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Introduction

This document is designed to introduce you to some of the international training capabilities of Community College for International Development, Inc.

CCID has a twenty-three year history of matching the expertise of the community colleges, to the needs of international clients. We have an outstanding operational capability, with member colleges throughout North America, and six other countries. Our training resources are vast, with over 300 programs, and more than 20,000 faculty within our reach.

This document represents the next step in presenting our expertise to a wider audience. It shows the depth and breadth of our portfolio, and keeps an account of our activities.

We are pleased to be able to share this information with you, and hope that you will contact us at the Executive Office to discuss our mutual interests in international programming.

John Halder
Executive Director
Corporate Profile

The Community Colleges for International Development, Inc. (CCID) is a consortium of more than 90 colleges from the United States, Canada, and six other countries. The Consortium is a diverse grouping of colleges, committed to vocational/technical education and training in the international domain.

CCID is in the unique position of being able to match the delivery capabilities of the members with international training needs. The sector markets targeted by CCID generally fall within the following categories: environment, health, child care/development/population, trade and industry, computers/MIS, management/business/administration, agriculture and food processing. With its network of colleges, CCID has delivered educational programming to hundreds of locations around the world.

CCID is the leading organization in two-year post secondary international vocational/technical education and training. Membership is selected in order to represent a cross section of the best community colleges with the broadest range of capabilities possible. This gives CCID the ability to be a quality provider of educational services worldwide.

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

CCID Goals and Strategies

CCID is dedicated to strengthening the economies of the member colleges' service areas. This is achieved through investment in human capital. By providing a global perspective, and through technical assistance to other countries, CCID has become a major catalyst for change. Its goals are to:

- provide opportunities for internationalizing curricular and service capabilities
- develop linkages with/for local business and industry
- foster and support programs of international studies and exchanges
- coordinate an international network of participating institutions
- having similar interests
- provide technical educational assistance

To accomplish its goals the consortium implements seven distinct strategies:

Technical Training and Support

Long-term (generally six months or longer) and short-cycle training programs are conducted abroad or at CCID colleges. Interested countries/agencies request onsite technical assistance or send representatives to visit one or more of the colleges to design programs to meet their specific needs. Modern, well-equipped instructional facilities are available at the colleges, and working agreements with local businesses and industries make hands-on training feasible.

Consulting and Resource Development

CCID colleges have among their staff and faculty, recognized leaders in occupational, vocational and technical education. Consultant services are available in curriculum
evaluation, educational planning; management training; design of physical facilities, identification, procurement, and utilization of instructional equipment; strategic planning; fiscal management, governance and administration; and international articulation.

**Bilateral and Cooperative Agreements**
CCID enters into bilateral and cooperative agreements with ministries of education, educational consortia, other government and nongovernmental organizations, and individual educational institutions. These agreements provide for the joint development of projects, which may be funded by the parties, governmental agencies, or other external sources. Activities have included faculty internships, technical teacher training, train-the-trainer workshops in the U.S. and abroad, cultural exchanges, curriculum development, and educational needs assessments. CCID has current active agreements with the Guyanese Ministry of Education, the National Institute of Higher Education, Research, Science and Technology (NIHERST, Trinidad and Tobago); the Republic of China (Taiwan); Association of Colombian Universities; the Republic of Suriname; Supreme Council of Egyptian Universities; Technical University of Budapest; and Czech Technical University (Prague).

**International Students/Scholars**
CCID sponsors on behalf of the colleges within the consortium, student and scholar exchanges. CCID colleges market student study abroad activities through the consortium. The CCID Faculty Ex-

change Program has enabled hundreds of scholars from the consortium's colleges, the opportunity to work overseas for periods of one semester to one academic year. CCID Exchange Agreements are in place with cooperating institutions in Hungary, the Czech Republic, Romania, Russia, India and Australia. Individual colleges within the organization have hundreds of relationships with colleges and universities around the world, providing an unparalleled resource.

**International Visitors**
CCID hosts delegations and individuals from around the world. Of specific interest to visitors is the ability of CCID to offer visitors multiple opportunities to visit colleges in every part of the country, offering every possible academic and vocational/technical discipline.

**Conferences and Seminars**
The CCID annual conference, held January/February each year is viewed as the preeminent event in the U.S. for those with an interest in global economic development from the college perspective. Speakers and visitors of national and international renown, gather with college practitioners to share projects and experiences. The summer workshop is an inhouse event designed for planning and in-service activities. Periodically, CCID offers and sponsors special workshops on specific issues.

**CCID Fellowships and Awards**
Each year CCID offers an award to an outstanding college practitioner who has undertaken exemplary work.
specifically for faculty who have submitted an international project. The Fellow has a project to develop during the intervening year. The project is then presented at a CCID conference.

**CCID Colleges Specialize in the Following Services:**
- Educational, Vocational and Technical Training
- Curriculum Development
- Staff Development
- Institutional Capacity Development
- Custom Design and Delivery of Programs
- Training Needs Analysis and Skills Development

**In Summary, CCID Colleges Provide:**
- Highly qualified faculty, many with industrial/business experience
- Demand driven education, reflecting competency based outcomes
- Modern and up to date laboratory facilities and classrooms
- Responsiveness and flexibility to community needs
- Expertise and innovation in distance learning
- Responsiveness to international clients and customers
- Faculty and staff with international experience
- Experience with cultural differences and their implications
- Overseas membership in Asia, Latin America and Europe
- A network of expertise and partners throughout the world.
Summary of Recent CCID International Projects

During the 1997-98 year, 74% of the CCID member colleges undertook international projects in the following countries:

Argentina  
Australia  
Barbados  
Botswana  
Cambodia  
Canada  
Caribbean  
Chile  
China  
Czech Republic  
Denmark  
El Salvador  
Faroe Islands  
Finland  
Germany  
Greenland  
Guyana  
Hong Kong  
Hungary  
Iceland  
India  
Indonesia  
Ireland  
Korea  
Lesotho  
Malaysia  
Mexico  
Namibia  
Norway  
Panama  
Philippines  
Romania  
Russia  
Singapore  
South Africa  
Suriname  
Swaziland  
Sweden  
Tabago  
Thailand  
Trinidad  
Turkey  
United States  
Venezuela  
Vietnam

Funding agencies during the past year included:

Department of Agriculture  
NAFSA  
Fulbright  
Canadian Federal Grant  
USIA  
Department of Education  
World Bank  
Fund for Ireland  
PIPSE  
USAID
Project Description

A five-year linkage project between participating CCID colleges and the post-secondary technical institutes of Guyana.

The project objectives:

- Enhance technical and management skills of Guyanese post-secondary faculty and staff through (3-month) attachments to CCID colleges.
- Promote institutional development and enhance training skills of Guyanese educators through a series of (3-week) workshops in Guyana.
- Increase the globalization at CCID colleges through intercultural and international activities designed for students, faculty and staff.
- Sustaining the mutually beneficial relationship between the CCID and Guyanese participants beyond the five-years of funding.

Fifteen workshops delivered by CCID staff have been completed in the same topics as the attachments. More than 200 staff from the Guyana technical institutes have attended. Most of the participants have obtained in-service credit toward certification in these workshops.

More than twenty CCID staff have worked in Guyana during the 5-years of this project adding to the globalization of CCID staff and their respective colleges.

Additional activities spun-off of this project include the shipment of more than 180,000 lbs. of donated surplus equipment. This equipment was secured by participating CCID colleges and has included books, auto engines, furniture, more than 80 computers, metal shop equipment and electronic equipment.

Outcomes

Sixteen Guyanese faculty and staff have completed attachments at CCID colleges. Each attachment was defined by realistic goals that were attained. The topics included: Best teaching practices, academic administration, Mig and Tig welding, electrical installation, introduction to Microsoft Office, agricultural mechanics, automotive mechanics, database and others.

Participating Colleges

St. Louis Community College
Harris-Stowe State College
Blackhawk College
Brevard Community College
Delaware County Community College
Eastern Iowa Community College District
Hawaii Community Colleges, Kirkwood Community College State Center Community College District
Project Description
The Universidad Don Bosco/Community Colleges for International Development Program is the largest performance-based, technical assistance contract in the history of CCID. The program is funded by Kreditanstalt Für Wiederaufbau (KFW), a German government agency. The concept was drafted in 1995 and began operations in March 1996. However, in-depth discussions and negotiations took place among the parties before the program began. In the process, new reporting formats, operational procedures, outreach and recruitment activities, and administrative mechanisms, were developed and written in Spanish and English.

The program operates under a “Task Order” concept which outlines a series of priorities. Each Task Order designates the scope of work required by the experts. The CCID Lead Institution, Rancho Santiago Community College District (RSCCD) responded to the Task Order within 30 days of receiving a request. The response shows action to be taken, the personnel to be provided, time period of task performance, and other information.

Essentially, the program has five priority areas:
- Strategic Planning
- Administration/Finance
- Academic Administration/Curriculum
- Sustainable Projects
- Accreditation

In addition, two other areas of work are included in the program:
- Planning and Management of the program
- Contingency Phase

Outcomes
- Mutual presentation and training visitations among participating colleges have developed well founded operational models in the priority areas.

Participating Colleges
Rancho Santiago Community College (lead), California
Brevard Community College, Florida
City Colleges of Chicago, Illinois
Daytona Beach Community College, Florida, Delaware County Community College, Pennsylvania
Delaware Technical & Community College, Delaware Middle States Commission on Higher Education, California, St. Claire College, Canada, Universidad Politecnica de Puerto Rico,
Project Description
Establish a Centre for Vocational Education (CVE) to develop short-term, technical/vocational education training programs aimed at high school dropouts. Community college faculty traveled to India and lived at the Centre to create and develop the curriculum and develop training materials.

Outcomes
- Developed eight curriculums:
  - Geriatric Home Health Aide
  - Handyman Training: electrical, plumbing, carpentry and masonry
  - High Reliability Soldering
  - Life Skills
  - Mother and Child Welfare
  - Repair and Maintenance of Air Conditioners and Domestic Refrigerators
  - Small Electrical Appliance Repair
  - Small Business Development
- Over 2,000 persons trained
- U. S. community college faculty became more internationalized and aware of training needs in an emerging country.
- Indian faculty received curriculum designed for specific training programs.

• 200 people attend an international conference in Chennai on the Training Options for Early School Leavers.

• The success of the Centre for Vocational Education led to the creation of Madras Community College.

• Eastern Iowa Community College District utilizes their Indian exposure to obtain a Department of Education Title VI-B grant to internationalize their business curriculum and develop a trade mission to India.

• Sinclair Community College followed up on in-country contacts to partner with Stella Maris College in a USIA-funded College and University Affiliations Grant. The purpose is to develop a functional literacy program targeted to women in rural villages surrounding Madras.

Participating Colleges
Sinclair Community College, Dayton, Ohio
Eastern Iowa Community College District, Davenport
Project Description

The purpose of the conference was to provide a forum to identify the development needs of the fourteen countries in the Caribbean community, to propose options to meet identified needs, and to develop action plans to respond to the identified needs.

The following major objectives were proposed:

- To present economic strategies of the OAS, CARICOM, and funding agencies for discussion and correlation with national economic development plans
- To identify goals and objectives in national economic development plans that would provide opportunities for cost-effective regional projects
- To identify opportunities for regional cooperation in workforce training
- To offer CCID as a resource for planning and implementing economic development and manpower training projects

Outcomes

The following six major issues were identified and a draft plan for each was developed.

- Technical Teacher Training
- Training Standards and Certification
- Technical Vocational Education and Training (TVET) and Business/Industry Partnerships
- Development of Shared National Databases
- Technical Vocational Education and Training (TVET) Governance
- Improve Image of Technical Vocational Education and Training (TVET)

CCID expects to assist the countries of the CARICOM by providing a strategy and a global funding source to assist these nations in the development for a trained workforce, establish international standards, and increase the quality and productivity of their products and services.

Participating College

Fourteen CCID Colleges participated in the project.
Project Description
The Eastern Iowa Community College district has entered into partnership with Iowa-Illinois International Trade Association; Davenport Chamber of Commerce; Small Business Development Center Eastern Iowa Subcenter; SBDC State Office; and Community College for International Development to promote the development of international trade activities. The goals of the project are fourfold:
- Enhance international business education programs at EICCD
- Expand the capacity of the business community to engage in international business activity
- Provide for connecting activities between the college business education program and the international activities of the local community
- Disseminate and expand upon project activities and outcomes to sustain the U.S.-Asia trading relationships

The project focuses upon developing a trade relationship between small- and medium-sized companies in the U.S. and companies in Vietnam and the Philippines.

Outcomes
- Enhance International Business and Culture Education Programs.
  A new course entitled, “International Communications” has been completed and four new course modules are being developed and will be incorporated into existing courses.
- Expand the Capacity of the Business Community to Engage in International Business.
  More than 50 companies will be directly impacted by this project. These companies will either participate in a trade mission to the Philippines and Vietnam, participate in a catalogue show, or receive education/consultation to assist them in doing business in Vietnam or the Philippines.

- Provide for connecting activities between the college business education program and the international activities for the local business community.

Project staff are working with businesses to develop work-based learning activities, and bring students and business people together in formal and informal professional settings.

- A resource center has been established to serve the needs of students and the business community.

The center will contain:
- Written resource material on U.S.-Asia trade general international trade material
- Customized international business assistance and counseling
- Directory of training opportunities
- Matching of student projects with business interests
- Directory of resource people locally, statewide, and nationally,
- Directory of contacts and resource people in Asia
- Two videotapes, Doing Business in Vietnam and Doing Business in the Philippines

Participating College
Eastern Iowa Community College District
Project Description
A unit-cost contract to provide CCID consultants and attachments for NIHHERST staff to CCID colleges. Other services may also be obtained from CCID staff and colleges.

NIHERST has been charged with unifying a fragmented post-secondary education and training system of Trinidad and Tobago under a North American community college model. Twelve separate delivery units including nursing, x-ray technology, information systems, agriculture and a number of technical institutes will become The National Community College of Trinidad and Tobago. This undertaking will include the establishing of all of the student, academic, administrative and financial systems under one entity.

Outcomes
A plan of action was written for a steering committee and sub-committee.

- The project provided increased knowledge of the community college model, and distance learning.

Participating Colleges
St. Louis Community College, Missouri
Delaware County Community College, Pennsylvania
Eastern Iowa Community College District, Iowa
Kirkwood Community College, Iowa
**Project Description**

The Asian-Pacific Economic Corporation (APEC) was formed in 1989 in response to growing interdependence among Asian-Pacific economies. Today APEC includes all the major economies of the region and many of the fastest growing economies of the world.

Current APEC membership includes Australia, Brunei, Canada, Chile, People's Republic of China, Hong Kong, Indonesia, South Korea, Japan, Malaysia, Mexico, New Zealand, Papua New Guinea, The Philippines, Singapore, Chinese Taipei, Thailand, and the United States.

There are ten working groups in APEC. One of the working groups, the Humber Resource Development Working Group, employs networks to carry out its project work. One of these networks is the Human Resource Development for Industrial Technology (HURDIT) Network.

The goal of HURDIT is to contribute to the well being of people in the region by supporting the design, development, and delivery of practical and relevant training within the field of industrial technology.

**Outcomes**

CCID supports one person to HURDIT for the following purposes:

- To stay on the horizon of opportunities for CCID that emerge from this vast area.

- To demonstrate our support to the U.S. Department of Labor as a vocational technical education service provider on an international basis.

- A CCID commitment to providing industrial technology expertise to this international activity.

**Participating Colleges**

Humber College

CCID Representative
Project Description
In June, 1998, an international seminar was held in Kirkenes, Norway, to identify cooperative educational areas and establish a permanent consortium in the Barents Sea for the purposes of studying the feasibility of establishing partnerships in education and economic development. The seminar was hosted by Ms. Oddrunn Pettersen, Norway's General Secretary for the Barents Euro-Arctic Region. Participants included high government officials and key educational leaders from Norway, Denmark, Finland, Sweden, Russia, Greenland, U.S. and other countries. As result of this seminar, a Regional Council of Rectors is being organized. This council will coordinate programs and projects in such areas as distance education, health, small and micro business development, tourism, fisheries, and others as requested.

Outcomes
- CCID is providing technical assistance in the formation of this Council.
- A memorandum of understanding between CCID and the Barents Sea Council has been signed.

Participating Colleges
Rancho Santiago Community College District (lead), California
Neils Brock College, Copenhagen, Denmark
**Project Description**

The objectives of the program were to provide short-term training in three distinct areas:
- Agriculture
- Business and Trade Development
- Academic

The Polish participants were business people and academics in the field of agri-business, so the program was directed accordingly. The participants were provided with numerous opportunities to come into contact with agri-business and farm related enterprises. Examples include farm supply companies; an herb cooperative; feed mills; agricultural welding company; small equipment manufacturer; swine, beef, grain, and sheep farms; and a rural bank, among others.

The academic part of the program was practical and hands-on, and was intended to give the participants a full overview of the free market system and small business development in the agricultural economy.

Workshops included business plan development; new product development; competition and marketing; and commercial banking.

The program was delivered through the services of Kirkwood Community College Rural Development Center and the Kirkwood New Business Center. Cultural components included visits to the Governor's office at the state capital, the role of a grass roots economic development group, lunch with the Iowa Pork Producers Association, a visit to the Cedar Rapids International Trade Bureau, and a farewell dinner with the Mayor of Cedar Rapids.

**Outcomes**

The goals of the program were achieved. Participants gained an understanding of the free enterprise system as it relates to agri-business. This goal was surpassed, and the participant evaluations were excellent. Participants especially appreciated the business planning materials and the focus on marketing and advertising. The home stays, and the personal relationships established through them were highly valued.

**Participating College**

Kirkwood Community College
Project Description

Hinds Community College has completed two projects and is starting a third project. The first project was with the Director Productores Avícolas Zulia, Venezuela. The purpose of his visit to Hinds was to receive training in value-added poultry processing and instruction in the futures and options markets. Topics included formulation and laws; equipment use and safety; quality control in processing; packaging and distribution; and futures and options. Laboratory activities were conducted at local poultry processing plants and food distribution companies.

The second project involved participants from South Africa to receive basic training and hands-on experience in agricultural cooperative extension services. Topics included were history of the U.S. Extension Service and its role in the government; development and cooperative extension programs in Mississippi; genetic livestock breeding and extension programs for youth; empowerment of farmers through cooperative lobbying; and small scale processing.

The third project will be a replication of the agriculture extension program, with additional participants from South Africa.

Outcomes

- Project information and training for poultry producers from Venezuela.
- Provided information and training in cooperative agriculture services for farmers from South America.

Participating Colleges

Hinds Community College, Mississippi
Project Title
Curriculum Alignment

Country(ies) of Activity
Australia
Canada
United States

Funding Agencies
Community Colleges for International Development
Royal Melbourne Institute of Technology

Project Description
The goals of the project were:

- To facilitate transfers to colleges/universities outside the students’ normal country of domicile.
- To develop a process whereby other colleges could replicate this process.
- To establish CCID in a prominent position to facilitate college/program articulation on an international basis.

Several steps were taken to facilitate the attainment of the goals:

- Selection of faculty specialists
- Conduct workshops on curriculum alignment
- Facilitate a person-to-person meeting with faculty counterparts from CCID colleges and the Royal Melbourne Institute of Technology.

The curricular areas chosen for the articulation project were electronics (Brevard Community College); hotel and restaurant (Delaware County Community College); Media (Humber College); aviation (State Center Community College District); and office administration (Leeward Community College). The programs selected were diverse in terms of curriculum, geographic location, established standards of faculty qualifications, characteristics of advisory committee membership, and other characteristics of strong career programs.

Outcomes

- Alignment of curricular areas, with the exception of aviation, were determined to be feasible.

Participating Colleges
Royal Melbourne Institute of Technology, Australia
Brevard Community College, Florida
Delaware County Community College, Pennsylvania
Humber College, Ontario, Canada
Leeward Community College, Hawaii
State Center Community College District, California
Project Description
CCID provides opportunities for faculty from the Member and Affiliate colleges to participate in a semester or academic year length exchange program. The overseas partner institutions are:

**Hungary**
- Technical University of Budapest
- College of Accounting and Finance, Budapest
- College of Commerce, Catering and Tourism, Budapest

**Czech Republic**
- Czech Technical University

**Romania**
- University of Oradea
- West University, Timisora

**Australia**
- TAFE Organization, Melbourne

Each year CCID members and affiliates may apply for their faculty to take part in the exchange program with the above institutions. The exchange may, or may not, be reciprocal. The sending institution pays for air and land costs to the destination, and the receiving institution arranges housing and a stipend. Further details and the Exchange Handbook are available from the program coordinator.

Outcomes
- Colleges have enhanced global awareness.
- Faculty members have gained an appreciation of other cultures.

Participating Colleges
All CCID member colleges are eligible.
Project Description

The Eastern Iowa Community College district has entered into partnership with Illinois-Iowa International Trade Association; Davenport Chamber of Commerce; Small Business Development Center Eastern Iowa Subcenter; SBDC State Office; and Community College for International Development to promote the development of international trade activities. The goals of the project are fourfold:

• Enhance international business education programs at EICCD
• Expand the capacity of the business community to engage in international business activity
• Provide for connecting activities between the college business education program and the international activities of the local community
• Disseminate and expand upon project activities and outcomes to sustain the U.S.-India trading relationships

The project focuses upon developing a trade relationship between small- and medium-sized companies in the U.S. and companies in India.

Outcomes

• Expanding the capacity of the business community.

As a result of the activities of this project, 25 small and medium-sized companies participated in a catalogue show in India, and six additional companies participated in a very successful trade mission to India. More than 50 companies were provided with education and assistance in doing business in India.

EICCD created a resource center for U.S.-India business partnerships. Resources available through this partnership include:

• Publications, books and resource materials on doing business in India
• International trade database for companies to use in researching international opportunities
• Videotapes entitled, "Doing Business in India" and "Doing Business in the U.S."
• International business curriculum
• Contact information in local companies currently doing business in India
• Business contact information in India

Full services of the Eastern Iowa Small Business Development Center which has valuable experience assisting companies in conducting business in India.

The project has been designed to serve as a catalyst to encourage companies to seriously examine opportunities to engage in international trade. The project successfully demonstrated in a real world context that realistic opportunities for international trade are within the grasp of local small and medium-size companies.

• Enhance International Education Programs at EICCD.

(Outcomes continued on next page.)

Participating Colleges

Eastern Iowa Community College District
Outcomes

New international courses and course modules were created including:
- Introduction to Cultural Awareness and Basic Exporting
- International Market Research
- International Shipping and Documentation
- International Insurance and Finance

In addition, participating faculty developed modules for existing courses based upon the knowledge and experience they gained from this project. These modules include the following:
- Global Dimensions of Business
- India and Accounting
- International Marketing
- The World of Work in India
Project Description

Daytona Beach Community College - Instituto Campechano
Bridging the Gulf responds to Priority II, Programs in Educational Development, and Priority I, Culture, as established by the Education Commission of the Gulf of Mexico Accord. The project involves faculty and students from the photography and modern languages (Spanish) departments and the Instituto Campechano in Campeche. Professors Jose Carmona (Modern Languages) and Patrick Van Dusen and faculty from the Instituto will work with students to merge photography and words to create an exhibition regarding a Sister City relationship (Daytona Beach and Campeche). In addition, Professor Van Dusen will work with Lic. Perez on developing a photographic marketing component for the Tourism Program at the Instituto.

Hinds Community College—Universidad Autonoma de Yucatan.
Resulting from contacts with CCID, Hinds and the Universidad Autonoma de Yucatan are working on developing training programs in the field of agribusiness management technology and veterinarian technology. Hinds Community College has designed strong agriculture programs in these areas which utilizes modern techniques and equipment/facilities. Discussions between Hinds Community College and the Universidad Autonoma de Yucatan have resulted in both institutions agreeing to the possibilities of mutually beneficial training programs being conducted by Hinds Community College for the faculty at the Universidad Autonoma de Yucatan.

St. Clair College of Applied Arts & Technology - Instituto Campechano
A Trade and Education Mission to Campeche State was conducted. Arising from linkages within CCID, a very positive relationship has been established this past year with William Olivera from the State of Campeche, who visited St. Clair College with a view to developing trade and educational exchange relationships between our two regions. St. Clair College is an observer institution to the Gulf Accord - Education Commission. The goals of the proposed project are:

To establish a plan of ongoing trade linkages between the State of Campeche, Windsor/Essex County, and St. Clair College, in order to strengthen the economy of the State of Campeche.

To establish a plan of ongoing educational linkages between the Instituto Campechano and St. Clair College, in order to assist them in establishing new curriculum modules that meet their development needs.

*Southwest Virginia Community College - Universidad de Quintana Roo*
The purpose of “Collaboration through Instructional Technology” has been to assist students at both institutions to learn about each other’s languages, histories and cultures using instructional technologies readily available to them and to promote serious planning for further academic and economic collaboration by bringing key administrative personnel together.

Southwest Virginia Community College is in a rural area of southwest Virginia and most students have had little international contact. There are few
native speakers of Spanish in the area and most students will be unable to afford international travel. Most students at the University of Quintana Roo have not been to the United States and have had few opportunities to interact with English speaking peers. Both groups of students have been presented with stereotypic images of the people of each other’s nations and peoples. As an extension of this project there are possibilities to collaborate in related curricular realms: business, the environment and ecology, forest management and products, and hospitality industries and tourism.

**Kirkwood Community College—Universidad Autonoma de Tamaulipas**
The project creates education and business linkages between the two communities. The Cedar Rapids delegation spend three days with officials from the Universidad Autonoma de Tamaulipas and signed a memorandum of understanding. In addition, the two institutions intend to establish ongoing educational linkages in agronomy.

**Outcomes**
- Two Mexican institutions joined CCID.
- Faculty and student exchanges were established.

**Participating Colleges**
- Daytona Beach Community College and Instituto Campechano
- Hinds Community College and Universidad Autonoma de Yucatan
- St. Clair College of Applied Arts & Technology and Instituto Campechano
- Southwest Virginia Community College and Universidad de Quintana Roo
- Kirkwood Community College and Universidad Autonoma de Tamaulipas
Project Description

In November 1991, several presidents from CCID colleges visited Eastern Europe and signed a series of agreements with universities including the Universities of Bucharest and Craiova in Romania. In the winter of 1992, the rectors of these two Romanian universities visited several CCID colleges in the USA and attended the CCID Winter Conference in Orlando. During this time, a plan was developed for assistance in reforming the curricula of the universities in the areas of business and economics. An initial grant was received from the Soros Foundation to design the project and the USIA grants followed.

Outcomes

The first year of the project sent faculty from CCID colleges to Romania to deliver six, 2-3 day professional development seminars to university faculty and entrepreneurs in the cities of Bucharest, Craiova, and Constanta. In addition, U.S. faculty served as consultants in helping the Universities of Bucharest and Craiova revise their degree programs and courses in business and economics. A purchase of $25,000 worth of books was made for university libraries, a business roundtable in Bucharest was established (funded by Delta Airlines), and a visiting professor in economics was sent to teach at Bucharest for a semester. Most importantly, assistance was provided to establish The International Center for Entrepreneurial Studies at the University of Bucharest. Ten of their trainers received training to deliver short-term, non-credit business seminars throughout Romania. Within one year, forty such seminars were delivered by these trainers throughout the country.

In the second and following years, the program brought six Romanian business faculty to the U.S. for a one-month training program. Working with Binghamton University and local business, the Romanian faculty were given short-term training not only in management and related subjects, but also in interactive teaching techniques. This included training in writing business case studies. In Romania, teaching centers for faculty at Craiova and Bucharest were established and equipped. A book entitled Case Studies in Romanian Management along with an accompanying instructor’s manual were published in cooperation with the Romanian faculty trained by the program. Translated into Romanian, the books were distributed to all university teachers of business in the country and the casebook is currently in use as a textbook.

Follow-up activities include continuous consultation over curriculum and teaching techniques via e-mail, two additional seminars delivered in Romania by U.S. faculty, two faculty exchanges. In April 1998, CCID faculty exchange agreements were signed with West University in Timisoara and Oradea.
Outcomes continued

University in Oradea. One unexpected outcome, not supported by grant funds, was the technical assistance given to a group of Romanian rectors who went on to establish a three-year "college" in Romania, very much like the U.S. community colleges. As of 1995, there were 43 of these colleges throughout the country.

Participating Colleges
Broome Community College/State University of New York (lead)
Binghamton University
Brevard Community College,
Mt. Hood Community College
Administrative Support, Hospitality, Transportation, and Others
Aero Sci Tech/Aviat Maint  
Air Cond Eng Tech  
Air Traffic Mgmt  
Automated Mfg Tech  
Avionic Tech  
Adm Secretary  
Bilingual Secretary  
Cabinetmaking/Millwork  
Cosmetology  
Court & Conf Reporting  
Culinary Arts  
Diesel & Heavy Equip Tech  
Fire Science Tech  
Food Service Tech  
Food Store Mgmt  
Funeral Serv Ed  
Golf Course Ed  
Heating/Air Cond/Refrig Tech  
Horology  
Hotel/Motel/Hosp Mgmt  
Insurance  
Legal Assistant  
Microcomputer App  
Mortuary Science  
Office Machine Repair  
Pilot Training  
Plastics Tech  
Plumbing  
Property Assessment  
Public Services  
Real Estate  
Secretary Tech/Office Ed  
Transportation Mgmt Tech  
Travel Agency Operation  
Electronic Publishing  
Water Resources Tech  
Journalism  
Health Ultrasound Tech  
English as Second Language  
Credit/Financial Mgmt  
Surgical Technician

Agriculture, Marine, Environmental, and Natural Science
Agri-Bus Tech  
Agronomy Tech/Agri Prod  
Animal Health  
Envir Control Tech  
Forest Eng Tech  
Forest/Park Tech  
Forest Tech/Arboriculture  
Hazardous Materials Tech  
Horse Husbandry  
Hort/Natural  
Hydrographic Survey Tech  
Landscape & Env Hort  
Marine Eng Tech/Deck Officer  
Numerical Control Tech  
Ornamental Horticulture  
Petro Tech  
Poultry Tech  
Recreation Assisting

Engineering, Construction Sciences, and Manufacturing
Agriculture Mech  
Arch/Eng Design Tech  
Automated Mfg Tech  
Civil Eng Tech  
Communication Electronics  
Computer Electronics  
Construction Mgmt  
Draft/Design/Industrial/Arch  
Elect Eng/Power/Cont Tech  
Electromech Tech/Robotics  
Elect Eng Tech  
Elect Servicing  
Elect Tech  
Eng Drafting Tech  
Eng Graphics Tech  
Eng Tech (General)  
Industrial Electronics  
Industrial Eng Tech  
Industrial Lab Tech  
Industrial Maint Mechanic  
Industrial Safety Technician  
Machine Tool/Shop Tech  
Mfg Tech  
Mat Science  
Mech Eng Tech/Mech Design  
Mining Tech  
Nuclear Eng Tech  
Numerical Control Tech  
Pkg Eng Tech  
Process Piping Design  
Production  
QC & Reliability  
Safety/Loss Prev Mgmt Tech  
Sheet Metal Practice  
Welding  
Solar Tech  
Water Treatment Tech
Managerial, Finance, Computer Science
Accounting Tech
Admin Office Systems
Artificial Intelligence
Banking/Finance
Business Management
Computer Info Systems
Comp Prog/Comp Eng Tech
Fashion Merchandising
Housing Management
Industrial Super & Mgmt
International Trade Assoc
Labor Studies
Logistics Management
Management Development
Marketing (Business Adm)
Marketing/Shop
Mktg/Retail
Personnel Management
Public Administration
Public Relations
Purchasing Management
Sales & Distribution
Small Business Management
Textile Management

Medical, Dental, Health
Biomedical Elect
Biomedical Equip Tech
Chemical Tech
Dental Assisting
Dental Hygiene
Dental Lab Technician
Dental Management
Diagnostic Med
Sonography
Dietetic Services
Electrodiagnostic Tech
Electroencephalograph Tech
Emergency Medical Tech
Gerontology
Health Services
Medical Lab Tech
Medical Office assist Tech
Medical Records Tech
Medical Transcription
Mental Retardation
Nuclear Medicine Tech
Nursing (RN)
Occupational Therapy Asst
Ortho Physicians Asst
Ophthalmic Dispense Tech
Pharmacy Assistant
Physical Fitness Tech
Physical Therapy Assistant
Physical Assistant
Practical Nursing
Radiologic Technician
Rehabilitation Worker
Respiratory Therapy Tech
Substance Abuse
X-ray Eng Tech

Photography, Design/Advertising, Art, and Other Arts
Ad Design/Ad Art
Apparel Arts/Design & Serv
Computer Art
Fashion Merchandising
Graphics & Visual Design
Home Furnishings/Interior Design
Industrial Photo Tech
Interior Design Tech
Jewelry
Mktg Fashion Merch/Retail
Package Design
Photography
Photo Journalism
Printing/Graphic Arts
Technical Illustration
Theater Arts

Social Sciences, Law, Education and Communication
Alcohol Counseling
Child Care Services
Community Mental Health
Corrections
Criminal Justice
Early Child Education
Education Technician
Handicapped Services
Home Ec/consumer Ed
Human Services Tech
Interpret Train/Man Comm
Journalism Tech
Law Enforce Adm/Security
Media Technician
Police Science
Radio & TV Broadcasting
Radio Broadcasting
Recording Arts Tech
Social & Human Services
Special Education
Teacher Education
Technical Writing
**Member Colleges**

Broome Community College  
Binghamton, New York  
Coast Community College District  
Costa Mesa, California  
Community College of Allegheny County  
Pittsburgh, Pennsylvania  
Community Colleges of Spokane  
Spokane, Washington  
Daytona Beach Community College  
Daytona Beach, Florida  
Delaware County Community College  
Media, Pennsylvania  
Delaware Technical and Community College  
Dover, Delaware  
Eastern Iowa Community College District  
Davenport, Iowa  
Florida Community College at Jacksonville  
Jacksonville, Florida  
Hinds Community College  
Raymond, Mississippi  
Humber College  
Etobicoke, Ontario, Canada  
Kirkwood Community College  
Cedar Rapids, Iowa  
Lansing Community College  
Lansing, Michigan  
Pima Community College District  
Tucson, Arizona  
Rancho Santiago Community College  
Santa Ana, California  
Seattle Community College District  
Seattle, Washington  
Sinclair Community College  
Dayton, Ohio  
State Center Community College District  
Fresno, California  
St. Clair College of Applied Arts and Technology  
Windsor, Ontario, Canada  
St. Louis Community College  
St. Louis, Missouri  
University of Hawaii Community Colleges  
Honolulu, Hawaii  
Waukesha County Technical College  
Pewaukee, Wisconsin

**International Affiliate Member**

Royal Melbourne Institute of Technology  
Melbourne, Australia

**Affiliate Colleges**

Anne Arundel Community College  
Arnold, Maryland  
Black Hawk College  
Moline, Illinois  
British Columbia Institute of Technology  
Burnaby, British Columbia  
Ft. Lauderdale, Florida  
Bunker Hill Community College  
Boston, Massachusetts  
Charles County Community College  
LaPlata, Maryland  
Clark State Community College  
Springfield, Ohio  
Columbus State Community College  
Columbus, Ohio  
Community College of Philadelphia  
Philadelphia, Pennsylvania  
Cossatot Technical College  
DeQueen, Arkansas  
Cuyahoga Community College  
Cleveland, Ohio  
Dallas Community College District  
Dallas, Texas  
Erie Community College  
Buffalo, New York  
Forsyth Technical Community College  
Winston-Salem, North Carolina  
Fox Valley Technical College  
Appleton, Wisconsin  
Green River Community College  
Auburn, Washington  
Hartford Community College  
Bel Air, Maryland  
Highline Community College  
Des Moines, Washington  
Hillsborough Community College  
Tampa, Florida  
Howard Community College  
Columbia, Maryland  
Illinois Eastern Community College  
Olney, Illinois  
Indian River Community College  
Fort Pierce, Florida  
Kishwaukee College  
Malta, Illinois  
Laguardia Community College  
Long Island City, New York  
Lexington Community College  
Lexington, Kentucky  
Lorain County Community College  
Elyria, Ohio  
Maricopa County Community College  
Tempe, Arizona  
Metropolitan Community College  
Kansas City, Missouri  
Miami-Dade Community College  
Miami, Florida  
Middlesex Community College  
Bedford, Massachusetts
Affiliate Colleges

Mohawk Valley Community College
Utica, New York

Monroe Community College
Rochester, New York

Moraine Valley Community College
Palos Hills, Illinois

Mt. San Antonio College
Walnut, California

New Mexico State University at Carlsbad
Carlsbad, New Mexico

Northampton Community College
Bethlehem, Pennsylvania

Northcentral Technical College
Wausau, Wisconsin

North Harris Montgomery Community College District
Houston, Texas

North Hennepin Community College
Brooklyn Park, Minnesota

Pellissippi State Technical Community College
Knoxville, Tennessee

Peralta Community College District
Oakland, California

Pierce College
Tacoma, Washington

Prairie State College
Chicago Heights, Illinois

St. Clair County Community College
Port Huron, Michigan

St. Petersburg Junior College
St. Petersburg, Florida

Southwest Virginia Community College
Richland, Virginia

Suffolk Community College
Selden, New York

Suny College of Agriculture & Technical at Morrisville
Morrisville, New York

Topknots Cortland Community College
Dryden, New York

Trident Technical College
Charleston, South Carolina

Tulsa Junior College
Tulsa, Oklahoma

Utah Valley State College
Orem, Utah

International Affiliate Colleges

Bliston Community College
Bliston, United Kingdom

Universidad Don Bosco
Soyapango, El Salvador
Central America

Niels Brock Copenhagen Business College
Copenhagen, Denmark

Universidad De Quintana Roo
Quintana Roo, Mexico

Yong-in Songdam College
Kyunggi-Do, Korea

Osaka Colleges

Osaka College of Medical Technology
Osaka, Japan

Hokkaido College of High Technology
Hokkaido, Japan

Technology Tokyo College of Communications Arts
Tokyo, Japan

Tokyo College of Medicopharmaceutical Technology
Tokyo, Japan

Osaka College of Health and Welfare
Osaka, Japan

Osaka College of High Technology
Osaka, Japan

Kobe College of Medical Welfare
Kobe, Japan