



# STUDY ABROAD

San Mateo County Community College District



# GUIDELINES AND PROCEDURES MANUAL



College of San Mateo



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# ACKNOWLEDGEMENTS AND FOREWORD

## ACKNOWLEDGMENTS

This manual has used best practices from the NAFSA: Association of International Educators publication, *The Guide to Successful Short-Term Programs Abroad*

We gratefully acknowledge the following resources:

- Faculty-Led Study Abroad Program and Policy Manual, State University of New York at Oneonta
- Guide to Education Abroad, NAFSA: Association of International Educators
- Open Doors Reports on Study Abroad, Institute of International Education
- Standards of Good Practice for Education Abroad, The Forum on Education Abroad
- A Student Guide to Study Abroad, American Institute for Foreign Study

## FOREWORD

The purpose of this manual is to state the guidelines and procedures related to academic travel outside the United States during which San Mateo County Community College District (SMCCCD) faculty, staff and students interact. It is designed to protect the students, faculty, staff and the District by stating the responsibilities of parties involved with education abroad programs.

Faculty leaders are free to implement stricter procedures at their discretion, but all program participants shall be fully informed of the procedures.

It is strongly recommended that these procedures be applied to all foreign travel, regardless of purpose or participation. The procedures in this manual have been carefully vetted by experienced travelers with a deep understanding of the inherent risks of international travel.

Consortia programs remain under the oversight of the consortia program provider, American Institute for Foreign Study (AIFS). SMCCCD defers to AIFS in areas that overlap. In addition, SMCCCD students are always held to the highest standards of the Student Code of Conduct at their SMCCCD college where they are enrolled.

SMCCCD Study Abroad offers assistance with the processes contained in this manual and in the logistical, itinerary, and financial planning that goes into successful study abroad programming.

# HISTORICAL BACKGROUND AND CONTEXT

## STUDY ABROAD AND SAN MATEO COLLEGES

In 1986, the San Mateo County Community College District (SMCCCD) participated in the Northern California Study Abroad Consortium (NCSAC) with service provider American Institute for Foreign Study (AIFS) for a semester-long study abroad program in London, England.

The District Study Abroad Program resided at College of San Mateo until 2014. In the last year, SMCCCD has some of the highest numbers of student participation in the NCSAC. In addition, individual faculty-led programs happened with limited District involvement of Cañada College and Skyline College.

Currently, the program is housed at Skyline College within the Global Learning Programs and Services Division (GLPS). The Office of Study Abroad serves the three colleges as the centralized office. Community colleges have the least number of student participating in study abroad across the U.S. The importance for Study Abroad programming, particularly individual faculty-led programs, is of highest need.

## WHO SHOULD READ THIS MANUAL?

The NCSAC is a comprehensive consortium that reaches almost every department from Admission and Records to Financial Aid, and this manual is meant to serve as a resource for administration, faculty and staff in learning how their departments collaborate with SMCCCD Study Abroad.

### Faculty-Led Study Abroad Programs

Directing a faculty-led study abroad program is a full-time commitment for the entire journey and very different from teaching an on-campus or online course. A study abroad program is a collaborative venture, involving the faculty leader, SMCCCD Study Abroad, College Business Office, the District Office and the faculty member's academic department Dean, Vice President of Instruction, Office of Financial Aid, Academic Counseling and Admission and Records.

The types of Faculty-Led Study Abroad Programs offered through SMCCCD Study Abroad include but not limited to:

- Semester Abroad Program with NCSAC
- Short-Term Study Abroad Courses
- International Service Learning
- Community Travel Programs



# ORGANIZATION CHART

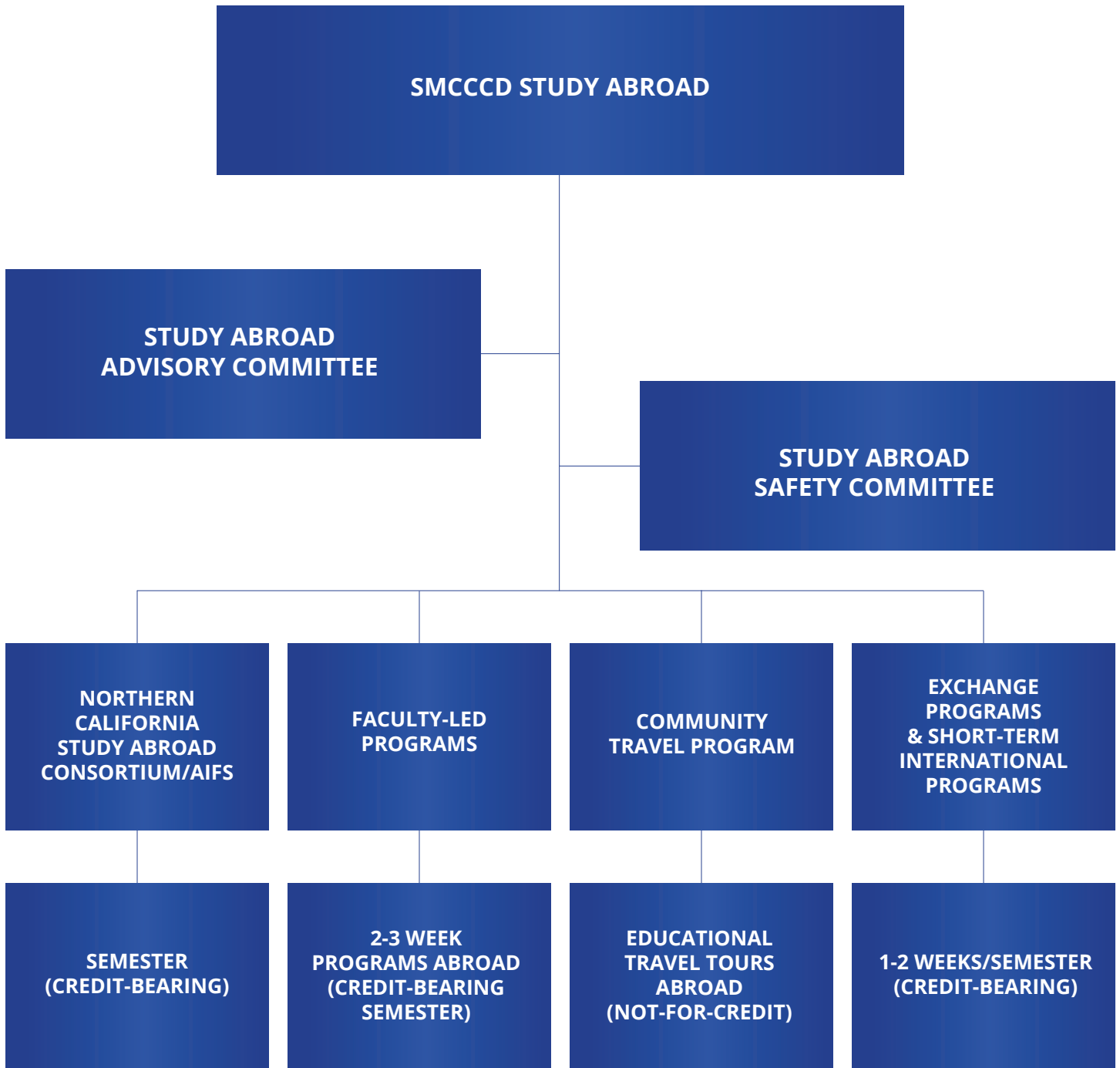
## SMCCCD STUDY ABROAD STRUCTURE & ORGANIZATION CHART

SMCCCD Study Abroad, a district-wide program, is housed at Skyline College in the Division of Global Learning, Services and Programs (GLPS). The division is under the Office of the Vice President of Instruction at Skyline College.

SMCCCD Study Abroad is staffed with a full time Director of Special International Programs and a part-time Program Services Coordinator. The Director reports to the Dean of the Global Learning Programs and Services.



# ORGANIZATION CHART



# STUDY ABROAD ADVISORY COMMITTEE CHARGE

## **CHARGE: STUDY ABROAD ADVISORY COMMITTEE (SAAC)**

The Study Abroad Advisory Committee (SAAC) consists of faculty and administrative representatives from Cañada College, College of San Mateo and Skyline College. The committee is chaired on a rotating basis by the Vice President of Instruction of each college. The committee is tasked with the review and selection of annual study abroad programs that serve both the students of the district and the international education goals of the colleges.

Currently, the types of programs consist of:

- Northern California Study Abroad Consortium Faculty Selection
- Faculty-Led Programs
- Community Travel Program Travel Ambassador selection
- Exchange Programs & Short-Term International Programs

The committee is also responsible for assessing student safety considerations, risk, and international leadership skills of proposed Faculty Leaders. The committee reserves the right to approve or deny any programs involving SMCCCD students and faculty.

## **SAAC COMPOSITION (PROPOSED)**

- 3 faculty (1 from each college)
- 1 VPI representative (Chair - rotates among the colleges)
- 1 VPSS representative (rotates among the colleges)
- Director of Special International Programs, SMCCCD Study Abroad (co-chair and ex officio)
- Dean, Global Learning Programs and Services (ex officio)
- Financial Aid representative (rotates among the colleges)
- Study Abroad Liaisons for Cañada College and College of San Mateo (ex officio)

The term of representatives that are not ex officio status is annual.

## **DIRECTOR OF SPECIAL INTERNATIONAL PROGRAMS, SMCCCD STUDY ABROAD**

The Director of Special International Programs reports to the Global Learning Programs and Services Dean at Skyline College. The primary duty of the Director is to manage the overall operations of the Study Abroad Program, provide training and opportunities, cross-campus collaboration for faculty to teach abroad, and promote and facilitate international learning opportunities for students enrolled in the colleges of the SMCCCD. The Director of Special International Programs is also the first-responder for the District when students and faculty are abroad and serves on the Executive Committee of the Northern California Study Abroad Consortium (NCSAC).

## **SMCCCD STUDY ABROAD**

SMCCCD Study Abroad (including the Director and any other associated staff), housed at Skyline College, facilitates the process of developing, managing, marketing, and assessing education abroad and related global learning opportunities.

# STUDY ABROAD ADVISORY COMMITTEE CHARGE

## **PROGRAM LEADERSHIP ON SMCCCD ACADEMIC ABROAD PROGRAMS**

### **FACULTY LEADER**

The Faculty Leader is normally the SMCCCD employee teaching the academic course(s) within a study abroad program. The Faculty Leader is responsible not only for academic aspects of the program, but is also for monitoring student well-being and financial stewardship during the program. The Faculty Leader is the principal representative of the District and their college during the program.

## **GLOBAL LEARNING VALUE RUBRIC BY THE ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AACU)**

The SAAC will evaluate faculty course proposals on the Global Learning Value Rubric by the AACU which states that global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies, and their implications for people's lives and the earth's sustainability. Through global learning, students should:

- Be informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
- Seek to understand how their actions affect both local and global communities, and
- Address the world's most pressing and enduring issues collaboratively and equitably.

Download the AACU Global Learning Value Rubric.

In order to maximize efficiencies across the District, the Study Abroad Advisory Committee (SAAC) advises on the identification and implementation of cost-effective study abroad programs for the Global Learning Programs and Services Division. In particular, the SAAC:

- Facilitates cross-college collaboration with the goal of reducing redundancies in effort and expense. The scope of work for consideration by this committee includes processes and activities related to the broad area of study abroad, including faculty selection, student recruitment, application, evaluation, and enrollment.
- Identifies forward-looking, sustainable goals for scholarship fundraising and admissions processing and directs faculty toward developing concrete proposals to meet those goals.
- Prioritizes short-term faculty led study abroad course proposals based on intended student learning outcomes and benefits. Priority will be given to proposals that will serve the greatest number of students, generate campus savings, and result in greater district-wide efficiencies.
- Provides the direction necessary to bring accepted proposals to fruition. SAAC provides input into the use of GLPS resources needed for proposals and promotes campus contributions of staff and faculty and resources to proposal development and implementation.



# NCSAC/AIFS ACADEMIC PROGRAM STRUCTURE

## **GUIDELINES FOR MANAGING SMCCCD COURSES OFFERED THROUGH THE NORTHERN CALIFORNIA STUDY ABROAD CONSORTIUM (NCSAC)**

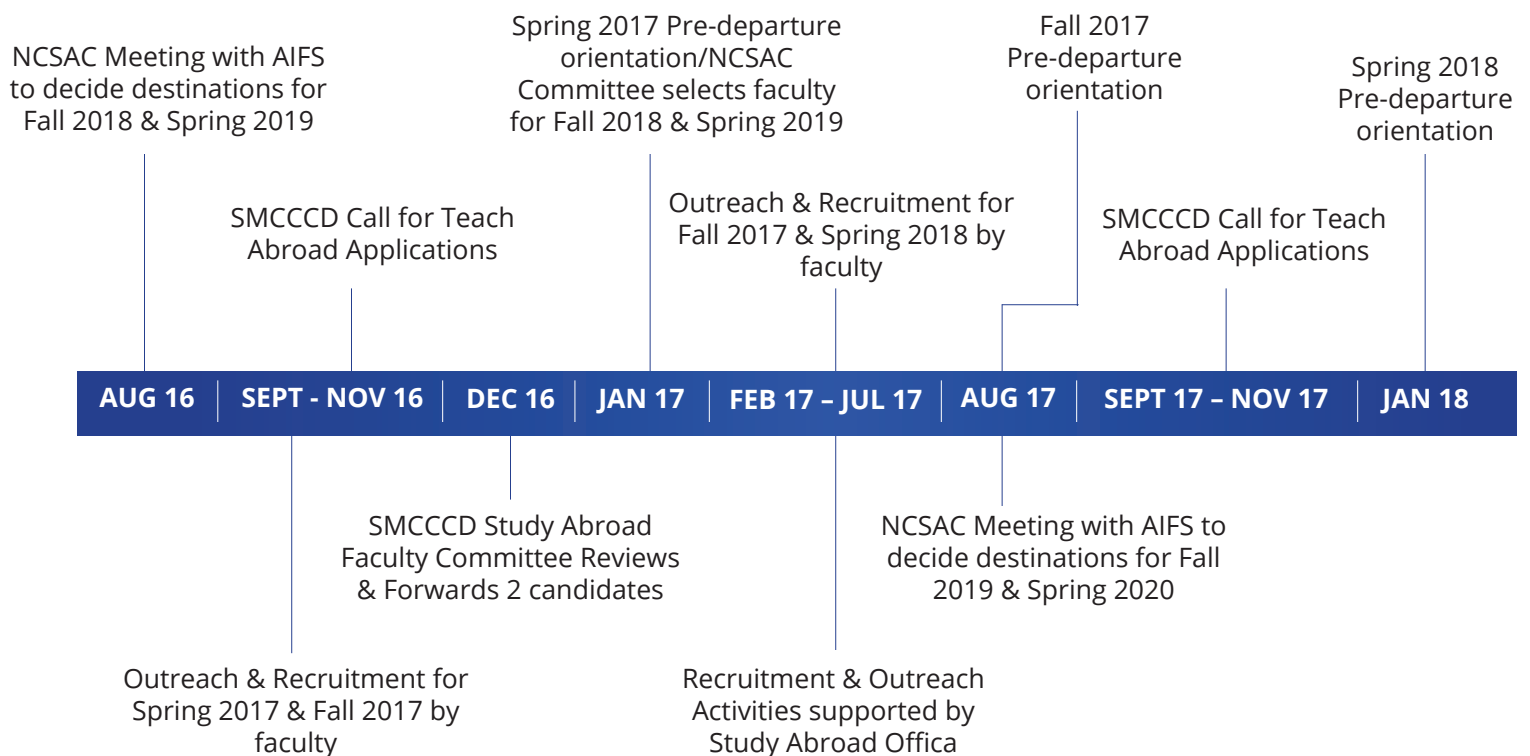
### **BACKGROUND**

The colleges of the San Mateo County Community College District have been participating in study abroad programming offered through the Northern California Study Abroad Consortium (NCSAC) for nearly 30 years. The NCSAC allows faculty and students from four community college districts around Northern California to participate in high quality Semester Abroad programs that might be inaccessible without the combined support and recruitment associated with a consortium. The participating community college districts are:

- Contra Costa Community College District
- Los Rios Community College District
- San Mateo County Community College District
- Santa Rosa Junior College District

### **THE NCSAC ACADEMIC PROGRAM STRUCTURE**

A typical NCSAC Semester Program includes four faculty (one from each district) who each teach four 3-credit courses (usually existing courses listed in the catalog of their home campuses). Students (with guidance from their academic counselors) are able to select from this menu of courses to build a schedule for the semester abroad. (All NCSAC students are required to carry a full load of 12 credits.)



# NCSAC/AIFS TIMELINE AND DEADLINES

## Northern California Study Abroad Consortium Timeline for Fall 2018 (London) and Spring 2019 (Florence)

ACTIVITIES	FALL SEMESTER ABROAD 2018	SPRING SEMESTER ABROAD 2019	NOTES
Call for Faculty Applications Fall 2016	October 2016	October 2016	The planning cycle is more than one year long and covers both Spring & Fall semesters
Local Faculty selection for recommendation	December 2016	December 2016	Decision made by the SMCCCD Study Abroad Advisory Committee
Consortium Faculty Selection	January 2016	January 2016	Decision made by the NCSAC Executive Committee
Curriculum Approval of Courses including Life and Culture course	February 2017	February 2017	Responsibility of the Faculty and their Division Dean to have all courses approved through Curriculum
Course Descriptions Due to Consortium Assistant	February 2017	February 2017	Faculty responsible
Request AIFS Program Recruiting Materials (Program Assistants)	November 2017 (year prior)	November 2018 (year prior)	Study Abroad Office Coordinator
Begin Recruitment Efforts	November 2017	February 2018	Faculty and Study Abroad Office Coordination
Priority Student Application	Prior to the 12th week of the Spring 2018 semester	Prior to the 12th week of the Fall 2018 semester	For home District students to have priority for faculty
General Application	May 2018	October 2018	Classes open to all enrolled students
Course Lists Due weekly to Consortium Assistant	April 2018	October 2018	Study Abroad and Office of Admission and Records responsibility
AIFS Flight Requests to be Received	May 2018	November 2018	Study Abroad and Student responsibility
AIFS Final Payment	July 2018	December 2018	Student responsibility
Pre-Departure Meeting	August 2018	January 2019	Organized on a rotating basis between districts
Classes Begin	September 2018	February 2019	Students have mid-semester break in March (Spring) and
Classes End	December 2018	April 2019	N/A

# NCSAC/AIFS FACULTY AND COURSE SELECTION

## FACULTY AND COURSE SELECTION

Within each of the four districts, faculty can apply to teach on an NCSAC program. A District-wide Study Abroad committee (e.g. SAAC consisting of faculty, staff and administrators) selects and advances a slate of 2 faculty candidates to represent their district on a semester program. Final selection is made by the NCSAC Executive Committee, based primarily on which courses will create a complimentary and marketable academic program for the specific semester and location. This selection process typically takes place two years in advance of the program date – allowing ample time for planning, faculty preparation, course development, curriculum approval and student recruiting.

- Faculty selected for participating in the NCSAC program will need to have approval from their campus division dean and Vice President of Instruction. Administrative approval of the application indicates full commitment on the part of the college, to support the faculty member and courses for the program.
- Approved applicants will be vetted by the SMCCCD Study Abroad Advisory Committee, and two finalist candidates will be advanced to the NCSAC Executive Committee for final selection based on “best fit” curriculum for each program.
- Courses taught by the selected faculty member will reside at the faculty member’s home campus unless alternative programming has been approved through the agreement of the Vice President of Instruction at the colleges impacted by the alternative course selection.
- Approval of faculty means that
  - the faculty member’s college agrees to offer the courses involved in the NCSAC program
  - the home college will upload the courses into Banner using the appropriate cohort codes for the study abroad program in coordination with the Director of Special International Programs
  - the home college is responsible for the faculty member’s load
- If an adjunct faculty member is selected to teach in the NCSAC, the home college will need to manage the faculty member’s assignments for the year to be compliant with the District faculty contract.
- Recruiting for study abroad students for the NCSAC program will be primarily the responsibility of the faculty member, and will also be supported by the Director of Special International Programs.
- The coordination for the NCSAC at SMCCCD will reside with the overall district study abroad programming under the direction of the Director of Special International Programs.

## CURRICULUM APPROVAL

Per the NCSAC timeline, curriculum must be approved a year in advance and each SMCCCD college must host the Life and Culture interdisciplinary course. If needed, curriculum must be approved by the California Community College Chancellor’s Office.

# NCSAC/AIFS COURSE LISTING & REGISTRATION

## **COURSE LISTING**

Because each college within a district may have unique course listings and codes, courses taught on NCSAC programs typically come from the home college of the four traveling faculty members. Participating students from across the consortium will need to apply for admission to, and be enrolled in courses from the home college of the traveling faculty. It will be the responsibility of the faculty member and their division dean to ensure that the appropriate courses are submitted for listing following standard methods and deadlines.

For example, Professor Jessica Marshall of Cañada College will be teaching in Florence for the 2017 Spring Semester NCSAC program. All participating students will need to be admitted to Cañada College and register for Jessica's courses via Cañada College. Her courses for Florence would need to be advanced for listing with the registrar's office following normal policy, procedure and scheduling.

(2016 Fall NCSAC SMCCCD Enrollment: 31 students; Out of District Enrollment: 110 students)

## **REGISTRATION**

The SMCCCD Office of Study Abroad will prompt all NCSAC students to apply to the appropriate college and obtain an SMCCCD G-number. The OSA will then forward the class lists, with the assigned G-numbers, to the appropriate registrar. The registrar will then create a registration process, study abroad cohort code for those participating students.

## **TUITION**

Because registration is handled by the specific college of the traveling faculty, tuition revenue will also be collected by that same college.

## **FACULTY REPLACEMENT**

Faculty selected to represent their district on an NCSAC Semester Program are replaced for the semester they are abroad. The replacement cost is covered by the home campus of the traveling faculty.

## **FACULTY ASSIGNMENT RELINQUISHMENTS**

In certain instances, should a faculty member relinquish their selection to teach abroad in the NCSAC, a replacement faculty member will be the responsibility of the host college. Ideally a faculty replacement from the same discipline is preferred by the NCSAC. However, if there is a need for a replacement faculty member and they are not from the same area, then the new faculty member's discipline cannot compete with the NCSAC's previously selected courses.

# GUIDELINES FOR FACULTY-LED PROGRAMS

## PROCEDURE GUIDELINES FOR FACULTY-LED PROGRAMS

All faculty led programs (FLP) must be registered and approved by the SMCCCD College, District Office and adhere to the following three basic principles to ensure: the academic integrity of the course, the health and safety of the participants and the fiscal and budgetary responsibility of the program.

**PROCEDURE RATIONALE:** The District and Colleges support and encourage experiential learning in the form of study abroad courses. The District and Colleges have a responsibility to ensure the health and safety of the participants, demonstrate budget and fiscal responsibility and promote high quality academic experiences for its students, faculty and staff who participate in such learning.

Applicability of the Procedure: This Procedure will apply to all District faculty and staff who travel with students off-campus for one or more nights as part of a credit-bearing course.

### PROCEDURE ELABORATION:

- **Program Approval and Registration:**

All FLP's must be approved by the faculty member's Dean, and if is a study abroad program, by the Vice President of Instruction, Dean of Global Learning Programs and Services at Skyline College, and Director, Special International Programs.

- **Academic Requirements:**

Cañada College, College of San Mateo and Skyline College courses delivered abroad must adhere to the same high standards of development, content and delivery as courses taught on campus and have transferability to the University of California System and/or the California State University System. To that end, the following must be included in the program proposal and approval process:

- Justification for the course offering to include why students would benefit from the travel component.
- Syllabus for course including complete itinerary, lecture topics, and student learning outcomes (SLO's).
- Courses must demonstrate that they are meeting the basic contact hour requirement for the credit granted. When completing a new program proposal which includes a study abroad learning component, faculty must indicate how these contact hours are utilized.
- When using a tour program provider to deliver the tour, the syllabus should demonstrate course rigor within the context of the guided experience.
- A risk assessment will be conducted by the appropriate office as designated by the Vice President of Instruction of the faculty member's college and under certain circumstances a second person may be required to serve as the assistant coordinator while off-campus.



# FACULTY-LED PROGRAMS: BUDGET, HEALTH AND SAFETY

- **Budget and Fiscal Responsibility:**  
All financial matters related to FLP's are governed and applicable to District and College procedure and California State Law.
  - All FLP's are self-supporting, so a program fee will determine for each FLP. A minimum of 10 registered students is typically required although this number may vary based on program provider. This program fee will include:
    - All travel expenses for the faculty leader and assistant coordinator, if applicable, in accordance with California State's travel guidelines.
    - Student travel expenses including international/domestic airfare if applicable.
  - A program provider may be used to coordinate services such as housing, transportation, field trips, meals, etc. The use of a program provider and the real costs, terms and conditions of services must be clearly identified when the FLP is approved and disclosed to student participants.
  - Faculty leaders may take advantage of the travel discounts which pay for faculty travel costs given by the program provider for minimum enrollments, as long as clearly disclosed to student participants.
  - Faculty compensation:
    - Courses taught in fall/spring semesters should be part of faculty's course load.
    - Courses taught in summer session will need to meet the minimum enrollment of 10 students set by the Office of Instruction to receive full salary.
  - All participants of a FLP are required to enroll in the course for credit and pay tuition and fees.
- **Health and Safety of Participants:**  
The safety and security of Cañada College, College of San Mateo and Skyline College students and faculty while traveling away is of the highest importance. Therefore:
  - Faculty leaders are required to be accessible via cell phone for the entire time the group is abroad.
  - Faculty leaders are required to meet with SMCCCD Study Abroad Office to review emergency protocols.
  - The start and end dates of the FLP be clearly defined and communicated to all participants. Faculty leaders are required to be available to the group during those dates.
  - All faculty leaders must submit:
    - Emergency contact information for all student participants and the faculty leader and assistant coordinator.
    - An emergency contingency plan in the event a student is separated from the group or the faculty leader becomes incapacitated. This plan should include: College Public Safety phone number, a meeting place, an alternate meeting place in the event the meeting place is compromised.
    - A complete itinerary with contact information for all accommodations.
    - Provide appropriate documentation as outlined in the procedures in compliance with the Jeanne Clery Disclosure of Campus Security and Policy and Campus Crime Statistics Act and Title IX.
  - The Vice President of Instruction or designee may cancel an FLP due to unsafe conditions in the area which students and faculty will be traveling.
  - In addition to the above, all faculty leaders of study abroad FLPs:
    - Must register group with the U.S. Embassy/Consulate through the U.S. Department of State's Smart Traveler Enrollment Program (STEP).
    - Provide participants with contact information in country for closest U.S. Embassy/Consulate.

# DEFINITIONS/CONTACT INFORMATION

## DEFINITIONS:

**A faculty-led program (FLP):** is a credit bearing course where the faculty member and the registered students travel abroad for part or for the entire course, for one or more nights. Abroad is any country outside of the United States.

Faculty Leader: Instructor of record on an approved faculty-led program.

**Assistant Coordinator:** Typically a College staff member, who travels with the FLP abroad and can assist the faculty leader in the event of an emergency. This person is required to attend all emergency response training that is required of the faculty leader.

**Program Provider:** A third party organization or agency that is contracted with to provide or coordinate services such as housing, transportation, field trips, meals etc. SMCCCD Study Abroad has worked with the District Office Director of General Services for a streamlined program provider contact that is downloadable at this link.

## CONTACT INFORMATION

Zaid K. Ghori, MPA  
Director, Special International Programs  
San Mateo County Community College District I Study Abroad Program

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# APPENDIX A

## GLOBAL LEARNING VALUE RUBRIC

### GLOBAL LEARNING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



### DEFINITION

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

### FRAMING LANGUAGE

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

### GLOSSARY

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

**Global Self-Awareness:** in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

**Perspective Taking:** the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

**Cultural Diversity:** the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

# APPENDIX A

## GLOBAL LEARNING VALUE RUBRIC

**Personal and Social Responsibility:** the ability to recognize one’s responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

**Global Systems:** the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

**Knowledge Application:** in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

# APPENDIX A

## GLOBAL LEARNING VALUE RUBRIC

### GLOBAL LEARNING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)

#### DEFINITION

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	<b>CAPSTONE</b> <b>4</b>	<b>MILESTONES</b>		<b>BENCHMARK</b> <b>1</b>
		<b>3</b>	<b>2</b>	
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.



# APPENDIX B

## NCSAC/AIFS FACULTY APPLICATION FOR TEACHING ABROAD



**NORTHERN CALIFORNIA  
STUDY ABROAD CONSORTIUM**  
Faculty Application for Teaching Abroad  
Fall Semester 2018 in London | Spring Semester 2019 in Florence

### PROGRAM OVERVIEW:

- SMCCCD is a member of the Northern California Study Abroad Consortium, a four-district alliance consisting of Los Rios, Santa Rosa, Contra Costa, and SMCCCD.
- Usually 20-25 students and one instructor from each district are sent abroad from each district.
- The Consortium contracts with the American Institute for Foreign Study (AIFS) for all travel, facilities and field trip arrangements. AIFS also provides local staff support and a 24-hour a day, 7-day a week emergency contact.
- Faculty typically teach three discipline-specific courses and an interdisciplinary Life and Culture course, for a total of 80% load. The remaining 20% is fulfilled the semester before teaching abroad by a range of recruiting and orientation activities.
- The SMCCCD faculty member serves as instructor of record for SMCCCD students enrolled in the Life and Culture class; however, this class includes a wide range of guest lecturers, cultural presentations and field trips organized in concert with AIFS.
- Faculty selected to teach on a study abroad program take the lead (with support from the SMCCCD Office of Study Abroad) in recruiting students for the program. This includes (but is not limited to) conducting informational meetings during the day and evening at multiple locations in addition to other marketing activities during the semesters preceding the study abroad.

### SMCCCD Faculty Benefits:

- Live and teach abroad for 12 weeks. Travel on your own before or after the session.
- Full-time (regular) faculty members are paid their usual salary for 100% load. Adjunct Faculty are provided and annualized contract and paid at their usual hourly rate.
- Roundtrip International Airfare is paid by AIFS.
- AIFS provides faculty with a maximum \$4,000 (\$4,500 for London) housing stipend and assistance in acquiring appropriate accommodations. (Based on successful recruitment of 20 students. Faculty must pay all other costs, such as food, entertainment, and housing costs in excess of the housing stipend.)
- Full participation in all activities scheduled on the itinerary, on the same basis as the students, including transfers, museum and entrance passes, sightseeing tours, etc.
- Access to a shared office with computers and internet access.

# APPENDIX B

## NCSAC/AIFS FACULTY APPLICATION FOR TEACHING ABROAD

### NORTHERN CALIFORNIA STUDY ABROAD CONSORTIUM

#### FACULTY APPLICATION FOR TEACHING ABROAD APPROVAL FORM

Applications may be submitted electronically with digital signatures or on paper with original signatures. This form with approved signatures should be attached to the online application and submitted via the SMCCCD Study Abroad website by the deadline of **FRIDAY, APRIL 17, 2017** at 5:00 p.m. Incomplete, unsigned or late applications cannot be considered. Once received, complete applications will be reviewed by the SMCCCD Study Abroad Advisory Committee. The Study Abroad Advisory Committee selects and advances 1-2 candidates for each semester to the NCSAC Executive Committee for final consideration and selection. Final selection results will be available in late May 2017.

**Name:**

**E-Mail:**

**College/Office Address:**

**Department: Discipline: Cell Phone:**

**Site preference (Rank first and second choices):**

\_\_\_\_\_ **London, Fall 2018** \_\_\_\_\_ **Florence, Spring 2019**

**\*\*\*Please note that if you are applying for all three programs, first preference cannot be guaranteed.**

I am requesting a teaching assignment from SMCCCD as part of the Northern California Study Abroad Consortium. I understand that if selected to participate in this program, that I must fulfill all of the instructional duties outlined in the contract, with the exception of College Service that can only be performed at SMCCCD. In addition, I will also actively recruit for the program to assure sufficient enrollment. By signing this form, my Dean and Vice President of Instruction agree to the needs for supporting this program.

Signature: \_\_\_\_\_  
(Faculty)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Dean)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Vice President of Instruction – from your home college)

Date: \_\_\_\_\_

*If an applicant plans to teach a course outside of their discipline, written verification from appropriate department is required.*

# APPENDIX B

## NCSAC/AIFS FACULTY APPLICATION FOR TEACHING ABROAD

### 1.0 CURRICULUM THAT YOU PROPOSE TO TEACH

Because we work with the Consortium to plan each semester’s curriculum, it is imperative that you provide as much flexibility in terms of course selection as possible. Please give careful consideration to the courses you might offer at each of the international locations. **Preference will be given to instructors and courses that utilize the unique resources, historical/cultural sites and opportunities offered by the Study Abroad locations. To help ensure successful enrollment, the Consortium also favors general education courses with a demonstrated and broad appeal to students.**

You must select courses (with no prerequisites) that are both UC-transferable (numbered 1-49) and that fulfill general education requirements. Check the your *College Catalog* for the list of courses that meet GE requirements for IGETC.

**Preferred Courses:** Identify at least 9 units of preferred courses that you could teach in addition to the Life and Culture Course.

**Alternate Courses:** Identify as many alternate courses as possible that you are qualified to teach that are appropriate for the Study Abroad destination.

- When possible, faculty proposing to teach a language course should also be prepared to teach two other nonlanguage classes.
- Faculty proposing courses outside of their discipline must provide written verification of required minimum qualifications. Please note that this approval only extends to teaching abroad; it does not place you in that department’s adjunct pool.
- Faculty should be experienced in any courses they propose to teach.

### PROPOSED COURSES

**IGETC AREA:** In the “IGETC” column below, indicate the UC IGETC requirement each course satisfies. Be sure to double-check with the catalog.

Preferred Courses:

	Course Number	Title	Units	IGETC Area
1				
2				
3				
4				

Alternate Courses:

	Course Number	Title	Units	IGETC Area
1				
2				
3				
4				
5				

# APPENDIX B

## NCSAC/AIFS FACULTY APPLICATION FOR TEACHING ABROAD

**1.1** For each of your **preferred** and **alternate** courses, briefly describe how you will tailor the course to each of the international locations. Specifically, how will you incorporate activities, field trips, and/or experiences from each of the two locales into your instruction and tailor the curriculum for maximum local relevance? **Note:** This aspect of the application is very important because the Study Abroad Program seeks to enhance and enrich existing curriculum in the foreign setting.

### 2.0 RECRUITMENT

**2.1** Faculty selected to teach abroad on NCSAC programs must actively recruit students. Faculty must attend all recruitment activities and also initiate activities such as classroom visits. The SMCCCD Study Abroad Office provides posters, brochures, a website, email announcements, and other recruiting.

**2.2** Describe any experience you have had in the past with respect to recruitment activities.

**2.3** Describe strategies or activities you can use to generate excitement and recruit students for the program beyond the standard information sessions and class visits.

### 3.0 YOUR EXPERIENCE ABROAD

**3.1** Please list your prior experience abroad as a student, faculty or traveler.

**3.2** Briefly explain why you want to teach Study Abroad Program, and describe any special qualifications or disciplinary expertise that makes you well suited to teach abroad.

**3.3** Indicate any foreign languages that you speak and your level of proficiency.

**3.4** Faculty must be prepared to spend additional time with students while teaching abroad, such as time spent mentoring, traveling together on field trips, and counseling them about their experiences and cross-cultural challenges. Describe any experiences you have had acting in a similar role.

**SUBMISSION DEADLINE: 5:00 PM FRIDAY, APRIL 17, 2017**

*Please review your application carefully. Incomplete, unsigned or late applications cannot be considered.*

Please direct questions and final applications to:

**Zaid Ghori**

Director, Special International Programs  
SMCCCD Study Abroad  
Building 2, Office 2-352  
Skyline College  
3300 College Drive  
San Bruno, CA 94066  
ghoriz@smccd.edu

# APPENDIX C

## PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS



# STUDY ABROAD

### PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS

#### PROCEDURE GUIDELINES FOR FACULTY-LED PROGRAMS

All faculty led programs (FLP) must be registered and approved by the SMCCCD College, District Office and adhere to the following three basic principles to ensure:

- **The academic integrity of the course**
- **The health and safety of the participants**
- **The fiscal and budgetary responsibility of the program**

**Procedure Rationale:** The District and Colleges support and encourage experiential learning in the form of study abroad courses. The District and Colleges have a responsibility to ensure the health and safety of the participants, demonstrate budget and fiscal responsibility and promote high quality academic experiences for its students, faculty and staff who participate in such learning.

**Applicability of the Procedure:** This Procedure will apply to all District faculty and staff who travel abroad with students off-campus for one or more nights as part of a credit-bearing course.

#### PROCEDURE ELABORATION:

- **Program Approval and Registration:**  
All FLP's must be approved by the faculty member's Dean, Vice President of Instruction, College President, Dean of Global Learning Programs and Services at Skyline College, and Director, Special International Programs.
- **Academic Requirements:**  
Cañada College, College of San Mateo and Skyline College courses delivered abroad must adhere to the same high standards of development, content and delivery as courses taught on campus and have transferability to the University of California System and/or the California State University System. To that end, the following must be included in the program proposal and approval process:
  - o Justification for the course offering to include why students would benefit from the travel component.
  - o Syllabus for course including complete itinerary, lecture topics, and student learning outcomes (SLO's).
  - o Courses must demonstrate that they are meeting the basic contact hour requirement for the credit granted. When completing a new program proposal which includes a study abroad learning component, faculty must indicate how these contact hours are utilized.
  - o When using a tour program provider to deliver the tour, the syllabus should demonstrate course rigor within the context of the guided experience.



# APPENDIX C

## PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS

- o A risk assessment will be conducted by the appropriate office as designated by the Vice President of Instruction of the faculty member's college and under certain circumstances a second person may be required to serve as the assistant coordinator while off-campus.
- *Budget and Fiscal Responsibility:*

All financial matters related to FLP's are governed and applicable to District and College procedure and California State Law.

  - o All FLP's are self-supporting, so a program fee will determine for each FLP. A minimum of 10 registered students is typically required although this number may vary based on program provider. This program fee will include:
    - All travel expenses for the faculty leader and assistant coordinator, if applicable, in accordance with California State's travel guidelines.
    - Student travel expenses including international/domestic airfare if applicable.
  - o A program provider may be used to coordinate services such as housing, transportation, field trips, meals, etc. The use of a program provider and the real costs, terms and conditions of services must be clearly identified when the FLP is approved and disclosed to student participants.
  - o Faculty leaders may take advantage of the travel discounts which pay for faculty travel costs given by the program provider for minimum enrollments, as long as clearly disclosed to student participants.
  - o Faculty compensation:
    - Courses taught in fall/spring semesters should be part of faculty's course load and are not subject to extra service pay.
    - Courses taught in summer session will need to meet the minimum enrollment of 10 students set by the Office of Instruction to receive full salary.
  - o All participants of a FLP are required to enroll in the course for credit and pay tuition and fees.
- *Health and Safety of Participants:*

The safety and security of Cañada College, College of San Mateo and Skyline College students and faculty while traveling away is of the highest importance. Therefore:

  - o Faculty leaders are required to be accessible via cell phone for the entire time the group is abroad.
  - o Faculty leaders are required to meet with SMCCCD Study Abroad Office to review emergency protocols.
  - o The start and end dates of the FLP be clearly defined and communicated to all participants. Faculty leaders are required to be available to the group during those dates.
  - o All faculty leaders must submit:
    - Emergency contact information for all student participants and the faculty leader and assistant coordinator.
    - An emergency contingency plan in the event a student is separated from the group or the faculty leader becomes incapacitated. This plan should include: College Public Safety phone number, a meeting place, an alternate meeting place in the event the meeting place is compromised.
    - A complete itinerary with contact information for all accommodations.
    - Provide appropriate documentation as outlined in the procedures in compliance with the Jeanne Clery Disclosure of Campus Security and Policy and Campus Crime Statistics Act and Title IX.
  - o The Vice President of Instruction or designee may cancel an FLP due to unsafe conditions in the area which students and faculty will be traveling.
  - o In addition to the above, all faculty leaders of study abroad FLPs:
    - Must register group with the U.S. Embassy/Consulate through the U.S. Department of State's Smart Traveler Enrollment Program (STEP).
    - Provide participants with contact information in country for closest U.S. Embassy/Consulate.

# APPENDIX C

## PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS

### DEFINITIONS:

*A faculty-led program (FLP):* is a credit bearing course where the faculty member and the registered students travel abroad for part or for the entire course, for one or more nights. Abroad is any country outside of the United States.

*Faculty Leader:* Instructor of record on an approved faculty-led program.

*Assistant Coordinator:* Typically a College staff member, who travels with the FLP abroad and can assist the faculty leader in the event of an emergency. This person is required to attend all emergency response training that is required of the faculty leader.

*Program Provider:* A third party organization or agency that is contracted with to provide or coordinate services such as housing, transportation, field trips, meals etc.

A completed proposal should include the following:

1. The completed Coversheet
2. Responses to all questions 1-10
3. A completed Signature Page (top half only)

# APPENDIX C

## PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS

### FACULTY-LED PROGRAM APPLICATION (COVERSHEET)

#### ***Proposed Faculty Leader Information***

Name:

Faculty status:

Department:

Division:

College:

Office Phone:

Mobile Phone:

Email address:

#### ***International Teach Abroad Information***

Destination(s):

Proposed Date (At this time we are only accepting proposals for the following time periods)

Summer Session 2017 (2-3 weeks)

Summer Session 2018 (2-3 weeks)

#### ***Academic Course Information***

Course number and title:

Course approval status (catalog course, special offering)

Credit hours:

Articulation with CSU/UC?

Any prerequisites? (required or recommended)

# APPENDIX C

## PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS

### STUDY ABROAD PROGRAM DETAILS

Please provide the following information/answers (attachments may be used in lieu of completing the text boxes)

1. What are your expectations of this proposed program? Describe what you think your role should include as a Faculty Leader?
2. What is your familiarity with the proposed study abroad site? What skills or qualifications do you have for leading a group of students in this course?
3. How will this program serve the Student Learning Outcomes for the course? How will this program address the development of intercultural competence and a global perspective?





# APPENDIX C

## PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS

8. Faculty selected to teach abroad on Faculty-Led Programs must actively recruit a minimum of 15 students. Faculty must attend all recruitment activities, orientations, and also initiate activities such as classroom visits. The SMCCCD Study Abroad Office provides posters, brochures, a website, email announcements, and other recruiting.
  - Describe any experience you have had in the past with respect to recruitment activities.
  - Describe strategies or activities you can use to generate excitement and recruit students for the program beyond the standard information sessions and class visits.
  - Describe strategies or activities for assisting students who will need financial assistance in enrolling in study abroad programs?
  
9. SMCCCD has a zero tolerance policy for students violating the College Code of Conduct as a result of alcohol or drug abuse. American students have died on study abroad programs due to substance abuse, have been arrested or terminated from programs. Describe how you will educate students on responsible behavior and expectations during the study abroad program.

# APPENDIX C

## PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS

10. Faculty must be prepared to spend additional time with students while teaching abroad, such as time spent mentoring, traveling together on field trips, and counseling them about their experiences and cross-cultural challenges. Describe any experiences you have had acting in a similar role.

# APPENDIX C

## PROPOSAL FOR A FACULTY-LED PROGRAM FOR SHORT-TERM STUDY ABROAD PROGRAMS

### FACULTY-LED PROGRAM SIGNATURE PAGE

I am requesting a teaching assignment from SMCCCD as part of the Study Abroad Program. I understand that if selected to participate in this program, that I must fulfill all of the instructional duties outlined in the contract. In addition, I will also actively recruit for the program to assure sufficient enrollment. By signing this form, my Dean and Vice President of Instruction agree to the needs for supporting this program including but not limited to:

- Activating the course for student registration through WebSMART and working with the College Office of Admission and Records, Counseling Office and Financial Aid.
- Working in partnership with SMCCCD Study Abroad for student recruitment, pre-departure orientations, Title IX training, and student code of conduct orientations.
- Selecting a program provider that meets the District's professional liability insurance coverage of \$5,000,000 and provides transparency of all costs of the program.

Proposed Study Abroad Course \_\_\_\_\_

Submitted by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed & approved by Division Dean(s)

\_\_\_\_\_  
Division Dean (of the hosting college) Date \_\_\_\_\_

\_\_\_\_\_  
Dean of Global Learning Programs at Skyline College Date \_\_\_\_\_

Reviewed & approved by Vice President of Instruction (of the hosting college)

\_\_\_\_\_  
Vice President of Instruction Date \_\_\_\_\_

*To be completed after review & recommendation by the Study Abroad Advisory Committee.*

**Reviewed & approved by the Director, Special International Programs**

\_\_\_\_\_  
Director, Special International Programs Date \_\_\_\_\_

**Reviewed & approved by Chair of the Study Abroad Advisory Committee College**

\_\_\_\_\_  
Vice President of Instruction Date \_\_\_\_\_

**Reviewed & approved by President (of the hosting college)**

\_\_\_\_\_  
President Date \_\_\_\_\_

# APPENDIX D

## NCSAC/AIFS ARTICLES OF OPERATION

### **Northern California Study Abroad Consortium (NCSAC)**

Contra Costa Community College District, Los Rios Community College District, .  
San Mateo County Community College District, Sonoma County Junior College District

### **Articles of Operations As of December 2007**

#### **I. Mission**

The mission and purpose of the Northern California Study Abroad Consortium (NCSAC) is to promote opportunities for California community and junior college students to live and study in a foreign culture in order to achieve personal growth and development, and acquire global competence through the experiences gained in study abroad. The partners of NCSAC recognize the need for our students to acquire knowledge, skills and abilities, attitudes, and global competencies that allow them to become global citizens while contributing to the economic, social and political success of their communities. NCSAC is also committed to providing global learning opportunities for faculty and staff, and undertakes development opportunities for faculty in order to support goals on internationalizing the curriculum of our institutions to institutionalize concepts regarding the interdependence of the global community.

#### **II. Structure**

NCSAC is the organization by which the partners and associates meet the goals of the mission and serve the needs of students. NCSAC is comprised of partner community college districts, and associate community colleges. Each NCSAC partner commits to having an administrator in charge of the program and for multi-college districts, an administrative support/contact at each college. Each NCSAC partner agrees to have administrative clerical support for the program. NCSAC may, at some point in the future, enact a formal structure of organizational dues which would be the responsibility of all full and associate partners.

NCSAC retains and pays for the services of an outside Consortium Administrative Assistant who acts as the NCSAC liaison to the vendors, maintains the student data file and class lists in addition to Consortium records, and facilitates communication among the members of NCSAC.

The typical functions performed by the NCSAC Administrative Assistant include but are not limited to: taking and maintaining the minutes for NCSAC; maintaining a consortium calendar and assisting in setting deadline dates; maintaining a consortium directory and faculty contact information sheets per program; reviewing and proofing promotional and application materials for the vendor; gathering and compiling details for consortium promotional purposes ( class schedule, transferability, course descriptions, faculty biographies, class preference forms); creating/updating appropriate statistical report forms; at applicable times, collecting and compiling weekly student statistics, including class preferences/selections and program options; tracking class numbers to avoid class overloads (and order of clearance for waitlisted students); submitting class status reports and class lists to administrators, assistants, participating faculty and vendor, when appropriate; submitting option statistics to vendor at intervals; for pre-departure/orientation meeting - coordinating details/materials with/for the vendor, preparing name tags and students' class schedules, and distributing these materials; keeping the program assistants, faculty and administrators apprised of changes in work or additional work that needs to be done.

# APPENDIX D

## NCSAC/AIFS ARTICLES OF OPERATION

### III. Partnership Status

There are currently four partners in the NCSAC: Contra Costa Community College District, Los Rios Community College District, San Mateo County Community College District, and Sonoma County Junior College District. Full partners must have institutional backing and administrative support and participate in all aspects including (a) student recruitment, (b) faculty selection, (c) program and course development, and (d) program review and assessment.

#### Full partners (requirements)

- Designated office
- Designated administrator
- Designated classified/clerical support staff
- Faculty representation (as dictated by individual partners shared governance structures)
- Responsible for foreign language instruction on a rotating basis
- Responsible for hosting the consortium pre-departure/orientation meetings on a rotating basis
- Contribute to the financial support of the NCSAC administrative assistant.

#### Associate colleges (requirements)

Associates may be invited by the current full partners to participate for two semesters as associate colleges. The responsibilities of associates include:

- Attendance at NCSAC meetings for one academic year and participation in discussions
- Active recruiting of their students for one academic year
- Liaison contact person

For 2008-2009, the first two associates, College of Marin and Butte Community College, will pilot the process. At the end of the two semesters, the partners will evaluate the associates' participation and the effect on the NCSAC organizational structure and goals. The partners will reach consensus on reorganization of the articles to include the option of additional partners.

### IV. Operations

The academic offerings for each Study Abroad program are determined by the NCSAC administrators based on the offerings of the faculty brought forward for consideration. The process for each semester program is the same. Faculty from each NCSAC partner are invited to apply to teach in specific programs at specific locations, including, but not limited to, London, UK; Florence, Italy; Paris, France; Madrid/Granada, Spain; and Beijing, China. The faculty must address several criteria in their proposals including:

- Relevance to the geographic site
- Ability to teach in a traditional classroom without technological support beyond an overhead projector
- Proposed classes must be transferable to the California State University (CSU) and University of California (UC) systems
- Proposed classes that meet specific CSU and UC lower-division General Education (GE) requirements are preferred
- Proposed classes that meet local graduation requirements at the associate degree level are preferred
- Proposed classes must be primarily lecture, although some studio art classes have been accommodated in the London, Paris and Florence programs, and limited physical science and math classes have been scheduled in previous programs.

# APPENDIX D

## NCSAC/AIFS ARTICLES OF OPERATION

- If language instruction is not provided by one of the partner faculty, each college/district agrees to pay for local language instruction on a rotating basis (as permitted by college catalog). Local language instruction is coordinated through the vendor organization, and the college responsible for the instruction has responsibility for all fte, wsch and productivity.

The NCSAC administrators then select the faculty proposals which best meet the goals and mission of the program and have the most appeal for students since recruitment is a critical component of successful Study Abroad programs. Generally, each partner has one faculty proposal selected per program.

Once a program is determined, all partners open the application process, usually nine to 10 months prior to the beginning of the program, in order to allow two semesters of recruiting for the program. All NCSAC partners agree to open the application process at the same time. All NCSAC partners agree to the same procedures for time and date stamping student applications.

Each partner will assume an equal share of consortium paperwork (e.g., printing non-vendor promotional and home campus registration materials, and processing program application and cross-registration materials in a timely manner.)

Priority Application and other Deadlines dates are determined, well in advance of the beginning of the programs. Through the Priority Application Deadline, each partner college is guaranteed a minimum of 20 spaces and students are guaranteed seats, on a first-come-first-served basis, in home campus classes. All applications received after the Priority Application Deadline are then placed in order of date and time received regardless of home campus.

NCSAC administrators meet at least once a semester during the academic year and usually once during the summer depending on the needs of the program. At the meetings general business is conducted as well as program proposals, recruitment and retention techniques, and other NCSAC related concerns. At some meetings, the administrative clerical personnel are needed to conduct the business of the consortium and it is expected that partners make arrangements to ensure participation.

Each partner, on a rotating basis, is responsible for hosting the consortium predeparture/orientation meetings, which are held approximately two weeks prior to the non-tour departure date of each program.

Associate recruitment will proceed in the following manner. The two partners with the lowest enrollment in the previous program at the program site (i.e., London, Paris, Florence, Spain), will be the "home" college for students from the associate colleges. Those students will be allowed to choose their "home" college affiliation, and will be enrolled under the same procedure as any other student affiliated with the "home" college. The NCSAC administrative assistant will keep a separate record of the associates' students for purposes of tracking recruiting efforts.

The two partners with the highest enrollment in the previous program at the program site, will have right of first refusal to add faculty if the program recruitment warrants additional course offerings.



# APPENDIX D

## NCSAC/AIFS ARTICLES OF OPERATION

### V. Changes to the Articles

Changes to these articles can be made at any regular NCSAC meeting when the majority of the partners agree.

### VI. Program Rotation

Semester NCSAC Programs will follow the rotation according to this schedule:

TERM	NUMBER OF PROGRAMS	LOCATIONS
Fall 08	2	London and Spain
Spring 09	1	Florence
Fall 09	2	London and Paris
Spring 10	1	Florence
Fall 10		London and Spain
Spring 11		Florence