervision
 - Proper instruction
 - Maintenance of equipment (P.E.) -- includes methods of transportation for field trips
6. Develop Director's Handbook that covers:
 - Orientation of Students and Faculty
 - Health and Safety Issues
 - Liability
 - Student and Faculty behavior

-- Laws Governing International Study Programs [See
Handout:

"Legal Issues Relating to Community College
International

Education Programs" Robert J. Henry]

7. AT PRESENT THERE ARE NO BASIC STANDARDS FOR ISP. EACH CAMPUS
MUST CREATE ITS OWN.

NOTES: Community College League Conference Irvine 11/17&18/94

"Intl' Connections -- Everybody Wins"

OPENING REMARKS: Dr. Pamela Fisher, Pres. Yosemite CCD
and current Pres. CCIE

Purpose of Workshop:

1. Discuss "Prices and Payoffs" of Intl' Ed.
2. Encourage people to continue and expand ISP
3. Discuss threats to higher Ed. intl' programs
due to the recent election results
4. Broaden the definition of International Ed.

I. Ben Tom from Yosemite District discussed their programs:

A. Geared to agriculture in cooperation with USAID and
Georgetown University:

1. Eastern and Central Europe scholarship programs
for Hungary, Czechoslovakia and Poland. Ag
people from these areas come to YCCD to learn
2. Programs through Cooperative Assn. of States
for scholarships for Caribbean and Cent. America
3. Students in these programs are provided support
services:
 - a. Language immersion
 - b. Values/Culture introduction
 - c. Housing

B. Direct Contract situations:

1. Three provinces in China: YCCD sent faculty to China and brought Chinese to campus
2. Recruited wealthy Ag. program alumni to help fund

C. Cooperative Leadership Program for SE Asian refugees (mostly Cambodians)

1. Created a Bridge Program (through a private, non-profit organization) to provide:
 - a. language courses
 - b. business courses
 - c. occupational skills

D. Sister Cities -- attempt to tap into cities that share similar interests and issues

1. To develop inter-cultural understanding
2. To create student and faculty exchanges.

E. Consortium Approach

II. Ken Yglesias from Coast CCD

- A. Discussed the long and rich history of International Ed. in his district, but mostly promoted the Community College for International Development (CCID) Winter '95 conference in Orlando (Jan 15-18, 1995) [See Handout]

III. Lydia Ladmisa from Hartnell College discussed her personal philosophy regarding International Ed. and explained what her institution is currently doing.

- A. Trustee support is all-important. It is crucial to get a commitment to International Ed. in the Missions and Goals and to maintain consistency and high standards
- B. Schools should look at this question: "Who does International Ed. include and exclude?" Don't exclude the "new majority" students
- C. She believes ISP should have a multicultural emphasis.
- D. Hartnell has a sister college in Japan that is funded by the Japanese
- E. They are currently adding sister college programs in Mexico and Central and South America
- F. Japanese agriculture exchange program: Japanese come to Hartnell for training
- G. Mentioned million plus monetary gift from an alum that goes solely for study abroad!

IV. Dr. Rosalind Latiner Raby, LACCD Curriculum Specialist, discussed internationalizing the curriculum [I spoke to her after this meeting and she said she would be happy to come out to MSAC and lead a workshop on this for us.]

- A. Internationalizing the Curriculum is not new. She says there has been three decades of involvement in Calif. and 12 years in LA.

- B. Internationalizing the Curriculum and Multiculturalism are two heads of the same issue. They both bring about cultural enrichment and foster civilization by making students aware of the "interdependence of peoples and cultures."
 - C. She feels our institutions are not responsible unless they attempt this because it is part of "the education of the whole individual."
 - D. She advocates "Revolutionary Educational Reform " through internationalizing the curriculum.
 - E. There is opposition to this current of thought. Many feel it is not important: "Why internationalize?"
 - F. Mentioned MiniGrants and Release Time as potential ways to provide funding for faculty to internationalize curr. (this approach taken by Cal. State Long Beach)
 - G. It is not necessary to create new courses.
- V. Don Culton (LACCD and CCIE) in his remarks addressed most of the same concerns he spoke to when he visited our campus earlier this semester.
- A. A Successful program can be defined any way an institution wants, but it must have 3 things:
 1. Leadership/Commitment from the top
 2. Interested faculty
 3. A Director of International Education
 - B. Title VI Grants are a good source of funding

NOTES: Community College League Conference Irvine 11/17&18/94
"CCIE Board Meeting" 11/18/94

Dr. Fisher presiding: Based on a recent trip to Wash. DC, she says the situation "looks grim" for USAID and Intl' relations since Jesse Helms will likely be the next Chairman of the Senate Foreign Relations Committee, and he has stated he would like to abolish USAID.

Various Issues Discussed:

1. Scholarships: the committee decided to award 3 student and 3 staff scholarships of \$500/ea (see attached). I volunteered to be on the evaluation committee. Dec. 16th is the deadline for nominations. Final decision by 2/17/95.
2. Ken Yglesias from Coast CCD volunteered to do a USAID/CCID workshop for anyone interested. Chris Russell will coordinate the logistics and host. No date yet chosen.
3. Roz Raby informed the group about an International Curriculum Workshop on the use of technologies (to explore options in distance learning, etc) to be held either at Loyola Marymount, CSLA or USC.
3. Grants: Saddleback recently got an NEA Grant to fund 25 faculty members at \$2500/ea (that's \$62,500!) to internationalize the curriculum and develop modules. Coast CCD got 3 Title VI Grants for the same purpose, also a grant involving international trade and business

(Coastline), and a FIPSE Grant for distance learning in Central America.

4. R. Raby informed the group about a Summer '95 UCLA teacher training program that will focus on "other areas of the world." The cost is \$50 for two weeks and dorm stays are available. Call her for details at (213) 891-2288.
5. Don Culton wants to start an International (one-on-one) Student Exchange, which would mean making specific agreements between our schools and schools abroad. His plan is to effect a law change that would allow California schools to waive tuition but still collect apportionment. He wants the group to take this up as a project. No action taken.

PROJECT ACTIVITY #4: FACULTY INTEREST SURVEY

As was the case with Activity #2, this portion of the project was greatly influenced by the ad hoc committee. Not only the content, but the timing of the survey were largely determined by its interests. After discussions about the approach desired for the survey, as well as the types of questions to be included, I revised the text substantially (refer to committee minutes). I also widened the scope, according to the committee's wishes. Instead of only surveying faculty (both full and part-time), the study also included staff and administrative personnel. This was an attempt to gather as much information as possible from across the broadest spectrum of the campus community.

The survey was sent out through campus mail early in the Spring semester, and respondents were given until the end of the semester to return the documents to the Humanities Division Office. [A sample of the actual survey is included at the end of this section.] From across the campus community, a total of 77 people responded. Of those, a majority were faculty (55), followed next by Staff (18) and finally Administration (4). Forty eight of the respondents identified themselves as having fewer than 10 years of service. Twenty reported having been at Mt. SAC for 10-20 years, and 10 of the 77 stated they had been members of the campus community for more than 20 years.

Areas represented were:

FACULTY

ESL	6
English/Lit./Journalism	5
Home Econ./Business	5
Foreign Languages	4
Math	4
AmLa	4
Hum. / Social Science	2

(Areas with one respondent each)

Psych./ Education

Applied Science

Biology

Electronics

Chemistry

Natural Sciences

Athletics

Drafting/Design

Learning Assistance

Economics

Anthropology

Music

Theater

Community Education

Health Sciences

*NOTE: Some respondents chose not to identify an area

STAFF

Student Services	2
ESL	2

(Areas with only one each)

Library
Administration
CIS
Instructional Services
Fiscal Services
Admissions
Business
Accounting
Auxiliary Services
Foreign Language
Biology

*NOTE: Some chose not to identify an area.

ADMINISTRATORS

Humanities and Social Sciences	2
Community Education	1
Unidentified	1

BREAKDOWN OF RESPONSES BY QUESTION

	<u>Faculty</u>	<u>Staff</u>	<u>Admin.</u>	<u>TTL.</u>
1.	Are there any programs in the area of International Education not listed that you feel we should pursue?			
Yes	13	9	-0-	22
No	13	1	-0-	14
N/R	29	8	-0-	66
2.	Have you lived, studied or travelled abroad?			
Yes	44	5	2	51
No	10	12	-0-	22
N/R	1	8	2	11
3.	Have you ever taught abroad?			
Yes	12	3	-0-	15
No	39	13	-0-	52
N/R	4	2	4	10
4.	Do you have any other particular expertise in an area related to internationalism?			
Yes	25	2	-0-	27
No	20	10	-0-	30
N/R	10	6	4	20

5. Would you be willing to share your experiences and knowledge, either formally or informally, with other members of the campus community?

Yes	35	6	-0-	41
No	5	7	-0-	12
N/R	18	4	4	26

6. Would you be interested in teaching credit classes abroad in a study abroad program sponsored by Mt.SAC?

Yes	42	4	1	47
No	12	9	-0-	21
N/R	3	5	3	11

7. Would you be interested in teaching credit classes abroad in a study abroad program sponsored in partnership with another institution?

Yes	43	4	1	48
No	11	7	-0-	18
N/R	2	7	3	12

8. Would you prefer to participate in a study abroad program in the summer or during a regular semester?

Summer	33	4	1	38
Sem.	23	-0-	-0-	23
N/R	15	14	3	32

9. Would you like to participate in developing partnerships

with business and industry abroad?

Yes	19	5	3	27
No	24	10	-0-	34
N/R	13	3	1	17

10. Please indicate areas in which you believe Mt. SAC should offer degree and certificate programs:

Pacific Rim Studies	(F) 20	(S) 5	(A) 3
International Studies	(F) 22	(S) 7	(A) 1
International Business	(F) 33	(S) 12	(A) 3
International Cultural Studies	(F) 27	(S) 7	(A) 2
Shouldn't offer any	(F) 3		
Other: Ethnic Studies	(F) 11		
Hispanic Studies	(F) 1		
African-American Studies	(F) 1		
Latin Cultural Studies			(A) 1

11. Discuss any other issues related to this matter that you feel are important. [NOTE: these responses have been slightly edited for clarity and conciseness.]

Faculty:

-- "Since a high population of Mt. SAC's students are internationals, many of these areas above are crucial for students. Foreign businesses could benefit greatly from sending staff to Mt. SAC to improve English/business skills. The ESL dept. offers such

services free of charge. Special courses (for tuition) could offer specifics that businesses desire.

I'd like to see the ESL division expand into more cross-cultural areas."

-- "Other community colleges (Santa Monica) actively pursue international students and run an active International Studies program. ... I understand the program generates an additional source of revenue."

-- "It is important and valuable to tap into the knowledge of international students on campus. We have many students from China, Taiwan, and Hong Kong, for example, who might be interested in business partner-ships here and who have connections there."

-- "I would like my ESL students to have more direct contact with American students. I would like to dispel some of the negative stereotypes and prejudices that exist in both groups."

-- "We should look into forming `sister-college' bonds with other colleges -- e.g. Nagasaki Jr. College -- and set up programs for on-going student/faculty exchanges."

-- "International Education should be considered as part of a Diversity in Education Program!"

-- "I think these ideas are wonderful -- however it is increasingly difficult to find the time to develop and implement new ideas and curriculum."

- "We will be remiss if we do not integrate our curriculum in some form to accommodate our increasingly `international' student body."
- "I think the `cultural studies' issue is vital to any international program, so much so that I think anyone involved in this project should have the opportunity to take some courses in that very area."
- "I believe that, as a community college, Mt. SAC should concentrate on the education that is needed in this and nearby industries. I don't think it is the business of a community college to concern itself with international subjects. That's the concern of the universities."
- "In this global economy students will need an understanding of peoples and processes internationally for success."
- "I currently teach a 3-unit credit course in international marketing here at Mt. SAC. It is moderately received in terms of students signing up for the class. I will be interested to see how well students will receive the program being developed. I am very much in favor of what you are trying to do, but I'm not sure how popular it will be with the students. I was very surprised at the lukewarm support for our class."...
- "I firmly believe that Mt. SAC can enhance its

reputation abroad and at home by implementing an international program as above described. To export products with efficacy, the business people of this country will gain by better knowing the culture, customs and traditions of doing business with foreign countries."

-- "All of the above are important. The U.S. is still very lax in doing something about competing internationally. We have little knowledge of other cultures, including especially the importance of learning languages."

-- "I'm excited that there is an international task force on campus. With such a culturally diverse student population, we (I) need to become more involved in international education."

-- "This world is getting smaller and more inter-dependent. Any international and multi-cultural programs/understandings through educational programs will be good for all of us in many ways."

Staff:

-- "Can we afford to do this? How does this fit the goals/objectives of the District?"

-- "Because the U.S. is such an influence in the world, some forget that all other cultures can share with

us valuable experiences, views, history, language, food, music, arts. business and a wealth of all kinds of things. In fact, I feel America is great because we have such a melting-pot of cultures. Travel and sharing with other cultures is not only a joy, but valuable education. Our world would be a better place if there was more understanding, caring and less nationalism!"

-- "I feel based on the budget of California and the institution, priority should be given to our own businesses in California. Emphasis should be on the development of the economy of our community and state. We need to determine where employment in California will be. With the loss of the car industry, aeronautics and military employment, our emphasis should be local."

-- "I think it will be a plus to be able to communicate in the language of the people we work with."

Administration:

- "I believe developing our International Program (courses, lectures, study abroad, student/faculty exchanges, international celebrations, etc.) should be a top priority for Mt. SAC."
- "I feel Mt. SAC should offer cultural studies classes that reflect our student and community

population."

PROGRAMS LISTED IN THE SURVEY
RANKED BY INTEREST

	Fac.	Staff	Admin.	TTL	%
1. Faculty Exchanges	54	14	2	70	90%
2. Study Abroad Courses	47	13	3	63	81%
International/ Intercultural Studies Course	45	15	3	63	81%
3. Partnerships with Intl' Schools and Businesses	47	11	4	62	80%
4. Internationalizing the Curriculum	41	12	3	56	73%
5. International/ Intercultural Awareness Week	39	14	2	55	71%
6. Technology Assistance					

	Opportunities Abroad	38	13	3	54	70%
7.	Intl' Issues Lecture Series	34	13	3	50	65%
8.	Intl' Ed. Contracting	37	9	3	49	63%
9.	Travel Lecture Series	32	13	2	47	61%

Summary/Conclusions

It is obviously difficult to draw significant conclusions from a sampling so small. Logically, perhaps, the first conclusion to be drawn might be that there is little interest on campus surrounding this issue. However, my discussions with a number of people on campus who have tried surveys of this nature indicate that (numerically) this is a typical response. Still, it seems daunting that only 77 of the 900+ people who received surveys took the time to respond. Clearly, the biggest interest in international education (as evidenced by the survey) comes from faculty. Their responses far outnumbered those from the other two segments of the community polled. Faculty comprised 55 of the 77 (71%) respondents. It is also interesting to note that responses from younger faculty members (those having been on campus 1-10 years) significantly outnumbered responses from long-term faculty (10-20+ years). There are a variety of ways to interpret this. However, within the context of the subject of the survey, it seems possible to conjecture that younger

faculty members, having graduated more recently from college, are more likely to have encountered internationalized education themselves at the colleges and universities they attended. Thus, they may be predisposed to look favorably upon it. It is also interesting to note that from among faculty and administration the greatest representation came from the Humanities Division, an area where international issues are traditionally taken up in the arts and social sciences.

It also seems logical to assume that people who responded to the survey represent the core of those on campus who are already interested in internationalization. Additionally, there may be some relationship between this and the fact that responses indicate a diverse and widely traveled population. In general, the faculty responses show more completed travel -- not only to the typical destinations in North America (Canada, Mexico) and Europe, but to more far-flung and exotic locations as well (Galapagos Islands, Turkey, Algeria and Thailand). However, the Staff and Administrative responses also indicated an interest in foreign travel. This may be why Faculty Exchanges and Study Abroad Courses ranked highly on the list of potential programs. Almost all the responding faculty have traveled abroad, yet few (only 12) have taught in another country. Only two faculty members who indicated that they have traveled failed to express a specific interest in teaching abroad.

In addition, the faculty provided a number of extremely creative ideas for expanding the scope of internationalization on our campus. Following are some responses to the question: "Are there any programs in the area of International Education not listed that you feel we should pursue?"

- Degree in World Religions
- Chinese-American Culture Foundation
- International Dance
- Paired satellite classes with schools abroad
- Workshops led by international students
- International music

Out of 77 respondents, only three made negative comments about internationalizing campus life and curricula. One faculty member referred to this as an academic "fad," and two others (for reasons unstated) felt we should not develop internationalized degree and certificate programs. Thus, it seems if the results of this survey indicate anything, it is that there exists on our campus a body of interest in international issues. These are the people who were willing to take the time to respond, and these will likely be the people from whom we may draw ideas, energy and expertise to develop programs in the future.

Faculty Exchange Programs

As I began to delve more deeply into my project, I realized that this information most logically belongs in another section of this report. While there are some faculty enrichment programs

that exist outside the Federal Government, the Fulbright Commission still administers the most comprehensive program of faculty exchanges in higher education in the United States. Because the Fulbrights are technically grants, I will include this information in Activity #5.

INTERNATIONAL EDUCATION

INTEREST AND RESOURCE SURVEY OF COLLEGE COMMUNITY
SPRING 1995

ABOUT THIS SURVEY:

A task force was formed on campus this year to investigate how MSAC might develop a comprehensive International Program. The committee has discussed a number of possible goals and objectives, many of which are reflected in the questions in this survey. We are looking for input from across the campus community: staff, faculty (both full and part time) and administrators. This survey is a tool that we hope will enable us to assess the interests and priorities of the campus community. It will only be used by the committee to provide direction for the committee's work. Please take the time to fill out the brief form below and return it to: Ad Hoc International Programs Task Force C/O Humanities Division Office Bldg. 16-3.

NAME (Optional) _____

STAFF _____ FACULTY _____ ADMINISTRATION _____

SERVICE AREA ON CAMPUS _____

YEARS AT MT. SAC _____

Please put either a #1, #2 or #3 next to the programs listed below. #1 indicates programs you feel should be given top priority; #2 indicates programs you feel are of lesser importance; #3 is for programs you feel are not important enough to be pursued on our campus.

_____ Internationalizing the Curriculum

_____ Study Abroad Courses

_____ Technology Assistance Opportunities Abroad

_____ International/Intercultural Studies Course

_____ International Issues Lecture Series

_____ Travel Lecture Series

_____ Establishing International Partnerships with businesses and schools abroad

_____ Faculty Exchanges

_____ International/Intercultural Awareness Week

_____ International Education Contracting

1. Are there any programs in the area of International Education not listed that you feel we should pursue?

2. Have you lived, studied or travelled abroad? If so, please explain where, when and how long you stayed.

3. Have you ever taught abroad? Where, when and how long?

4. Do you have any other particular expertise in an area related to internationalism?

5. Would you be willing to share your experiences and knowledge either, formally or informally, with other members of the campus community?

6. Would you be interested in teaching credit classes abroad in a study abroad program sponsored by Mt. SAC?

7. Would you be interested in teaching credit classes abroad in a study abroad program sponsored in partnership with another institution?

8. Would you prefer to participate in a study abroad program in the summer or during a regular semester?

9. Would you like to participate in developing partnerships with business and industry abroad?

10. Please indicate with a check mark areas in which you believe Mt. SAC should offer degree and certificate programs:

- Pacific Rim Studies
- International Studies
- International Business
- International Cultural Studies
- Other

11. Please use the remainder of the space to discuss any other issues related to this matter that you feel are important.

PROJECT ACTIVITY #5: GRANTS/FACULTY EXCHANGES

In order to meet my goals for this activity, I worked closely with Monica Anderson of the Mt. SAC Resource Development Office. In so doing, I discovered that, of the five activities I undertook in my Sabbatical Project, there already exists the most organized support on campus for research into grants and funding alternatives. All the personnel in her office were enormously helpful to me and provided me with a wealth of information. As a result of my contact with her office, Ms. Anderson has begun a resource file for International Programs, and continues to contact me whenever something is added to the file. Those informational flyers have been included in this report.

Ms. Anderson gave me access to the Catalog of Federal Domestic Assistance for 1994, of which I was able to make a thorough search. Initially, I found 107 grants/programs in the area of International Programs and Studies that I felt our institution would be eligible for. After researching them further, I narrowed that number down to the thirty I felt were most probable sources, most of which fall under the aegis of Federal Title VI. My report on them is contained in the later part of this section. It contains a summary of each project (arranged by academic subject area), a brief statement about qualifications, a contact phone number (whenever available) and the reference number in the Catalog. In addition, I contacted

Washington D.C. for applications, and the responses I received have been duplicated for this report.

The Mt. SAC Resource Development Office remains the principle contact on campus for information about Fulbright Grants and Scholarships. My research indicates that this continues to be the most important source of information on formalized Faculty Exchanges, and several Fulbright-funded programs are listed in the summary pages from the Catalog. A number of well-known organizations also currently sponsor Faculty Enrichment Seminars Abroad. However, these differ significantly from the Fulbrights because faculty have to pay their own way. There are three of these programs that I feel may especially benefit our faculty: The AIFS Faculty Development Program, the CIEE Program and the Los Angeles Community College District Institute for International Studies Program. I have included flyers and informational materials on each of these in the Addenda.

AVAILABLE GRANTS IN INTERNATIONAL EDUCATION

TECHNICAL AND AGRICULTURE AREAS

1. Technical Agricultural Assistance. Federal Agency: Office of International Cooperation and Development, Department of Agriculture. The objective of this grant is to identify and apply the most appropriate solutions to international agricultural problems, and to increase the capabilities of U.S. educational institutions and nonprofit agencies in agricultural research and technical assistance. These are Project Grants (Cooperative Agreements) and are used to fund projects dealing with varied aspects of technical agricultural research and assistance. Phone: (202) 690-1924.

10.960 *

2. International Training -- Foreign Participant. Federal Agency: Office of International Cooperation and Development, Department of Agriculture. The objective of this grant is to assist U.S. Colleges and universities in strengthening their capabilities for food, agricultural, and related research training and extension relevant to agricultural development activities in other countries. These are Project Grants (Cooperative Agreements) and are used to fund projects involved with international training activities, most often in course development and/or evaluation. Phone: (202) 690-1339.

10.962 *

3. Foreign Agricultural Market Development and Promotion.

Federal Agency: Foreign Agricultural Service. The objective of this grant is to create, expand, and maintain markets abroad for U.S. agricultural commodities. These are Direct Payments for Specified Use (Cooperative Agreements) and funds may be used for trade servicing, consumer promotion, market research, and to provide technical assistance to actual or potential foreign purchasers. Phone: (202) 720-4761.

10.600

4. Scientific and Technical Cooperation. Federal Agency:

Office of International Cooperation and Development, Department of Agriculture. The objective of this grant is to promote international cooperation in agriculture and forestry, and to obtain mutual benefit through short-term (one-four week) exchange visits of U.S. and foreign scientists. These are Project Grants and Direct Payments for Specified Use. They are not intended to cover costs of sabbaticals or to support specialists' attendance at international meetings conferences or workshops. Salary and overhead are not recognized as part of the exchange budget. Phone: (202) 690-4872.

10.963

5. International Agricultural Research Program. Federal Agency: Office of International Cooperation and Development, Department of Agriculture. The objective of this grant is to provide catalyst funding for U.S. scientists in cooperation with foreign researchers to implement collaborative research to maximize the utilization of U.S. agricultural commodities in domestic and export markets; to respond quickly to pressing high priority plant and animal disease or pest problems of international origin which may also have trade implications; and to conduct targeted cooperative research with friendly countries having resources or expertise needed to solve urgent U.S. agricultural problems. The program provides partial support for collaborative research to benefit U.S. agriculture in cooperating with USDA agencies, U.S. universities, and private, non-profit agricultural research institutions. Phone: (202) 690-4872.

10.961

HUMANITIES

1. Promotion of the Humanities: Fellowships for College Teachers and Independent Scholars. Federal Agency: NEH and National Foundation on the Arts and Humanities. The objective of this program is to provide opportunities for college teachers and independent scholars

to pursue independent study and research that will enhance their capacities as teachers, scholars, or interpreters of the humanities and enable them to make significant contributions to thought and knowledge in the humanities. These are Project Grants which may contribute to scholarly knowledge or to the general public's understanding of the humanities. Projects may address broad topics or consist of study and research in specialized areas. Phone: (202) 606-8466.

45.143 *

2. Promotion of the Humanities -- Higher Education in the Humanities. Federal Agency: NEH, National Foundation on the Arts and Humanities. The objective of this grant is to assist institutions of higher education in their efforts to improve the teaching of the humanities. Whether interdisciplinary or centered in a single discipline, projects should be firmly grounded in the study of humanities texts and materials. Most projects are planned and implemented by groups of faculty members within a college or university working with deans or department chairs. The program provides support for many types of activities. Phone: (202) 606-8380.

45.150 *

3. Promotion of the Humanities -- Foreign Language Education. Federal Agency: NEH, National Foundation on the Arts and the Humanities. The objective of this grant is to improve the teaching of foreign languages, particularly such less commonly taught languages as Russian, Japanese, Chinese, and Arabic, in the Nation's schools, colleges, and universities. Grants support summer institutes, with special attention given to incorporating authentic materials from the target culture into curriculum at all levels of language instruction. These are Project Grants and may be used for institutes, workshops, conferences, faculty study projects, and collaborative ventures. Grants may be used to cover a variety of short-term costs of program improvement, and they are sometimes made for the preparation of teaching materials. Phone: (202) 606-8373.

45.155 *

4. Promotion of the Humanities -- Study Grants for College Teachers. Federal Agency: NEH and The National Foundation on the Arts and the Humanities. The objective of this grant is to provide support for individual teachers at universities and two-and four-year colleges to undertake six weeks of

full-time study in the humanities. These are Project Grants and the projects proposed must be such that they may be completed during the grant period. Projects should increase knowledge of the teacher's discipline or related disciplines. Phone: (202) 606-8373. **45.156 ***

5. Leadership Opportunity in Science and Humanities

Education. Federal Agency: NEH, National Foundation on the Arts and the Humanities. The objective of this grant is to foster intellectual coherence across the undergraduate curriculum. The Endowment is working with the National Science Foundation and the Department of Education's Fund for the Improvement of Postsecondary Education to encourage and support curriculum projects that illuminate the many connections among science and the humanities. The goal is to connect students' substantive study efforts across a full range of liberal arts disciplines including the natural sciences, the social sciences, and the humanities. These are Project Grants and may be used for workshops, conferences, institutes, faculty study projects and other forms of collaboration that promote the objectives of the program. Phone: (202) 606-8380.

45.158 *

6. Social, Behavioral, and Economic Sciences. Federal Agency: National Science Foundation. The objectives of this program are to promote the progress of the social, behavioral and economic sciences and thereby promote the continued scientific strength and welfare of the Nation; to facilitate cooperative research activities with foreign scientists, engineers and institutions; and to support understanding of the resources invested in science and engineering. The program supports research project grants in the following disciplines: anthropology and geography, cognitive psychology and language sciences, economic, decision and management sciences; social and political sciences; science, technology and society; science resources studies; and international programs. This program makes international cooperative scientific activities available and provides funds for U.S. scientists and engineers to carry out studies abroad, to conduct research, to engage in joint research projects with foreign counterpart organizations and to support international scientific workshops in the U.S. and abroad. Travel must be on U.S. flag carriers. Phone: (703)306-1700.

47.050 *

7. National Resource Centers and Fellowships Program for Language and Area or Language and International Studies. Federal Agency: Office of Assistant Secretary for Post-

secondary Education, Department of Education. The objectives of this program are to promote instruction in those modern foreign languages, area and international studies that are critical to national needs by supporting the establishment, strengthening and operations of such programs at colleges and universities. These are Project Grants and may be used for instructional costs of language and area international studies programs, administration, lectures and conferences, library resources and staff, and travel. Fellowships: grants include tuition, fees, and basic subsistence allowance. Phone contacts vary according to the area of the world being targeted:

Canada, Latin America	(202) 732-6082
Inner Asia, E. Europe, Russia	(202) 708-6081
E. Asia, S. Asia, SE Asia	(202) 732-6074
Middle East, Pacific Islands and International Category	(202) 732-6071
Africa	(202) 732-6072

84.015 *

8. Undergraduate International Studies and Foreign Language Programs. Federal Agency: Office of Assistant Secretary for Postsecondary Education, Department of Education. The objectives of this program are to issue awards to

institutes of higher education and public and nonprofit private agencies and organizations to assist them to plan, develop and carry out programs which will strengthen and improve undergraduate education in international studies and foreign languages. These are Project Grants and funds may be used for instruction; costs of international studies programs; curriculum development activities; faculty development activities; administration, lectures and conferences; library facilities and staff; and for staff travel. Phone: (202) 732-6016.

84.016 *

9. Institute for International Public Policy (IIPP).

Federal Agency: Office of Assistant Secretary for Post-secondary Education, Department of Education. The objective of this program is to establish an institute for international public policy. This institute shall conduct a program to significantly increase the numbers of African Americans and other under represented minorities in the international service, including private international voluntary organizations and the foreign service of the United States. These are Project Grants, and the funds may be used to support a junior year abroad program, fellowships for graduate study, internships, intensive academic programs such as summer institutes, or intensive language training.

Contact: International Studies Branch, Center for International Education, Higher Education Programs, Office of Postsecondary Education, Department of Education, 400 Maryland Avenue, SW., Washington DC 20202-5332.

10. Language Resource Centers. Federal Agency: Office of Assistant Secretary for Postsecondary Education, Dept. of Education. The objectives of this program are to improve the Nation's capacity to teach and learn foreign languages effectively by supporting the establishment, strengthening, and operations of language resource centers at institutions of higher education. These are Project Grants and funds may be used to implement and carry out a wide variety of activities in the teaching of foreign languages. Phone: (202) 732-6071.

84.229 *

THE SCIENCES

1. See #5 Under Humanities listings.
2. Engineering Grants. Federal Agency: National Science Foundation. The objective of this grant is to promote the progress of engineering and technology. The program seeks to strengthen the engineering knowledge base, which provides the foundation for engineering education,

research, technological innovation and practice. These are Project Grants (Cooperative Agreements), and the funds may be used for paying costs to conduct research, equipment, supplies and travel. Phone: (703) 306-1303.

47.041

3. Geosciences. Federal Agency: National Science Foundation. The objective of this program is to strengthen and enhance the national scientific enterprise through the expansion of fundamental knowledge and increased understanding of the Earth's natural environment. The grant seeks to encourage and support basic research in the atmospheric, earth and ocean sciences and in the biological and physical disciplines, especially in the areas of the Antarctic and Arctic. Its goal is to increase knowledge of the atmosphere from the sun to the Earth's surface over the entire spectrum of physical and chemical phenomena. These are Project Grants, and funds may be used to support science and technology centers, undergraduate research, salaries and wages, permanent equipment and supplies, computer services and travel. Phone: (703) 306-1520.

47.050

4. Minority International Research Training Grant in the Biomedical and Behavioral Sciences. Federal Agency: National Institutes of Health, Public Health Service,

Department of Health and Human Services. The objectives of this grant are (1) to enable qualified minority undergraduate students, graduate students and faculty members to participate in international biomedical and behavioral research programs; (2) to acquaint minority students and scientists with the full range of career opportunities in biomedical and behavioral research; (3) to strengthen teaching programs at U.S. institutions; and (4) to strengthen ties with research institutes abroad. These are Project Grants, and funds may be used in a variety of ways -- from training to stipends to travel abroad. Phone (301) 496-1653.

93.106

BUSINESS EDUCATION

1. Centers for International Business Education. Federal Agency: Office of the Assistant Secretary for Post-secondary Education, Dept. of Education. The objectives of this grant are to provide a comprehensive university approach to improve the teaching of international business by bringing together faculty from numerous disciplines, and to engage in research to promote the international com-

petitiveness of American business. These are Project Grants and funds must be used to help establish a center for international business. Phone: (202) 732-6061

84.220 *

2. Business and International Education. Federal Agency: Office of Assistant Secretary for Postsecondary Ed., Dept. of Education. The objectives of this grant are to promote innovation and improvement in international business education curricula at institutions of higher education, and to promote linkages between these institutions and the business community. These are Project Grants, and the requirements stipulate that institutions must enter into an agreement with a business enterprise, trade organization or association engaged in international economic activity, or a combination or consortium of the named entities. Phone: (202) 732-6061.

84.153 *

LIBRARY SERVICES

1. Foreign Periodicals. Federal Agency: Office of the Assistant Secretary for Postsecondary Education, Dept. of Education. The objectives of this program are to acquire periodicals and other foreign research materials produced and published outside the United States, to

preserve these periodicals and other foreign research materials in order to make them available to scholars and researchers, and to maintain bibliographical data on them. These are Project Grants, and the funds are designed primarily for the purpose of purchasing materials. Phone: (202) 732-6082.

84.251

FACULTY DEVELOPMENT

1. Educational Exchange -- University Lecturers (Professors) and Research Scholars. Federal Agency: U.S. Information Agency (USIA). The objective of this program is to improve and strengthen the international relations of the United States by promoting mutual understanding among the peoples of the world through educational exchanges. These are Project Grants designed to fund qualified faculty for up to a full academic year of study abroad and are approved by the J. William Fulbright Foreign Scholarship Board. Contact: Council on International Exchange of Scholars 3007 Tilden St., N.W. Suite 5M Washington, DC 20008.
NOTE: The MT. SAC contact for this program is Monica Anderson.

82.002

2. International Peace and Conflict Management -- Research and Education. Federal Agency: United States Institute of Peace. The objective of this program is to provide support for education and training, research and public information on international peace and conflict resolution. These are Project Grants, and the funds may be used for research, curriculum development, data bases, development of media, library programs and bibliographies. Phone: (202) 457-1700.

91.001 *

3. International Peace and Conflict Management -- Articles and Manuscripts. Federal Agency: United States Institute of Peace. The objective of this program is to provide support for education and training, research, and public information on international peace and conflict resolution on topics identified by the institute. Topics are announced annually by the institute, and Project Grants must center on them. Grant funds may be used for curriculum development, data bases, development of media materials and compilation of bibliographies. Phone: (202) 457-1700
- 91.002***

4. International Research and Studies. Federal Agency: Office of Assistant Secretary For Postsecondary Education, Dept. of Education. The objectives of this grant are to improve foreign language, area and other international studies training through support of research, studies, experiments, development of specialized instructional materials, and the publication of specialized materials developed as a result of research conducted under this program. These are Project Grants under Title VI designed to fund a variety of studies and research in this area. Funds may not be used for the training of students and teachers. Phone: (202) 732-6072.

84.017 *

5. Fulbright-Hays Seminars Abroad -- Bilateral Projects. Federal Agency: Office of Assistant Secretary for Postsecondary Education, Dept. of Education. The objective of this program is to increase mutual understanding and knowledge between the people of the United States and those in other countries by offering qualified U.S. educators opportunities to participate in short-term study seminars abroad on topics in the social sciences, the social studies, the humanities and foreign languages. These are Project Grants, and funds provide round-trip economy airfare, room and board, tuition and fees for seminars. The

actual locations vary from year to year, and no dependents are provided for in the funding. Phone: (202) 732-6061.

NOTE: The Mt. SAC contact for this program is Monica Anderson.

84.018 *

6. Educational Exchange: University lecturers (Professors) and Research Scholars. (Fulbright-Hays Program). Federal Agency: U.S. Information Agency. The objective of this program is to improve and strengthen the international relations of the United States by promoting mutual understanding among the peoples of the world through educational exchanges. These are Project Grants which enable faculty to teach and conduct research abroad. Awards are usually for one full school year, and they are subject to approval by the J. William Fulbright Foreign Scholarship Board. Contact: Council for International Exchange of Scholars, 3007 Tilden St., NE., Suite 5M, Washington, DC 20008. NOTE: Mt. SAC contact is Monica Anderson.

82.002

7. Fulbright-Hays Training Grants -- Group Projects Abroad. Federal Agency: Office of Assistant Secretary for Postsecondary Education, Dept. of Education. The objective of this program is to help educational institutions improve

their programs in modern foreign language and area studies through overseas study/travel seminar group research, advanced foreign language training and curriculum development. These are Project Grants, and the funds may be used for: international travel; maintenance allowances; purchases of artifacts, books and other teaching materials; rent for instructional facilities in the country of study; project-related local travel in the overseas area; clerical and professional services in the country of study. Phone: (202) 708-7283.

84.021 *

8. Fund for the Improvement of Postsecondary Education

(FIPSE). Federal Agency: Office of Assistant Secretary for Postsecondary Education, Dept. of Education. The objective of this program is to provide assistance for innovative programs that improve access to and the quality of postsecondary education. These are Project Grants, and they may be used for a variety of activities, including curriculum development and reform. Phone: (202) 708-5750.

84.116 *

INTERNATIONAL MASTER MODULES

FOR

***INTERNATIONALIZING
THE CURRICULUM***

A GENERAL CATALOGUE

**INSTITUTE FOR INTERNATIONAL PROGRAMS
LOS ANGELES COMMUNITY COLLEGE DISTRICT**

SEPTEMBER, 1991

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INTERNATIONAL MASTER MODULES:

INTERNATIONALIZING THE CURRICULUM

I INTRODUCTION

The changing realities of our world and the increasing interdependence of nations demands that community colleges infuse their curriculum with an international perspective. The United States in general and California in particular are increasingly in the center of international politics, trade, communications and migration. In 1985, the American Association of Community and Junior Colleges recognized the importance of international education and encouraged the establishment of "clear institutional goals and policies regarding international/inter-cultural education that advocates the values of the international dimension throughout the total institutional program." In 1986, the Los Angeles Community College District (LACCD) Board of Trustees approved a revised mission statement which "affirms the importance of multi-cultural, international, and inter-cultural collegiate experiences that fosters individual and group understanding."

In the mid-80s, the LACCD established a full-time office for international programs, the Institute for International Programs (IIP) and has maintained it as one of the most extensive international education efforts in California. IIP serves as a facilitator for international education for the nine colleges of the LACCD. Dr. Donald Culton, Director of IIP, holds the first full-time administrative position devoted to international education in the California community college system.

II THE IMPORTANCE OF INTERNATIONALIZING THE COMMUNITY COLLEGE CURRICULUM

In the last quarter of the 20th Century, due to changes in social, political and economic structures, all nations are explicitly bound in interconnected relationships. The current "international revolution" is significantly transforming the world as we know it. As a result, there is a critical need to establish internationally competent youth in our country and to prepare them to deal with the complexities of the world. Our citizens must speak other people's languages and obtain an unbiased understanding of the histories, cultures, goals and aspirations of the world community. In short, it is critical that our citizens, our students are 1) morally prepared to function in society; 2) politically prepared to participate in society; and 3) economically prepared to work in tomorrow's job market. The goal of California community colleges should be the creation of internationally competent students.

International competency requires more than international awareness. It signifies a deep understanding of the world. The need to ensure international competency results in the creation of international education materials that are appropriate for all levels of education, including the community college. The resulting International Curriculum Project seeks to encourage the development of inter-cultural and international understanding among students, faculty and administration.

III THE INTERNATIONAL CURRICULUM PROJECT

From 1985-1987, the LACCD's International Curriculum Project was supported by participation in the Southwest Consortium for International Studies-Foreign Language Development which received a Title VI International Studies and Foreign Language Program Grant from the U.S. Department of Education. This grant was administered by Pima College in Arizona.

From 1986-1988, the LACCD's International Curriculum Project was supported by two grants from the California Community College Fund for Instructional Improvement.

In the community college, since international issues are an integral part of virtually every discipline and profession, the task of internationalizing the curriculum occurs in all subject areas. As a result, all college disciplines not only can, but should be internationalized.

Since the majority of community college students do not transfer to the university and most students will not have the time or initiative to take socialized, in-depth classes in international studies, the introduction of international components into existing classes ensures that all community college students will increase their basic level of international competency. The outlines and internationalized lesson plans that comprise these international components are referred to as International Master Modules.

Many of the International Master Modules represented in this catalogue are the result of the major grants previously mentioned. However, several others resulted from programs initiated by individual colleges independent of national or state-wide grants. These individual colleges are all members of the consortium, California Colleges for International Education (CCIE).

A certain amount of research on the part of the instructor was essential in order to adequately develop the Master Modules. Faculty were required to participate in a series of workshops on "Internationalizing the Curriculum." In addition, individual consultations on a continuous basis with an International Curriculum Specialist were conducted in order to monitor the development of the modules and the instructors understanding of international issues, theories and methodologies. The resulting

International Modules portray an accurate international perspective, but are also adaptable for use in other classes.

This catalogue represents the accumulation of over 175 different International Master Modules that encompass over 60 different disciplines and subject areas as well as several new courses that encompass an international perspective.

IV DISSEMINATION AND USE OF MASTER MODULES

Efforts have been made over the past few years to disseminate the International Master Modules to interested faculty and administration throughout California. In particular, through membership in and support of California Colleges for International Education (CCIE), this goal has been extended beyond the reach of the LACCD.

Now more than ever, a comprehensive program of international education for the community college becomes not only essential but critical. To quote the Commission on International Education of the American Council on Education 1984 report: "International education programs are no longer optional for community colleges, they have become integral." For concerned faculty and administrators who are interested in internationalizing their college's curriculum, these existing International Modules are an ideal place to begin. All or part of these modules can be injected into existing classes and lectures. Hand-outs and outlines can be borrowed, paraphrased, or used simply as food for thought.

Hence the Institute for International Programs has updated our Catalogue of International Master Modules. ALL MASTER MODULES IN THEIR ENTIRETY ARE AVAILABLE UPON REQUEST.

For further information please contact Dr. Rosalind Latiner Raby at the Institute for International Programs, Los Angeles Community college District (213) 666-4290 or FAX (213) 666-4219.

AGRICULTURAL DEVELOPMENT

"Third World Agricultural Development"

Dr. John C. Baxter
Arizona State University
1987

No issue is of greater concern than that of the world's food supply and the ability of nations to feed themselves. This course examines the issues such as: poverty; disease; population; the evolution of agriculture and technology transfer; the world's economy and global issues; food security and allocation of resources. Case studies highlight China and sub-Saharan African agricultural development.

"Comparing Agricultural Reform in the U.S.S.R. and the People's Republic of China: Motivations, Achievements and Problems"

Jean Schroeder
Napa Valley College
1988

The module looks compares the different methods of organization and operation within the socialist world. Although emphasis will be on the Soviet Union and the People's Republic of China, there will be some discussion on the diverse systems of Hungary and Poland as well.

"Agriculture Waste Management"

Los Angeles Pierce College
1987

Lesson highlights the differentiation between types of bio-gas generators; bio-gas digesters; the batch type and continuous flow type. Discusses how these types are utilized in an international setting.

ANTHROPOLOGY

"Cultural Anthropology"

Marian J. McWhorther
Houston Community College
1987

An introduction to the study of cultural and local social anthropology; why cultural activities or beliefs come into existence; why they change or disappear; and why they persist. It focuses on ways in which culture is influenced by forces such as population, resources, technology, and social organization. To teach basic terms, concepts and theories necessary for an introduction to the field of ethnology, cultural diversity, global dependency and interdependency and finally to realize the impact of culture upon human behavior and the impact of human behavior upon culture.

APPAREL MANUFACTURING

"Manufacturing and Design Room Processes"

Patricia Wilson

Los Angeles Trade-Technical College

1988

To provide focus and foundation for students entering into the apparel manufacturing field and to assist them in understanding the development and production of apparel manufacturing world-wide.

ART

"Worldwide historical and geographical factors and their relationship to contemporary expressions and techniques in clay."

Carolyn Broadwell

Napa Valley College

1988

Module is aimed at increasing a student's knowledge of world geography while at the same time increasing awareness of contemporary styles and techniques of ceramics. Understanding of the geographical factors and historical exchanges that have led to the great variety in ceramic expression.

"Internationalizing Art Project: A Cultural Portrait"

Raoul De La Sota

Los Angeles City College

1985

This project allows the student to relate their cultural identity and background, both conceptually and visually to classroom assignments. Depending on the class involved, may use a classroom still-life, a figure model, or objects, and/or scenes from the college community.

"Survey of Art History III"

Betty Disney

Cypress College

1991

Course studies the development of ancient and medieval architecture, sculpture and painting into the Western and Eastern cultures. Emphasis is placed on examining how art records and shapes history, how style communicates the ideas of the artist and his culture and how symbolic, techniques, materials and subjects are used and transferred from one culture to another.

BIOLOGY

"The Parallels of Organization and Interaction of Cells, Organism, and Societies"

C. Fromke

Napa Valley College

1988

Module examines the parallels that can be shown to exist for all living organisms in their relationships with each other and the environment that apply to the interactions between societies and nations. All living things have the same "basic" needs which can be stated simply as food and shelter. By considering how each type of life meets these needs a framework emerges to draw comparisons.

"Natural Science Curriculum: Biology"

Raymond Wells

Los Angeles Pierce College

1990

Illustrates how the international aspect of biological communities is a function of the distribution of life on earth. Life zones and biological communities are distributed along global latitudinal gradations. Drawing from knowledge on an international level is an inherent part of the study of ecosystems and communities.

BROADCASTING

"Introduction to Radio & Television Broadcasting"

Ron Pierce

West Los Angeles College

1989

Examination of Television around the world and the persuasiveness of media on international events and relations. Telecommunication, the most potent communication force in the world, governmental standards, and government controls are examined.

BUSINESS

Introductory Courses

"The International Environment of Business"

William J. Bradberry, Ph.D., CPA

University of Houston-Downtown

1987

Overview of financial, managerial and marketing problems found in international business. Study international trends and financial systems and understand the effect of international environmental influences on business organizations. Gain knowledge of various forms of doing business abroad. Develop an appreciation for the outlook of other countries and the issues that concern them.

"Internationalizing the Business Curriculum"

Otis Bronson
Pima Community College
1987

Steps for infusion and development of international business courses and programs. Overviews the procedure and outlines the process for internationalizing business courses.

"Business I"

R. C. Henry
Los Angeles Trade-Technical College
1987

The meaning and purpose of business in our society; the historical development of business; the general economic setting for business today and a brief introduction to the following business areas: forms of business organization, manufacturing, marketing, human relations, financing, accounting, budgeting, reports, government-business relations and the social responsibilities of businessmen. Example: discussion of management practices in Japan.

"Introduction To Business"

Don Landauer
Los Angeles City College
1987

A survey of business including forms of business organization, finance, personnel problems, marketing, managerial aide, business-government relations and business terms and concepts. Introduction to foreign trade activities.

"A Self-Programmed Unit for Freshman Level College Students Enrolled in Sixteen-Week Introduction Course to Business"

Norman W. McCuen
1987

To introduce the students enrolled in an introduction to business course to an increased in-depth study of U.S. business structure. Will compare the differences and ideologies; management as a situational integration of diverse philosophies. To increase the international students' understanding of the need for and acceptance of U.S. Business practices.

"Introduction to Business"

Ann Womack
Rio Salado Community College
1987

Survey of the fundamental characteristics and functions of modern business. Includes business principles, marketing, labor relations, business risks and records. Example: the International Banking World.

BUSINESS (Continued)

Accounting

"Payroll Accounting - Accounting 17"
Raymond L. Gonzalez
Los Angeles City College.
1988

Learn the procedural aspects of payroll and how to create a manual payroll with all the new aspects of the 1986 Tax Reform Act derivations, tax tables, deductions, etc. Students will learn to analyze general ledger and journal entries related to different international payroll accounting systems and electronic payroll in the United States as compared to the Japanese system in the new added Unit VIII: International payroll accounting systems.

"International Business Component"
Mark Montanus
Glendale Community College
1987

Introduction to theory and practice in the preparation and interpretation of general purpose financial statements. Students will learn the procedures, aspects, accounting cycle: will create a balance sheet, income statement, fund statement of a proprietorship, partnership, and corporation. The management characteristics of the German Corporate, Japanese Quality Control Circles, and French Management will also be discussed.

Business Communications

"Effective Business Writing"
Steve Toms
University of St. Thomas
1988

The international component to this course will focus on differentiating unique language, social/cultural, and format considerations when writing to someone in another country. Today's media world has all but obliterated the concept of pen pals for the current generation. The international perspective demands that we obtain, analyze, and appropriately apply basic social and structural variables so as to "meet the reader on his own turf".

BUSINESS (Continued)

"Business Communications OED 251"
Carol M. Williams,
Pima College
1988

The general principles of effective communications as well as techniques pertinent to specific types of business correspondence. The students will develop and appreciate that all elements of communication are inter-related and that communication in any form is affected by many and varied influences, both internationally and nationally oriented. The students will understand that successful communicators are knowledgeable in the subject matter about which they communicate, especially if it relates to an international subject, and the importance of having a basic understanding of business operations.

"Office Communications"
Pat Oppeneheim
Cochise College
1988

A study of the principles of business speech communications, integrating nonverbal skills, vocabulary building, business persuasion, presentations, one-to-one communications, machine dictation, and group communications. Application of these principles to international examples will also be undertaken. Emphasis is placed on understanding and applying effective speech communication skills in order to reduce speech barriers encountered in international business situations.

"The Global Job Challenge: International Business Communication"
Patricia Bacalis
Pima College
1988

A Module that focuses on the international complexities of the workforce within American businesses and organizations. Emphasis on international skills and cross-cultural training. Examines structures of multi-nationals agencies and organizations. Offers suggestions and processes for employment in international business. Global changes require an international workforce. This module helps build the skills and attitudes needed for becoming a part of the challenge.

BUSINESS (Continued)

"Business Communication"

Jo Anne Anderson
Pima Community College
1987

The general principles of effective communication as well as techniques pertinent to specific types of business correspondence. Social and business writings, claim and adjustment letters, inter-office memos, sales letters, credit letters, collection letters are covered. The student will develop an appreciation that all elements of international communication are inter-related and that communication in any form is affected by many influences.

"Business and Professional Speech"

G. Lynn Bonner
Pima Community College
1987

Study and training in communication situations and problems within the organizational complex. Basic assignments include: Oral reports, interviewing, problem solving, conference groups, listening, and persuasion to build international communication skills.

"Business Communication"

Bill Cline
Rio Salado Community College
1987

Covers psychological/cultural sound and technical correct business communication in verbal, written and graphic forms. Includes employment communication and resume writing.

"Advertising As Persuasion"

Anne B. Kessler
Marymount Palos Verdes College
1987

Persuasion or argumentation is the most diversified rhetorical mode and advertising is its most persuasive form in daily life. This lesson examines humor as a persuasive technique in international advertising. Students view and analyze a sample video-tape of international ads, and then apply critical data in composing their own advertisements.

BUSINESS (Continued)

"International Business Communications"

Delilah Outram

Los Angeles Valley College

1987

A study of the process of communication in international business relations for both marketing and planned economies. As the result of studying various cultures, purpose will be added to communications in business. The purpose of international business communications is to study the techniques for written and oral communication of the international business world, particularly for export-import businesses. Characteristics of cultures for Asian and South Pacific, European, Middle East, African and South American countries are analyzed with particular attention to potential barriers for getting the right message across in conducting business transactions.

"Managerial Communications"

Delilah Outram

Los Angeles Valley College

1987

Information systems integrated into management communication: for decision making, critical thinking techniques are applied; international business communications included. To provide a basic understanding of the importance of communication as it applies to management within an organizational setting. The principles and techniques of good communications will improve the process among all participants: managers, supervisor, staff positions and employees both on a national and an international level.

Finance

"Investments Finance"

Robert J. Bond

Los Angeles Valley College

1988

- 1) Introduction to the role of foreign securities and international mutual funds in investment portfolios;
- 2) Factors influencing evaluation of foreign securities;
- 3) Factors leading to decline of the U.S. dollar;
- 4) Effects of the declining dollar; 5) Advantages to investing abroad; 6) Disadvantages to investing abroad;
- 7) Comprehensive example of a global mutual fund;
- 8) Post-crash strategies.

BUSINESS (Continued)

Labor Relations

"Labor-Management Relations"

Frazier Barbery
Pima Community College
1987

Covers the history and development of American unions, government of trade unions, collective bargaining, public contemporary issues. Reviews basic legal framework regulating international labor managements relations. A primary objective is in building a sound relationship between management and labor.

"Labor Relations"

Robert Jackson
Glendale Community College
1987

Covers the historical, legal and environmental parameters surrounding current labor/management relations, including contract negotiations and grievance procedures, and international relations.

Management

"Organizational and Management Theory"

R. C. Henry
Los Angeles Trade-Technical College
1988

As a part of the study of industrial organization, this course covers such topics as financing the enterprise, building the international organization, and plant layout. The study of industrial operations includes production planning and control, inventory and material handling, quality control, methods analysis and work simplification. In addition this course includes a consideration of the principles of industrial relations and personnel management, office management and internal coordination. Particular emphasis is placed on decision-making, human resource applications, and human relations factors suppliers to communication and leadership.

"Organization and Management Theory"

Don Landauer
Los Angeles City College
1985

A study of the process of management, the establishment and achievement of objectives, decision, marketing, organization planning, control and managerial authority. Discussion of principles that are used in International Trade.

BUSINESS (Continued)

"Business Organization and Management"

Pam Arnold
Rio Salado Community College
1987

Course provides an understanding of management as a system and process in the content of society and the business organization; including planning, delegation, leadership, motivation and communication. International Management are also be discussed.

"Business Organization and Management"

Grissom
1987

Study of the role of management and other human endeavors; management as a total system of function utilizing resources within constraints imposed by society, political, technology, and ideology; management as situational integration of diverse philosophies.

"Management - Case Studies for Application of Business Practices in International Contexts"

1988

Specific countries to be explored are: Germany, Japan, and France.

"Managerial Communications"

Delilah Outram
Los Angeles Valley College
1987

Information systems integrated into management communication for decision making and critical thinking techniques are supplied; international business communications is included. The principles and techniques of good communications will improve the process among all participants: managers, supervisors, staff positions and employees, both on a national and an international level.

Marketing

"Principles of Marketing"

David Braun
West Los Angeles College
1986

The Principle of Marketing provides a broad understanding of the principles involved in the distribution of commodities from the producer to the user of the product. It covers the consumer market, consumerism, packaging and brands, pricing, wholesaling, retailing, sales promotion, personal selling and international marketing. Presentations, case studies and video tapes are used.

BUSINESS (Continued)

"Marketing I: Principles of Selling"

R. C. Henry

Los Angeles Trade-Technical college

1987

Study the development of the fundamental principles of wholesale and specialty selling. Included will be introduction on methods on how to better communicate with international customers and understand the motives of international buyers. Develop an awareness in the students that sales involves both pre-planning and organization.

"International Marketing Channels"

David Braun

West Los Angeles College

1986

Develop an understanding of the marketing channels available to the international market. Describe the middlemen in the international marketing channel. Understand the types of services provided by the international marketing channel. Discusses the major differences in the international marketing channel from the domestic marketing channel.

"Principle of Salesmanship"

Robert Henry

Glendale Community College

1987

Analyzes techniques used in personal selling, and examines the role of customer expectation and consumer behavior relating to sales. Students will gain an understanding of the creativity, esthetics and ethics of selling a product or service.

"International Marketing"

Steven L. Toms

University of St. Thomas

1987

Analysis of product, pricing, promotional and distribution policies within the framework of a dynamic international economic and social environment. Construct, analyze and evaluate various marketing concepts with regard to the social, cultural and uncontrollable variables that affect doing business both in the U.S. and abroad. Enable students to participate in any professional marketing meeting (domestic or international), understand both the discussions and effectively make contributions to the discussions.

BUSINESS (Continued)

"The Political, Historical, And Natural Forces Affecting Production In Selected Parts Of The World And The Results Of A Comparison/Contrast With Similar Forces In The United States"

Nelda O. Nocita
Napa Valley College
1988

Modules examines factors of production: land, labor, capital, entrepreneurship, energy, and government. Lectures discuss the theories of absolute and comparative advantage, using examples from individual countries with specific products and/or services; from different periods of time to the present, and how these advantages may change over time.

Mathematics of Business

"Mathematics of Business"

Kelly Findlay
Glendale College
1987

Applications of basic financial mathematics and business mathematics; realize its application in both the individually owned enterprise and corporate level of business.

"Mathematics of Business"

Sharon Welch
1987

Basic mathematical procedures are applied to business problems. Includes percentage formula application, discounts, mark-up, simple and compound interest; will understand basic United States banking system and international environment.

Supervision

"Supervision I: Elements of Supervision"

R. C. Henry
Los Angeles Trade-Technical College
1986

Introductory course covers total responsibilities of a supervisor in industry, such as organization, duties, human relations, grievances, training, rating, promotion, quality-quantity control, management-employee relations and other related topics. Develop an understanding of the international and cross-cultural techniques of supervision.

BUSINESS (Continued)

"Supervision II"

R. C. Henry
Los Angeles Trade-Technical College
1987

Practice in effective supervisory communication. Cross-cultural includes oral forms of communication; understanding the intent and effect of what is communicated. Course covers the supervisory functions, leadership, setting objectives, making decision, time management, and training and development. Pragmatic application to selecting and appraising employees, handling conflict and discipline, handling grievances and motivational techniques.

"Management and Supervision I"

Avraham Lachs
Rio Salado Community College
1987

Covers managerial concepts applicable to various business organizations. Introduces various leadership styles, contemporary practices and management techniques. Students will identify interactions among the behavior and production sub-systems of organization in the U.S. and abroad.

"Human Resource Management"

Edward J. O'Brien
Rio Salado Community College
1987

Includes resource planning, staffing, training, compensation and appraising of employees in labor-management relationships. This will provide the students with an understanding of policies, practices, and procedures in human resource management and international labor relations.

"Business Organization and Management"

David Morgan
Glendale Community College
1987

Course will convey the fundamentals of management theories as it relates to real-world situations, both nationally and internationally; including the functions of planning, organizing, and controlling.

BUSINESS (Continued)

Specific Types of Business

"Small Business Management"

Hemmeter

1987

Analysis of the practical problems of organizing and managing a successful small business enterprise. Emphasis is on the managerial activities of the entrepreneur and their application to good business practice. Practical problems in quantitative analysis, causes of business failure, record keeping, sales promotion and marketing, budgeting, employee relations and small business case studies are considered.

"Principles of Bank Operations"

Brian Sadusky

Glendale Community College

1987

Historical characteristics and significance of American banking system. Examination of commercial banking of the macro-financial domestic & international environments in which bank managers must operate.

"Owing and Operating a Small Business"

Harbey Turnure

Glendale Community College

1987

Examines all aspects of starting and operating a small business. Covers problems of organization, operating principles and factors of location, finance, personnel, advertising, sales promotion and credit. Impact of international influences on these major aspects will also be explored.

Business Systems Analysis and Design

"Business Systems Analysis and Design"

Lyle R. Langlois

Glendale Community College

1987

Investigation, analysis, design, implementation and evaluation of business computer systems, inventory systems, and computer systems. Study of international relevance to fact-finding and analysis techniques.

BUSINESS (Continued)

Typing - Foreign Correspondences

"Introduction of Foreign Correspondence in Intermediate Typing"

Alma Stace

Rio Salado Community College

1987

Because some secretarial students will eventually be employed by multinational corporations, government offices in embassies or military bases, import/export firms, travel agencies and other companies which have occasional foreign visitors or mail, the students should be exposed to a variety of foreign correspondence styles for the purpose of comparison of formate and punctuation, awareness of language meaning, and some understanding of cultural differences to help prepare them for acceptance and adjustment in their contacts with foreign clients.

Unions and Labor Management - Case of Japan

"Labor Relations in the United States and Japan"

Clyde R. Titus

West Los Angeles College

1985

Topics within this course include: types of business organization, finance, personnel management and business-government relations. Students will be provided with an overview of all major aspects of business.

CINEMA

"History of Motion Pictures"

Marc Mancini

West Los Angeles College

1988

Students study the history of America cinema from the pioneer days to the present and learn that Hollywood motion pictures were influenced by cinema on a global scale and that Hollywood's product do not exist in a national vacuum. Module enumerates those national cinemas that most influenced American film, cites foreign film makers who brought their perspectives and techniques to Hollywood film, and compares and contrast those film-embedded values and production technique that mark American film and international cinema.

CINEMA (Continued)

"Understanding Motion Picture: U.S. and Japan Example"

Cinema 3

Marc Mancini

West Los Angeles College

1988

Students will gain a basic understanding of the film making process, people, and procedures, past and present. Students will develop a heightened appreciation of the motion picture as an art form, complete with its own unique aesthetics, culture, styles, and master artists. Films viewed will explain both America and Japanese film history.

CHILD DEVELOPMENT

"Child Development 22"

Mary Norman

East Los Angeles College

1988

To excite child development student teachers to include the study of different people and places and see the connection it provides in unlimited opportunities for the pre-school child to learn about the world of today.

COMMUNICATIONS

"Interpersonal Communication-Speech 5"

Jeanne Dunphy

Los Angeles City College

1988

To have students understand the contrasts between interpersonal communications in the United States and the rest of the world. To be able to recognize the differences between non-verbal and verbal expressions in international communication. To enable any student successfully completing the course to communicate in an international arena with a knowledge of the wide range of communication behaviors.

"Cross-Cultural Communications"

Claire H. Favro-Jimenez

Los Angeles Mission College

1988

An investigation of the personal, familiar, societal/global aspects of cross-cultural communication. Lectures, films, simulations, and readings will form the basis for class discussions. Students will integrate new information and awareness as they expand their horizons from the personal to the global, and develop problem solving abilities in coping with cultural conflict.

COMMUNICATIONS (Continued)

"Communication Issues in the Classroom and Introduction to Communication"

Nancy E. Briggs, Ph.D.
California State University Long Beach
1988

Lesson shows the complicated network of communications which exist in various cultures. Communication analysis is beneficial for improved understanding of cultures and personal adaptation to environments.

"Interpersonal Communication"

Laura Helminski
Rio Salado Community College
1988

Theory and practice of factors which affect day-to-day interactions with other persons on a cross-cultural basis. Topics include meeting people, creating a climate, avoiding defensiveness, developing and maintaining personal and professional relationships, resolving conflicts and making decisions.

"Intercultural Communication"

Fred E. Jandt
1988

Description and analysis of cultural factors in communication such as perception, value system, language codes and non-verbal communication. Overcome communication problems that can result when members of different cultures communicate.

"Speech 100:Human Communication"

Jaima L. Bennett
Cypress College
1991

Module provides materials to teach Speech 100 with an international perspective. Exercises and assignments are provided that furnish instructors with numerous possibilities for emphasizing the international approach in Speech. Topics covered include, theory, nonverbal comparisons, organization, speech preparation, research methods, delivery, and writing assignments.

COMMUNICATIONS (Continued)

"Manners and Morality-Intercultural Considerations"

Rhoda Steward
Napa Valley College
1988

Modules examines a) people's intense feelings; b) importance of the group and importance of the individual; c) bases of cultural differences. Discussion on the concept of "ugly American image" and how that image developed, is sustained, and is being changed. Understanding the concept of morality in the context of age groups, ethnic groups, age groups, and cultural groups. The ideal is that intercultural study will lead students to better understand their own morality, which in turn leads to better decision-making on their part with their own cultures.

COMPARATIVE EDUCATION

"Comparative Educational Methods"

Jim Stuckey
Prescott College
1987

Course aims to help students understand different approaches to teaching and learning. Study traditional and alternative methods used in America and other countries. Gain an understanding of how cultural and historical factors influence the form and pace of change in educational practices, including their own learning practices. The international component will emphasize a study of Mexican educational practices as compared with out own.

COMPUTERS

"Computers and the Search for an International Language to Enable Translations Through the Use of the International, National Language."

Andre McConnell
Napa Valley College
1988

Examination of the distributed language translation as a description, a machine translation of natural language by means of a promising state of the art system. Utilization of the distributed language translation system which presently produces translations from English to French, and which in the future promises economical multilingual translations in a user friendly office environment. Lectures also discuss why word by word translation failed, and what has been learned since them, conceptually, rather than item by item.

COOPERATIVE EDUCATION

"Cooperative Education"
William C. Francis
College of the Mainland
1987

A comprehensive treatment of career-related activities encountered in the student's area of specialization, i.e. business occupations, industrial occupations or public service occupations. Under supervision of the college and employer, the student combines classroom learning with work experiences. The student will have a heightened consciousness of the international influences on his work life and personal life.

ECONOMICS

"The Global Economy"
R. Lynn Hurlbert
Pima College
1988

The module develops a working vocabulary and defines the terms used in international economic discussions, discusses international trade theory and recognizes the implications of everyday international business and political decisions that impact our lives.

"Principles of Economics II"
Sol Kaufler
Los Angeles Pierce College
1987

Presents macroeconomics, emphasizing aggregative economic analysis; including money and banking, national income determination and public finance. The course objectives are to provide to the citizen an understanding of basic economic problems faced by all societies such as fundamental choices in the market place, money system, taxation and role of government in attaining economic well-being.

"Economic History of the Western World - Economics 3333"
Roger Morefield
University of Saint Thomas
1987

Study of the economic development of the U.S. and major West European countries beginning with late medieval Europe and ending with the U.S. Civil War. Understanding of the economic institutions in Western Europe and the U.S. and how these institutions became the foundation for Western-style market capitalism is illustrated.

ECONOMICS (Continued)

"Introduction to Macroeconomics"

Donald R. Roberts
Pima Community College
1987

Discuss the determinants of the gross national product, level of employment and prices and the role of money and banking institutions in the international context. Applications of economic principles to such issues as inflation, recession, federal government tax and expenditure policies are covered.

"Comparison of the Economic Development of South Korea and Japan after World War II"

Jean Schroeder
Napa Valley College
1988

Examine the similarities and differences between Japan and Korea, and their development after WWII. Both countries began their respective economic revolutions from different stages of domestic economic development, yet both experienced similar social and political conditions including war, working nature of the peoples, and value both societies place upon a good, sound education as the key to upward mobility and success.

"Introduction to Macroeconomics"

Shahram R. Shafiee
North Harris County College
1987

Introduction to fundamental economic problems, the market structure, supply and demand, role of government in economics, and fundamental tools of economy analysis. Topics of growth and international trade are discussed. An international comparison of the macroeconomics to enhance students' understanding of issues affecting world-wide economic communities is included to give the students analytical tools to analyze the inter-relationship between different economic systems.

"Economic Geography"

Rami Shafies
North Harris County College
1988

Study of economic geography within a global context. Issues of consumption, production and resource allocation as they relate to interdependence exhibited by contemporary functioning of the world economy are highlighted. Detailed examination of the contribution of various sectors of the economy on an international level, and functions of world trade as a crucial factor in the development process is highlighted.

ECONOMICS (Continued)

"Global Economics"
Jacqueline Stark
Los Angeles Valley College
1985

Lesson shows that the social consciousness for economic responsibility has to be defined and enforced. Charity, as a basis for economic responsibility to stabilize the world's economy is inadequate because of its emotionalism. Problem exists as one of definition and example of various money dispensation systems. Also objective discussions made by collective global groups might be the only way to guarantee a "bottom line" standard of living for all cultures.

"Future Trends in the Discipline of Economics"
Sandra S. Voelker
Prescott College
1987

Examines values conventional Keynesian, Classical, Neo-Classical and Marxist economic theories as to their applicability to the economic situations and trends of the future. Specific trends to be studied include the evolution to more democratic-adaptable styles of management, smaller, more flexible systems of production, a more holistic view of the environment and use of resources. Expanding of the traditional macroeconomic framework to include the entire global community and the emphasis of a systemic, rather than linear world view.

"Developmental Economics"
Sandra S. Voelker
Prescott College
1988

Course utilizes the analytical tools of economics, both traditional and non traditional, and examines the economies of developing nations. Explore the appropriateness of command economies, such as Marxist systems or authoritarian regimes, as compared to market styles of distribution. Consideration is given to the roles of world banking and multinational corporations as uniquely transnational economic actors. Agricultural and industrial polices are addressed, as well as questions of equity, human rights, self determination and environmental disruption. Students will ascertain the place of developing nations within the global economy and they will take into account cultural, political and environmental ramifications of development. Primarily, students will acquire a global as well as national perspective from which to evaluate the costs and benefits of economic activity.

ECONOMICS (Continued)

"Economics from an Environmental Perspective"
Sandra S. Voelker
Prescott College
1988

Course applies basic economic models, both traditional and non-traditional to situations involving resource allocation and environmental ramifications of economic activity. Examination of the comparative effectiveness of various styles of government and differing societal values systems in confronting and solving environmental economic dilemmas. Application of micro and macro perspectives to analyze the case study of U.S./ Mexican border issues. Enables students to view the consequences of economic activity from the points of view of all those ultimately effected by economic decisions.

"Macroeconomics"
Robert B. Wagner
Houston Community College
1987

Working knowledge of U.S. Economic system as it relates to social welfare and individual well being. Establish an understanding of the high degree of interdependency between the U.S. and other nations' economics in terms of benefits to trade.

ENGLISH

ESL

"English for Speakers of Other Languages - Communications 131"
Marylou Morrow
College of the Mainland
1986

Students in a multi-national ESOL class will develop a greater understanding of, and appreciation for the different cultural backgrounds of their classmates and will share this diversity with students in other classes in Humanities and the Social Sciences.

"English for Speakers of Other Languages - Communications 131"
Marylou Morrow
College of the Mainland
1987

Students in a multi-national ESOL class will develop a greater understanding of and appreciation for the different cultural backgrounds of their classmates and will share this diversity with students in other classes in Humanities and the Social Sciences. Students in the ESOL class will contrast and compare certain stated aspects of their cultural heritage with that of their classmates.

ENGLISH (Continued)

"Olympics Module for Students of English as a Second Language"

Jeanne Polak

Los Angeles Valley College

1989

Encourage the use of spoken English and further international understanding by exploring cultures of various countries. Since the Olympics represent countries from all parts of the globe using tapes, pictures, books and articles from past Olympic events, provides students with the opportunity to relate to a common and familiar experience.

"Advanced ESL Reading and Vocabulary"

Claire Favro-Jimenez

Los Angeles Mission College

1988

Reading skills course designed for advanced ESL students. Students will integrate terms and concepts familiar to undergraduate texts into their reading vocabulary repertoire. Introduction to two-word verbs. All lesson are revised for the Japanese student.

"College English as a Second Language II"

Susanne Spangler

East Los Angeles College

1988

High intermediate course is for students whose first language is not English. Emphasis is on reading and writing at the college level. At the conclusion for the course the student will be able to write clearly developed paragraphs, expand their reading and listening comprehension, and expand their knowledge of vocabulary, idiom, and prepositions usage. All lessons are revised for the Japanese student.

"College English as a Second Language III"

Susanne Spangler

East Los Angeles College

1988

Advanced course for students whose first language is not English. Emphasis is on academic writing and reading, continued practice in listening and reading comprehension, grammar, and vocabulary/idiom study. All lessons are revised for the Japanese student.

ENGLISH (Continued)

"Teaching Proverbs in ESL Classes: Cultural Commonalities and Differences"

Carolyn Widener
Los Angeles City College
1987

This lesson shows the universality of proverbs. It stimulates students to affirm and share aspects of their primary culture. At the same time, they experience one way in which almost all cultures use language.

Grammar

"Composition and Reading"

Kathy S. Bergin
College of the Mainland
1986

An introduction to major literacy genres: fiction, poetry and drama. Includes analysis, interpretation and discussion of representative works. Emphasis on Latin America Literature.

"Composition and Reading"

Kathy S. Bergin
College of the Mainland
1987

The second semester of Freshman English, Composition and Reading, offers to students an introduction to literary genres.

"Fundamental of Grammar and Composition I"

Linda J. Carson
Houston Community College
1987

Emphasizing grammar, sentence structure, and paragraph development to improve basic English skills for native speakers. Introduces students to creating techniques and essay writing. The international component includes essay topics and a research project which requires the student to investigate a Third World country.

"College Conversational English as a Second Language "

Claire H. Favro-Jimenez
Los Angeles Mission College
1989

Students extend their reading and writing skills into the verbal sphere with daily conversation topics and vocabulary expansion exercises. Students will regularly conduct interviews in English and establish rapport with native-English speakers, developing their awareness and understanding of typical American customs and attitudes. All lessons are written in mind for the Japanese student.

ENGLISH (Continued)

"Grammar and Conversation for Foreign Speakers II: English
1341"

Joy Homick and Patrick Cox
Houston Community College
1988

Students will use the grammatical structures taught to increase their ability to accurately understand (listening and reading) and to communicate (speaking and writing) in American English within an international context.

"French Contributions to the English Language"

Rick Morrissey
Los Angeles Pierce College
1987

Teaches techniques of enlarging and enriching the individuals' vocabulary. Includes a study of the history of language and a survey of the varied elements; including those of Greek and Latin which make up the English language. Also the study of semantics.

"Freshmans Composition"

Jacqueline Stark
Los Angeles Valley College
1988

Reformatting of Freshman's Composition Class that makes references to the Japanese culture in comparison with the American culture. The information and essay topics are generally universal, yet remain adaptable for special considerations for the audience as indicate.

"English 101"

Jacqueline Stark
Los Angeles Valley College
1989

Promote capacities to generate and organize ideas as well as analyze them in professional prose essays. Demonstrate how an organized unit of communication can facilitate perceptions of humanity in a multitude of cultures.

"Developmental Writing"

Jacqueline Stark
Los Angeles Valley College
1988

Reformatting of the Developmental Writing class with reference to the Japanese background in the writing assignments and instructions.

ENGLISH (Continued)

"English 21: English Fundamentals"
Wm. G. Thomas
Los Angeles Trade-Technical College
1989

The "cultural awareness" module reinforces with examples of cultural traditions, customs, language usage, as students obtain writing experience in preparing narrative, descriptive, definition, example, classification, and comparison and contrast paragraphs.

"Pacific Southern YMCA World Camp Problem-Solving Exercise"
Wm. G. Thomas
Los Angeles Trade-Technical College
1989

Describes a one-day problem-solving experience based at the YMCA World Camp project. Teaches the sharing of crucial cultural problems and issues that face different countries today.

"English 101"
Wm. G. Thomas
Los Angeles Trade-Technical College
1989

Addition of cultural awareness dimension to the traditional English course. Utilizes cultural idea generation through student country or geographical region briefing panels. Utilizes involvement by students from cultures other than the U.S. as cultural consultants to increase their confidence and self-esteem and to impart cultural knowledge to students not from that culture.

Literature

"Literature of the Western World: Ancient to Renaissance"
Susan P. Alexander
University of Houston - Downtown
1986

Major works of literature from Homer to Milton, with consideration of relevant biographical and historical background and main currents of thought.

"Literature of the Western World"
Nicholas L. Franks
University of Houston Downtown
1988

Adds a global dimension by including sections of contemporary literature from Latin America, Far Eastern, and Africa. Works by contemporary authors from Argentina, Columbia, India, Russia, Japan and Nigeria will be studied. A global view of literature and the global issues they revealed are discussed.

ENGLISH (Continued)

"World Literature I"
Cheryl Peters
Houston Community College
1986

A critical study of major Western writers from antiquity through the Renaissance. This course requires substantial reading and research.

"English 102 I"
Jacqueline Stark
Los Angeles Valley College
1987

Provides techniques by which the student may respond to literature with both interpretation and evaluation of poetry, drama and fiction. Highlights literature from themes of human experience indicating those of brotherly love as a common bond of humanity.

"International Literature 110"
Jacqueline Stark
Los Angeles Valley College"
1989

A course designed to expose international aspects of literature. Units include discussion on cultural reflections of language, fictional, dramatic, poetic interpretations, places in the world and human conditions and their effects on literature, traditions and festivals, and creating cross-cultural literature.

"English 212: Dramatic Literature"
Jacqueline Stark
Los Angeles Valley College
1989

Course provides the student with a knowledge of history and kinds of dramatic forms and how to interpret themes about the human experience. Students will analyze the activities, symbols and statements of various holidays from different cultures to comprehend their significance and similarities.

"International Literature"
Jacqueline Stark
Los Angeles Valley College
1988

A survey course of stories, poems, plays from different nations which illustrates various but similar attitudes towards human concerns. Students read literary works organized around such human concerns as national traditions, romantic love, death, natural environments, and women.

ENGLISH (Continued)

Poetry

"English 213: Introduction to Poetry"

Jacqueline Stark
Los Angeles Valley College
1989

Survey course which deals with cultural themes as they are portrayed by various authors in poetry and lyrics. Includes discussion on how to interpret lyrics as poetry, and an analysis of national anthems and songs from around the world.

Writing/ Composition

"Writing Fundamentals for International Students"

Elena Berman
Pima Community College
1987

Review of sentence structure, paragraph development and organization of short essays. Utilizes methodologies appropriate for international students. Designed to prepare international students for WRT 107.

"English 130 - II"

Suzanne Cole
Houston City College
1986

Course is designed to enable students to discuss ideas and express their logic in multi-perspective essays. Students will be encouraged to consider international perspective for all their essay assignments.

"Freshman Composition"

Brent Garrett
College of the Mainland
1986

An introduction to writing skills which will generate, organize and project knowledge gained for personal experience and reading. The power to describe and to influence others through writing will take form in reading assignments, class discussion, in-class essays and a research paper. Mechanics as well as elements of style will be stressed.

"English 1301"

Johnnie Harris
1987

Emphasizes the student's ability to discover, organize and develop ideas. Focus will be on articles, essays, stories, both student and professional, written by or about international authors and/or their concerns.

ENGLISH (Continued)

"Writing II (Writing 102)"

Paul Malanga

Pima College

1988

Practice in writing longer and more analytical compositions, including a research paper or annotated papers. Readings as a basis for writing may include fiction, poetry, drama, or nonfiction. Three essays that analyze the cultural misunderstandings that emerge from the dramatic narrative in E. M. Forster's A Passage to India. Students will link their writing and thinking skills and apply them to reflective critical, structured, papers that use history and its imaginative mirror, fiction, as source material.

"Report Writing"

Bonita M. Schaffner

Los Angeles Harbor College

1985

The written report is studied in the forms used in the industrial, technical and professional worlds. Practice is given in organizing and presenting factual materials with clarity, precision and economy. The content of the course is adapted to the particular needs of the students.

"Writing II"

Dr. Stanley P. Witt

Pima Community College

1987

Practice in writing longer and more analytical composition, including a research paper or annotated papers. REading as a basis for writing may include fiction, poetry, drama or non-fiction. Course goal is to develop the students' writing ability while providing stimulating opportunities for analytical and critical thought.

ENVIRONMENTAL SCIENCE

"Environmental Points of View in the Community - An Introduction to Environmental Problems"

Hay H. Glassman

Los Angeles Valley College

1985

This lesson reveals the multiple concepts of international environment problems and their rational solutions. These are presented from various points of view, but are shown to be contradictory in the long run. Ultimately, interdependence evolves and compromise solutions are offered.

ENVIRONMENTAL SCIENCE (Continued)

"International Energy Alternatives - Comparison of Hard and Soft Energy Paths"

Domenick Miretti, Ph.D.
East Los Angeles College
1985

Module exposes the student to two major energy alternatives. Comparison of the "hard" and "soft" energy paths are presented. Examination of international energy sources and their consequences are also discussed.

"International Environmental Issues"

1986

Makes the student aware of his identity as contributor to and partial controller of ecological system. It has been said we live in a historical time when the scale of the natural world and man can neither escape from nor fear the fact. By becoming aware of a personal level of product choices, uses and effects and forming a philosophy about such choices, one can better identify and discuss man's collective attitudes about ecological systems. the ultimate constructive or destructive effects of man's ecological choices should be the main concern.

"International Environment of Management"

Bill Walton
Prescott College
1988

Course introduces students to principles of management while increasing an awareness for the global environment. Enables the student to appreciate management as a process with organization goals which have increasing impact across national boundaries. Includes a specific focus on cross cultural perspectives in organization settings. Objectives include: a) to enable the student to develop a greater awareness for global thinking; b) to introduce students to geo-political realities of the global environment; c) to explore and review the basic principles of management; d) to focus on cultural perspectives in organization settings; e) to explore and experience cross cultural communication differences; f) to introduce students to market and strategy planning as the focus of the current management challenge; and g) to review and introduce student financial concepts specially to the realities of the international marketplace.

FRENCH STUDIES

"The French Language Connection"

Dr. Isabelle M. Ebert
West Los Angeles College
1987

The French language is an ideal but generally ignored educational medium for developing global awareness in the student. The course stresses the value of the ability to communicate and puts the student in the position of being unable to communicate; it opens avenues for possible study, travel or careers in Francophone countries or in France; it changes insular attitudes to global attitudes and it gives students a sense that through the shared knowledge of French, they have a real connection or linkage with a great diversity of other people and cultures throughout the world.

"The French Presence in the Americas and Ocenia"

Claude J. Fouillade
New Mexico State University
1987

Historical and current undertakings of France and the responses of the areas affected by these policies. Helps students understand the diversification and linkages within the current geo-political context in which they occur.

"Intermediate French I French 210"

Dr. Carol Lang
Pima College
1988

Students in this class will study the French language and culture within the context of the ongoing developments in the French and global high technology market. They will acquire specific knowledge regarding the position and potential of this key ally (France) with respect to its national, European and international situation. Reference is made to these markets as they affect internationally oriented corporations such as IBM, Hughes, Burr-Brown, Garrett, Gate Learjet, and others.

GEOGRAPHY

"Ten Versions of the Same Scene: An Introduction to Landscape Analysis"

Domenick Miretti, Ph.D.
East Los Angeles College

This module will introduce the student to ten items for the initial evaluation of any landscape; rural or urban, foreign or domestic. Lesson will demonstrate that each of us when given the same landscape to analyze will perceive and interpret it quite differently.

GEOGRAPHY (Continued)

"Geography of Asia"

1987

Course examines the spatial realities of Asia and demonstrates basic knowledge about the physical, historical, cultural, geo-political, socio-economic and geographic situational conditions of Asia, past, present and future. Demonstrates a synthesis of information and results of geographic analysis into a basic integrated description of the modern place called Asia.

GERMAN STUDIES

"Studies in German Culture and Folklore"

Richard J. Rundell

New Mexico State University

1987

Studies of the everyday culture of German-speaking Europe: customs, attitudes, traditions. Examination of status, problems and social situations of minorities in the Federal Republic of Germany with comparison to those in Austria and Switzerland. Students will develop an understanding for ethics, international, racial, gender, age, religious, economic, educational and handicapped minorities in a prosperous, relatively homogeneous Western European parliamentary democracy.

HEALTH

"Nutrition in Health"

K. Smalley

New Mexico State University

1987

Nutrient needs, their functions and sources. Emphasis on interrelationships and applications.

HISTORY

"History 13: The War on Drugs - The Latin American Connection"

Jack Arnot

Los Angeles Valley College

1989

Broadens the student's perspective of "The War on Drugs" in its international origins and emphasizes the enormous implications internationally of the American drug habit. The results are an increase in the student's awareness and knowledge of geography, of the growing importance of Latin American in United States and world affairs and a sorely needed lesson on hemispheric geography.

HISTORY (Continued)

"United States and Central America"

Delmar L. Beene
Glendale Community College
1987

The political, economic, and social development of the United States from the Reconstruction period to the present time. Explore domestic and international forces that shape the growth and development of the United States.

"Social History of the U.S. - Cultural Pluralism and American Society"

R. Cortada
1987

Review of pluralism and the melting pot theories. Explore development of Native Americans, Anglo and Northern Europeans, Black Experience, Hispanic Experience, White 19th Century Immigration and Asian Americans and how they relate to U.S. social history.

"United States History After 1877"

Shannon J. Doyle
University of Houston-Downtown
1987

Traces the development and growth of the U.S. from the end of reconstruction through industrialization, global wars, great depression and post WWII era. Students acquire a working knowledge of world geography and an understanding that problems have many solutions and that one's point of view concerning the best solution depends largely on which part of the earth one inhabits.

"International Studies Module: History 242"

John Griggs and Delmar L. Beene
Glendale Community College
1988

Survey of the political, economic and social forces which have molded Latin American civilization since the Wars of Independence.

HUMANITIES

"World Perspective in the Humanities"

Guy Bensusan
Northern Arizona University
1987

Examines the arts and ideas as a reflection of the heritages of selected non-European peoples. Students become aware of the roles of geographic contexts (locations, resource climates) in shaping civilizations and thus the arts; importance on non-European peoples (Moslems, Sub-Saharan Africans, Native Americans and Oriental) in the development and evolution of European and American civilizations and study of the arts in a culturally referentialist manner: not simply as arts but also as mirrors of cultural patterns which reveal outlooks and world views.

"Humanities"

Nicholas L. Franks
University of Houston-Downtown
1987

Selected 20th century writers in historical perspective. Focus on ideas of conterpass literature figures from Japan and the Third World countries of Africa, Latin America, and Middle East. Explores cultural, political, religious, and social influences on writers.

"Roots of Civilization Series: The Twentieth Century"

S. N. Henrie
Prescott College
1987

Historiographical survey of the development of Western culture in the period beginning in the Late Romantic Age through the present. Historical facts are presented as a framework to understand the dynamic intellectual, social, political, and ecological forces which shaped world cultures during this period. Students gain a feeling for the living cultures of the world through experiences with the humanities and examine their own values as they wrestle with the great moral-social-political issues faced by humankind during this century.

"Western Humanities I- HUM 110"

Dr. Stanely P. Witt
Pima College
1987

Introduction to man's expressions in art, architecture, drama, music, literature, religion and philosophy from the rise of civilization through the Renaissance and Reformation." The focus is upon essential characteristics (including the generative and formative forces) of civilization as reflected in the humanities disciplines.

HUMANITIES (Continued)

"Western Humanities II - HUM 252"
Dr. Stanley P. Witt
Pima College
1988

Explores European culture from the early Christian period through the seventeenth century. Includes reading selections from the New Testament, Inferno, Grout, The Prince, Don Quixote, Othello, Paradise Lost, Discourse on Method and Tartuffe. Students trace the cultural history of the Western world from the early Christian period in the Mediterranean world through its embodiment in the Middle Ages, the European Renaissance, Reformation and Enlightenment. Focus is on essential characteristics (including the generative and formative forces) of civilization as reflected in the humanities disciplines.

"Cultural Attitudes Revealed in Proverbs"
1987

All cultures are confronted with similar life situations. Attitudes about these are often revealed in the idioms of "wise sayings" of popular literature. Attitudinal commonalities and differences in various cultures are also examined.

INTERNATIONAL STUDIES

"Intercultural Issues"
William J. Cunningham
University of Saint Thomas
1987

This course aims to strengthen knowledge of world affairs and to provide some tools for analyzing modern international problems. It will examine the background and general conditions of the Third world. It will deal also with the mutual dependence of developing nations and the dynamics of these relationships.

LATIN AMERICA STUDIES

"The Expression of Hispanic Values Through Literature and Art of Spain and Hispanic America"
Dolores Fischer
Napa Valley College
1988

Emphasis on the examination of honor, compassion, fidelity, faith and realism found in Hispanic cultures. Acquaint students with the Hispanic way of life through their values and provide a glimpse of art history and literature. Goal of module is to have students retain an appreciation of the importance of the designated values and of the quality of Hispanic Literature and Art.

LAW

"Comparative Justice"
Marjorie S. Zatz
Arizona State University
1987

Student explores comparative methods and research strategies for the study of justice, crime and legal issues and of the various conceptualizations of justice in a comparative framework.

LIBRARY METHODS

"Library Research Methods LMTA 15 "
Joyce Livingston
Los Angeles Trade Technical College
1988

This course in basic library research skills is designed to acquaint the student with the facilities and resources of the library. This format will interject useful information for international students, learning to handle the English language as well as American libraries. The acquired skills will be helpful in other areas of instruction throughout your college career. The ultimate goal of the course is to place the academic library within a cultural perspective.

LINGUISTICS

"Effective Messages and Fundamentals of Translation and Interpretation"
Janet Martinez-Bernal
Cochise College
1987

Students identify ambiguities in a variety of language outputs, explain them in terms of linguistic and/or cultural differences and reduce or eliminate them effectively. Students control their use or ambiguity in a variety of sociolinguistic situations reducing, eliminating, or using it intentionally and appropriately given the cultural context.

MODERN DANCE

"Modern Dance 1"
Diane De Franco Browne
Los Angeles Trade Technical College
1988

To develop the special skills of modern dance, identify the international origins and influences, and demonstrate an awareness of dance movement as a tool for cross-cultural communication and as an art form.

MUSEUM STUDIES

"Introduction to Museums"

Dana Beth Oswald
Prescott College
1988

Module introduces students to the diversity of museums and their role as major community resource. The module makes students aware of the special problems faced by museums serving multi-cultural communities. Such museums are faced with conceptual conflicts that include but are not limited to language barriers and educational styles.

NURSING

"Psychiatric Nursing"

Louis Thomas
Los Angeles Pierce College
1988

Studies concepts of psychiatric nursing and the nursing process the introduction to the study of current theory and practice in the care of the mentally ill patient. Psycho-social, cultural, physical, legal and illness stressors are discussed as they relate to the individual and family. Students continue to improve technical skills in the performance of nursing care.

"Nursing 408: Mental Health Nursing"

Marilyn Rosenthal
Los Angeles Pierce College
1988

The Socio-cultural context of behavior. Examined will be the various agents of enculturation in our society, including a special emphasis on the family. The process of acculturation will be looked at. Culture as it related to cognitive dissonance will be explored. Emphasis will be placed on assisting the nursing student in developing skills in cross-cultural communication and assessment.

PERSONAL DEVELOPMENT

"Personal Development 4: Career Planning"

Henrietta Sparks
Los Angeles Valley College
1989

Describes the cultural factors needed for making a career choice as well as an analysis of different cultures represented in the classroom. An exploration of careers that are international by scope of duties, discussion of the pros and cons of an international career and the exploration of resources to find/research international careers are illustrated.

PHOTOJOURNALISM

"PhotoJournalism"
Bob Crosby
Los Angeles Valley College
1989

The student will become aware of the differences in media activities and coverage in other parts of the world. Discussion of customs and conditions of international assignments. Includes parameters for a roundtable with a foreign journalist and a US journalist with international experience.

POLITICAL SCIENCE

"Nuclear Arms and Security: How Do We See the Soviets?"
Pat Allen
Los Angeles Valley College
1985

Teach students that in order to deal with an enemy or adversary, we need: 1) to have an accurate conceptualization of that entity's history, culture, value systems and normative order; 2) introduce the student to the concept of the sociology of knowledge, or "how do we know what we know?"; 3) further introduce the student to techniques used in social science which keep, gather and make sense out of the ordinary experiences of the members of society; 4) have the student understand the presentation of material published on the USSR by the major media in the United States.

"American Federal State"
Stephen Coates
Houston Community College
1988

This is a survey course of American federal, state and local governments. The approach taken to the subject will be oriented toward public policy formulation, implementation and consequences in an international context. The definition of success in this course is that the student will be a functionally literate citizen upon completion of the two courses in government. The course will emphasize the global context of public policy making and will approach this goal through appropriate comparative material and activities designed to sensitize the student to the presence of other systems, their basis for a claim of legitimacy within their own spheres and to therefore temper both super-nationalism and ethnocentrism.

POLITICAL SCIENCE (Continued)

"American Foreign Policy: Decision Making"

Don Mansfield
Northern Arizona University
1987

A "capstone course" for advanced students that integrates a variety of political concepts and theories, both international and domestic. A political simulation helps provide a better understanding of both the domestic and international factors which impact on the formulation of American foreign policy.

"Comparative Western European Political System"

Dr. Dean A. Minix
University of Houston-Downtown
1987

Understand the complexity of comparing politically four Western European nations, England, France, West Germany and the USSR, with each other and with the United States. Acquire an analytical and critical set of conceptual lenses for assessing public policy outputs and to gain a multi-social or empathetic perspective on national and international events.

"American Government"

Mr. Pettes
Cochise College
1987

Study of the political system of the United States. Emphasis on constitutional development, the political culture, voting, political parties, campaigns and elections, interest groups, public opinion and the three branches of the national government. Designed to increase the student's awareness and understanding of the political arena and international influences on that area.

"The Security Issue: The Nuclear Arms Race"

Jacqueline Stark
Los Angeles Valley College
1985

Show the need for objective, reasonable guidelines for all national negotiations regarding territory and cultures because of man's predominant instinctual subjectivity. The need for possession of and commitment to personal values exists at the individual level and without the establishment of objective standards that needs alone can determine the policy decisions at a group level, even about nuclear arms.

POLITICAL SCIENCE (Continued)

"Political Science I: American Government"

Earnestine Thomas-Wilson
Los Angeles Trade-Technical College
1989

Through the "global thrust" module, students will develop global awareness on an interdependent world. Examination of the composition of political parties, legislative bodies, and interests groups and how these entities impact national interests in an international context are highlighted.

"Introduction to State and Local Government"

Earnestine Thomas-Wilson
Los Angeles Trade-Technical College
1989

Provides the student with a broad understanding as to how the state of California's political and economic life is impacted by a dependence on foreign markets. Examines how state and national resource needs can be disrupted by political ills in other countries.

"Modern World Government"

Earnestine Thomas-Wilson
Los Angeles Trade-Technical College
1989

Enhancement of student ability to do comparative analysis of various political systems and leadership styles in both Western World and Third World countries. Student will learn to draw important delineations between parliamentary and presidential systems.

POPULATION POLICIES

"The World Population Problem and Comparative Population Policies in the P.R.C. and the U.S.S.R."

Jean Schroeder
Napa Valley College
1988

Module discusses the world population problem and compares population policies between the People's Republic of China and the Soviet Union. Comparisons focus on socio-economic influences on respective policies regarding domestic and foreign affairs are observed.

PSYCHOLOGY

"Introduction to Social Psychology"

Louise Bronson
Pima Community College
1987

Theories of social psychology and the individual's experience in group situations are presented to help students acquire principles related to their experience in group situations and helpful to living a full life.

"Cross-Cultural Views of Mental Illness"

Lauren Coodley
Napa Valley College
1988

Module examines how employment vs. unemployment affects mental illness in different cultures, and how mental illness between the sexes and therapies in third world (developing) countries differ.

"Becoming Sensitive to Cultural Differences in Infant Caregiving Practices"

Janet Gonzales-Mena
Napa Valley College
1988

Module looks at cultural conflicts that may arise between caregivers and parents. Lectures are designed to help students look at cultural differences and introduce them to the idea that what one person thinks is good for babies may be very different from what another person thinks. Lectures also confront the issue of children relating to caregivers from different cultures, and why it is important to respond sensitively to those differences. Finally, the module discusses some of the cultural conflicts that may arise between parents and caregivers over such areas as order and organization, time, space, touching, and eye contact.

"Perspectives of International Stress"

Wayne L. Hren
Los Angeles Pierce College
1986

Presents an introduction to the vocabulary, methods and problems of psychology. Discusses individual and social problems of everyday life through the viewpoints and methods of modern scientific psychology. The goal of this course is for the students to develop a broad knowledge and understanding of the science of psychology by surveying major topics. They should obtain some information considered part of general education. They should also acquire some principles related to their experience as individuals and helpful to living a full life.

PSYCHOLOGY (Continued)

"International Attitudes and Perceptions of Children"

Wayne L. Hren
Los Angeles Pierce College
1987

Considers general specific behavior patterns of children with a view to helping adults better understand the child's behavior and development. Studies the differences of child development internationally.

"Mental Illness Throughout the World: Abnormal Psychology"

Carol Pandey
Los Angeles Pierce College
1987

Discussion of cultural relativity and mental illness. Definition, occurrence and treatment of mental illness as it differs from country to country and as it is culturally determined, rather than absolute. Discussion of cultural relativity and mental illness, cultural explanations and attitudes towards mental illness, traditional treatments and unique methods of treatment not widely known or used elsewhere are discussed.

"Child Psychology"

M. Thomsen
Los Angeles Pierce College
1987

Considers general and specific behavior patterns of children with a view to helping adults better understand the child's behavior and development. students completing this course shall be able to describe the various approaches developmental psychologists have used in trying to understand and describe the development of children, and shall be able to specify the particular problems of development of the age intervals of 0-2 years, pre-school years, 5-7 years, 8-12 years. They will also be able to discuss the roles of family, community and society in directing the development of children.

"Consumers Behavior"

Steven L. Toms
University of St. Thomas
1988

The on-going process of consumer behavior in both its physical and mental state are examined. An international perspective introduces the complex nature of both external and internal factors on consumer behavior. The module includes diffusion theory, how innovations are adopted in different world cultures/social groups; and lifestyle-cultural dimensions, how variables differ among specific populations.

PSYCHOLOGY (Continued)

"Child Growth and Development"

Susan R. Wallace

Pima College

1988

Growth, development and acculturation of the child from conception to adolescence. Students compare different scientific ways of studying child development; evaluate the basic environmental influences, the workings of heredity and the interactions between them; discuss the important theories of development; describe the physical, motor and perceptual development of the child; explain personality and social development; and discuss the development of intelligence and language.

SOCIAL SCIENCE

"Social Science Survey"

Louise Bronson

Pima College

1988

Upon completion the student will be able to demonstrate more knowledge concerning the subject areas of the social sciences.

SOCIOLOGY

"Sociology of the Family"

Lisa Bensusan

Northern Arizona University

1987

Processes in courtship, marriage and the family in contemporary American. While traditional focus has been on the mainstream "anglo" american, predominately urban scene, i.e. Catholic-Protestant-Jewish framework, the module integrates "other" types of Americans to bring an inter-cultural framework to the course.

"Contemporary Social Problems " Sociology

Marian McWhorter

Houston Community College

1988

The international unit adds a comparative approach to the social problems course by incorporating materials which enable students to compare social problems as they manifest themselves in the First World, Second World, and Third World (sometimes Fourth World). The unit also instills in students some of the "basic skills for a world in transition," such as the development of a sense of community and a sense of global leadership and the ability to analyze and evaluate contending perspectives or worldviews.

SPANISH STUDIES

"Procedures for Internationalizing Intermediate Spanish II"

Judy Freeman
Prescott College
1987

Focus on geographical, historical and resulting cultural aspects of life in Sonora. Cultural awareness increases as the complexity of grammatical structures managed by students increases. Class focuses on Sonora, Mexico, particularly the City of Caborca. Through readings, field work and listening to native or bilingual speakers, students will become familiar with the geography, history and cultural realities of the area. They will become familiar with aspects of Hispanic life in general by focusing as much depth as their skills levels will allow on a particular area of that world.

"Spanish Conversation"

Olga Marina Moran
Cypress College
1991

Course helps use the essentials of the Spanish language in a realistic context. Students communicate to each other in topics relevant to their own lives and interests keeping in mind global themes such as cross-cultural communication, global awareness, international understanding and cultural diversities.

"Conversational Spanish"

Margarita Pagan
Rio Salado Community College
1986

Development of listening and speaking skills for effective communication in Spanish. Basic sentence structure, pronunciation and vocabulary exercises necessary to develop communication skills in Spanish.

STATISTICS

"Elementary Statistic I"

Wayne L Hren
Los Angeles Pierce College
1988

Provides statistical presentation, tables, charts, measures of central value, sampling design and distributions, statistical inference, and fundamentals of correlation and research design. To recognize the importance of international data, to incorporate statistics about other countries in classroom activities, and to gain an awareness of interdependence between countries.

STEAM PLAN OPERATIONS

"Steam Plant Operations II"
John J. Delmazzo
Los Angeles Trade-Technical College
1986

Study of the process of generating steam and electricity efficiently within the scope of the American Society of Mechanical Engineers safety codes. Focus is on articles written by or about international authors and their concerns. Discussion of technologies, past and present, of developing third world countries and their interrelationship with first world countries. Students also analyze the problems associated with finding and training engineering students in third world countries to operate and maintain the modern generating equipment required to improve their industrial growth.

TECHNOLOGY

"Technology Transfer"
A. T. Anderson
Napa Valley
1988

Module examines the history of technological transfer from one culture to another from early times. The latter part of the module documents the study of present day technological transfer between and among different countries, with special attention placed on Soviet and Eastern European countries. Module will help students to think critically using the world of modern technology through which he/she passes often with little understanding. Examination at the sharing of knowledge as a result of study abroad, or the phenomenon of foreign students studying at American Colleges and universities.

THEATER

"Contemporary Foreign Drama and Theatre"
Dr. Alfred Rossi
Los Angeles City College
1988

Students study plays and productions of three countries with an emphasis on artistic choices made by the playwrights, actor, directors, designers, and others involved in dramatic art. Students learn to appreciate cultural diversity in relation to play analysis, form/content, production research and evaluation. Students compare and contrast artistic perspectives as reflective of countries selected and highlight the international influences on the artist.

THEATER (Continued)

"Advanced Acting"
Alfred Rossi
Los Angeles City College
1988

Study of advanced acting techniques as applied to various kinds of plays and performing styles. Play, scene, and role analysis with special attention to the playing of objectives, subtext, relationships, inter-action, and characterization. International content focuses on two plays: "The physicist" by Friedrich Durrenmatta, a Swiss writer, and "Sarcophagus" by Valdimr Gubaryev, a Russian Journalist. Both plays deal with the responsibility for the use of nuclear power. The acting assignment "A Day in the Life" is based on a character chosen by the student from one of these plays.

TRAVEL TOUR GUIDES

"Tour Guiding and Tour Packing: Cross-Cultural Sensitivity for Tour Conductors"
Dr. Marc Mancini
West Los Angeles College
1986

Module serves to sensitize potential tour conductors to the cultural differences which they will encounter as they lead foreign groups around the U.S. and as they lead "Americans" abroad. Topics discussed are perception of time, greeting, dining, hospitality, tipping and non-verbal language.

WORLD HISTORY

"Poland"
Dr. Rodney Oakes
Los Angeles Harbor College
1985

Brief history of Poland and examples of architecture from various historical periods. Contemporary life and present Polish attitudes which have been influenced by the country's long and rich history and the impact of World War II are discussed.

CALIFORNIA
COLLEGES FOR
INTERNATIONAL
EDUCATION

ANNUAL REPORT

1993 - 1994

CCIE ANNUAL REPORT: 1993 - 1994

In 1985, several California community colleges joined together and formed the consortium, California Colleges for International Education (CCIE). CCIE is dedicated to the ideal of increasing international understanding through education. The goals of the association are to:

- a) encourage development of an international perspective in community college classrooms;
- b) increase awareness of and encouragement in international development through technical education;
- c) promote opportunities for sharing of international/intercultural expertise;
- d) form liaisons between national organizations and consortia involved in international and intercultural education activities;
- e) provide an international and intercultural education resource body to the Chancellor's Office of the California Community Colleges.

In the State of California, there are 107 community colleges, of which fifty-five are members of CCIE. All member colleges participate in and/or are planning to participate in one or more of the following international education activities:

- 1) student study abroad programs (semester and summer programs);
- 2) faculty and student exchanges;
- 3) development of international student programs;
- 4) international development in the form of consultation, technical assistance and contract programs;
- 5) internationalizing the curriculum, which includes in-service training for faculty, administration and staff.

Some CCIE member colleges are in the initial stages of developing their international education programs. The majority, however, have established at least one international education program, be it student study abroad, international development or internationalizing the curriculum. Other CCIE colleges are branching out into diverse areas of international education or are in the process of doing so.

During the fall semester, a survey is sent to all CCIE representatives to help provide data on the various activities in which member institutions are engaged. Information provided in this report is contingent upon the CCIE representative answering the survey. Only thirty-five of the fifty-five member institutions responded to the 1993-1994 survey. While the CCIE annual report documents the various activities in the international arena of over half of its supporting members, it must be noted that a significant number of colleges are not included in the 1993-1994 annual report.

For additional information regarding this report, the 1994-1995 survey, or any of the CCIE activities, please contact Dr. Rosalind Latiner Raby, Institute for International Programs, Los Angeles Community College District, 770 Wilshire Blvd. L.A. CA. 90017 (213) 891-2292 or FAX (213) 891-2150.

TABLE 1

SPRING SEMESTER STUDY ABROAD PROGRAMS

1993

	Cambridge	Oxford/ Heidelberg	England	Paris	Florence	Salamanca	Mainz, Germany
Chaffey							30
El Camino			20				
Hartnell				26			
LACCD				20		20	
North Orange County CCD	Canc.						
Santa Barbara	35						
Santa Rosa					35		
Ventura CCD		35					
Yosemite CCD				5			

	Mexico	Costa Rica
Coast CCD		17
LACCD	8	

TABLE 2

WINTER/SPRING BREAK

1993-1994

	London: Theater	Athens/Rome/Florence	Costa Rica	Baja
LACCD	15			
Santa Barbara		35		
Santa Rosa			20 (winter) 20 (spring)	
Ventura CCD				21

TABLE 3

SUMMER STUDY ABROAD PROGRAMS

1993

	Paris	Florence	Mainz	Salamanca	Austria	Japan	Costa Rica
Chaffey			21				
Coast CCD	18	Can. Students went on LACCD program				9	
El Camino					31		
LACCD	20	15		15			
Saddleback						X	
Santa Barbara				19			
Santa Rosa							20

	Guadalajara	Cuernavaca	Mexico	Baja Bio & Spanish	Gulf of Calif. Bio.
Coast CCD			15		
Glendale				40 (20 classes)	
Hartnell	53				
LACCD			20		14
Santa Barbara		25			
Santa Rosa	13				
State Center CCD		15			
Yosemite CCD	3				

TABLE 4

FALL SEMESTER STUDY ABROAD PROGRAMS

1993

	London	Oxford	Cambridge	Paris	Florence	Salamanca	Australia	Cuernavaca
Coast CCD			19		17 (with North Orange Co. CCD)			
El Camino				14			16	
Hartnell	22							
LACCD				20		15		12
North Orange Co. CCD					19			
Saddleback			26					
Santa Barbara				24				
Santa Rosa	23							
Ventura CCD		Canc.						
Yosemite CCD	X							

TABLE 5

SPRING SEMESTER STUDY ABROAD PROGRAMS

1994

	Stratford	London	Cambridge	Paris	Florence	Salamanca	Australia
Coast CCD				X			
El Camino	X				X		
Hartnell		32					
LACCD				X		X	X
North Orange Co. CCD			X				
Santa Barbara			43				
Santa Rosa				X			
Ventura CCD				X			
Yosemite CCD				X			

	Cuernavaca	Costa Rica
Coast CCD		X
LACCD	X	

TABLE 6 WINTER/SPRING BREAK STUDY ABROAD PROGRAMS 1993-1994

	London: Theater	New Zealand	Costa Rica	Baja	Morelia, Mexico	Calif. Missions
Coast CCD					X	
LACCD	X			X		X
Santa Rosa			Winter Spring			
Ventura CCD		X				

TABLE 7

SUMMER STUDY ABROAD PROGRAMS

1994

	United Kingdom: International Business	Paris	Athens/Rome/ Florence	Nice	Florence	Salzburg	Germany
Chaffey							X
Coast CCD		X			X		
El Camino				X			
LACCD		X			Canc.		
Santa Barbara			X				
Ventura CCD	X						

	Salamanca	Bangkok	China	Kyoto	Baja	Ensenada	Cuernavaca	Guadalajara
Coast CCD		X		X		Canc.	X	
El Camino								
Glendale					X			
Hartnell								X
LACCD	X				X		X	
Saddleback				X				
Santa Barbara	X						X	
Santa Rosa								X
Ventura CCD			X				X	
Yosemite CCD								X

TABLE 8

FALL SEMESTER STUDY ABROAD PROGRAMS

1994

	London	Cambridge	Florence	Paris	Salamanca	Madrid	China	Cuernavaca
Coast CCD		X	X					
El Camino						X		
Hartnell	X							
LACCD		Canc.		X	X			X
Saddleback		X						
Santa Barbara							X	
Santa Rosa	X							
Yosemite CCD	X							

TABLE 9

SPRING SEMESTER STUDY ABROAD PROGRAMS

1995

	Cambridge	Stratford	Paris	Florence	Salamanca	Cuernavaca	Costa Rica
Coast CCD			X				X
El Camino		X		X			
Hartnell				X			
LACCD			X	X	X	X	
North Orange Co. CCD	X						
Santa Barbara	X						
Santa Rosa				X			
State Center	X						
Yosemite CCD				X			

TABLE 10

SUMMER STUDY ABROAD PROGRAMS

1995

	Ireland	Florence	Paris	Salamanca	Kyoto	Costa Rica	Guadalajara	Cuernavaca	Baja
Chaffey	X						X		
Coast			X		X			X	
Glendale									X
Hartnell							X		
LACCD		X	X	X				X	
Saddleback					X				
Santa Barbara				X				X	
Sonoma Co.						X	X		
State Center CCD								X	
Yosemite CCD							X		

TABLE 11

INTERNATIONAL FACULTY SEMINARS

1994 - 1995

	Thailand	Italy	Spain: Art	Israel	Mexico	Guatamala
LACCD	X	X	X	X	X	X

TABLE 12

STUDY ABROAD COOPERATION

COLLEGE	CURRENT COOPERATION	FUTURE COOPERATION
Chaffey		More students want to travel. Want more brochures.
Coast CCD	Work with Orange Co. Colleges.	Systematically provide information on our programs to other CCIE colleges and encourage them to promote non-competing programs. Possibility for joint programs in areas with low enrollment or to avoid excess competition. No specifics at this point.
El Camino		Help publish and advertise non-competitive programs and work with other colleges to offer various programs.
Glendale	Co-teach in field courses in Baja with Modesto College	Would like to co-teach in Baja with other colleges as well.
Hartnell		Welcome cross-registration.
LACCD	Currently cooperates with Coast District, CCSF and Santa Barbara on various programs	Willing to cooperate with any college in offering programs. Advertises non-competing programs in all district cataloges and flyers.
North Orange Co. CCD	Coordinates with Coast CCD to Florence, Fall 1993.	Would like to cooperate with future Cambridge, Spring programs
Saddleback	Join programs with Orange County Community Colleges	Continue to cooperate and work with CCIE and to support growth of Orange County Community College cooperative programs.
Santa Barbara		Continue to advertise (distribute brochures, post flyers etc.) for any non-competing program.
Santa Rosa	Cooperated with Central California Consortium on Guadalajara Summer 1993 .	Informal Consortia with several Bay Area community colleges, including, College of San Mateo, Diablo Valley College.
State Center CCD	Exploring Possibilities.	Create joint ventures, possibly for both England Semester and Cuernavaca summer Programs.
Ventura CCD	Team teaching between district Campuses.	Referring students to other programs. Recruitment
Yosemite CCD	Cooperate with Central California Consortium on all programs.	Refer students seeking study abroad opportunities in sites other than ours to CCIE institutions.

TABLE 13

INSTITUTIONAL SUPPORT

	International Education as a Priority: College Mission	International Education as a Priority: Other Formal	Support by Board of Trustees	Support by Administration and Faculty
Chaffey	<u>Educational Plan</u> reflects need to diversify internationalization in a number of ways		Yes	Yes. Faculty are working to develop greater sensitivity and understanding with one another
Coast CCD	International Education is mentioned in the mission statement of the District and each of the three colleges	In each college's accreditation self-study, there is a statement relating to international education. In addition, there are several committees that recommend policies, procedures and practice and provide recommendations for the District's International Education efforts	Yes. District budget allocation and assigned personnel on each campus. District international work is enhanced as a result of consortia memberships.	Yes, by all entities. Faculty support through curriculum approval, serving on committees, budget support and cooperation in promotional efforts
El Camino		1993-1994 Catalogue: "The International Education program is designed to foster international and multicultural understanding. Students who participate in the program will develop the ability to get along and work with individuals in other cultures, thereby developing potential for peace through the world understanding they acquire. International Education introduces a global perspective into the curriculum and may include courses in a variety of disciplines. Courses offered in the U.S. and abroad encourage growth and innovation in foreign languages, international business and other areas. The global perspective acquired through the International Education Program will help students in making sound civic and business decisions in California, Pacific-Rim nations and other world markets. The International Education Program is committed to providing communication skills and awareness of the inter-relationships of the nations and peoples of the world. These are vital for success in a culturally pluralistic California" (p. 35)	All of programs are board approved. Bob Haag of the Foundation has assisted with scholarship money as well as our president, Dr. Sam Schauerman	Faculty actively help in recruitment. The International Education Director is supported by a faculty-based Advisory Committee which meets every other week. Representatives from each Department sit on the International Education Advisory Committee. The Dean of Behavioral Science is also a representative
Glendale	Is listed, but not as a priority		yes	yes
Hartnell	yes		yes	yes
LACCD	Is listed, but not as a priority	Institute for International Education Statement	yes	yes
North Orange Co. CCD	no	no	yes	Firm commitment by faculty
Saddleback	no	no	yes	No real organized program, activities based on specific interests of students and faculty

TABLE 13b

INSTITUTIONAL SUPPORT

	International Education as a Priority: College Mission	International Education as a Priority: Other Formal	Support by Board of Trustees	Support by Administration and Faculty
San Jose/ Evergreen	No	No	International Education and International Business have the support of our Chancellor and Board	International Education has the support of some faculty and some administrators. The major, International Business, has the support of all
Santa Barbara	Goal reads: "The College will strengthen its effort in the area of international/multicultural education."	No	Yes	Faculty selected Study Abroad as the "outstanding program of the year."
Santa Rosa	"... prepare our students for participation as citizens at the local, national and global levels"	No	Support is strong.	Strong support at all levels. Committee of faculty (6) and administrators (2) oversee programs, interview faculty, participants, recommend programs for administrative and Board approval.
State Center	Mission includes dedication to faculty and student study abroad programs.	Is listed in the District's five-year Master Plan.	Yes	All programs are approved by both faculty and administration. They both sign off on the curriculum and designated instructors.
Ventura CCD	No (Ventura, Oxnard, Moorpark)	No (Ventura & Oxnard) Yes (Moorpark)	Yes (Districtwide)	President has begun to verbally and actively support international education. Faculty Committee approves programs. Younger faculty are especially enthusiastic (Ventura). Supports International Students, but support for internationalizing the curriculum is limited to business courses. Limited push for study abroad from administration (Oxnard).
Yosemite CCD	Prominent mention in mission.	Prominent mention in Vision 2000 Document	Yes	No formal approval beyond policy adopted by the Board of Trustees several years ago

TABLE 14: BUDGET

	Full-time Person Promoting International	Recent Budget Cuts	Survival Techniques
Chaffey	Two faculty are co-chairs	No specific international budget. Attempts to build and achieve a budget for staffing has been all but dismissed. The dean does much of the work now.	Grants, community scholarships and use of deans' budget. Greater support will occur when money is available.
Coast CCD	District and two colleges have at least eight full-time people promoting International education. In addition, the District has one faculty member at 60% release time. Coastline has one instructor at 25% release time plus part-time clerical support for their World Trade Resource Center.	No cuts.	Programs are kept alive because they are a priority in the District. Special grant funding (Ed>Net, C.I.T.D. and Title VI B) is vigorously pursued.
El Camino	Director of International Education has an office, part-time Program Assistant (30 hours a week). Director is on 60% released time. There is also a full-time secretarial support dealing with international education.	Attempts are made to make the international education office self-supporting.	
Glendale	Not anymore. Program suspended 92/93 year. Will now have a 25% R.T.	Yes. Except for the summer Baja classes, all other semester programs have been suspended.	NA
Hartnell	1 person, 10% time.	The program must be self-supporting through minimum student enrollments.	The program is accomplished with faculty approval by a designated administrator.
LACCD	Full time director and three full time office staff. In addition, three other part-time program coordinators.	Significant cuts allow little growth.	Persistence!
North Orange Co. CCD	No	No	No need for change.
Saddleback	No funding or staff	NA	Did request for a 1/3rd released time person to do international education.
San Jose/ Evergreen	Have a faculty member assigned to developing and promoting International Business	While we have no international education program, per se, our international business program has recently been revitalized	NA
Santa Barbara	No full-time person. Reassigned time, for director, the Dean of Instruction who spends approx. 5% of time with support of Campus Committee	Budget has been reduced slightly and in proportion to decline in student demand	Sharing resources (faculty/courses) with other colleges helps maintain program viability.

TABLE 14b

BUDGET

	Full-Time Person Promoting International	Recent Budget Cuts	Survival Techniques
State Center CCD	Two people spend 20% of time.	Problems have been more in regards to the economy. The program costs have prevented many students from signing up for study abroad. A clear sign that the economy is affecting our programs.	NA
Ventura CCD	Ventura College has a counselor who works on own time. One faculty member will be assigned to recruit international students as part of her load. Oxnard: No. Moorpark: No.	Since the district does not sponsor extra funds for international education, we have not really been hurt. Moorpark: budget cuts have given no pay or released time for coordinators.	Heightened dialogue between different district campuses.
Yosemite CCD	15% of Administrator's Time	Recession has depressed numbers.	Budget cuts have not hurt because it takes so little of actual time.

TABLE 15:

A.A. DEGREE and CERTIFICATE PROGRAMS

	A.A. Degree: Int'l Studies	A.A. Degree: Int'l Business	Certificate: Int'l Studies	Certificate: Int'l Business	Other Programs
Chaffey		X			
Coast CCD				X	
De Anza	X				A.A. in Inter-Cultural Communications
Glendale		X			
Hartnell					A.A. in Chicano Studies
LACCD				X (ELAC)	Certificate in Latin American Studies (LAPC)
North Orange Co CCD				X	
Saddleback		X		X	
San Jose/ Evergreen		X		X	Certificate in Pacific Rim Studies
Santa Barbara	X				
State Center					X
Ventura CCD	X (Moorpark)	X (Oxnard)		X (Oxnard)	

TABLE 16

INTERNATIONALIZING THE CURRICULUM

	Cult Anthro	Cult. Geog	Ethnic Studies	Inter-Cult. Comm.	Int'l. Business	Int'l. Studies	Int'l. Relations	Multi- cult. Studies	Non- Eur. His.	Non- Eur. Hum.
Haffey	yes	yes	no	yes	yes	no	no	no	yes	yes
Coast CCD	yes	yes	yes	yes	yes	no	yes	yes	yes	yes
Camino	yes	yes	yes	no	yes	yes	no	yes	yes	yes
Glendale	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Marshall	yes	yes	yes	no	no	no	no	no	yes	yes
ACCED	yes	yes	yes	no	yes	no	no	yes	yes	yes
North Orange Co CCD	yes	yes	yes	no	yes	no	yes	no	yes	yes
Saddleback	yes	yes	yes	no	yes	yes	yes	no	yes	yes
San Jose/ Evergreen	yes	yes	yes	yes	yes	yes	no	yes	yes	yes
Santa Barbara	yes	yes	yes	yes	yes	no	yes	no	yes	yes
Santa Rosa	yes	yes	no	no	yes	no	no	no	yes	yes
State Center CCD	no	no	yes	yes	yes	no	yes	yes	yes	yes
Ventura CCD	yes	yes	yes	yes	yes	no	yes (VVC & VMC) No (VOC)	yes (VVC & VMC) No (VOC)	No (VVC) Yes (VOC & VMC)	Yes (VMC) No (VVC & VOC)
Yosemite CCD	yes	yes	yes	no	yes	no	yes	no	yes	yes

TABLE 17

COURSES INTERNATIONALIZED DURING 1994-1995 YEAR

	Internationally Oriented Classes	International Modules
Chaffey	ESL and Communications are inter-disciplinary classes "Exporting in Today's Economy" - Nov. 16 - April 20	
Coast CCD		Staff Development mini-grants to internationalize curriculum and develop modules, bibliographies and forum for faculty and staff to share with others. Subjects involved. Chicano/Latino Studies (Soc. Sci); Racial and Ethnic Relations in America; Latin American History; World Music; Floral Design
Glendale	No new classes since last year	
LACCD	International Business courses at several colleges. Courses pertaining to the Latin American Studies Certificate are also new.	Existing Cataloge with 200+ modules
Saddleback		Through an NEH grant, "educate" 25 faculty on Asian and Latin American culture. Have written segments of their course activities that are specifically related to the seminars.
San Jose/ Evergreen	Concepts of international business have been incorporated into most business classes.	
Ventura CCD (Oxnard)	Cross-Cultural Experience with Migrant Children; Survey of World Religions, Comparative Government, Use of Ethnic Minority in Film and TV; International Marketing; International Finance; World Transportation; History of Mexican People in U.S.; Sociology of Chicano Community; Cross-Cultural Experience with Children and Families; Chicano Literature.	

TABLE 18

FOREIGN LANGUAGE CLASSES

	American Sign Language	Arabic	Armenian	Cantonese	Chinese (Mandarin)	Dutch	Farsi	Filipino	French
Chaffey									X
Coast CCD		X			X	X			X
El Camino									X
Glendale			X						X
Hartnell									X
LACCD	X	X	X		X		X	X	X
North Orange Co. CCD					X				X
Saddleback					X				X
San Diego CCD	X								X
San Jose/ Evergreen									X
Santa Barbara									X
Santa Rosa					X				X
State Center CCD	X				X				X
Ventura CCD									X
Yosemite CCD									X

TABLE 18b

FOREIGN LANGUAGE CLASSES

	German	Greek	Hebrew	Hmong	Italian	Japanese	Korean	Latin	Norwegian
Chaffey	X								
Coast CCD	X	X	X		X	X	X	X	X
El Camino	X				X	X			
Glendale	X				X	X			
Hartnell	X				X				
LACCD	X		X		X	X	X	X	
North Orange Co. CCD	X				X				
Saddleback	X				X	X			
San Diego CCD									
San Jose/ Evergreen	X					X			
Santa Barbara	X				X	X			
Santa Rosa	X				X	X		X	
State Center CCD	X			X		X			
Ventura CCD	X					X Oxnard			
Yosemite CCD	X								

TABLE 18c

FOREIGN LANGUAGE CLASSES

	Polish	Portuguese	Russian	Spanish for Spanish Speakers	Spanish	Swahili	Swedish	Thai	Vietnamese
Chaffey				X	X				
Coast CCD	X	X	X		X		X		X
El Camino					X				
Glendale			X		X				
Hartnell					X				
LACCD		X	X	X	X			X	
North Orange Co. CCD			X		X				
Saddleback					X				
San Diego CCD					X				
San Jose/ Evergreen					X				
Santa Barbara					X				
Santa Rosa			X		X				
State Center CCD			X		X	X			
Ventura CCD					X				
Yosemite CCD		Occasional	X	1 semester	X		Occas.		

TABLE 18d

FOREIGN LANGUAGE CLASSES

	NUMBER OF FOREIGN LANGUAGES OFFERED
Chaffey	4
Coast CCD	19
El Camino	5
Glendale	7
Hartnell	4
LACCD	16
North Orange Co. CCD	6
Saddleback	6
San Diego CCD	2
San Jose/ Evergreen	4
Santa Barbara	5
Santa Rosa	8
State Center CCD	9
Ventura CCD	3
Yosemite CCD	5 + 2 Occasional

TABLE 19

SELECTED INTERNATIONAL EDUCATION ACTIVITIES

	FACULTY EXCHANGES	FT STUDS	FT ACTIVITIES
East CCD	none	450	In classroom, students are urged to share information about home country. Int'l. club is open to all students, so has an active mix of domestic and Int'l. students. Panels of Int'l. students share information on their culture.
El Camino	none	300	Developed support services, housing and expanded recruitment. Participated in International College Fairs to recruit students. Also work with ESL and English Faculty to determine the best approach to meet curriculum needs. Developed housing for students and worked with counseling to design and implement an orientation program.
Glendale	none	550	Very active club on campus. Class visitations.
Hartnell	none	105	none.
LACCD	92': ELAC Librarian to Central London Polytechnic 92'-93': LAPC instructor to Lycee Bouloche, Paris. Group of faculty and administrators to Eng.. 93'-94': 3 instructors to England. 94'-95' - 1 instructor to Latvia. Instructors also participated in Fulbright Hayes Seminars Abroad in Indonesia, Hungary and Poland.	2860	Special Orientation sessions and Handbooks. Active Int'l Student Clubs. District Int'l Student Advisors meet regularly to plan events and offer mutual support.
North Orange Co CCD	none	50	none
Saddleback	none	200	Active Int'l Club. Different days of celebration that spotlight different international cultures.
San Jose/ Evergreen	none	70	Active Int'l Students Club, Student services and Rotary club sponsor many events. Student services hosts a welcome reception.
Santa Barbara	none	400	Guest speakers in classes, regular colloquia presented in international students.
Santa Rosa	none	100	No formal programs. Individual departments may have ways utilizing international students to enhance their programs.
State Center CCD	92'-93': Instructor from Technical University of Budapest 93'-94': Instructor sent to Budapest 95': Continued Budapest exchanges	30	Active role in college activities and have an International day designated at one campus.
Ventura CCD	none	100 (MC) 70 (VC)	Oxnard: Int'l Student Club. Some speaking by Int'l Students, but could use more. New program to match new F-1 students with American student friend week or more before new semester begins.
Yosemite CCD	92'-93': Hosted 2 faculty from Pennsylvania; 1 from Alabama 94'-95.		

TABLE 20

INTERNATIONAL DEVELOPMENT PROGRAMS

INTERNATIONAL DEVELOPMENT ACTIVITIES	
Chaffey	Official sister-city college with Nagasaki, Japan.
Coast CCD	ICEED project coordination. Marketing telecourses in the international marketplace; has international training contracts in Spain, Mexico and Costa Rica; has linkage and programmatic agreements with Canada and Mexico IHE's; is negotiating with Secretaria de Educaion Publica of the Republic of Mexico to provide instructor training in aviation technology and clothing and textiles/ fashion design with the Centro de Trabajo y Capacitacion in multiple locations in the Republic
Glendale	Helping build and sustain a museum in Baja California.
LACCD	ESL faculty spent summer in Shanghai and Vladivostok teaching. Business faculty spent summer in Vladivostok. Two faculty went to the Philippines to teach. Technical faculty went to Guatemala. Continued technical and vocational exchanges with CONALEP in Mexico.
Saddleback	International business program, to some extent.
San Jose/Evergreen	Through the International Business major expansion, an administrator is an active member of the International Committee of the Chamber of Commerce.
State Center CCD	Conducts all international development projects in cooperation with CCID.
Ventura CCD	Works in conjunction with Oxnard World Trade Center (Dr. Lawson, coordinates) (Oxnard)
Yosemite CCD	Participated in a series of programs sponsored by USIS to provide Associate Degree training to groups of students from Central America and Eastern Europe. Subject matters include electronics, fashion merchandising, business and hospitality.

TABLE 21

PROGRESS MADE DURING 1993-1994 ACADEMIC YEAR

PROGRESS MADE, 1993-1994	
Chaffey	Development of study abroad programs, internationalizing the curriculum, handbook of foreign students and field trips. Planned to host a CCIE workshop.
Coast CCD	Library displays on country and culture; Hispanic/Latino/Latin American Awareness; National Heritage Month Socials on and off campus and intra-mural tournaments. Continues with CCID activities, is a founding member of the International Consortium of Educational and Economic Development: Association for International and Intercultural Education and newly formed North America Distance Education and Research Network. The District is one of a few community colleges invited to the Tri-Lateral International Higher Education Symposium, Vancouver, Canada (1993) and is one of the founding members of the North American Corporate Higher Education Council
El Camino	Program continues to offer international students comprehensive services in counseling, orientation and club activities. College does separate International Education and International Student Programs.
LACCD	Expanded international development efforts in face of worsening budget. Established new programs in the Philippines. Expanded Faculty International Seminar Programs to Guatemala, Poland and Italy. Initiated a Latin American Studies Certificate program at LAPC. LAHC initiated the American College program in Oviedo, Spain.
Santa Rosa	Completed first successful program in Florence. Coordinated faculty/curriculum studies process with informal consortia members.
Ventura CCD	Added new courses under interdisciplinary studies (Oxnard).
Yosemite CCD	Maintained a holding pattern, though there may be new possibilities opening to offer Business Management work to small groups of Chinese merchants.

TABLE 22 CCIE FACULTY AND ADMINISTRATIVE GRANTS AND STUDENT SCHOLARSHIPS

COLLEGE	AWARD	NAME	PROJECT	YEAR
Modesto College	Faculty Grant (\$600)	Derrick Madden	Environmental Biology in Costa Rica	1993
Pasadena College	Faculty Grant (\$600)	Gregory Lee	Faculty exchange and student study abroad programs in China	1993
Orange Coast College	Scholarship (\$600)	Wendy Deeley	Spring semester in Costa Rica	1993
Ventura College	Scholarship (\$500)	Sofia Escamilla	Summer in Cuernavaca	1993
De Anza College	Scholarship (\$300)	Surur Husain	Spring semester in London	1993
El Camino College	Scholarship (\$300)	Jennifer Ngo	awarded, but due to illness cancelled	
Chaffey College	Administrative Grant (\$ 500)	Carol Sayles	Staff Development for Internationalizing the Curriculum	1994
Los Angeles Trade-Technical College	Faculty Grant (\$ 500)	William Thomas	Internationalizing English 1 class (infusing international students)	1994
Glendale College	Scholarship (\$600)	Laura Vance	Fall semester in Italy	1994
Los Angeles Valley College	Scholarship (\$450)	Elizabeth Williams	Spring semester in Paris	1994
El Camino College	Scholarship (\$450)	Stephanie Grierson	Spring semester in Italy	1994

TABLE 22

SUMMARY OF CCIE PROGRAMS: 1993-1994 ACADEMIC

TYPE OF PROGRAM				
STUDY ABROAD	SEMESTER		WINTER/SPRING BREAK	SUMMER
	FALL	SPRING		
		9	10	4
ACULTY SEMINARS	4			
TEACHER EXCHANGES	4			
INTERNATIONAL STUDENTS	13			
INTERNATIONAL DEVELOPMENT	9			
A.A. DEGREE PROGRAMS	9			
CERTIFICATE PROGRAMS	7			
FOREIGN LANGUAGES OFFERED				
	under 4	5-10	11-15	over 15
	4	7		2

CCIE MEMBER COLLEGES NOT REPRESENTED IN THIS REPORT

- | | |
|-------------------------|-----------------------------|
| American River College | Pasadena College |
| Chabot/Las Positas CCD | College of the Redwoods |
| Foothill/DeAnza CCD | San Bernardino CCD |
| Long Beach City College | San Diego CCD |
| Mt. San Antonio College | San Francisco CCD |
| Napa Valley College | College of the Siskiyous |
| Ohlone College | Vista College |
| Palomar CCD | West Valley-Mission College |
| College of the Redwoods | |

SEVEN-YEAR SUMMARY OF CCIE PROGRAMS

NUMBER OF FALL SEMESTER STUDY ABROAD PROGRAMS

	1988	1989	1990	1991	1992	1993	1994
EUROPE	na	na	na	na	14	12	11
ASIA	na	na	na	na	0	2	0
AUSTRALIA/ SOUTH PACIFIC	na	na	1	na	0	0	1
AFRICA	na	na	na	na	0	0	0
LATIN AMERICA	na	na	1	2	2	4	1
U.S.A./CANADA	na	na	na	na	0	0	0
TOTAL	na	na	2	2	16	18	13

NUMBER OF SPRING SEMESTER STUDY ABROAD PROGRAMS

	1988	1989	1990	1991	1992	1993	1994
EUROPE	13	11	18	20	20	17	12
ASIA	4	5	1	2	2	2	0
AUSTRALIA/ SOUTH PACIFIC	0	0	1	0	0	0	1
AFRICA	0	0	0	0	0	0	0
LATIN AMERICA	3	2	2	2	4	7	2
U.S.A./CANADA	0	0	0	0	0	0	0
TOTAL	20	16	23	24	25	26	15

NUMBER OF WINTER/SPRING BREAK STUDY ABROAD PROGRAMS

	1988	1989	1990	1991	1992	1993	1994
EUROPE	0	1	1	1	2	3	1
ASIA	1	2	2	2	0	1	0
AUSTRALIA/ SOUTH PACIFIC	0	0	0	0	0	0	1
AFRICA	1	1	0	1	0	0	0
LATIN AMERICA	1	3	4	4	5	8	4
U.S.A./CANADA	1	1	2	3	2	1	0
TOTAL	4	6	9	11	9	13	6

NUMBER OF SUMMER STUDY ABROAD PROGRAMS

	1988	1989	1990	1991	1992	1993	1994
EUROPE	14	17	26	28	30	27	12
ASIA	4	0	4	4	7	8	5
AUSTRALIA/ SOUTH PACIFIC	3	2	1	1	5	4	0
AFRICA	1	1	1	1	3	2	0
LATIN AMERICA	3	9	14	7	16	14	11
U.S.A./CANADA	1	2	2	2	1	1	0
TOTAL	27	31	48	49	62	56	28

NUMBER OF FACULTY INTERNATIONAL SEMINARS

	1992	1993	1994
EUROPE	0	2	1
ASIA	0	1	1
AUSTRALIA/ SOUTH PACIFIC	1	0	0
AFRICA	0	0	0
LATIN AMERICA	0	1	2
U.S.A./CANADA	0	0	0
TOTAL	1	4	4

OTHER INTERNATIONAL EDUCATION PROGRAMS

	1988	1989	1990	1991	1992	1993	1994
FACULTY EXCHANGES	na	4	5	7	5	10	4
INTERNATIONAL STUDENTS	na	na	13	24	22	50	13
INTERNATIONAL DEVELOPMENT	na	3	5	9	6	14	9
A.A. DEGREE PROGRAMS	na	1	4	2	9	10	9
CERTIFICATE PROGRAMS	na	3	3	3	4	13	7

CCIE MEMBER INSTITUTION STATISTICS

	1988	1989	1990	1991	1992	1993	1994
TOTAL NUMBER OF COLLEGES IN CONSORTIUM	na	31	46	48	50	52	55
TOTAL NUMBER OF COLLEGES PARTICIPATING IN SURVEY	na	na	38	40	40	50	35

MT. SAN ANTONIO COLLEGE
INTERNATIONAL EDUCATION
GUIDELINES AND PROCEDURES
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STATEMENT OF PHILOSOPHY

As we approach the 21st century, there is widespread agreement among educators that international education must be an essential component of any quality program of higher education. The tremendous advances in technology and communications we have already experienced have begun to alter our perceptions of ourselves and our place in the world. Students will unquestionably be confronted throughout their lives with issues that transcend national boundaries, and they must be prepared to participate effectively in the global community of the future. Consequently, the definition of community itself must be expanded to include not only local concerns, but global ones as well. In light of the increasing numbers of students for whom the community college provides the only college-level educational experience, community colleges have a serious responsibility to provide for international and intercultural awareness and understanding.

Out of its commitment to excellence in education, the Mt. San Antonio Community College District encourages and supports the development of many aspects of international and intercultural education. These include, but are not limited to:

1. Emphasizing international perspectives in the ongoing campus instructional program by internationalizing curricula.
2. Encouraging staff and faculty to participate in cross-cultural training and instructional opportunities.
3. Encouraging greater presence and participation of international students on campus.
4. Supporting programs of an international and intercultural nature for the community.
5. Developing consultant and support services with institutions and businesses abroad.
6. Providing opportunities for Mt. SAC students to participate in study abroad programs offered by the college for credit.
7. Promoting student, faculty, and staff exchange programs.
8. Providing staff and program development activities which promote global awareness and emphasize international understanding.

OVERVIEW OF PROGRAM: SUPERVISION AND COMPONENTS

Supervision and Administration

The International Education Program at Mt. San Antonio College is administered through the Office of Instruction. The International Education Advisory Committee, headed by a coordinator appointed by the College President, provides administrative support. This committee is part of the College's shared governance system and is open to volunteers from the student body, classified staff, administration, faculty, and the community.

Program Components

1. **TRAVEL STUDY COURSES:** College credit classes may be offered at off-campus locations throughout the U.S. and the world by Mt. San Antonio College. These travel-study classes will be offered when learning can be enhanced by a particular location or locations, and they should be carefully distinguished from field trips. (See "Contrast Between a Study Abroad Class and a Field Trip," page 6) Credit courses will conform to approved course outlines and will offer classroom-type instruction with written assignments, examinations, and grading standards equivalent to on-campus classes. Joint classes also may be proposed with one or more community college districts in a consortium context. Classes may be offered during a regular semester, or in a summer school session.
2. **INTERNATIONAL STUDENT SERVICES:** One goal of the Mt. San Antonio College International Program is to bring the world to the campus and the campus to the world. In other words, internationalize is not a one-way process: the unique needs of international students on our campus must be met. Toward this end, Mt. San Antonio College has established an International Students Center in the Student Services Center. This Center serves as a centralized location for information, counseling, and other specialized services.
3. **INTERNATIONAL PARTNERSHIPS WITH SCHOOLS AND BUSINESSES:** In an attempt to enrich instructional programs and promote global awareness and understanding, Mt. San Antonio College will create academic and business partnerships abroad. These partnerships will be undertaken through specific legal agreements drawn up between the entities for collaboration, instructional and technical assistance or other purposes.
4. **ADDITIONAL COLLEGE AND COMMUNITY PROGRAMS:** Additional components of a comprehensive International Education Program include staff development programs, lecture and film series, and cultural awareness conferences and cultural activities.

PROGRAM COMPONENTS IN DETAIL

Travel/Study Programs

Types of Programs

1. **COLLEGE CREDIT.** One of the principle objectives of the International Education Program at Mt. San Antonio College is to offer college credit travel-study classes at specific sites abroad where instruction and learning can be enhanced by the location. Classes may either be tour-type with multiple locations or homestay-oriented, with the group remaining primarily in one location. Classes also may combine homestay and tour features. Detailed itineraries must be provided by anyone proposing study-abroad classes, and these itineraries must indicate how course content relates to location. Independent study classes may be used where appropriate, but they must conform to established regulations governing these courses.

Travel-study classes may be proposed by Mt. San Antonio College instructors by making a specific proposal to the International Education Committee. Two types of classes may be proposed: new classes and classes already in the college curriculum. A new class, however, would have to follow regular curriculum procedures, be approved and fit into an existing program. Travel-study courses must also be justified as having educational value, and there should be a significant relationship between the destination and the content of the course(s) to be taught there. Instructors who seek to teach courses abroad should be knowledgeable about the place(s) to be visited and be prepared to explain how learning may be enhanced by teaching in the proposed location.

Classes may also be proposed with one or more community college districts through a consortium agreement, and courses offered in this manner are identified through CAN Numbers (California Articulation Numbers). Mt. San Antonio College students who participate in these programs will receive regular college credit for any courses. Mt. San Antonio College is currently a member of these consortia: The Southern California Foothills Consortium for Study Abroad, California Colleges for International Education, The National Center for Research in Education--College Consortium International.

2. **COMMUNITY SERVICES.** Community Services travel/study programs needing approval by Committee on International Education and Board include:
 - A. Those operated out of the state or country.
 - B. Those of more than one week in duration.
 - C. Those that require special services beyond the capabilities of the college or district.

Contractor: Programs will be operated by a travel contractor not affiliated with the college or district except by contract. In submitting an application, evidence must be shown that two or more contractors have submitted bids to operate the program or a similar program. The contractor must meet established district requirements for contract approval.

3. **PRIVATELY SPONSORED.** For reasons of liability, announcements of privately sponsored travel programs that any college employee leads or participates in shall IN NO WAY give the impression that the program is sponsored or affiliated with Mt. San Antonio College.

PROGRAM SELECTION, DEVELOPMENT, AND IMPLEMENTATION

Program Approval

1. **POLICY.** The International Education Advisory Committee in cooperation with the Office of Instruction and Student Services shall establish procedures for selection of class(es), programs, and sites. The procedures shall include guidelines for applying, deadlines for applications, criteria for granting a recommendation, and procedures for rating the recommended programs.
2. **APPROVAL BY INTERNATIONAL EDUCATION COMMITTEE.** All classes and programs shall be submitted to the International Education Advisory Committee for initial approval and then to the Office of Instruction and Student Services for final approval. A program or class will be evaluated on its overall potential for academic and logistical success.
3. **BOARD APPROVAL.** The Executive Vice President, Instruction shall submit the proposed programs to the College President, who will recommend approval to the Board of Trustees.
4. **CONTRACT APPROVAL.** All program arrangements shall be included in a written contract and shall be reviewed by legal counsel for compliance with the law and board policies prior to class departure.

Whether a travel-study program is initiated by a faculty member, the International Education Committee, or is a consortium effort, the most important factor to consider in selecting a location is the health and safety of the participants. The cost, potential to attract a sufficient number of students and instructors' expertise are also significant, as is the availability of an operator-contractor to manage the logistical arrangements.

To Initiate a Program

Instructors who wish to initiate a program should contact a representative of the International Education Advisory Committee or the International Education Coordinator for direction in compiling a program outline and proposal to be submitted to the Committee for initial approval. Initial proposals shall next be submitted to the College President for conceptual endorsement. After approval by the President, the International Education Coordinator will assist the instructor(s) in the development of a detailed plan which must include the following:

1. Program description, including itinerary, timeline, cost breakdown, and information about the travel contractor and housing information. (See: "Choosing a Travel-Study Program Contractor," Page 8)
2. Information about instructors who will participate.
3. Curriculum and course outlines.
4. Explanation of course scheduling.
5. Plan for dissemination of program information to the college community and beyond (publicity).
6. Preliminary timeline for implementing the program.
7. Budget: computation of direct/indirect program costs to the college and expected income.

This plan will be submitted to the International Education Advisory Committee for final approval, and the approved detailed plan shall then be submitted to the College President and the Board of Trustees for ultimate approval to proceed with implementation. All program arrangements shall be included in a written contract and shall be reviewed by legal counsel for compliance with the law and Board policies prior to class departure.

Deadlines for approval are:

_____ for Summer Session programs
_____ for Fall Semester programs
_____ for Spring Semester programs
_____ for Intersession programs

Guide for instructors who wish to plan and conduct a successful study abroad class:

1. Background of Instructors

Instructors in the consortium who have organized study abroad classes usually report that the experience was one of the best of their lives. The experience, however, is not for everyone. The type of instructor who leads a successful class is usually one who is willing to work long hours, solve ever-changing problems, and deal one-on-one with students. Before the group leaves, however, the instructor is responsible for promoting his classes and the program so he/she must be a person who enjoys promotional work. An instructor must be willing to be easily accessible to students while the trip is still in the planning stages, to speak before community groups, and to induce people to join the study program.

2. Selection of Site and Classes

A prime objective of the International Education Program is to offer a class where the location will enhance and contribute to the instruction and learning. Certain classes are best left on campus. Others can unquestionably be taught better overseas. For example, Spanish language in Mexico, art in Europe or Asia. Classes in independent study with a course outline structured to fit the environment may be offered. Factors the instructor should consider in selecting a location include health and safety of students and instructors, cost, potential to attract a sufficient number of students, instructor's knowledge of and experience in the location, and availability of an operator-contractor to manage the logistical arrangements.

3. Instructions to Potential Teachers

- A. First, discuss your idea for a class with the chair of the International Education Committee, your Division Dean, and the Dean of Instruction.
- B. If tentative approval is given by the Dean of Instruction and the Division Dean, complete the standard International Education Program application form. Attach this to an itinerary and the course outline and submit to the Chairman of the International Education Program.

4. Application Deadlines

Summer program application deadline is the second Friday of the fall semester; fall and spring semester programs, August 1 of the prior year.

5. Instructor's Responsibilities

The instructor will need to assist in keeping in contact with students before departure. Regular phone contact or letters to class members helps allay concerns and answer questions. This also takes pressure off the contractor. The Admissions Office will handle the registration materials for the College.

The instructor is responsible for making sure that students have completed all Mt. San Antonio College registration requirements before departure. The contractor is responsible for turning over to the International Education Committee's Chair the names of students registered with the contractor. Furthermore, the instructor is encouraged to maintain contact with registered students and to respond to their inquiries.

6. Student Evaluation

All students will evaluate classes according to the Mt. SAC evaluation procedures and will also evaluate all other aspects of their travel on appropriate forms.

7. **Positive Attendance**

Many classes will require positive attendance reporting. This means another form to complete upon return, with the number of hours in attendance listed for each student. Some records will need to be maintained throughout the trip.

8. **Independent Study Mode**

Language classes with local instructors assisting our instructor are reported by Independent Study Mode, which requires a form that constitutes a contract between student and instructor. This outlines what the student is required to do and what the means of evaluation is.

9. **Post Trip Requirements**

Each instructor must arrange for a meeting with the Dean of Instruction, Division Dean, and the Chair of the International Education Committee upon return. A written evaluation will be submitted. This evaluation will make special reference to methods of improving the program.

CHOOSING A TRAVEL-STUDY PROGRAM CONTRACTOR

A study abroad program can succeed or fail as the result of the travel arrangements, no matter how sound the educational content may be. The morale of the participants, as well as their safety and welfare, depends upon many details. For this reason, Mt. San Antonio College requires that logistics be handled by professionals.

STUDY ABROAD "TRAVEL" LOGISTICS

A study abroad course or activity can succeed or fail as the result of the travel arrangements, no matter how sound the educational content may be. The morale of the participants as well as their safety and welfare depends upon many details. For this reason, District policy requires that logistics be handled by professionals.

Although there may be occasions when the experience of a staff member will be accepted as meeting this criteria, the Board of Trustees expects that a travel contractor will be named as operator, responsible for all logistical arrangements. The District is not in the travel business.

Depending upon the circumstances, a travel contractor will be designated to implement the study abroad program. Study Abroad Programs are a team effort, using the resources of the contractor whose full-time vocation is travel, the instructor who can best judge educational and student values, and the Study Abroad Administrator who coordinates all aspects of the program and negotiates contractual agreements.

There are several types of travel contractors and, certainly, a wide range in the quality of their services. (The Study Abroad Office can provide guidance in the selection.)

1. Educational travel specialists, frequently non-profit. (Consortium for International Education, American Institute for Foreign Study, International Consortium for Academic Programs Abroad)
2. "Retailers" generally local, but sometimes affiliated with others to provide expanded and/or specialized services.
3. "Wholesalers" whose usual function is to package tours which are sold by retailers. Their volume sometimes stimulates special opportunities (also available via the retailer). (e.g., American Express, Chartours, Jetaway)

There is evidence that the "bottom line" price varies little among these alternatives. The principle reason is that air fares are carefully monitored by the Civil Aeronautics Board and special discounts are not legal; all passengers must pay the same price for the same flying services. The travel industry also leaves little room for bargaining.

Generally, there's a catch to significant bargains. In subtle ways, the cheaper package delivers less valuable accommodations and frequently these deficiencies aren't revealed until too late. Several District sponsored trips have suffered from misguided economy and misleading information. While we should always seek the best buy for our students, caution is essential.

The District does not require that specific operators be used; we have had good experience with some, very poor with others. Some have accepted our insurance and legal requirements and are completely familiar with our procedures. Others require so much "hand-holding" that progress is slow and the demands upon staff time (and nerves) is wasteful. Please check with the Study Abroad Office before going too far with any travel contractor.

TRAVEL CONTRACTOR AGREEMENT AND RESPONSIBILITIES

The District requirements and procedures are specified in the District "Educational Tour/Field Study Travel Contractor Agreement." However, it is worthwhile to list some of them.

1. Travel contractors must carry comprehensive general liability insurance and errors and omissions insurance in the amount of \$1,000,000. They must also arrange for Mt. San Antonio College to be named as an additional insured.
2. Accident insurance acceptable to the District must be included in the package (unless within the continental United States which is covered by on-campus Student Health Insurance). Medical benefits for illness are sometimes included but not required.
3. All student fees for logistical arrangements are to be collected by the Travel Contractor.

4. All compensation provided by the Travel Contractor must be specified in the contract and negotiated by the Study Abroad Administrator.
5. An accurate description of the travel package, including deposit and refund requirements, must be provided to each student upon registration.
6. Publicity must carry very specific language concerning Travel Contractor and District responsibilities. Publicity copy must be cleared with the Study Abroad Office and cannot be released until an agreement is signed.
7. Only the Vice President, Business Services or designee can sign contracts and agreements. No one else is authorized to commit the district.

If an operator is not used (rarely), most of these conditions will apply. However, the fees will be collected by the Records Office instead of the Travel Contractor (not the faculty sponsor) and special accident insurance will be arranged through Student Services. Use of a travel contractor is encouraged.

SELECTION OF TRAVEL CONTRACTOR

1. Travel contractors are selected through a "bid" process. Once the details of a study abroad program are developed, travel contractors are invited to submit proposals to provide logistical services for the program. The proposals are reviewed by the District Dean of Instruction, the Study Abroad staff and a representative from the District Business Office. The following criteria represent standards by which travel contractors will be evaluated for participation in District Study Abroad Programs.
 - A. Corporate Background: Purpose, profit making, non-profit, tax exempt, educational specialty, etc.
 - B. The extent to which educational advisors (consultants) are involved.
 - C. Clients (schools, agencies, etc.) in the District's immediate area who have participated in the past.
 - D. Students/staff who have previously participated in the program.
 - E. The name and backers (if other than the name of the organization) who bear the legal responsibility for the conduct of the program.
 - F. The contact person who is in charge of the organization's legal base in the United. It is important that parents and students know precisely with whom to deal should difficulties arise.
 - G. Fiscal responsibility of the organization over the past three years.

- H. Financial stature of the organization, including the name of the company holding its bond or maintaining its trust account as required by California law.

Proposals submitted by contractors bidding for the contracts must meet the specified criteria as outlined under "Procedures for Evaluation of Travel/Study Program Contractors."

Procedures for Evaluation of Travel Study Program Contractors

The following criteria represent standards by which the Mt. San Antonio Community College District will evaluate travel/study programs. Only organizations that meet these criteria will be approved by the District.

1. GENERAL CONTENT

A. Sponsor must provide:

1. Statement of purpose, viz., profit making, non-profit, tax exempt.
2. The name and backers (if other than the name of the organization) who bear the legal responsibility for the conduct of the program.
3. A list of clients (schools, agencies, etc.) in the district's immediate area who have participated in the past.
4. A representative list of students/teachers who have previously participated in the program.
5. The name and address of the contact person who is in charge of the organization's legal base in the United States. It is important that parents and students know precisely with whom to deal should difficulties arise.
6. List of California advisors (if any).
7. An assurance that student participants, parents of student participants who are minors, and all district personnel serving as staff execute and submit a statement of waiver acceptable to the College's legal counsel which exempts the College from financial responsibility and which releases the College from liability, waiving all claims against the College and/or the State of California for injury, accident, illness or death occurring during or by reason of the travel/study program.

2. FINANCES

A. Sponsor must provide:

1. Verification of fiscal responsibility of the organization over the past three years.
2. A certified statement of the financial stature of the organization, including the name of the company holding its bond or maintaining its trust account as required by California law.
3. A list of all items, and any exclusions, included in the fees, specifically including information regarding medical, accident and baggage insurance, baggage handling, taxi fares, buses, meals and side trips.
4. A statement of policy for full or partial refund of fees in the event of any sort of cancellation, including a description of how and when to apply and with any deadlines clearly stated.

3. CONTINGENCY PROVISION

A. Contractor shall provide:

1. A description of arrangements that have been made for coping with illnesses, accidents and other unusual circumstances.
2. An explicit description of provisions for medical services, plans for promptly returning home any participant who is ill or being sent home for misconduct.

4. PROGRAM COST

A. Contractor shall provide:

1. Each participant with explicit information regarding the total cost of the program.
2. Each participant with medical and accident insurance upon request.

5. SCHOLARSHIPS

A. Contractor shall provide scholarship plans.

B. The College shall, with contracting agent, develop scholarship criteria and determine scholarship recipients.

6. TRANSPORTATION

A. Group transportation, preferably regular scheduled airlines, shall originate and terminate at a major international airport.

- B. If charter airline is utilized, evidence of reliability and performance bond shall be provided to assure commitment.
- C. Only modern, well-maintained transportation conveyances shall be utilized.

7. MEALS

- A. Meals shall be of adequate quantity, of good quality, and provide for nutritional balance.

8. HOUSING AND STUDY FACILITY ARRANGEMENTS

- A. Adequate facilities shall be used and high standards of cleanliness shall be maintained.
- B. Descriptions and suitability of classrooms, library, and study facilities that will be utilized by the students shall be provided.
- C. Housing facilities shall be centrally located and shall reflect the character of the country visited.
- D. Students and supervisors shall be housed in areas where safety of participants is assured and where contact with local population is easily available.

9. STAFF

- A. Contractor shall provide background, experience and "credentials" of persons who may be employed by the contractor to provide guide or supervisory services to the group.

10. SUPERVISION AND CONDUCT

- A. Supervisory responsibilities of individual staff members shall be clearly defined.
- B. Classroom instructors will not be responsible for non-classroom activities, except as specifically agreed upon.
- C. Clearly expressed rules of participant's conduct must be established and followed.

11. PARTICIPANTS

- A. Participants must meet school district requirements as to age, level of maturity, academic qualifications, and standards of personal conduct, and possess the emotional stability and maturity suitable for the particular group.
- B. Participants must attend pre-departure orientation and training workshops.

- C. Participants (and their parents in case of minors) must agree to accept dismissal from the program and return of the participant to the United States for continued non-compliance with rules of conduct while abroad.

12. EDUCATIONAL REFORM

- A. The travel-study experience shall include a well-organized, scheduled, instructional program, including the course objectives and academic and attendance controls.
- B. A detailed operational calendar shall be provided to district and to participants.
- C. The instructional curriculum must be the responsibility of the host college.
- D. Excursions and tours are to be an integral part of the educational program.
- E. Trained guides will be available to lead excursions and tours.
- F. Provision shall be made in the program for intellectual and recreational contact with the people being visited in each area.

13. EVALUATION

- A. Upon completion of the program, the contracting organization must provide evidence of satisfactory compliance with its contract.
- B. An objective evaluation of the program will be conducted by the district and the contracting organization.
- C. Recommendations and references furnished the contracting agency will be held in strictest confidence. Reports, pictures and publicity releases involving areas of personal progress or propriety will be cleared with school officials, parents, and students prior to release.

PUBLICITY

Most programs will need a brochure that includes an application required by the contractor. Most contractors will provide them, but the cost of this service will generally be passed along to the students. The International Education Coordinator may provide limited assistance in preparing brochures, but it is important that all brochures be approved by the International Education Advisory Committee prior to printing. These documents are often considered a contract by students and must be written with great care.

The following information (Price and other pertinent trip details - to be included in bid specifications and brochures):

1. Explicit information regarding the total cost of the program.
2. All items, and any exclusions, included in the fees, specifically including information regarding medical, accident and baggage insurance, baggage handling, taxi fares, busses, meals and side trips.
3. Policy for full or partial refund of fees in the event of any sort of cancellation, including a description of how and when to apply and with any deadlines clearly stated.
4. A description of arrangements that have been made for coping with illnesses, accidents and other unusual circumstances.
5. An explicit description of provisions for medical services, plans for promptly returning home any participant who is ill or being sent home for misconduct.
6. Travel Contractor shall provide background, experience, and "credentials" of person who may be employed by the operator to provide guide or supervisory services to the group.
7. A detailed operational calendar shall be provided to District and participants.
8. Excursions and tours are to be an integral part of the educational program.
9. Descriptions and suitability of classrooms, library and study facilities that will be utilized by the students shall be provided.
10. Housing facilities shall be centrally located and shall reflect the character of the country visited.

In addition to the specific brochure for each program, a general brochure listing all program offerings will be prepared by the International Education Coordinator. Announcements will be included in college class schedules for both credit and community services classes. Radio and television spot announcements will be issued and news releases prepared. It is important to note, however, that the best source of students is often from an instructor's own classes and personal contacts. Instructors who will be participating in study abroad programs are encouraged to actively participate in recruitment and publicity. For mailing purposes, a list of former students may be obtained with the help of the campus Records Office. Other methods to consider include: visiting the classrooms of colleagues in the appropriate subject area, distributing flyers on campus, and writing articles for publication in a variety of campus publications--including The Mountaineer.

INSURANCE AND LIABILITY

The following sections of our district contract are unacceptable to some travel agencies and/or educational organizations. A contractor must be willing to sign a contract with these provisions.

The Contractor shall:

- A. Require and confirm that all participants have secured accidental insurance coverage for the period of the Program prior to the scheduled departure date. The accidental insurance plan shall require prior approval of the district.
- B. Hold harmless and indemnify the district, its Board of Trustees, its officers and employees or agents, from every liability, claim or demand, which liability, claim or demand may be made by reason of:
 1. Any injury to person or property sustained by the Contractor or by any person, firm, or corporation, employed directly or indirectly by it, upon or in connection with its services under this contract, however caused.
 2. Any injury to person or property sustained by any person, firm or corporation, caused by any act, neglect, default, or omission of the Contractor or any person, firm, or corporation, directly or indirectly employed by it upon or in connection with the services provided herein.

The contractor, at his own cost, expense, and risk, shall defend all legal proceedings that may be brought against the District, the Board, its officers and employees or agents or any such liability, claim, or demand and satisfy any resulting judgment that may be rendered against any of them.

- C. Secure and maintain, at Contractor's expense, during the period of the contract, Workers Compensation and comprehensible liability insurance adequate to protect the Contractor from claims for personal injury, including death and damage to property, which may arise from operations under this contract. The policies so secure shall also name the District as additionally insured and shall include a combined single limit of not less than two million dollars (\$2,000,000.00) each occurrence. Failure to provide the District with a Certificate of Insurance on a form provided by the District shall be a breach of contract.

STUDENT CONCERNS

Eligibility: In order to participate in study abroad programs sponsored by Mt. San Antonio College, students must meet the following criteria:

- ☞ Be in good standing with the institution
- ☞ Have completed 12 units of college-level work *
- ☞ Have a cumulative GPA of 2.5 or better *

*These requirements may be waived at the discretion of the International Education Coordinator [Set up procedure for this here?]

Release: All participating students shall complete a college field trip form and also a form entitled "Study Abroad Request and Release" [See Appendix], which hold the college harmless from claims arising out of or resulting from the student's participation. The signature of a parent or legal guardian is required for minors or students claiming dependent status for the purposes of financial aid.

Student Returning Independently: Occasionally, a student may wish to continue travel or study after an official program has ended, or may need to leave a group prior to completion of the program. In this case, he or she must make independent arrangements to return home and will be required to sign a waiver and release form. Legal minors must have the signature of a parent or legal guardian. [See Appendix]

Student Conduct and Discipline:

Under the terms of the Tour Participant Agreement, the student

... agrees that throughout the trip, Student will conduct him or herself in accordance with all applicable statutes, ordinances, and other laws included but not limited to all trip rules established by the District, and laws, regulations and orders and requirements of duly constituted public authorities of the countries or states where the trip takes place. Student expressly agrees that he or she shall conduct him or herself in accordance with such laws, rules and/or regulations. Student understands and agrees that the use or possession of narcotics, or any other illegal substance on the trip is expressly prohibited. Student further understands that his or her violation of any rules, regulations, and/or orders of District personnel and/or any other lawful authority is grounds for immediate expulsion from the trip. Student shall indemnify and hold the District, the College, the Board, and each of their agents, employees, and representatives harmless from the consequences of any violations of such orders, laws, rules, regulations, ordinances and all claims for damages resulting from such violations including reasonable attorney's fees. Student further covenants and agrees that the District's supervisory personnel on the trip have the right to terminate the Student's participation in the trip if it is determined by them that his or her conduct is detrimental or in conflict with the program, or is out of harmony with the best interest of the group as a whole, in which event Student shall return home at his or her own expense. Student further agrees and understands that the violation of any rules or regulations may be just cause for suspension or expulsion of Student from the College.

In other words, if a student consistently violates the rules of the program, the instructor in charge has the authority to expel that student from the program. Following are some examples of improper conduct.

1. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity or the open defiance of the authority of, or abuse of District or College personnel.

2. The use, sale, or possession of, or presence on campus under the influence of, any controlled substance or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code.
3. Willful or persistent smoking in an area where smoking has been prohibited by law or regulation of the District's Board of Trustees.
4. Serious misconduct where other means of correction have failed to bring about proper conduct.
5. Cheating or plagiarism in connection with an academic program.
6. Forger, alteration, or misuse of campus documents, records, or identification, or knowingly furnishing false information to a College.
7. Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
8. Engaging in lewd, indecent, or obscene behavior in a campus property or at a campus function.
9. Failure to comply with the reasonable directions of a College official acting in the performance of his or her duties.
10. Failure to attend class or participate in required excursions.

For a comprehensive listing, see Article III, Code of Conduct, District Procedures and Administrative Policies.

When, in the judgment of the instructor, a student begins to be a discipline problem for any reason, these are the procedures to follow:

1. Notify the Study Abroad Office immediately.
2. Verbally warn the student. There is always the possibility that a student is unaware of the unacceptable behavior.
3. If the behavior continues, have a formal meeting with the student. Put in writing your concerns about the student's behavior and the conditions of his or her probation. There should be a time limit. The student should sign the document, indicating that he or she understands the consequences of continued negative behavior.
4. If a student refuses to sign, or the behavior has not improved by the end of the probationary period, inform the student in writing that he/she is being expelled from the program. The letter should state:

- A. that the student is being expelled from the program effective (date) due to his/her failure to fulfill the conditions of his/her probation outlined on (date) as well as the terms of his/her agreement with Mt. SAC.
 - B. that he/she may not return to the dormitory or family providing accommodations.
 - C. there is no refund of any fees paid to the travel contractor or to the college for registration.
 - D. that he/she will receive grades as determined by program instructors.
5. The student must sign the letter. A copy should be given to the travel contractor or representative and copies should be sent to the Study Abroad Office for distribution to Admissions and the Dean of Students at Mt. SAC.
 6. The student must be given the opportunity to appeal the decision. This must be in writing, faxed to the Study Abroad Office, giving the student's rationale for the appeal, within two days of the action. The appeal will be reviewed by the Study Abroad Office and the Dean of Students.

CONFIDENTIALITY OF STUDENT RECORDS

The Family Rights and Privacy Act of 1974 prohibits the school from reporting to parents any information about grades, class attendance or discipline problems. Sometimes parents become concerned and contact the faculty directly to learn what is going on. In such cases, it is extremely important to be discreet if the student is over 18 years of age. The caller should be referred to the Study Abroad Office.

HEALTH AND SAFETY

It can certainly be assumed that instructors will be constantly alert to conditions involving the health and safety of participants both through advanced planning and while traveling. However, accidents do happen and unforeseen situations will arise. There should be no hesitation in seeking indicated medical assistance immediately.

As a precaution, participants are required to file before departure:

- A. Consent and Release form
- B. Participant's General Information Sheet
- C. A Form for Travel Independent of Group (if applicable)

REPORTING OF ACCIDENTS

Any significant accident or illness should be reported promptly. Collect telephone calls should be placed to the emergency contact provided by the student(s) on the Health Information form.

Notify the Study Abroad Office immediately. Complete documentation of any occurrence at the time for potential insurance and liability claims. This should include exactly what happened to whom, where and when, witnesses, medical services, and all expenses involved. (NOTE: It is very inadvisable for college personnel to drive non-owned cars while in a foreign country or to participate in any financial settlement at the scene of an accident.)

INSURANCE CLAIMS

Students living with families in England are included on the national health insurance with their host families and there should be no charge for emergency medical treatment. There will be a charge for dental work or service by a medical specialist. Students should save all receipts and submit them for reimbursement through their insurance company at home.

All other students will need to pay for medical services at the time they are rendered and then file a claim for reimbursement through the company providing their coverage. The Study Abroad Office can provide claim forms and other information about the District insurance and that provided through travel contractors.

FACULTY SELECTION AND RESPONSIBILITIES

Selection of instructors for classes abroad shall be made by the International Education Advisory Committee, with final approval by the Executive Vice President, Instruction, and the President. Potential instructors in any travel-study program should have significant experience in travel and culture in the country where classes will be located. Candidates must also be able to demonstrate qualifications and credentials necessary to lead their respective classes and must be currently employed as an instructor for four years or more by Mt. San Antonio College.

As employees of Mt. San Antonio College, instructors participating in travel-study programs will receive their regularly stipulated salary. Instructors for credit classes in Summer School will be paid the current hourly rate as agreed to in the contract negotiated between Mt. San Antonio College and the California Teachers Association bargaining unit. For full semester programs, regular contract teachers will be paid their regular salaries; hourly, part-time temporary teachers will receive their appropriate hourly rate of pay.

A travel allowance may be provided for the instructor by the contractor in all programs. Instructors may not accept funds from a contractor in excess of basic travel expenses (travel, lodging, entrance fees, meals). Contractors may also provide funds that will be used by the instructor to meet group expenses while traveling. Spouses may accompany instructors on travel programs but may not receive compensation for expenses from the district or

contractor. Contractors may provide guides or program assistants who will be supervised by the instructor.

If an instructor initiates a travel-study program that is accepted by the Committee and the Board, she or he will be designated "Lead Instructor" and will have additional responsibilities throughout the process of planning and implementation.

Faculty Responsibilities Prior to the Program:

1. Courses: customized to geographic area; with assignments utilizing the area's resources and for required field trips
2. Language preparation (suggested)
3. Briefing sessions with experienced faculty
4. Student recruiting: preview and orientation meetings; follow suggestions in recruiting handbook
5. Accessible to students
6. Conduct student interviews and counseling
7. Participate in detailed program planning (Lead Instructor)
8. Coordinate activities with District International Education Office (Lead Instructor)
9. Attend financial aid orientation (Lead Instructor)

Faculty Responsibilities During the Program:

1. Standard classroom responsibilities: instruction, roll, grading, etc.
2. Participation in field trips which are part of the academic program
3. On-site coordination with travel contractor's representative (Lead Instructor)
4. Student counselor and advisor: 1 or 2 one-on-one meetings
5. Provide the students with a mid-term progress report
6. Assign mid-term program evaluation; respond to suggestions (Lead Instructor)
7. Assign program evaluation at end of program (Lead Instructor)
8. Deal appropriately with student behavior/discipline
9. Communicate on a regular basis with District International Education Office (Lead and All Instructors)
10. Take language classes, if appropriate

11. Plan for at least three meetings with entire group to discuss the program. Attempt to include travel contractor staff (Lead and All Instructors)

After the Program:

1. Coordinate a "Re-entry Meeting" for students: an opportunity to discuss changed attitudes, the value of the study experience, and suggestions for improving the experience (Lead Instructor)
2. Write an evaluation of all aspects of the program: to be presented to the District Study Abroad Committee (Lead Instructor)
3. Meet with and advise potential study abroad faculty
4. Be involved with staff development programs dealing with study abroad and other aspects of international education
5. Write a short article/press release for the District's International Education Newsletter, College newspapers, and local newspapers
6. Be available to assist at recruiting activities for subsequent programs

EVALUATION OF THE PROGRAM

The "Lead Instructor" will submit a written report and evaluation of the program to the International Education Coordinator within two months of the conclusion of the program. In addition, participating students will complete program evaluation forms to be filed with the International Education Coordinator at the conclusion of the program.

FISCAL COMPONENTS

Travel-study programs may be funded by several means. Credit classes shall be funded by the college as part of the regular budget. Such provisions shall be included in the contract executed between the college and the contractor. If travel-study courses are offered through participation in a consortium, funding arrangements must be specifically stipulated in the consortium agreement. Community Services classes will be funded by student payments. In addition, contractors may provide traveling and living expenses for instructors. Such provisions shall be included in the executed contract between the college and the contractor.

The collection of state apportionment (FTE's) must also follow specific guidelines as spelled out in Section 72642 of the Education Code. (NEED TO CHECK NUMBER--DO NOT BELIEVE THIS IS CORRECT) If the travel-study classes are offered at college credit, regular state apportionments will be collected. However, no more contact hours may be generated

than if the class were held on campus. As they are on campus, complete and accurate records of attendance and reporting must be kept by the instructor(s) in charge.

INTERNATIONAL STUDENT CENTER

[This section will be a program description and explanation of Policies and Procedures for the International Student Center -- to be written in collaboration with Nancy King.]

INTERNATIONAL PARTNERSHIPS

[This section will be a specific explanation of International Partnerships currently undertaken by Mt. SAC with a general discussion of the types of programs planned for the future: sister colleges, technology exchanges, contract education, faculty exchanges, students, etc.]

ADDITIONAL COLLEGE AND COMMUNITY PROGRAMS

[This section will include an explanation of the types of additional programs in International Education already underway on our campus, as well as information on the types of programs considered appropriate. This may include (but is not limited to):

- Lecture Series
- Film Series
- International Awareness Days
- Internationalizing the Curriculum
- Staff Development workshops in international issues
- Festival of Cultures

APPENDIX

MT. SAN ANTONIO COLLEGE
INTERNATIONAL EDUCATION PROGRAM
INSTRUCTOR APPLICATION

Name _____ Date _____

Social Security Number _____ Regular Contract _____

Temporary Contract _____

College Telephone Extension _____

Home Address _____

Home Telephone Number _____

Please Check As Appropriate:

_____ I am applying to teach _____, which has (have) already been announced by the International Program Committee.*

_____ I am proposing (a) class(es) for approval.*

_____ I am applying to teach the class(es) I am proposing in _____

In what curriculum areas are you credentialed? _____

Type(s) of Credentials _____

Briefly describe your teaching experience. (Please use an additional piece of paper if necessary.)

<u>School</u>	<u>Dates</u>	<u>Subject</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

*Classes already approved and in our curriculum. If you wish a course not in curriculum, the regular curricular procedures have to be followed.

Please indicate significant experience that you have had in the country or geographical area in which you wish to teach.

Language Proficiency

<u>Language</u>	<u>Level of Proficiency</u>	(Native speaker or equivalent, less than equivalent of native speaker but relatively competent.
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Please describe by using one of the suggestions above.

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Please indicate any other experiences that would be useful to you as an instructor in the International Education Program.

If you are proposing a combination of courses for a semester abroad, please give a brief description.

Attachments

If you are proposing to teach an existing (a) class(es) abroad for the International Education Program, attach additional information with course outline, tentative itinerary, teaching methods you wish to utilize, possible class assignments, and other items relating to the nature of the class.

For all applicants: Attach additional information that relates to the class about your potential for leading a successful travel/study program. If you wish, please include letters of recommendation from your Division Chair, Dean of Instruction, or others.

Signature

Date

Please submit completed application to the Chairman, International Education Program, Mt. San Antonio College.

MT. SAN ANTONIO COLLEGE

STUDY ABROAD REQUEST AND RELEASE

I hereby request that I, _____, a student in _____ be permitted to travel during _____
Name of Travel Study Class

the period _____, 19 ____ through _____, 19 ____ in connection with the academic program of the class.

It is understood and agreed that on such trip he/she/I will supply his/her/my own transportation or will use the conveyance of responsible transportation companies (including Air Transportation Companies).

Should it be necessary for me to have medical treatment while participating in any part of the travel study class and I am unable to choose for myself, permission is hereby given the College District personnel to use their judgment in obtaining medical service for me. I also give my permission to the physician selected by the College District personnel to render medical treatment deemed necessary and appropriate by the physician. I understand that the College District has no insurance covering such medical or hospital costs incurred for me; therefore, any cost incurred for such treatment shall be my sole responsibility.

He/she/I understand that a medical clearance on any of the above may be required; and that if any reasonable accommodation provided to me is deemed unsatisfactory, my continued participation may be denied. I understand, further, that discontinuance of my participation in the travel program as a result of my medical condition or as a result of my personal decision will not entitle me to any reimbursement of travel expenditures paid.

I/we, in consideration of the above request and permission granted, hereby agree to release, hold harmless, and indemnify the Mt. San Antonio Community College District, its officers, agents, employees and/or the Associated Student Body of the College or Colleges from all liability which may arise from this trip.

I/we hereby waive all claims against the District or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip, pursuant to the provisions of Education Code Section 72640.

IN WITNESS WHEREOF, I have set my hand this ____ day of _____, 19 ____

Signature of Student

We concur with the request and agree to the conditions as stated above.

IN WITNESS WHEREOF, we have set our hand this ____ day of _____, 19 ____

BOTH parents MUST sign for students below the attained age of 18.

Signature of Parent or Guardian

Signature of Parent

STUDENT RETURNING INDEPENDENTLY

Date _____

I, the undersigned, plan to leave the (Mt. SAC Study Abroad Program) _____
and return from _____

(country) to California independently. I understand that I am entitled only to the following provisions:

I will make my own travel arrangements back to California. I understand that when I leave the group in
_____ (country), I am responsible for my own needs (food, hotel, tours,
etc.) and that I release _____ College and the Mt. San Antonio Community
College District from any further liability and/or responsibilities.

Student's Signature

(Parent signature for students under 18 years of age)

PARTICIPANT'S GENERAL INFORMATION SHEET

(Please Print)

Name _____ Birthdate _____
Last First Middle mo. day yr. Social Security #

Passport Number _____ Place of Issuance _____ Date of Issuance _____

Address _____ () _____
Street City State Zip Area Telephone

PLEASE list someone that we may contact in case of emergency (other than parent or guardian).

Name _____ Relationship _____

Address _____ () _____
Street City State Zip Area Telephone

Name of Family Doctor _____ () _____
Area Telephone

Address _____
Street City State Zip

HEALTH INFORMATION

Special health problems that should be noted. For example: Heart, Diabetic, Epilepsy, High Blood Pressure, Allergies, etc.

List any prescription drugs you take _____

Name your blood type (optional) _____ Are you allergic to any medicines? _____

If "yes," please name _____

Immunization is not required for any disease by the United States or by any country we will be entering. We advise participants to check with their physicians and abide by their recommendations.

Please list any medical problem that the supervising instructor should know about during the trip. (e.g.: motion sickness, migraine, etc.)

Limited health and travel accident insurance is required by Mt. SAC of all participants in this program.

If travel and accident insurance are not included in the cost of your study abroad program or if you do not wish to purchase the low-cost insurance provided by travel contractor or operator of your program, you are required to show proof of health and accident insurance.

Medical Coverage _____ Group No. _____ Member No. _____

I hereby assert that the above insurance policy is in effect during the period of the travel study program and that I do not wish to purchase additional insurance from the contractor.

Signature of Traveler _____ Date _____

Signature of Parent or Guardian _____ Date _____
(For those under 18 years of age)

D R A F T

(date)

(name)

(address)

Dear (salutation):

The Mt. San Antonio Community College District intends to offer a semester in (location) during (semester). You are invited to submit a proposal/quote following the specifications in the attached program description.

Your proposal/quote should be based on a minimum of 30 students and include round-trip airfare and lodging for two instructors for the full program and a third instructor for approximately (time/location). It should give the total cost per student including transportation within (location) for the group activities, instructional space, lodging and meals, entry fees, and round-trip air transportation from Los Angeles. In addition, please provide a total per student cost based on 31 to 34 students and 35 to 39 students.

District-approved travel contractors are required to have minimum coverage of \$1,000,000 Errors and Omissions and General Liability insurance. You will be required to provide a certificate from your insurance carrier naming the District as an additional insured. Your insurance company will be required to have an acceptable insurance rating of A-VII or better. A copy of our Travel Contractor Agreement is enclosed for your information.

Please submit your proposal/quote no later than (date). All questions should be directed to (location) (phone) (name).

Sincerely,

(name)

(title)

MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT
INTERNATIONAL EDUCATION

GENERAL GUIDELINES FOR SEMESTER ABROAD PROPOSAL/QUOTE

The travel contractor shall be responsible for all travel logistics of the program; shall reserve all classroom/office facilities for the exclusive of Mt. San Antonio College (Mt. SAC); shall arrange all field trips; shall provide a local coordinator to assist the faculty and deal with relations between students and families; shall collect all fees and pay all bills pertaining to the operation of the program; and shall, in general, do all possible to make the program a success.

PROGRAM DESCRIPTION: A 15-week semester in (location) beginning approximately (dates) in (location) and ending approximately (date) in (location).

TRANSPORTATION: Air transportation by regularly scheduled commercial airline between Los Angeles, California and (location) and from (location) to Los Angeles at the end of the program. Transfers to/from housing and the airport. Surface transportation by bus or train to be provided for all excursions. Coaches will be 45 to 49 seaters with microphone for excursions/transfers. A metro/bus pass to be included for the period in (location).

HOUSING AND MEALS: In (location) students will have the option of lodging, twin bedded rooms, in dormitories at the (accommodations) or family stays. In (location) students may choose between dormitory/apartments or family stays. Single supplement to be available. Breakfast and one other meal or meal allowance to be provided daily in each location.

COUNSELING AND ORIENTATION: A one-day orientation to the program for students upon arrival in (location) and again in (location). The contractor or representative to provide an on-campus orientation meeting covering departure information and program requirements.

ACTIVITIES: Overnight excursions in each location (list locations) to include transportation, lodging, and two meals or meal allowance for three days and two nights. Day trips to (list locations) to include transportation and guide. Group cultural events in each location, minimum of two performances, opera, theater, etc.

ON-SITE SUPPORT: On-site staff to be available in (number of locations) locations to coordinate housing arrangements, excursions, and resolve any logistical problems that may arise. Contractor to arrange for the services of an administrative assistant for ten hours per week to assist with typing, photocopying, preparing materials for class, etc.

FACILITIES: Classroom to accommodate 40 students available 9:00 a.m. to 4:00 p.m. four days a week in each location. Faculty to have daily access to private office space. Office equipment to include typewriter, desk, and two chairs. Faculty to have access to (list equipment).

MT. SAN ANTONIO COLLEGE

PROPOSAL WORKSHEET

Please provide cost for each category based on a minimum of 30 student participants and two/three instructors as indicated.

Costs provided are per student

TRANSPORTATION: Round-trip airfare on dates scheduled, transportation to and from lodgings \$ _____

LODGING/FOOD: Twin lodging in dormitory or homes, breakfast and dinner \$ _____

EXCURSIONS: As listed in guidelines \$ _____

INSURANCE: Medical/Accident per student \$ _____

FACULTY SERVICES: Pro-rated cost of faculty transportation, housing, and excursions as listed \$ _____

GENERAL: Instructional space rental, office space and equipment, administrative assistant, marketing, contractor's liability insurance, orientation, administration other (specify):

TOTAL PER STUDENT COST (BASED ON 30 STUDENTS) \$ _____

COST BASED ON 31-34 STUDENTS \$ _____

COST BASED ON 35-39 STUDENTS \$ _____

FACULTY SERVICES: Air transportation between Los Angeles, California and (location) and from (location) to Los Angeles at the end of the program for three instructors. One bedroom furnished apartment in each location for two instructors plus one additional apartment in (location). Television to be included in each apartment. Telephone calls and line rental, electricity, gas, and water are not included. Entrance fees as per the student itinerary included for all excursions.

PUBLICITY: Two thousand (2,000) program brochures to be provided by travel contractor after copy has been approved by Mt. SAC. The contractor or representative should be available for promotional previews and pre-departure orientation meetings at Mt. SAC locations.

INSURANCE: Contractor to provide health and accident insurance pursuant to the California Education Code that provides the students and monitors coverage for necessary hospitalization, medical transportation, doctor/nursing fees, prescriptions/drugs, etc.

ADMINISTRATIVE FEES: One Hundred (\$100.00) per student to be built into the program for program promotion, guest lecturers, cultural activities, office expenses, and contingencies.

NOT INCLUDED: Fees paid to travel contractor do not include passport fees, portorage, lunches, personal expenses, services during semester break, college fees and books, instructor's salaries and housing utilities, and anything not specified.

MT. SAN ANTONIO COLLEGE

INTERNATIONAL PROGRAMS FUNDING PROPOSAL

April 1995

OVERVIEW

Since the Fall of 1994, the International Student Services Committee has been surveying the needs of international students at Mt. SAC and discussing the development of an International Students Center with colleagues both on and off campus. As a result of this research, a center is currently being established on campus in the Student Services Center. Its goal is to "better serve the admission and follow-up needs of international and newly immigrated students."

In addition, an ad hoc committee was formed in Fall of 1994 to research International Education Programs and make recommendations for implementing them on our campus. The committee recognizes, as do educators throughout the United States and abroad, that students must be prepared to participate in the global community. The tremendous advances in technology and communications we have already experienced have begun to alter our perceptions of ourselves and our place in the world. Instantaneous global communications bring the world into our homes daily, and telegraph our attitudes and behaviors outward just as quickly. Institutes of higher learning have a serious responsibility to provide for international and intercultural awareness and understanding.

This proposal seeks to create a funding base for the combination of resources and expertise in the area of international education and international student services. This will directly benefit student outcomes by enriching curriculum, expanding student services and enhancing the quality of the educational experience at our institution. If approved, this proposal would enable 5 percent of funds from international student out-of-state tuition to be used to fund the operation of the International Students Center and to support the other components of the International Program on campus now and in the future.

ANALYSIS

1. International students generate a significant percentage of income for Mt. SAC. According to figures supplied by Admissions and Records, for the 1994-1995 academic year, there were 793 international students enrolled in the Fall semester and 577 international students enrolled in the Spring semester. The total unit load for Fall 1994 was 9,516 and for Spring 6,924. With a tuition fee of \$124/unit plus a \$13 unit enrollment fee, international students generated approximately \$2,252,280 in revenues for the institution. In addition, \$1,260 in application fees (at \$30 per student) were assessed for Fall 1994 and \$750 in application fees were assessed for Spring.

2. A recent survey (see attached) was conducted in December of 1994 in which 482 of our AMLA students participated. Some of the results of the survey were:
 - A. The top five services requested: an international student club, academic information about applying to universities, assistance with the transfer process, faculty advising and peer counseling.
 - B. Other pertinent services that were requested: information about campus involvement, assistance with the immigration process, a buddy program matching international students with American students, a student support group, and the opportunity to attend NAFSA.
 - C. Some additional concerns of international students were the lack of counselors available for international students and the need for more bilingual (or multilingual) professors.
3. International students expressed great concern over the shortfall in services at Mt. San Antonio College and indicated that this may be reason to transfer elsewhere. Other community colleges in our area are increasing their services and, according to our survey, they have more comprehensive programs for these students. However, as it stands now, there is no provision for funding any increase in services on our campus.
4. There is also no centralized location for dissemination of materials and information on International Education Programs offered by Mt. San Antonio College, and there are no specifically budgeted funds to support these programs. As the College looks into expansion of its existing International Education Program, it is important to support this expansion with funding.
5. The importance of international education in today's world cannot be underestimated. Some of the most pertinent and compelling arguments in its favor are:
 - A. Eighty percent (80%) of small businesses in California currently have international ties, and graduates with international experience will be preferred in hiring.
 - B. We unquestionably live in a global economy, and the implications of a diminished American position in world trade are only beginning to be felt. Students who graduate without an awareness of international issues will be disadvantaged.
 - C. One out of every 11 adults in California goes to a community college, and for many of them it is the only contact they will ever have with higher education. Therefore, it is important that we provide the same quality and approach they would encounter in a university environment.
 - D. If we fail to provide internationalized education, our transfer students will be at a disadvantage because the UC and CSU systems are already doing so.

RECOMMENDATION

In response to the need for additional services as demonstrated by the results of the International Student Services Survey, and in recognition of the need to establish a formalized budget for all aspects of international education at Mt. San Antonio College, it is recommended that five percent (5%) of the funds collected in international student fees be used to support the operation of the International Students Center and the other aspects of the International Education program.

This funding arrangement will be possible because the fees already charged to international students are scheduled to be raised in Fall 1995 from \$124 per unit (plus \$13 Student Services fee) to \$140 per unit (plus \$13). This funding is necessary to more adequately service existing students and to prepare for expected increases in the international student population. This will enable Mt. San Antonio College to expand support services to meet the unique needs of international students and sustain funding for the various elements of the International Education Program now and in the future.

This proposal, if approved, will result in improved ongoing services essential to the success of international students already on our campus, and it will provide additional discretionary revenues to be used for International Education and other programs. It will enhance Mt. San Antonio College's competitive edge in relation to other community colleges seeking to recruit international students, and it will help the college to continue its pursuit of quality in education.

PROJECTED INCOME

According to Admissions and Records, Mt. San Antonio College currently enrolled 793 international students in Fall 1994 and 577 in Spring 1995 for an average number of 685. The average unit load for these students typically exceeds 15 units per semester. In addition, many students enroll in the summer session, thereby generating additional income. According to the department of fiscal services at Mt. SAC, the College is projected to receive approximately 1.860 million in revenues from non-resident tuition. Five percent (5%) of that figure amounts to \$93,000. Following is a detailed budget that explains how this proposal seeks to allocate these funds.

PROPOSED BUDGET

I. INTERNATIONAL STUDENT PROGRAM

Personnel:

Clerk @ \$9.18/hour, 20 hours/week	\$	10,700.00
Counselor (hourly--summer)		3,500.00
Program Advisor		34,580.00
Student Worker @ \$7/hour, 5 hours/week (12 months)		1,680.00

Printing and Supplies 1,500.00

Travel/Conferences/Recruitment 6,500.00

Field Trips and Consultants 2,500.00

TOTAL \$ 60,960.00

II. INTERNATIONAL EDUCATION PROGRAM

Personnel:

Clerk @ \$9.18/hour, 20 hours/week	\$	10,700.00
40% Release for Program Director		13,776.00
Student Worker @ \$7/hour, 5 hours/week (11 months)		1,540.00

Printing and Supplies 1,500.00

Travel/Conferences/Consultants 3,000.00

TOTAL \$ 30,516.00

III. BUDGET SUMMARY

International Student Program Budget \$ 60,960.00

International Education Program Budget 30,516.00

TOTAL \$ 91,476.00

*Note: Personnel figures include allocation for benefits

INTERNATIONAL STUDENT SERVICES SURVEY RESULTS

Part I - Information about you

First semester college students = 238
 Transfer students = 17
 Continuing students at Mt. SAC = 227

Part II -

Would you like to have the following services that may be offered?

From the list of new services select your top three topics

	Service	Yes	No	No Answer	Choice 1	Choice 2	Choice 3
1.	International Student Club	402	77	13	80	16	26
2.	Academic information about applications to and information about other universities.	435	40	17	50	42	27
3.	Assistance with transfer process.	409	47	36	31	30	33
4.	Academic advisement from faculty such as AmLa, English, and other departments	454	23	15	21	35	45
5.	Peer counseling from other students who have successfully transferred to other four-year colleges.	407	69	16	29	25	33
6.	Information about programs and groups for campus involvement. Referrals for housing, medical insurance, and legal assistance.	408	64	19	26	30	19
7.	Help with immigration forms and processes.	374	98	20	21	19	27
8.	Program to find you a student friend for the U.S.	379	97	16	16	28	13
9.	International student support group with faculty, staff, or community leaders as members or friends.	392	82	18	15	19	7
10.	NAFSA (National Association Foreign Student Advisors) conferences and seminars about International Student issues.	394	84	14	12	17	17
11.	International Celebration Day	333	148	11	10	20	9
12.	Help with admissions processes.	412	61	19	5	11	17
13.	Assistance with registration process.	381	66	45	4	9	23
14.	Host Family program for the holidays.	253	218	20	5	6	3

Part III - Your ideas and suggestions

1. A program to introduce the Unified States customs, people, thinking, etc: maybe pairing students with "cultural mentor" families.
2. An International Center which features a different country's culture (display of flag, pictures, etc.) each month.
3. More counselors for international students (there are only two now).
4. More bilingual (or multilingual) professors.
5. Saturday hours for the Humanities Computer Lab and the Library.
6. An International Library with books, newspapers, and magazines in our native languages.
7. Better qualified tutors.
8. A naturalization class to become a citizen.

Activity #3

Addenda



AGREEMENT OF PARTICIPATION IN
THE ACADEMIC PROGRAMS CONSORTIUM
ADMINISTERED BY
THE COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE

Name of Institution: _____

The above-named institution, desiring to join with other institutions to cooperate with overseas universities in operating the indicated overseas study programs for its students and, desiring that its students may enroll in the programs to be administered by the CIEE, hereby agrees as follows:

A. Membership in the Consortium

The institution will become a participating member of the Consortium upon signature of this agreement by the institution and CIEE. The institution may choose to sponsor one or more programs offered by the Consortium and will indicate which programs it will sponsor on the attached list which is part of the agreement of participation. Sponsorship may be added or deleted at any time.

B. Sole Program

The institution agrees that the CIEE/consortium program will be its sole program at the indicated sites. (An exception may be made for a program in a discipline not covered by the CIEE/consortium program.)

C. Participation in the Formation of Operating Policies

The institution will designate appropriate representatives to receive communications from CIEE regarding the program and to communicate to CIEE the institution's views on program operation. These representatives should include an appropriate faculty member(s) and a contact for administrative matters.

D. Student Admission to the Programs

Students nominated by the consortium member institution may be admitted into the program under the following conditions:

1. The student applicant must be judged by the institution to have fulfilled the agreed-upon criteria for admission to the program.

Agreement of Participation

Page 2

2. Students approved by each institution may also be subject to review by a selection committee made up of representatives of the sponsoring institutions. Where the nominations exceed program capacity, this committee will select the students to be offered the available openings.
3. Students may also be required to meet selection criteria imposed by the host institution.
4. The institution must agree to provide academic credit as long as the student's overseas academic performance is satisfactory. The consortium will make an official recommendation about the amount of such credit, the final determination of which is subject to the academic policies and authority of the institution. Credit should be granted as in-residence or direct credit and included in the student's transcript from the institution.

E. Finances

1. The institution will transmit to CIEE the designated program fee for each of its students accepted into the program, in accordance with the rates and schedules announced by CIEE and with the CIEE payment schedules.
2. The institution will maintain its students' eligibility for all financial aid available on the home campus.
3. CIEE will arrange and pay for all services outlined in the program announcement, including (where listed) room and board, instruction, and other services as described.
4. In case CIEE is prevented from providing these services by factors beyond reasonable control of CIEE, such as natural disaster, civil strife, etc., CIEE will either provide equivalent services or refund to the institution all funds collected from the institution but not yet expended on behalf of the students.

F. Cancellation of Participation

1. CIEE may cancel this agreement if the institution fails to enroll any students in the program for a period of two years, provided that 12 months' prior notice of cancellation is given to the institution. The institution may withdraw from participation upon 12 months' advance written notice to CIEE. The institutional membership will be listed in publicity materials about the program until withdrawal or cancellation.

2. The institution agrees not to start its own study program at the same site/host institution for a period of 12 months following withdrawal from the consortium.

G. Membership in CIEE

Institutions which join the consortium can apply for membership in the Council on International Educational Exchange. (Information on CIEE membership will be sent on request.)

H. Annual Consortium Dues

Institutions which are members of CIEE pay no additional consortium dues. Institutions which are not members of CIEE pay annual dues which are currently set at \$400.00.

For the Institution:

For the Council on International
Educational Exchange:

Signature

Signature

Name of Signing Official

Name of Signing Official

Title

Title

Date

Date

12/94

**COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE ACADEMIC
CONSORTIUM PROGRAM LIST**

(Please check any programs you wish to sponsor)

AFRICA

_____ Council Study Center at the University of
Ghana Legon

AUSTRALIA

_____ Council Study Center at Murdoch University,
Perth

_____ Council Study Center at Wollongong
University: Environmental & Health Sciences

ASIA

CHINA AND TAIWAN

_____ Council Study Center at Peking University,
Beijing

_____ Council Study Center at Nanjing University,
Nanjing

_____ Council Study Center at the National
Chengchi University, Taipei

JAPAN

_____ Council Study Center: Tokyo

_____ Japanese Business & Society Program
Japanese Studies Program

KOREA

_____ Council Study Center at Sogang University,
Seoul

SOUTHEAST ASIA

_____ Council Study Center at IKIP Malang, Java,
Indonesia

_____ Council Study Center at Khon Kaen
University, Thailand

_____ Council Study Center at Hanoi University,
Vietnam

EUROPE

EAST & CENTRAL EUROPE

_____ Council Study Center at Charles University,
Prague, Czech Republic

_____ Council Study Center at the Budapest
University of Economic Sciences, Hungary

_____ Council Study Center at the Warsaw School of
Economics, Poland

FRANCE

_____ Council Study Center at the University of
Haute Bretagne, Rennes

_____ Paris Center for Critical Studies, University of
Paris III

NETHERLANDS/BELGIUM

_____ Council Study Center at the University of
Amsterdam, The Netherlands

_____ Council Study Center at the Universite Libre
de Bruxelles, Belgium

RUSSIA

Council Study Center: St. Petersburg

_____ Russian Language Program at St. Petersburg
University and the St. Petersburg Gornyi
Institut

_____ Social Sciences Program for Advance Students
of Russian at St. Petersburg University and
the Russian Academy of Sciences, St.
Petersburg

_____ Russian Language for Research Program at St.
Petersburg University and the Russian
Academy of Sciences, St. Petersburg

_____ Summer Russian Business Program at the
Russian Academy of Sciences, St. Petersburg

Council Study Center: Novosibirsk

_____ Russian Language Program in the Social
Sciences at Novosibirsk State University

_____ Russian Language Program in the Natural
Sciences at Novosibirsk State University

SPAIN

Course Study Center: Alicante

_____ Council Study Center at the University of
Alicante

Council Study Center: Seville

_____ Language & Society Program at the
Universidad Internacional Menendez Pelayo

_____ Liberal Arts Program at the University of
Seville and the Universidad Internacional
Menendez Pelayo

_____ Contemporary Spanish Studies Program at the
Universidad Internacional Menendez Pelayo

_____ Business & Society Program at the University
of Seville

_____ Advanced Track

LATIN AMERICA

ARGENTINA

_____ Council Study Center at the Facultad
Latinoamericana de Ciencias Sociales
(FLACSO) and the Universidad de Buenos
Aires, Argentina

BRAZIL

_____ Council Study Center at the University of São
Paulo, Brazil

CHILE

Council Study Center: Santiago

_____ Council Study Center at the Universidad de
Chile and the Pontificia Universidad Católica
de Chile

_____ Contemporary Cultural Issues in Latin
America (Summer)

DOMINICAN REPUBLIC

_____ Council Study Center at the Pontificia
Universidad Católica Madre y Maestra,
Santiago, Dominican Republic

COSTA RICA (Rain Forest Program)

_____ Council Study Center for Ecology of the
Rainforest: Tropical Biology and Ecology at
the Monte Verde Institute

In addition, the Council administers the following Summer Study Centers:

Shanghai Summer Language & Culture Program at Fudan University
France Today: Language and Culture at the Institut Catholique de Paris
The Spanish Mediterranean: Language and Area Studies at the University of Alicante
Archeology and Art History in Tunisia (under development)
Ecology and the Environment Program at Khon Kaen University, Thailand

Signature

Name of Signing Official

Title

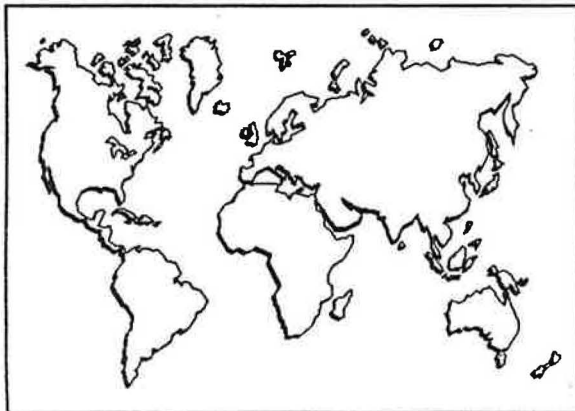
Institutional address

Date

CALIFORNIA COLLEGES FOR INTERNATIONAL EDUCATION

STUDY ABROAD PROGRAMS

1993 - 1994
FALL SEMESTER
WINTER BREAK
SPRING BREAK
SPRING SEMESTER
SUMMER



Study abroad programs encourage the development of international understanding. Summer session, semester of short-term break college credit classes in foreign locations improve and enhance the opportunity to learn and grow. Classes offered include foreign languages, art, humanities, social sciences, natural history and vocational fields. In keeping with the community college "open door" philosophy, community college study abroad programs welcome all ages, interests, and backgrounds without sacrificing academic standards. Former CCIE participants confirm these educational ventures as the most dramatic experiences of their life.

This brochure lists study abroad programs offered by the fifty-three members of California Colleges for International Education. Information is provided by the individual colleges and are subject to change. For brochures and further details, call the study abroad officer at the specific colleges.

CALIFORNIA COLLEGES FOR INTERNATIONAL EDUCATION

American River College
Chabot/Las Positas District
Chaffey College
Coast Community College District
 Contra Costa College
 Golden West College
 Orange Coast College
DeAnza College
El Camino College
Foothill College
Glendale College
Hartnell College
Long Beach City College
Los Angeles Community College District
Mt. San Antonio College
Napa Valley College
North Orange County Community College District
 Cypress
 Fullerton
Ohlone College
Palomar City College
Pasadena College
Redwoods, College of
Saddleback Community College District
 Irvine Valley
 Saddleback
San Bernardino City College
San Diego Community College District
 San Diego City College
 San Diego Mesa College
 San Diego Miramar College
San Francisco, City College of
San Jose/Evergreen Community College District:
 Evergreen Valley College
 San Jose City College
Santa Barbara City College
Sonoma County Community College District:
Siskiyou, College of the
State Center Community College District
 Fresno City College
 Kings River College
Ventura Community College District
 Ventura
 Oxnard
 Moorpark
Vista College
West Valley-Mission Community College District
Yosemite Community College District
 Columbia and Modesto Colleges

FALL SEMESTER, 1994



CAMBRIDGE, ENGLAND/ DUBLIN, IRELAND

COLLEGE Coast C.C. District
CONTACT Christine Russell
(714) 432-5963
DATES August 25 - December 1
CLASSES Art History, Drawing, Film,
English Literature, Creative
Writing, Shakespeare,
COST \$ 4,600

LONDON, ENGLAND

COLLEGE Hartnell College
CONTACT Randy McNally(408)755-7717
DATES September 1 - December 16
CLASSES Shakespeare, Ethics, Theater,
English Literature, Philosophy,
Psychology, Sociology
COST \$ 4,395 (plus airfare)

COLLEGE Modesto College
CONTACT Steve Collins
DATES Sept. - Dec.
CLASSES GE classes
COST \$ 8,000

COLLEGE City College of San Francisco
CONTACT Joanne Low (415) 561-1853
DATES TBA
CLASSES Language and Culture courses.
COST TBA

LONDON, ENGLAND

COLLEGE Santa Rosa Junior College
CONTACT Steve Olson (707) 527-4441
DATES September 8 - December 16
CLASSES English, Humanities, Social
Science.
COST \$ 5,000 (plus airfare, and
\$ 150 refundable deposit)

OXFORD, ENGLAND

COLLEGE Ventura C.C. District
(Moorpark)
CONTACT Gerald Bridgeman
(805) 378-1400
DATES August 22 - December 14
CLASSES Survey of English Literature,
Literature, History of Western
Civilization (From 1550),
Shakespeare, Contemporary
Foreign Film, International
Relations, Comparative
Government, United States
History and Directed Studies.
COST \$ 3,600

STRATFORD-UPON-AVON, ENGLAND

COLLEGE Ohlone College
CONTACT Kay Harrison
(510) 659-6090
DATES TBA
CLASSES TBA
COST \$ 4,500

PARIS, FRANCE

COLLEGE El Camino
CONTACT Joyce Schenk (310) 532-3670
DATES Sept. 5 - Dec. 9
CLASSES French language, culture, art,
conversation, Int'l. Business
COST \$ 5,400

PARIS FRANCE



COLLEGE LACCD
CONTACT Donald Culton
(213) 891-2282
DATES September 5 - December 9
CLASSES French language, Civilization.
COST \$ 4,800 (plus airfare)

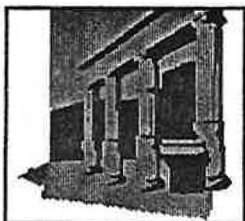
COLLEGE North Orange Co. District
CONTACT John Walker (714) 992-7000
DATES TBA
CLASSES French 1-6.
COST TBA

COLLEGE City College of San Francisco
CONTACT Joanne Low (415) 561-1853
DATES September 6 - December 9
CLASSES French Language and Culture.
COST \$ 4,750

COLLEGE Santa Barbara City College
CONTACT Pablo Buckelew
(805) 965-0581
DATES TBA
CLASSES Art, language.
COST TBA

FLORENCE, ITALY

COLLEGE Coast District
CONTACT Christine Russell
(714) 432-5738
DATES August 25 - December 1
CLASSES Art History, Drawing,
Sculpture, History,
Italian, Philosophy. Includes
10 days in Rome.
COST \$ 5,050



COLLEGE City College of San Francisco
CONTACT Joanne Low
(415) 561-1853
DATES September 3 - November 26
CLASSES Language and Culture Courses
COST \$ 3,500, plus airfare

COLLEGE LACCD
CONTACT Romualdo Scherillo
(213) 389-2667
DATES September 3 - November 26
CLASSES Italian conversation, phonetics
and Civilization.
COST \$ 3,800 plus airfare

SALAMANCA, SPAIN

COLLEGE LACCD
CONTACT Roger Fernandez,
(213) 669-4233
DATES Sept. 3 -Nov.27
CLASSES Spanish,
Art, and Civilization
COST \$ 4,660



SPAIN/PORTUGAL

COLLEGE College of Siskiyous
CONTACT Jim Ray (916) 938-1451
DATES TBA
CLASSES TBA
COST TBA



JAPAN

COLLEGE College of
the Siskiyous
CONTACT Jim Ray
(916) 938-1451
DATES TBA
CLASSES TBA
COST TBA



AUSTRALIA

COLLEGE El Camino
CONTACT Joyce Schenk
(310) 532-3670
DATES Sept. 9 -Dec. 4
CLASSES TBA
COST \$ 5,695



ENSENADA, MEXICO

COLLEGE Palomar District
CONTACT Gene Jackson
(619) 744-1150
DATES TBA
CLASSES TBA
COST TBA

MORELIA, MEXICO

COLLEGE LACCD
CONTACT Nuria Bustamante
(310) 522-8328
DATES Sept. 6 - Dec.12
CLASSES Spanish and Mexican
Civilization.
COST \$ 2878
plus airfare

COLLEGE College of the
Siskiyous
CONTACT Jim Ray
(916) 938-1451
DATES TBA
CLASSES TBA
COST TBA



WINTER/SPRING BREAK 1993 - 1994

CALIFORNIA MISSIONS

COLLEGE LACCD
CONTACT David Weber (213) 891-2282
DATES March 29 - April 4
CLASSES History 185
COST \$ 150.

BRITISH THEATER AND THE LAKE DISTRICT

COLLEGE LACCD
CONTACT Larry Heingartner
 (213) 891-2282
DATES March 29 - April 4
CLASSES Theater 185
COST \$ 1,995

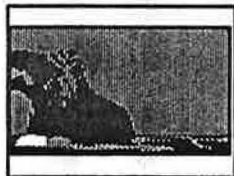
NEW ZEALAND

COLLEGE Ventura District
CONTACT Nick Ochoa (805) 654-6466
DATES Dec. 26 - Jan 8
CLASSES Community Services
COST \$ 2,696

COSTA RICA

COLLEGE Santa Rosa College
CONTACT Steve Olson (707) 527-4441
DATES Dec. 26 - Jan. 7
CLASSES Tropical Rain Forest
COST \$ 2,400

DATES April 1 - 10
CLASSES Tropical
 Cloud Forest
 Conservation
COST \$ 1,200



MEXICO

COLLEGE City College of
 San Francisco
CONTACT Walter Lichtenstein
 (415) 239-3668
DATES Dec. 27 - Jan. 9
CLASSES Art History (NC)
COST TBA

MERIDA, MEXICO

COLLEGE Coast District
CONTACT Christine Russell
 (714) 432-5963
DATES Dec. 26 - Jan. 16
CLASSES Intensive Spanish
COST \$ 1,799



FACULTY SEMINARS:

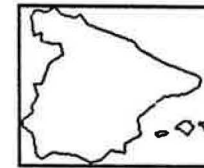
MAZATLAN, MEXICO

COLLEGE LACCD
CONTACT Donald Culton
 (213) 891-2282
DATES January 8 - 15
CLASSES TBA
COST \$ 550

FACULTY SEMINARS

SPAIN

COLLEGE LACCD
CONTACT Raoul de la Sota
 (213) 891-2282
DATES Jan. 4 - 16
CLASSES TBA
COST \$ 2,325



THAILAND

COLLEGE LACCD
CONTACT Nancy Poopongpaibul
 (818) 342-6022
DATES January 2-15
CLASSES TBA
COST \$ 2,065



ENGLAND

COLLEGE LACCD
CONTACT Beverly Nelson
 (213) 891-2282
DATES January 3-16
CLASSES TBA
COST TBA



SPRING SEMESTER 1994

CAMBRIDGE, ENGLAND

COLLEGE Santa Barbara City College
CONTACT Pablo Buckelew
 (805) 965-0581
DATES February 10 - May 9
CLASSES Western Civ.; British Lit., Shakespeare, Art, Political Science
COST \$ 3,675

COLLEGE North Orange Co. District
CONTACT John Walker
 (714) 992-7000

DATES TBA
CLASSES English, History and Art History
COST \$ 3,849

KINGSTON-ON-THAMES, ENGLAND

COLLEGE Chabot College
CONTACT Clyde Allen
 (510) 786-6802
DATES TBA
CLASSES History, English, and Humanities.
COST TBA



LONDON, ENGLAND

COLLEGE Hartnell College
CONTACT Randy McNally
 (408) 755-7717
DATES TBA
CLASSES Shakespeare, Ethics, Theater, English Literature, Philosophy, Psychology, Sociology
COST \$ 4,395 (plus airfare)

OXFORD, ENGLAND

COLLEGE Pasadena City College
CONTACT William Goldmann
 (818) 585-7123
DATES TBA
CLASSES TBA

STRATFORD, ENGLAND

COLLEGE El Camino College
CONTACT Joyce Schenk
 (310) 532-3670
DATES February 17 - June 3
CLASSES Shakespeare, International Business, British History and History of American Foreign Relations.
COST \$ 4,300

OXFORD, ENGLAND/ PARIS, FRANCE

COLLEGE Ventura C.C. District (Moorpark)
CONTACT Gerald Bridgeman
 (805) 378-1400
DATES TBA
CLASSES TBA
COST TBA

PLYMOUTH, ENGLAND

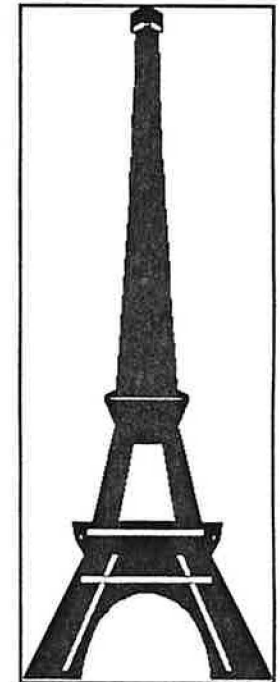
COLLEGE LACCD
CONTACT Paul Whalen
 (213) 891-2282
DATES TBA
CLASSES TBA
COST \$ 5,500

PARIS, FRANCE

COLLEGE Coast C.C.D.
CONTACT Christine Russell
 (714) 432-5738
DATES February 3 - May 5
CLASSES French, Art History, Drawing, History
COST \$ 4,500

COLLEGE Hartnell College
CONTACT

Randy McNally
 (408) 755-7717
DATES Feb. 10 - May 6
CLASSES French, Speech, Theatre Arts, History, Soc., Psychology, Humanities
COST \$ 5,245



PARIS, FRANCE

COLLEGE Modesto College
CONTACT Steve Olson
(209) 575-6513
DATES Jan. 12 - May 6
CLASSES Language; Speech, Lit.,
Critical Thinking, and
Psychology
COST \$ 7,000

COLLEGE City College of
San Francisco
CONTACT Walter Lichtenstein
(415) 239-3778
DATES Jan. 30-May 21
CLASSES Language and Culture
courses.
COST \$ 4,850

COLLEGE Santa Rosa Junior
College
CONTACT Steve Olson
(707) 527-4441
DATES Feb. 10 - May 6
CLASSES Selection from 15 lower
division GE courses
COST \$, 5,245 + air

COLLEGE LACCD
CONTACT Mary Ellen Eckhert
(213) 891-2282
DATES January 30 - May 21
CLASSES French conversation,
phonetics and
civilization.
COST \$ 4,800

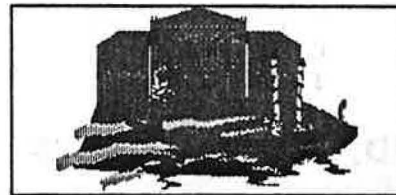


COLLEGE Ventura District
CONTACT Karla Rolff (654-6400)
DATES Feb. 10 - May 12
CLASSES Anthropology, English,
Humanities and Frence
Language
COST \$ 4,450

FLORENCE, ITALY

COLLEGE El Camino College
CONTACT Joyce Schenk
(310) 532-3670
DATES Feb. 10 - May 27
CLASSES Italian, Renaissance Art,
History, Film, Literature,
and International
Business
COST \$ 4,200 (no dinner) or
\$ 4,900 (with dinner)

COLLEGE LACCD
CONTACT Romualdo Scherillo
(213) 891-2282
CLASSES TBA
DATES March 4 - May 27
COST \$ 3,600 + airfare



COLLEGE Modesto Junior College
CONTACT Steve Collins
(209) 575-6330
DATES TBA
CLASSES TBA
COST TBA

COLLEGE City College of
San Francisco
CONTACT Walter Lichtenstein
(415) 239-3778
DATES March 4 - May 27
CLASSES Language, Art History
and Humanities
COST \$ 3,600 + air

SALZBURG, AUSTRIA

COLLEGE El Camino
CONTACT Joyce Schenk
(310) 532-3670
DATES TBA
CLASSES TBA
COST TBA



SYDNEY, AUSTRALIA

COLLEGE LACCD
CONTACT Brenda Guertin
(310) 522-8446
DATES February 3 - April 10
CLASSES TBA
COST \$ 4,975



SAN JOSE, COSTA RICA

COLLEGE Coast C.C.D.
CONTACT Christine Russell
(714) 432-5963
DATES January 15 - April 30
CLASSES Anthropology; Botany;
Political Science; Spanish
COST \$ 4,200



ENSENADA, MEXICO

COLLEGE Palomar College
CONTACT Gene Jackson
(619) 744-1150
DATES TBA
CLASSES TBA
COST TBA

GUADALAJARA, MEXICO

COLLEGE Modesto College
CONTACT Steve Collins
(209) 575-6513
DATES TBA
CLASSES TBA
COST TBA

CUERNAVACA, MEXICO

COLLEGE LACCD
CONTACT Nuria Bustamante
DATES Feb. 7 - April 30
CLASSES Spanish Language.
COST \$ 3,975 + airfare

COLLEGE Palomar College
CONTACT Gene Jackson
DATES Jan.31-April 29
CLASSES Spanish lang.
COST \$ 3,475 + air

SUMMER - 1994

UNITED KINGDOM

COLLEGE Ventura District
CONTACT Nick Ochoa (805)
DATE TBA
CLASSES International Business
COST TBA

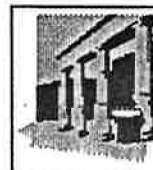
PARIS, FRANCE

COLLEGE Coast District
CONTACT Christine Russell
(714) 432-5963
DATES July 1 - 30
CLASSES French
COST \$ 2,990 plus airfare

COLLEGE LACCD
CONTACT Donald Culton
(213) 891-2282
DATES July 1 - July 31
CLASSES French conversation,
phonetics and civilization
COST \$ 2,800 plus airfare

ATHENS/ROME/FLORENCE

COLLEGE Santa Barbara
CONTACT Pablo Buckelew
DATES June 6-29
CLASSES West. Civilization
COST \$ 3,000



SALAMANCA, SPAIN

COLLEGE LACCD
CONTACT Donald Culton
(213) 891-2282
DATES June 11-July 10
CLASSES Spanish Language.
COST \$ 2,620
(\$ 420 option for 5
nights in Madrid)

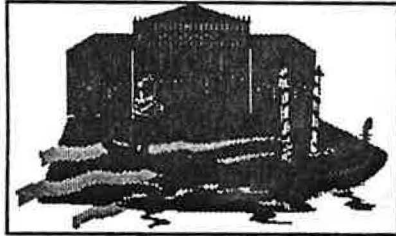
COLLEGE Santa Barbara City
College
CONTACT Pablo Buckelew
(805) 965-0581
DATES July 10 - August 5
CLASSES Spanish Language.
COST \$ 2,620
(\$420 option for 5 nights
in Madrid)



SUMMER, 1994

FLORENCE, ITALY

COLLEGE COAST CCD
 CONTACT Christine Russell
 (714) 432-5963
 DATES July 1 - July 30
 CLASSES Italian
 COST \$ 2,980

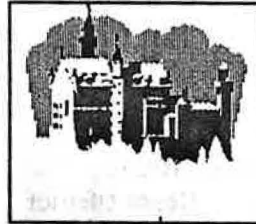


COLLEGE LACCD
 CONTACT Donald Culton
 (213) 891-2282
 DATES July 1 - July 30
 CLASSES Italian Language.
 COST \$ 2,200

COLLEGE Napa
 CONTACT Ron Zak (707) 996-3606
 DATES TBA
 CLASSES Art and Photography
 COST TBA

KONSTANZ, GERMANY

COLLEGE LACCD with Kirkwood
 and Delaware
 Community Colleges
 CONTACT Donald Culton
 (213) 891-2282
 DATES June 29 - August 2
 CLASSES German Language and
 Civilization
 COST \$ 2,525

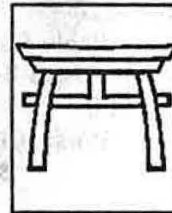


KYOTO, JAPAN

COLLEGE Coast District &
 Saddleback College
 CONTACT Christine Russell
 (714) 432-5963
 DATES June 23 - July 21
 CLASSES Japanese, Photography
 COST \$ 2,990

TOKYO, JAPAN

COLLEGE City College of San
 Francisco
 CONTACT Fumiko Grant
 (415) 239-3275
 (415) 239-3582
 DATES June 28 - July 26
 CLASSES Japanese Language
 COST \$ 3,200



CHINA

COLLEGE Ventura District
 CONTACT Linda Calderon
 (805) 986-5859
 DATES May 22 - June 10
 CLASSES TBA
 COST TBA

VIETNAM

COLLEGE Pasadena College
 CONTACT William Goldmann
 (818) 585-7123
 DATES TBA
 CLASSES TBA
 COST TBA

THAILAND

COLLEGE COAST CCD
 CONTACT Christine Russell
 (714) 432-5963
 DATES June 22 - August 7
 CLASSES Political Science
 COST \$ 2,565



SUMMER - 1994

COSTA RICA

COLLEGE Palomar College
CONTACT Gene Jackson
DATES TBA
CLASSES Spanish Language.
COST TBA



CUERNAVACA, MEXICO

COLLEGE Coast C.C. District
CONTACT Christine Russell
 (714) 432-5963
DATES July 1 - July 31
CLASSES Spanish.
COST \$ 2,050

COLLEGE Fresno College
CONTACT Robert Arroyo
 (209) 442-8254
DATES June 19 - July 10
CLASSES Spanish Language.
COST \$ 1,870



CUERNAVACA, MEXICO

COLLEGE LACCD
CONTACT Dr. Donald Culton
 (213) 891-2282
DATES July 17 - August 12
CLASSES Spanish Language and
 Mexican civilization.
COST \$ 1695

COLLEGE Palomar College
CONTACT Gene Jackson
 (619) 744-1150
DATES TBA
CLASSES Spanish Language.
COST \$ 1,250

COLLEGE Santa Barbara City
 College
CONTACT Pablo Buckalew
 (805) 965-0581
DATES June 18 - July 16
CLASSES Spanish Language.
COST \$ 1,450 + air (\$ 375
 approx.)

COLLEGE State Center CCD
CONTACT Sarah Reyes
 (209) 323-5137
DATES June 25 - July 16
CLASSES Spanish Language.
COST \$ 1,450 + air (\$ 375
 approx.)



GUADALAJARA, MEXICO

COLLEGE Modesto Junior College
CONTACT Steve Collins
 (209) 575-6513
DATES June 20 - July 25
CLASSES Spanish Language,
 Mexican life and culture.
COST \$ 1,900

COLLEGE Hartnell College
CONTACT Randy McNally
 (408) 755-6717
DATES June 18 - July 23
CLASSES Spanish, History
COST \$, 1,725

COLLEGE Santa Rosa Junior
 College
CONTACT Steve Olson
 (707) 527-4441
DATES June - July
CLASSES Spanish language;
 Mexican Life & Culture
COST \$, 2,000

COLLEGE City College of San
 Francisco
CONTACT Walter Lichtenstein
 (415) 239-3778
DATES June-July
CLASSES Spanish Language and
 Culture
COST \$ 1,500

SAN MIGUEL, MEXICO

COLLEGE Napa
CONTACT Ron Zak
DATES TBA
CLASSES Latin American History;
 Spanish
COST TBA

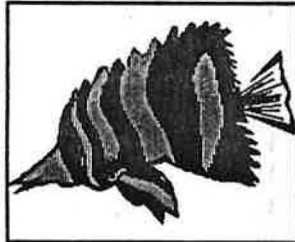
SUMMER, 1994

BAJA CALIFORNIA, MEXICO

COLLEGE Glendale College
CONTACT Jose Mercarde (818)
DATES June 1 - August 19
CLASSES Marine Biology, Marine Ecology, Spanish, Marine Vertebrates, History of Baja California, Field Geology.
COST \$ 450.00 - \$750.00

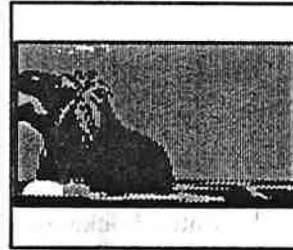
ENSENADA, MEXICO

COLLEGE COAST CCD
CONTACT Christine Russell
(714) 432-5963
DATES June 12 - June 25
CLASSES Spanish
COST \$ 825.



SEA OF CORTEZ, BAHIA DE LOS ANGELES

COLLEGE LACCD
CONTACT Raymond Wells
(818) 347-0551
Ext. 285
DATES July 19 - July 30
CLASSES Oceanography and Biology
COST \$ 750



FASHION EXPERIENCE IN NEW YORK

COLLEGE LACCD
CONTACT ADRIENNE ZINN
(213) 891-2282
DATES JUNE
CLASSES TBA
COST \$ 1,400

COUNCIL STUDY CENTERS

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AFRICA

Ghana

Legon

Study Program at the University of Ghana

FALL or SPRING semester or ACADEMIC YEAR. Minimum 3.0 GPA overall and junior standing are required. All students take a local African language and an area studies course. Other courses are chosen from regular offerings of the University of Ghana. All content-based courses are taught in English.

ASIA & OCEANIA

Australia

Perth

Study Program at Murdoch University

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall is required. All students take an Australian studies course. Other courses are chosen from regular offerings of Murdoch University.

China and Taiwan

Beijing

Language & Study Program at Peking University

FALL or SPRING semester. Minimum 2.75 GPA overall, two years of college-level Chinese, and one Chinese studies course are required. All students take intermediate or advanced Chinese language; in addition, students do a Chinese practicum or internship. All course work is done in Chinese with the exception of the internships where some English is used.

Summer Language & Study Program at Peking University

SUMMER only. Minimum 2.75 GPA overall, one year of college-level Chinese, and one Chinese studies course are required. Students study intermediate or advanced Chinese language. In addition students organize a summer camp for Chinese middle school students.

Nanjing

Language & Study Program at Nanjing University

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall, one year of college-level Chinese, and one Chinese studies course are required. All students take intermediate or advanced Chinese language and contemporary Chinese studies—taught in English.

Shanghai

Summer Language & Culture Program at Fudan University

SUMMER only. Minimum 2.75 GPA overall is required. There is no language prerequisite. All students take beginning or intermediate Chinese language and a core course focusing on Shanghai—taught in English.

Taipei

Language & Study Program at National Chengchi University

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall, one year of college-level Chinese, and one Chinese studies course are required. All students take intermediate or advanced Chinese language. Other courses include Chinese civilization, society and family, art, and economics. All content-based courses are taught in English.

Indonesia

Malang, Java

Southeast Asian Studies Program at the Institut Keguruan Dan Ilmu Pendidikan (IKIP) Malang

FALL or SPRING semester. Minimum 2.75 GPA overall and one Asian studies course are required. There is no language prerequisite. All students take Indonesian language and contemporary Indonesian history and society. Other courses include Indonesian literature (prerequisite: one year of Indonesian), development studies, anthropology, and Javanese performing arts. All content-based courses are taught in English.

Japan

Tokyo

Japanese Business & Society Program

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall and basic business background are required. There is no language prerequisite. All students take Japanese language and a contemporary Japanese society course. Other courses include Japanese business, economics, politics, and culture. Courses include visits to Japanese companies. All content-based courses are taught in English.

Summer Japanese Business & Society Program

SUMMER only. Minimum 2.75 GPA overall and a basic business background are required. Students take a business course taught in English and survival Japanese. The program includes visits to Japanese companies.

Japanese Studies Program

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall is required. All students take Japanese language and a contemporary Japanese society course. Other courses include art, political science, and business/economics. All content-based courses are taught in English.

Korea

Seoul

Language, Culture, and Contemporary Studies Program at Sogang University

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall is required. There is no language prerequisite. All students take Korean language and contemporary Korean society. Other courses include political science, humanities, and business/economics. All content-based courses are taught in English.

Thailand

Khon Kaen

Southeast Asian Studies Program at Khon Kaen University

FALL semester only. Minimum 2.75 GPA overall and one Asian studies course are required. There is no language prerequisite. All students take Thai language. Other courses include contemporary Thailand, rural development studies and environment, women and development, Thai literature, and public health. All content-based are courses are taught in English.

The Environment, Ecology, and Development: The Human Perspective, at Khon Kaen University

SUMMER only. Minimum 2.75 GPA overall is required. All students take conversational or intermediate Thai and a core course focusing on rural development and ecology—taught in English.

Vietnam

Hanoi

Southeast Asian Studies Program at Hanoi University

FALL or SPRING semester. Minimum 2.75 GPA overall and one Asian studies course are required. There is no language prerequisite. All students take Vietnamese language and Vietnamese history and civilization courses. Other courses include Vietnamese literature and culture and arts. All content-based courses are taught in English.

CARIBBEAN, CENTRAL & LATIN AMERICA

Argentina

Buenos Aires

Latin American Studies Program at the Facultad Latinoamericana de Ciencias Sociales (FLACSO) and Universidad de Buenos Aires

FALL or SPRING semester or ACADEMIC YEAR. Minimum 3.0 GPA overall, three years of college-level Spanish, and Latin American studies or social science course work are required. All students take a two-week intensive Spanish language course. Other courses include Spanish language, political science, economics, international relations, Argentine and Latin American history, philosophy, sociology, education, and Argentine and Latin American literature. All courses are taught in Spanish.

Brazil

São Paulo

Study Program at the University of São Paulo

FALL or SPRING semester or TWELVE MONTHS. Minimum 3.0 GPA overall and two years of college-level Spanish or Portuguese or one year of both are required. All students take Portuguese language and a Brazilian studies course. Other courses are chosen from regular offerings of the University of São Paulo. All courses are taught in Portuguese. Academic year students have the option of spending the spring semester at the Universidade Federal de Bahia in Salvador.

Chile

Santiago

Latin American Studies Program at the Universidad de Chile and the Pontificia Universidad Católica de Chile

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall and three years of college-level Spanish are required. All students take a two-week Chilean language and culture course. Other courses are chosen from regular offerings of the Universidad de Chile and the Pontificia Universidad Católica de Chile. All courses are taught in Spanish.

Summer Program in Contemporary Cultural Issues in Latin America at the Universidad Católica and the Facultad Latinoamericana de Ciencias Sociales (FLACSO)

SUMMER only. Minimum 2.75 GPA overall and four semesters of college-level Spanish are required. All students study Spanish and take two courses focusing on contemporary Latin American issues. All courses are taught in Spanish.

Costa Rica

Monteverde

Ecology of the Rainforest: Summer Program in Tropical Biology & Conservation at the Monteverde Institute

SUMMER only. Minimum 2.75 GPA overall and two semesters of college-level biology, ecology, or environmental studies are required. All students take tropical biology, agroecology, an independent field study, and Spanish conversation. The program includes an eight-day field trip to places of biological interest and a weeklong homestay. All content-based course work is done in English.

Dominican Republic

Santiago

Spanish Language & Caribbean Area Studies Program at the Pontificia Universidad Católica Madre y Maestra

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall and two years of college-level Spanish are required. All students take Spanish language and a Latin American culture and society course. Other courses include Latin American and Caribbean history, politics, literature, economics, geography, teaching English as a second language, and a community development internship. All courses are taught in Spanish.

EUROPE

Belgium

Brussels

European Studies and the European Union Program at the Université Libre de Bruxelles

SPRING semester only. Minimum 2.75 GPA overall is required. There is no language prerequisite. All students take French. Other courses are taught in English and include economics, political science, international relations, and history. Students with an advanced level of French may enroll in regular university courses.

Czech Republic

Prague

East & Central European Studies Program at Charles University

FALL or SPRING semester. Minimum 2.75 GPA overall and six semester credits in either history or a social science are required. There is no language prerequisite. All students take Czech language. Other courses are taught in English and include history, politics, economics, and culture.

France

Paris

Critical Studies Program at the University of Paris III

FALL or SPRING semester or ACADEMIC YEAR. Minimum 3.0 GPA overall, 3.0 in French, and two years of college-level French are required for fall semester and academic year; three years, for spring semester. All students take a two- or four-week intensive French language course. Other courses include contemporary French literary criticism, contemporary French philosophy, history and theory of film and cinema, semiotics, feminist and psychoanalytic theory, and communications. All courses are taught in French.

France Today: Summer Language and Culture Program at the Institut Catholique de Paris

SUMMER only. Minimum 2.5 GPA overall is required. There is no language prerequisite. All students take beginning, intermediate, or advanced French and a core course focusing on contemporary French culture—taught in English.

Rennes

Study Program at the University of Haute Bretagne

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall, 3.0 in French, and two years of college-level French are required. All students take French language. Other courses include French literature, history, art, and civilization. Qualified students may enroll in regular university courses. Students may teach English in French schools. All courses are taught in French.

Hungary

Budapest

East & Central European Studies Program at the Budapest University of Economic Sciences

FALL or SPRING semester. Minimum 2.75 GPA overall and six semester credits in either history or a social science are required. There is no language prerequisite. All students take Hungarian language. Other courses are taught in English and include politics, economics, history, and culture.

Netherlands

Amsterdam

European Studies and the European Union Program at the University of Amsterdam

FALL semester only. Minimum 2.75 GPA overall is required. Courses are taught in English and include economics, political science, history, international relations, and the humanities. Students may continue their studies during the spring semester at the Université Libre de Bruxelles, Belgium where courses are available in European studies.

Poland

Warsaw

East & Central European Studies Program at the Warsaw School of Economics

FALL or SPRING semester. Minimum 2.75 GPA overall and six semester credits in either history or a social science are required. There is no language prerequisite. All students take Polish language. Other courses are taught in English and include history, politics, economics, and culture.

Russia

St. Petersburg

Russian Language Program at St. Petersburg University and the St. Petersburg Gornyi Institut

FALL or SPRING semester or ACADEMIC YEAR. Two years of college-level Russian are required for semester; three years, for academic year program. All students take intermediate or advanced Russian language and literature. The program includes a field trip to Moscow. All courses are taught in Russian.

Summer Russian Language Program at St. Petersburg University and the St. Petersburg Gornyi Institut

SUMMER only. Two years of college-level Russian is required. All students take intermediate or advanced Russian language and literature. Students may take part in field trips to Moscow and other sites. All courses are taught in Russian.

Summer Russian Language for Research Program at St. Petersburg University and the Russian Academy of Sciences

SUMMER only. Three years of college-level Russian and enrollment in a graduate degree program or an advanced degree are required. All students take Russian language with an emphasis on improving skills needed for pursuing research, an introduction to libraries and archives of St. Petersburg, and a research seminar. All courses are taught in Russian.

Social Sciences Program for Advanced Students of Russian at St. Petersburg University and the Russian Academy of Sciences

FALL or SPRING semester. Three years of college-level Russian and enrollment in a graduate degree program or an advanced degree are required. Courses include Russian language, social sciences, independent study, and a research seminar. All courses are taught in Russian.

To order a catalog and an application for any program, call:

1-800-641-CIEE

Summer Business Program at the Russian Academy of Sciences

SUMMER only. Completion of sophomore year is required; business and economics course work preferred. There is no language prerequisite. All students take conversational Russian language and course work in Russia's contemporary political economy and business environment. Courses include visits to cooperative businesses, joint ventures, and state and cooperative factories and farms. All content-based courses are taught in English.

Novosibirsk

Summer Russian Language Program in the Natural Sciences at Novosibirsk State University

SUMMER only. One year of college-level Russian is required. All students take beginning, intermediate, or advanced Russian language, scientific Russian language, and topics in science—taught in Russian with English translation. The program includes field trips to Moscow, Lake Baikal, Irkutsk, and St. Petersburg.

Summer Russian Language Program in the Social Sciences at Novosibirsk State University

SUMMER only. Three to five semesters of college-level Russian are required. All students take advanced elementary or intermediate Russian language and Russian area studies—taught in Russian with English translation. The program includes field trips to Moscow, Lake Baikal, Irkutsk, and St. Petersburg.

Spain

Alicante

Language & Area Studies Program at the University of Alicante

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall is required. There is no language prerequisite. There is a maximum of two semesters (beginning level or equivalent) of college-level Spanish allowed for fall semester and academic year; a maximum of five semesters, for spring semester. All students take Spanish language. Other courses include history, art, contemporary society, Spanish literature, political science, and international business. All content-based courses are taught in English during the fall semester; in Spanish and English, during the spring semester.

The Spanish Mediterranean: Summer Language & Area Studies Program at the University of Alicante

SUMMER only. Minimum 2.5 GPA overall and one semester of college-level studies are required. There is no language prerequisite. All students take beginning, intermediate, or advanced Spanish language and a core course focusing on contemporary Mediterranean Spain—taught in English.

Seville

Language & Society Program at the Universidad Internacional Menéndez Pelayo

FALL or SPRING semester. Minimum 2.75 GPA overall and minimum of three and maximum of four semesters of college-level Spanish are required. All students take Spanish language. Other courses include literature, social sciences, history, art, and theater. All courses are taught in Spanish.

Contemporary Spanish Studies Program at the Universidad Internacional Menéndez Pelayo

FALL semester only. Minimum 2.75 GPA overall five semesters of college-level Spanish are required. Courses include Spanish language and contemporary literature, art, history, and politics. All courses are taught in Spanish.

Liberal Arts Program at the University of Seville and the Universidad Internacional Menéndez Pelayo

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall and five semesters of college-level Spanish are required. Courses include Spanish language, literature, art, contemporary civilization, history, politics, geography, anthropology, and cinema. All courses are taught in Spanish.

Advanced Liberal Arts Program at the University of Seville

ACADEMIC YEAR only. Minimum 3.0 GPA overall and six semesters of college-level Spanish are required. Courses are chosen from regular offerings of the Faculties of Philology, Geography, and History of the University of Seville.

Business & Society Program at the University of Seville

FALL or SPRING semester or ACADEMIC YEAR. Minimum 2.75 GPA overall, five semesters of college-level Spanish, and six semester credits in business or economics are required. All students take Spanish language. Other courses include the Spanish economy, financial institutions, productivity, finance, marketing, and operations. Students may also enroll in courses offered by the Contemporary Spanish Studies Program. Courses include visits to Spanish companies. Unpaid internships are also offered. All courses are taught in Spanish.

For advising about study abroad programs contact:
**Council on International Educational Exchange
University Programs Department
205 East 42nd Street, New York, NY 10017-5706
Tel: 212-661-1414, ext. 1227**

For information on Work Abroad, International Volunteer Projects, and International Student Identity Cards call 212-661-1414.

NATIONAL REGISTRATION CENTER for STUDY ABROAD • NRCSA

823 N. 2nd Street • P.O. Box 1393 • Milwaukee, WI 53201 U.S.A.
Tele: (414) 278-0631 • Fax: (414) 271-8884 • HotLine: (414) 224-3470
Internet: <http://execpc.com/~nrca> • E-Mail: info@nrca.com

UPDATES to NEW HORIZONS As of May 15, 1995

NRCSA maintains information about schools in 30 countries which welcome North Americans - and we will be happy to assist you with your plans if you wish to attend any one of them. Dates and fees for all programs are published in NEW HORIZONS. The most recent issue is Volume 13, Issue 1 (colors black and green). Since publication, the following changes/additions have occurred.

Program Availability Report OVER 1500 SUMMER PROGRAMS are listed through NRCSA ... & 75% still had space on May 15

Yes, some programs are filling. But most still have space. To speed-up your PreRegistration, please include 2nd and 3rd choice programs and dates. We can normally confirm them within 2-4 working day.

Filled programs as of May 15

Ireland & Britain: About half of the programs filled including all in the London area.

Mexico & Latin America: Intensa filled thru June 23. D'Amore filled for about half summer. Costa Rica is tight - but most schools elsewhere in Latin America still have some or good availability.

Spain: Some filled dates Malaca & Madrid. CLIC Residence filled most summer. Aug Santander filled.

France: Angers Catholic Univ filled balance of year. Sorbonne & Eurocentre have a few closed dates.

Japan: Kyoto filled balance of year. LIC filled Summer dates. Kanazawa filled through June.

UPDATES - CENTRAL & SOUTH AMERICA SCHOOLS

GUATEMALA: Due to the situation in Antigua we are not currently registering students for this program. We continue to work with the SAB school in Quetzaltenango. University credit options are no longer available for Guatemalan schools.

CHILE: Prices for tutor programs offered by Linguattec in Santiago have increased: Tutor Homestays are now \$920 for 2 weeks and \$415 for each additional week. Tutor Studios are now \$835 for 1 week and \$415 for each additional week. **Group prices remain the same.**

COSTA RICA: On May 1, Escuela de Idiomas D'Amore moved to larger quarters (about 6000 meters toward Quepos). The 3 week cost has increased from \$855 to \$935 (other costs remain the same). The homestays now start Mondays so preregistered students arriving Sunday stay at a hotel in Quepos (included in the cost in New Horizons) Sunday evening (no meals) and go to homes Monday after class.

PARAGUAY: IPEE has added a new Group 4 program. **\$795 for 4 Weeks** with 15 hours/week class, homestays and meals (except Sundays). For the balance of 1995, they will offer free arrival transfer for students advising arrival flights well in advance. Extra tutor assistance is \$9/hour.

NEW SCHOOL IN VENEZUELA. Venusa in Merida is the most recent addition. Their program has been developed over the last 5 years and evaluators have been delighted with it - and with the study location of Merida, a university town in the central mountains of Venezuela. Homestays are well rated and provide 3 meals daily. Group classes of 20 hours/week are intensive and start every Monday. In addition, several specialized courses are offered in Business, Woman's Leadership, and Teacher Training. Contact NRCSA for dates and fees - or check our Internet homepage.

THANK YOU: In the New York Times (May 14, 1995, Page 16xx) there is a nice article about NRCSA Latin America programs - worth reviewing if you want ideas about selecting a program.

UPDATES MEXICO SCHOOLS

Centro Bilingue in San Cristobal is offering a 5% discount on tuition and housing through November, 1995. Request it when registering.

Concepto Universal in Cuernavaca moved back to its original location (with swimming pool!) following renovations. Through the summer, they expect to utilize both facilities to avoid crowding.

Spanish Language School in Guadalajara added 2 to 5 week group sessions (20 hours/week) and tutorial (One-on-One) for 15 hours/week. Additional tutor hours at \$16/hr. Prices below include tuition, insurance, homestay with single room and two meals a day. Lodging starts day before class (Sun). Schools closed Aug 7-25 and Dec 12-30. (For shared twin, deduct \$2/person/night.)

Group	2 Wks	3 Wks	4 Wks	5 Wks	START	5/29, 7/3,* 8/28, 10/2, 11/6
	\$535	\$754	\$978	\$1195		

Tutor 15 Hours/Week: First Week \$435, Additional Weeks \$345. Start any Monday (except vacations)

UNAM in Mexico City new dates for the Teacher Workshop: June 20 - Aug 8, 1995

UPDATES SPAIN SCHOOLS

NEW SCHOOLS: **Don Quijote** schools in Salamanca, Barcelona, and Granada have been added to the NRCSA list. They offer 2 and 4 week classes starting each Monday year round (beginner dates more limited).

Groups of 5-8 meet 20 hours weekly for Spanish classes - and there is an enrichment program plus fieldtrips at additional cost. Students arriving Sunday are met at the train station and transferred to homestays - provided arrival information given well in advance. Homes provide 2 meals daily.

The 12 week semester program offers special pricing - and allows students to combine study in 3 cities - and take internships in business or tourism.

A special course in Spanish History is offered in Granada July 3-14 and July 17-28, 1995.

There are also year-end Spanish classes in Salamanca starting Dec 17 or 24.

Contact NRCSA for dates, fees and applications for these programs.

Eurocentre in Salamanca now includes 3 meals daily in homestays. Costs remain unchanged.

UPDATE ITALY

Scuola Leonardo da Vinci combine programs (Rome, Florence, Siena) as long as you enroll for 2 or more weeks in each city.

UPDATE FRENCH SCHOOLS

Sorbonne in Paris: 4 week business course includes 15 hours of class per week for 3 weeks; lodging, meals and a transportation pass good for 4 weeks i.e. Total class hours is 45.

UPDATE GREECE

"Alexander the Great," code **H** should read **H5** (Theater or enrichment activities at additional cost).

ON THE INTERNET

NRCSA E-Mail
inquiries@nrca.com

NRCSA WWW Address
<http://execpc.com/~nrca/>

You have a wealth of current information about intercultural and foreign language programs at foreign language institutes and universities at your fingertips. Check-out NRCSA's home page on the World Wide Web. Questions? Drop us a note on e-mail. Our staff has been to all of the schools described and will be happy to answer your questions.

You're also welcome to **Foreign School E-Mail Bulletins**, NRCSA's foreign school information update service. Simply E-Mail your name, country/language of interest and occupation to subscribe.bulletin@nrca.com.