

2014-2017

Global Education Strategic Plan



MIDDLESEX
Community College
Global Education

BEDFORD • LOWELL

Dona Cady

Dean of Global Education

Middlesex Community College

Members of the Global Ed Advisory Board

Carole Cowan, President, MCC

Phil Sisson, Provost and Vice-President for Academic and Student Affairs, MCC

Dona Cady, Dean of Global Education, MCC

Susan Anderson, Dean of Resource, Enrollment Services, MCC

Marja-Leena Bailey, Chair of the ELL and World Language Department, MCC

Jared Blake, student entrepreneur, MCC

Patricia Demaras, Assistant Dean, International and Multicultural Office, MCC

Ken Dunn, Director of International Programs in SE Asia, MCC

Todd Fry, Director, Mills City Leadership Institute

Lynne Garone, Associate Vice-President, Analytical Technology Worldwide, E Ink Corporation

Judy Hogan, Dean of Business, Education, and Public Service, MCC

David Kalivas, Social Science Faculty, Director of MCC Honors Program, MCC

Paula Murphy, Director, Massachusetts Export Center

Robert Union, Vice-President, Transene Co.

Paul van der Wasem, Chairman and CEO, BTU International Inc.



Table of Contents	Page
Executive Summary	3
Authorization	5
Middlesex's Mission, Vision, Values, and Strategic Directions	6
Massachusetts Board of Higher Ed Global Strategy	7
Open Door Fact Sheet	8
Vision for Global Education at MCC	9
Inventory of Current Global Programs and Resources	11
SWOT Analysis	18
Goals and Strategies	21
Measuring our Program	25
Appendices A-M	26

EXECUTIVE SUMMARY

Today, more than ever, students need global competency and awareness. In the realities of an interconnected world, community college students need cultural literacy to successfully navigate an ever-changing interconnected global community and workforce. Middlesex Community College is committed to the high impact practice of global learning and this Strategic Plan aims for comprehensive globalization, using J. Knight's definition of internationalization adopted by the American Council on Education (ACE): "the process of infusing an international or intercultural dimension into the teaching, learning, research, and service functions of higher education."¹ And so, in keeping with the current AAC&U VALUE Rubrics used at Middlesex, we specifically see Global Learning including:

- Global self-awareness
- Perspective taking
- Cultural diversity
- Personal and professional responsibility
- Global systems
- Knowledge application

Our vision is for all Middlesex Community College students to become global citizens, who think globally while acting locally, and for Middlesex to attain global leadership in scholarship and international engagements. The ultimate outcome is to produce a Global Middlesex. With globally focused curriculum,

¹Knight, J. cited in Olson, C. L., Green, M. F., and Hill, B. A (2005). Building a Strategic Framework for Comprehensive Internationalization. Washington, DC: American Council on Education.

international and diverse students, faculty and staff, Middlesex is establishing a global footprint. However, to keep up with the pace of globalization, more needs to be done to promote global citizenship throughout the Middlesex community.

In August 2012 the college reorganized the Dean of International Arts position into the Dean of Global Education, a position specifically focused on globalizing the curriculum and increasing international partnerships for students, faculty, and staff. The next year Phil Sisson, Provost and Vice-President for Academic and Student Affairs, supported the new Dean of Global Education to participate in the first ACE/AIEA *Institute for Leading Internationalization*. This strategic plan with its vision for the future is a product of his support and that institute.

The overall plan envisioned for implementation over the next two years is organized across four major goals:

- Global Curriculum
- Global Engagement
- Study and Service Outside the US
- International Students and Global Recruitment

It will take a continued commitment from the college's leadership, from faculty and staff, and from students to achieve these goals. Some goals have historic support and are experiencing robust growth while others are new and may take several years to be realized.

The major recommendations in this report:

- 1 • Infuse General Education curriculum with global learning by 2017
- 2 • Increase enrollments in existing courses with global learning
- 3 • Expand relationships with overseas institutions and engage in partnerships including curricula, professional development, and technical assistance
- 4 • Increase the number of students who participate in study abroad: shortcourses, semester, service learning or internships
- 5 • Increase recruitment numbers of international students
- 6 • Build short training programs for international students and faculty
- 7 • Grow opportunities to host events with global themes

This report includes information on Middlesex's mission, values, and goals, and how this strategic plan aligns with the college's mission and strategic directions. Also included are a SWOT analysis and a set of goals, objectives, and strategies for achieving a globalized Middlesex

AUTHORIZATION



We will transform learning by integrating academic, workplace, and global experience to meet personal, professional and community needs....We will drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity through expanded activities that promote a broader understanding and appreciation for diversity and recognize the importance of globalization.

MCC Strategic Directions

Recognizing the importance of globalization and preparing globally competent students, the senior leadership of Middlesex Community College endorses the Global Education Strategic Plan and supports implementation of the plan to the fullest possible extent. The Provost's Office encourages efforts to build Middlesex Community College's leadership in community college global education.

Provost and Vice President of Academic and Student
Affairs

A handwritten signature in black ink, appearing to read "Phillip Sisson".

Phillip Sisson

MIDDLESEX MISSION AND STRATEGIC DIRECTIONS STATEMENT

The mission statement of Middlesex Community College clearly states the core values which shape the mission and vision of the college. The values of excellence, innovation, collaboration, equity, and inclusion are reflected in the Mission Statement which reads:

MISSION

At Middlesex Community College, everyone teaches, everyone learns. Collaborative in nature and innovative in practice, we educate, engage, and empower a diverse community of learners. Through transformative opportunities, we challenge and support every student to succeed and lead.

Recognizing equity and inclusion as the foundation for excellence and creativity, Middlesex Community College meets the evolving educational, civic and workforce needs of our local and global communities.

The Global Education Strategic Plan aligns with the overall mission and vision of the college and in particular the strategic direction that states *we will transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs*. Strongly committed to preparing our college community to be global citizens, Middlesex sees internationalizing the curricula and co-curricular as key components of the skills our students need to study, work, and live in the 21st century.



The continuing goals of global education to enhance the curricula, increase short-term and semester study abroad experiences, and increase student and faculty exchange opportunities, and international recruitment clearly connect to Middlesex's Strategic Directions.

In the realities of this new global century international education creates cross-disciplinary knowledge, cultural literacy, and an active awareness of individual and collective responsibility in this diverse and ever-changing interconnected global community. Middlesex Community College is committed to the high impact practice of global learning.

In 2011 Massachusetts became a LEAP state. Richard Freeland, Commissioner of Higher Education in Massachusetts, announced that through the LEAP and Vision Project initiatives, colleges in Massachusetts would be positioned to incorporate robust general education curriculum that provides broad learning in multiple disciplines. The Essential Learning Outcomes identified by Liberal Education & America's Promise (LEAP) in the Association of American Colleges and Universities (AAC&U) publication *College Learning for the New Global Century* underscore the learning skills needed for student success in today's world. The infusion of global concepts into these outcomes cuts across the curriculum. Indeed, the LEAP outcomes involve several overlapping components:

- **Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts through focused engagement with big questions, both contemporary and enduring.
- **Intellectual and Practical Skills** including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving as practiced extensively across the curriculum in progressively more challenging problems
- **Personal and Social Responsibility** including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning – all anchored through active involvement with diverse communities and real-world challenges.
- **Integrative Learning** including synthesis and advanced accomplishment across general and specialized studies as demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Crucial in the internationalizing of curricula, these Essential Learning Outcomes also dovetail and inform Middlesex's Institutional Student Learning Outcomes (ISLOs) of Written and Oral Communication, Critical Thinking, Quantitative Literacy, Multicultural and Global Literacy, Social Responsibility, and Personal and Professional Development.

Building on the Massachusetts's Partnership for 21st Century Skills, a network that brings together the business community, education leaders, and policymakers to define a vision to ensure every student's success to be citizens and workers in the 21st century, including global awareness and cultural competency, the Higher Education Vision Project and its the workforce alignment initiatives and training encourage local and global economic development for Massachusetts graduates.

Strongly committed to preparing our college community to be global citizens, the State, Board of Higher Education and Middlesex see internationalizing the curricula and co-curricular as key components of the skills our students need to study, work, and live in the 21st century.

OPEN DOORS FACT SHEET: MASSACHUSETTS

Educational Exchange Data from *Open Doors* 2013

INSTITUTE OF INTERNATIONAL EDUCATION

	RANK IN US	TOTAL
FOREIGN STUDENTS IN THE STATE	4	46,486 (up 12.7%)
ESTIMATED FOREIGN STUDENTS EXPENDITURE IN THE STATE (in millions of dollars)		\$1,715.1**

* Rankings include all 50 U.S. states in addition to Washington, D.C.

** Economic analysis produced by NAFSA: Association of International Educators based on enrollment data from *Open Doors* 2013. www.nafsa.org/eis

LEADING PLACES OF ORIGIN FOR FOREIGN STUDENTS IN THE STATE

RANK	PLACE OF ORIGIN	% TOTAL
1	China	28.2
2	India	11.1
3	South Korea	6.6
4	Canada	4.8
5	Saudi Arabia	3

AMERICAN STUDENTS ABROAD

TOTAL NUMBER OF U.S. STUDY ABROAD STUDENTS ENROLLED THROUGH INSTITUTIONS IN THE STATE	2010/11	2011/12
	13,984	14,394

STUDENTS PARTICIPATING IN U.S. DEPARTMENT OF STATE FUNDED PROGRAMS

Exchange Program	Fulbright Program		Gilman Program
	2012/13	2013/14	
U.S. Students from colleges and universities in the state	133	188	92
Foreign Students at colleges and universities in the state	431	408	N/A

Source: *Open Doors*: Report on International Educational Exchange, published annually by IIE with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs. For more information, including press releases on foreign students in the U.S. and U.S. study abroad, and FAQs, including definitions of foreign students and foreign scholars, visit www.iie.org/opendoors or contact IIE's Public Affairs office at: +1(212) 984-5360.

VISION FOR GLOBAL EDUCATION AT MIDDLESEX COMMUNITY COLLEGE

Strongly committed to preparing our college community to be global citizens, Middlesex sees internationalizing the curricula and co-curricular as key components of the skills our students need to study, work, and live in the 21st century. The global mission of the college is to prepare students and the community with the global competencies and technical proficiencies necessary to build and maintain a strong and competitive global economy.

To achieve this mission, Global Education at Middlesex will focus its internationalizing efforts in four primary interconnected areas: 1) Global Curriculum; 2) Global Engagement; 3) Study Abroad, Service, and Global Internships; and 4) Global Recruitment and International Students.

Global Education will collect reliable data about curriculum enrollments, enrollments in globally focused courses, participation in study abroad, and international recruiting that will be used to benchmark progress towards a Global Middlesex.

1. GLOBAL CURRICULUM

Students at Middlesex Community College will become more aware of the importance of global literacy through interactions with college leaders, faculty staff, international students, and globally focused events. Global competencies will be infused throughout the curriculum. Upon completing their studies Middlesex students will:

- Become 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.
- Address the world's most pressing and enduring issues collaboratively and equitably.

2. GLOBAL ENGAGEMENT

- Faculty and staff at MCC will develop partnerships with faculty and staff institutions overseas, creating opportunities for study abroad, exchange, and collaboration.
- Global Ed will work with other areas of the college to build the Global Scholar pilot and to increase enrollments in world language and globally focused courses.

3. STUDY ABROAD, SERVICE, AND GLOBAL INTERNSHIPS

Middlesex Community College recognizes that studying abroad is a one of the most enriching opportunities students can have while in college. Becoming a global citizen by exploring other cultures is a great way to learn more about yourself, your own academic interests, and cross-cultural issues. In today's global economy, studying abroad gives students an edge and can be essential to success in a variety of professions. Global Education will work to develop cost-effective programs that are affordable to community college students and will assist students in applying for federal and college scholarships to help pay for education overseas.

- Study Abroad – Global Education will offer variety of short-term and semester-long study abroad programs across the globe and in various disciplines through the development of our own programs and through arrangements made with other organizations or institutions that are offering study-abroad programs.
- Service Abroad – Global Education will offer, support, or help coordinate opportunities for students to engage in service-learning projects in a variety of overseas areas.
- Global internships – Global Education will work with international businesses to develop opportunities for students to have meaningful internships and co-operative experiences overseas.

4. GLOBAL RECRUITMENT AND INTERNATIONAL STUDENTS

- Global Education working in concert with other areas of the college will provide a welcoming academic atmosphere for international students. Students successfully completing their programs at MCC may transfer to a four year academic institution through MASS Transfer or other transfer opportunities, stay in the US to work according to their visa regulations, or return to their home nations and contribute to their country's economic development through skills gained in the US.
- Global Education working across the college will develop strategies to attract a significant number of international students to the college, particularly in China and SE Asia.



Middlesex Community College, one of the largest community colleges in the Commonwealth of Massachusetts, was founded in 1970 and is a public two-year college committed to providing more than 75 associate degree and non-credit certificates programs and services for a diverse student population of over 13,000 at its two distinct northeastern MA campuses, one in suburban Bedford and the other in the city of Lowell.

Middlesex Community College empowers learners to participate in a diverse global community, and since 1988 has been a leader in offering opportunities that intentionally transform curriculum, promote intercultural competence, and engage the college community in deeper cross-cultural understandings of our ever-changing interconnected world. Middlesex promotes diversity and global awareness inside and outside the classroom through teaching and learning, scholarship and leadership. An international perspective is specifically noted in

our college's Strategic Plan as well as infused in the curriculum through the Multicultural and Global Awareness Institutional Learning Outcome (ISLO) requirement imbedded in the General Education Core Curriculum, a requirement that applies to every MCC student's program of study. More than 170 different Middlesex courses in all disciplines foster an ability to appreciate and analyze historical or contemporary experiences of diversity in the United States and the world. These Core Curriculum requirements promote an understanding of the varied experiences and perspectives that exist within, or across, cultural boundaries -- as well as an understanding of the nature of social inequality.

The College is governed by a Board of Trustees appointed by the Governor of Massachusetts. The College is organized around four academic divisions: Humanities and Social Science; Business, Education, and Public Service; STEM; and Health.

GLOBAL COURSES

Middlesex Community College offers over 53 courses including 12 in language that are entirely globally focused. From Anthropology to Modern China to World Music, students from every major have an opportunity to take courses focused on global literacy. To support cross-disciplinary global literacy, the Global Scholar Program (Appendix E) launched fall 2014. Students, who take 5 courses selected from an approved list including the capstone Interdisciplinary Weekend, will have the designation Global Scholar on their transcript. Presently there are over 317 students who have taken 5 or more approved Global Scholar courses and another 1500 who have taken 2 or more classes. The Global Scholar program allows students who are not in the Global Studies LAS concentration to highlight their global competency.

Additionally, though enrollments in language courses across the US have significantly declined from 53% in 2001 to 37% in 2012, enrollments in language specific courses at Middlesex have held steady since 2012.

FLEXIBLE STUDIES WORLD LANGUAGE ENROLLMENTS SPRING 2012 TO FALL 2014

Country	SP/SU12	FA12	SP/SU 13	FA13	SP/SU 14	FA14	TOTAL
Arabic	8	20	17	17	20	18	100
Chinese	7	8	15	12	11	22	75
Finnish	13	6	5	6	4	4	38
French	77	64	87	64	79	70	441
German	40	29	32	26	30	38	195
Greek	5	14	11	8	0	7	45
Italian	28	15	15	19	19	26	122
Japanese	25	9	25	30	23	32	144
Khmer		10	16	18	15	19	78
Latin	9	6	17	13	17	6	68
Portuguese	18	13	23	32	30	20	136
Russian	8	8	10	6	7	11	50
Spanish	322	250	312	250	295	278	1707
TOTAL							3149

STUDY ABROAD

Global Education offers many study abroad programs all over the world as a way for students to experience new cultures from an interdisciplinary perspective, learn about themselves, acquire marketable skills, and most importantly, apply knowledge and skills to address global issues. Options for study abroad

include the flagship MCC Foundation Fellowship program, short course study tours, exchanges, and summer or semester programs. Scholarship opportunities are available including the Ray Shea Memorial Scholarship for International Studies and the US State Department Gilman Scholarship Program.

The MCC Foundation Fellowship Study Abroad Program



has been funded by the College and the MCC Foundation since 1992. Students apply, are interviewed, and if selected to participate, pay a nominal fee for a 3 credit course and in-country travel. Fellowships vary from year to year, and have included study abroad to China, Russia, Costa Rica, Spain, Ireland, Europe, Belize, Cambodia, India, and Peru. MCC faculty/staff accompany each Fellowship.

In AY14 the MCC Foundation Fellowship Study Abroad Program moved from under the umbrella of Student Affairs to Global Education. Redesigned application criteria for students and advisors can be found in Appendix L.

Short Course Study Abroad From Australia to Zimbabwe, the world is open to students, alumni, and community members to study abroad or internship through courses offered at MCC or through partnerships with CIEE and CISS. Starting in AY14 spring study abroad short courses are being offered to England and China. See Appendix L for application and health forms.

Semester Study Abroad Middlesex has MOU and articulation agreements with Bath Spa University, UK and University of West London, UK, for a semester abroad and B.A. transfer opportunities. Other MOUs include Harrow College, UK; Bo' Ai International High School, China; and Shaanxi Railway Institute, China; Agreements with Robert Gordon University, Scotland are in process.

A first, in the Fall 2014 three MCC students spent the semester at Bath Spa University; two were Gilman Scholarship recipients.

In recognition of the importance of global advocacy and college service, all study abroad students upon return participate in a Global Engagement Workshop designed to help them craft their study abroad experiences into informal and formal narrative presentations.



INTERNATIONAL FACULTY

Middlesex Community College students have the opportunity to take classes from international faculty from China, Africa, India, Costa Rica, Cambodia, Spain, to name a few. These faculty members bring a wealth of international experience to their classrooms.

"Having professors from different cultures helped me see the world from new perspectives and experience different teaching styles as well." Danzel Jones, Student



INTERNATIONAL GRANTS

Middlesex Community College has a number of on-going Global grant programs and initiatives that benefit the college and the community.

Title VI UISFL Residential Workshop on

Chinese Culture: Middlesex just completed a 3-year project funded through a U.S.

Department of Education Title VI

Undergraduate International Studies and Foreign Language grant. This project aimed at developing a model for "fast-tracking" the integrated development of Chinese language and area studies programs at undergraduate-serving colleges and universities. Partner institutions in the project were: Johnson County Community College (KS); Middlesex Community College (MA); Portland Community College (OR); University of North Carolina, Asheville; University of Texas, El Paso; and Mercer University (GA). Initiatives from this grant are on-going.

In addition to the four multi-day conferences, the primary outcome of the project was the development of a Chinese Studies certificate (for community colleges) and revision of the Global Studies Concentration, organized around three interdisciplinary core courses

(Humanities, History, and Social Science) in Chinese Studies, including improved Chinese language instruction. Enrollments in Chinese have grown from 0 to 22 fall 2014. Twelve multi-week curriculum modules were developed by the twelve participating MCC faculty. Faculty have shared the modules and their growing expertise on China through multiple campus presentations and as instructors for the Interdisciplinary Weekends.

National Endowment of the Humanities (NEH) Thinking Through Cultural Diversity:

Bridging Cultural Differences in Asian

Traditions: ASDP has been awarded a 3-year grant by the National Endowment for the Humanities (NEH) as part of its Bridging Cultures at Community Colleges initiative. The focus is to assist 45 faculty members at 15 community colleges

(organized in 5 different geographic clusters on the US mainland) to develop courses, programs and outreach activities related to cultural diversity in Asia, with a primary focus on China and Southeast Asia. The project includes a 10-day Summer Symposium (completed in July 2012), Distinguished Lectures, mentoring visits, a series of 2-day workshops, an online research conference and a final lessons-learned conference in 2015. Middlesex is leader of a cluster

that includes Bristol and Quinsigamond Community Colleges. Curriculum modules and academic papers submitted to the online conference will be made available to the Middlesex community.

Deliverables on the three cohort campuses include East Asia and South East Asia Certificates, new courses, 2-4 week modules, international film series, multiple campus events, common book forums, Faculty/Student/Community Outreach, and an e-portfolio blog for discussion and RLO resources.

Bridging Cultures to Form a Nation: Difference, Community, and Democratic

Thinking: The goal of the Middlesex Community College (MCC) project's *Found in Translation: Humanities Education Developing Cultural Translators' Democratic Commitment* is to create learning experiences through humanities content that will educate our diverse students to be people who can effectively function at the intersections of cultures and communities. MCC seeks to empower students to manage successfully their responsibilities as "translators" between communities and cultures. We intend to raise students' awareness of the varying cultural and community contexts within which democratic dialogue can occur and support them in becoming effective change agents within their own spheres of influence. Doing this within the context of the humanities will also enable our students to connect this important work on the local level to their roles as citizens in a complex multicultural democracy and a globally interdependent world. Themes supported by the MCC project are: Giving voice to difference; Immigration, Nationalism and *E Pluribus Unum?*; Struggles for

democratic voice; Power and opportunity; Identity, difference, and forming a public "We".

Extensive professional development will be provided to our own faculty, faculty from our regional partners - North Shore Community and Northern Essex Community College, and other community colleges from across the state. A minimum of 35 full-time and 50 part-time faculty from MCC and other colleges will participate in the project.

Professional development deliverables will include institutes, workshops, development of a resource database that includes tool kits, and ongoing feedback and assistance with developing, implementing and assessing curricular and co-curricular programs.

Institute on Infusing East Asian Studies into the Undergraduate Curriculum: This 24 year flagship ASDP three week program on Infusing Asian Studies into the Undergraduate Curriculum is designed to meet the needs of individual teachers and institutional teams from both two-year and four-year colleges and universities. The Institute takes a faculty-development approach to enhancing teaching and learning about Asian cultures and societies through lectures, discussions, films screenings and site visits in a seminar-like environment of shared inquiry. The first half of the program features presentations and discussions on Chinese and Japanese religious and philosophical traditions; art; literature; and historical dynamics through the beginning of 20th century. The program will then turn to the social, cultural, economic and political dynamics from the early 20th century to the present.

Deliverables for MCC faculty include 2-4 week course modules and participation in Asian Studies events on campus.

Higher Education Development (HED) –

Morocco: In February of 2012 Middlesex was awarded a three year, \$469,000 grant from Higher Education for Development for capacity building in two colleges in Morocco. As the lead college, MCC partnered with Bristol Community College, Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia and Rabat, Morocco to train faculty to teach entrepreneurship, create curriculum, work with the Ministry of Education, build advisory boards, and engage in outreach to the region. Additionally, Moroccan faculty, during a training session at MCC Lowell, visited Business Administration classes to discuss business practices, culture and marketing techniques in Morocco as well as working with small student groups on international product development and marketing.

The grant results in Morocco far exceeded the goals and objectives with increased student enrollment in entrepreneurship courses, faculty training with ministry participation, Global Entrepreneurship Week participants at ENSET Mohammedia and at ENSET Rabat numbered over 2,067. Additionally, advisory board member recruitment, meetings and external partnerships doubled from expectations.

The National Endowment of the Arts (NEA)

Cambodian Kiln: The grant supports the preservation, understanding and appreciation of the endangered Cambodian ceramic tradition and encourages a new generation of practicing Cambodian ceramists. Over the last two years, Yary Livan, one of only three surviving Cambodian master ceramists in the world, has engaged the Lowell community through education workshops and creation of a body of ceramic work that includes a ceramic and resin relief of a giant Naga that is being mounted to a Cambodian wood firing kiln currently constructed in Lowell. A Naga is a guardian figure and a mythological creature central to Cambodian beliefs.

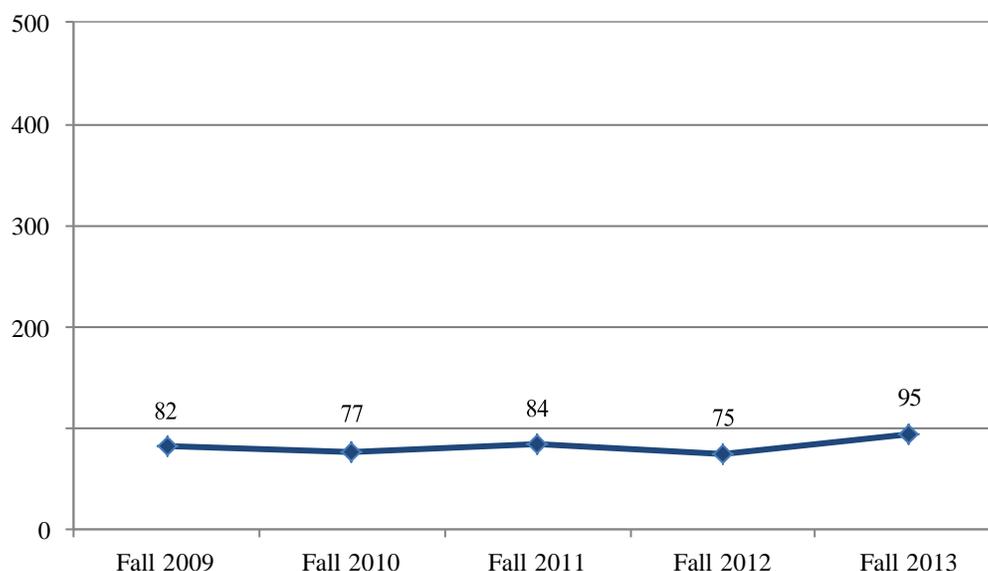
As Livan completes the work, the Naga will be fired at the kiln with public workshops and celebrations accompanying the firings.

In addition, Livan LPS artist resident, Livan has been conducting 14, 3-hour workshops for LPS art teachers learn to create Cambodian style ceramics, such as pottery sculpted in animal forms and bas relief tiles with Kbach motifs. The teachers attended presentations on historical aspects of art in Cambodia, how art relates to the culture, and various traditional and popular art forms. During the 2014 academic year, the teachers will integrate the Cambodian ceramic activities into their art classes. Further capacity will be achieved as teachers share lessons with others. This grant project is crucial to preserving art forms and traditions nearly lost through war and the work in the grant continues to inspire people of all backgrounds.

Preserving Cambodian Classical Music: The grant project funded by the Parker Foundation will set the foundation for preserving and continuing the Cambodian classical music heritage. The goals are: (1) build the capacity of the Lowell Public Schools to instruct students in traditional Cambodian classical music through providing professional development to 20 K-12 music faculty and purchasing instruments required for performing the classical music; (2) support live performances of Cambodian classical music through training three local Cambodian folk musicians who will then be able to perform classical Cambodian music at celebrations, provide private instruction, and support performances by the Angkor Dance Company, a well-established and highly valued ensemble dedicated to preserving the Cambodian classical dance tradition; and (3) Introduce Cambodian classical music to middle and high school students and greater Lowell residents through an MCC Music Outreach Workshop and Concert Performance.

INTERNATIONAL AND FOREIGN STUDENTS

In Fall 2013, students from 33 international countries enrolled at Middlesex. Top countries include Brazil (28) and Germany, India, Korea and Vietnam (5). In addition to student taking courses, a small number of students participate in Optional Practical Training for up to a year after graduation. Middlesex Community College continues to track the students through SEVIS (Student Exchange Visitor Information System). A greater percentage of the international student body is female at 66% and male at 34%.



Semester	International Students	Foreign Students	Total Students
Fall 2009	53	29	82
Spring 2010	45	26	71
Fall 2010	44	33	77
Spring 2011	46	24	70
Fall 2011	38	46	84
Spring 2012	38	39	77
Fall 2012	46	33	75
Spring 2013	36	31	64
Fall 2013	41	54	95
Spring 2014	36	59	95

Source: Banner and MCC International Department
Starting in Fall 2013, foreign students includes DACA (Deferred Action for Childhood Arrivals)



SWOT ANALYSIS: GLOBAL EDUCATION



STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

As Middlesex Community College seeks to become more globally focused, consideration of the strengths, weaknesses, opportunities, and threats facing Middlesex are summarized below.

STRENGTHS

Globally engaged college

- Senior International Officer Leadership
- More international students and more engagement *with* international students
- More students engaged in global courses

Environment and programs

- Welcoming environment in Bedford and Lowell
- Lowell culturally diverse city with public transportation available
- Global professional development for faculty including needs assessment for FT/PT
- International faculty
- Comprehensive ELL program
- Multi-cultural clubs
- Increased number of global events
- Grant writing support
- Global Education Advisory Board

Commitment to serve international students

- Recruitment plan - Increase international numbers
- Track record to support international students
- Academic and co-curricular support

Articulation and Transfer Ability

- Students study abroad through global short courses, Fellowships, semester, and internships

- Articulation with MCC Global Studies concentration and UML Peace and Conflict program
- MOU and articulation agreements with Bath Spa University, UK (3 students semester abroad fall 2014); Bo' Ai International High School, China; Shaanxi Railway Institute, China; Harrow College, UK, University of West London, UK, and (soon to be signed) Robert Gordon University, UK

WEAKNESSES

International Recruitment and Sustainability

- Lack of full commitment by State and Board of Higher Ed for international mission of community colleges
- College new to international recruitment process
- China and SE Asia recruiting Startup Costs
- Annualization of budget funding for international recruiting and global initiatives
- Promotional need for understanding overseas of what are community colleges
- Housing for incoming international students
- Cultural sensitivity across college

Study Abroad Infrastructure

- Support (staff) in running study abroad programs
- Study Abroad Handbook need
- Review of international crisis management policies, including insurance provider update

OPPORTUNITIES

International Student Recruitment Strategies

- Global STEM Education and workforce development connections to international students through Global STEM Education Center
- International students WANT to come to the US to study
- Develop a marketing plan, particularly targeting China and SE Asia
- Online classes – market overseas
- Review opportunities for conditional acceptance and ELL program placement (American Culture Experience/Program)
- Open, rolling admissions
- Transfer opportunities
- Financial incentives to international student to recruit others
- Mentor families

Study Abroad Opportunities

- Grow additional study abroad opportunities such as:

- Short course, Fellowships, semester, service learning, internships

- Grow scholarship opportunities
- ACE Internationalization
Lab possibilities

THREATS

Cultural Sensitivity

- Fear of unknown
- Some faculty and staff not sensitive to international student needs

Housing and Cost for International Students

- Lack of available Lowell housing for international students
- Cost of a community college even with international tuition and fees
- Some global initiatives will take resources to implement and many will take several years to see a full return

GOALS AND STRATEGIES

The following section outlines in greater detail the goals, objectives, and strategies suggested in this report to achieve the vision of a fully globalized college.

1. Global Curriculum

GOAL #1

MCC will become a global campus by enhancing the international and cross-cultural content across the curriculum and promoting the study of world languages, culture, and STEM.

Objective 1: By 2017 every General Education course at MCC will be infused with global learning

Strategies – Globalizing the Curriculum

- Identify Courses with Global perspectives, and identify courses that could add global perspectives – offer support and additional resources
- Increase global programming and global learning opportunities for students, faculty, and staff based on needs assessment of FT and PT faculty
- Promote global learning and work force development in STEM areas
- Explore and apply for grants for faculty exchanges with overseas institutions
- Promote faculty study abroad at institutes, exchanges, travel

Objective 2: By 2017 enrollments in world language courses and courses with a global learning focus will increase by 10%.

Strategies – Enrollments

- Examine what courses other institutions offer with global perspectives
- Advocate for the AAC&U VALUE Global Learning rubric to be used in General Education and courses with global perspectives
- Advocate for more global perspectives in the First Year Experience courses
- Offer more online world language courses to students

2. Global Engagement

GOAL #2

MCC faculty and staff will engage with colleagues at institutions overseas to develop collaborative relationships and to provide opportunities for students to become globally competent.

Objective 1: MCC faculty and staff will continue to establish relationships with overseas institutions and to engage in partnerships with universities, institutes and vocational schools overseas.

Strategies – Partnerships and Associations with Overseas Colleges and Universities

- Continue to build 1+1+2 and 2+2 and 2+3 partnerships
- Create materials in languages such as Chinese and target overseas markets with MCC materials
- Provide MCC materials to faculty and staff who are traveling overseas
- Develop relationships with overseas academic and business institutions to establish study abroad, exchange, and internship opportunities
- Look for opportunities where online learning can be used in overseas training

Objective 2: MCC will extend assistance to developing countries by providing help with academic support including curricula, professional development to faculty and staff, and technical assistance

Strategies – Partnerships continued

- Build on grant opportunities and existing partnerships with colleges, universities, and vocational schools in developing regions of the world to provide expertise and technical training linked to academic transfer or employment
- Explore opportunities with US government and private foundation grants that provide support for faculty, staff, and students to engage with institutions in developing countries

3. Study Abroad, Service, and Global Internship

GOAL #3

MCC will provide opportunities for students to study and engage in service-learning projects and internships in a variety of settings overseas and/or locally with global perspectives.

Objective 1: Increase the number of students at MCC who participate in learning experiences overseas each year whether in short course, semester abroad, service learning, or global internships.

Strategies – Study Abroad

- Explore ways MCC can coordinate for-credit study, service learning, and global internships for students
- Examine best practices for providing cost-effective study abroad experiences for students and faculty, including joining CIEE consortium
- Encourage students to apply for the MCC Foundation, Gilman, and other study abroad scholarships

4. International Students and Global Recruitment

GOAL #4

MCC will continue to grow as a global campus by increasing the presence of international students on campus and providing a positive and supportive atmosphere for them.

The China and SE Asia 3 year Recruiting plan is aligned with the Global Ed Strategic Plan Goals

Objective 1: MCC will host/recruit international students

Recruiting Goals: China 6 students in FY15-16	China 10 students in FY16-17
SE Asia 6 students in FY15-16	SE Asia 10 students in FY16-17

Strategies – Marketing

- Formulate Advising Plan—working with College areas – message/partners/product
- Target Advertising – person to person/website/marketing materials/social media
- Capitalize on niche programs and identify countries with similar interests
- Market MCC online courses overseas and corporate training for international companies

Strategies – International Student Recruitment

- Work across the college to coordinate recruitment plan
- Participate in recruiting tours: China and SE Asia Expos
- Use Consultant to help recruit/market/connect through social media
- International Student alumni – help recruit
- American Alumni living overseas – help recruit
- Form strategic alliances through articulation agreements or MOUs with overseas institutions
 - Goal: 4 new MOU/Articulation agreements by 2017
- Make regular international visits to continue to build relationships and partnerships:
- Target Audience:
 - prospective international students
 - parents and other influences of prospective international students
 - staff in partner overseas institutions

China -2 trips with 2 people per year for multiple site visits

Fall - Expo, high school/college visits to Xi’An, Hangzhou, Inner Mongolia, Jinan

Spring – Relationship and recruiting trips

- Jingshan School YuanYang Branch, Beijing
 - Possible program for Chinese high school seniors at MCC
 - Recruit HS students
- Bo Ai International High School /Shaanxi Railway Institute, Xi’An
 - American College Experience Program (Jan/summer)

- Recruit HS students
 - Shaanxi Railway Institute
 - Revisit existing MOU – student/faculty exchanges & study abroad – STEM
 - Shandong University, Jinan
 - Discuss SU sophomore students attend MCC for 1 year for AA or certificate
 - MCC students attend SU for semester or 1 year
 - Hoh Hot, Inner Mongolia
 - Discuss short programs and provide advice in creating new academic programs
- SE Asia** - Expo Fall (Vietnam) &/or Feb. (2 country)/year with 1 person
- AUPP – multiple trips per year for 1 person – some air funded by AUPP
 - Provide support for academic programs
 - Recruit at AUPP through 1+1+2 MOU and throughout Cambodia

Objective 2: Global Education, the International and Multicultural Office, and other academic and student affairs areas will continue to grow opportunities to host events with global themes for the Middlesex community to increase global knowledge and cultural literacy.

Strategies – Campus Events and International Student Services

- Increase by 10% number of events that offer global and multicultural perspectives to students, faculty, and staff
- Support the International and Multicultural Office as they help international students feel a sense of community on campus
- Increase collaboration with academic departments to bring global authors, speakers and performers to campus

MEASURING GLOBAL EDUCATION'S PROGRESS

MEASURES OF SUCCESS	AY 2013-2014	AY 2016-2017 TARGET
GLOBAL CURRICULUM		
Enrollment in Courses with a Global Focus	1500+	3000
Enrollment in Foreign Language Courses 10% increase	3149	3464
Participation in International and Multi-cultural Campus Events	2000+	3000
GLOBAL ENGAGEMENT		
Partnerships with International Institutions	8	12
Grants with Global Focus	6	7
STUDY ABROAD, SERVICE AND GLOBAL INTERNSHIPS		
Enrollments:		
Study Abroad – Short Course	0	24
Study Aboard - Fellowships	26	30
Study Abroad - Semester	3	10
Service Abroad	16	30
Internships Abroad	1	5
Number of Students receiving Gilman or other Scholarships	3	5
INTERNATIONAL STUDENTS AND GLOBAL RECRUITMENT		
International Students (\$387/credit)		
Full-Time	95	115
Economic Impact of International Students		
Tuition (30 credits)	\$587,100	\$710,700



Mission Statement

At Middlesex Community College, everyone teaches, everyone learns. Collaborative in nature and innovative in practice, we educate, engage, and empower a diverse community of learners. Through transformative opportunities, we challenge and support every student to succeed and lead. Recognizing equity and inclusion as the foundation for excellence and creativity, Middlesex Community College meets the evolving educational, civic and workforce needs of our local and global communities.



Guiding Principles*

To advance excellence and student success, we will:

- Invest time, effort and resources
- Champion the power of diversity
- Collaborate about substantive matters and strategic directions
- Act on frequent feedback
- Reflect and integrate learning
- Make explicit connections between educational practices and the world around us

* based on the work of George D. Kuh and the MCC Strategic Planning Summits



Values

Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population. Focused on student success and academic excellence, we are dedicated to the following core values:

Access and Opportunity

We ensure access to higher education by offering clear pathways to academic success and transformative opportunity for the diverse populations we serve.

Diversity, Equity, Inclusion

We embrace and celebrate the diversity of our community, recognizing equity and inclusion as the foundation for excellence and innovation.

Empowerment

We believe everyone teaches, everyone learns and everyone leads. Empowerment for all is the key to our growth and sustainability.

Partnerships

We engage in dynamic, innovative partnerships to build a better future for our college and our community.

Personal Connections

We nurture personal connections through collaboration, advising, mentoring, and advocacy to ensure our success.

Resourcefulness, Creativity & Innovation

We cultivate resourcefulness, creativity and innovation in all we do.

Responsiveness

We commit to being responsive to our students, our colleagues and the educational, economic, social, and workforce needs of our community.



Accountability Measures

Student Success Indicators – Disaggregated by Student Population

- Developmental Education/College Level
- Persistence
- Retention
- Graduation
- Mass Transfer
- Community College Composite Success Measure
- Degree & Certificate Production in High Demand Fields

Institutional Student Learning Outcome Assessments

- Writing
- Critical Thinking
- Personal and Professional Development

Assessment of Student Engagement: Community College Survey of Student Engagement (CCSSE)

- Active and Collaborative Learning
- Academic Challenge
- Student Effort
- Student-Faculty Interaction
- Support for Learners

Assessment of the College Climate

- National Initiative for Leadership & Institutional Effectiveness Survey



Bedford Campus

591 Springs Road
Bedford, MA 01730

Lowell Campus

33 Kearney Square
Lowell, MA 01852

Strategic Directions

We will improve access and advance student success by strengthening evidence-based practices and resource allocation. To enhance student access we will expand proven practice and explore new initiatives in vertical teaming, dual enrollment, college readiness, and course and program delivery models. To advance student success, we will implement high impact practices that support core student success skills and close achievement gaps. Institutional student learning outcomes for our graduates will be clear, transparent and well-integrated throughout the students' college experience. Ongoing, college-wide assessment will foster continuous improvement and drive resource allocation.

We will transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs. Global perspectives, real-world experiences and professional skills will enrich our academic programs and be authentically assessed. We will provide a relevant and transformative academic experience through the expansion of opportunities for career planning, experiential learning, cooperative education, internships, externships, undergraduate research, service learning and international education. In response to industry and community needs, we will design programs in emerging fields that include short-term and accelerated training models and non-credit articulation.

We will drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity through expanded activities that promote a broader understanding and appreciation for diversity and recognize the importance of globalization. We will improve policies and practices to recruit, support and retain a more diverse student body and workforce. Together, students, faculty, and staff will create a working and learning environment that values diversity in all its forms as the essential element inspiring improvement and innovation. We will focus on research, pedagogies, and initiatives that assist in identifying and closing achievement gaps for diverse student populations and effectively support student success for all.

We will empower all members of the college community to be educators, mentors, advocates, entrepreneurs and lifelong learners through enhanced professional development, curriculum and co-curricular activities. We will expand engagement opportunities for part-time faculty and support staff; increase the use of mentoring, advocacy and peer support models; and continue to build a college environment that encourages on-going reflection, wellness, improvement and entrepreneurship. To enhance student responsibility, self-advocacy and leadership, we will increase student representation on college-wide committees and create new roles for students as peer mentors, advisors, tutors and leaders.

We will foster greater college engagement through improved communication, personal connections and collaborative partnerships by creating new opportunities for students, faculty and staff to interact, learn and work together to build community, to enhance student learning outcomes and to achieve strategic college priorities. We will strengthen college-wide communication and information dissemination through the effective use of next-generation technology tools, the establishment of innovation and interest groups and the inclusion of student voice in all we do.

We will build partnerships that stimulate innovation and address the educational, social, economic, and workforce development needs of our communities. We value our role as a convener for active partnerships aimed at creating innovative solutions to significant community challenges. By maximizing relationships with our workforce investment and advisory boards, employers, career centers, and alumni, we will be positioned to best meet emerging education and training needs. Internal college teams will reach out to community partners to highlight and creatively address local and regional issues. We will proactively demonstrate and market the value of our resources and programs, attaining a new level of community awareness, responsiveness and impact.

APPENDIX A: MCC GLOBAL EDUCATION STRATEGIC DIRECTIONS WORKSHEET

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
<p>1. WE WILL IMPROVE ACCESS AND ADVANCE STUDENT SUCCESS BY STRENGTHENING EVIDENCE-BASED PRACTICES AND RESOURCE ALLOCATION.</p> <p>To enhance student access we will expand proven practice and explore new initiatives in vertical teaming, dual enrollment, college readiness, and course and program delivery models. To advance student success, we will implement high impact practices that support core student success skills and close achievement gaps. Institutional student learning outcomes for our graduates will be clear, transparent and well-integrated throughout the students' college experience. Ongoing, college-wide assessment will foster continuous improvement and drive resource allocation.</p>	<p>Submitted 4 HSO Globally focused courses for Gen Ed approval allowing these MCC programs to meet the MCC Gen Ed Core</p>	<p>College Level Persistence Retention Writing Critical Thinking Academic Challenge Student Effort 4 courses through General Education Review process</p>		<p>How do we continue outreach to PT/FT to create curriculum that supports Global/Multicultural ISLO?</p>
	<p>Completed curriculum maps with Social Science chair for Global Studies program concentration and Chinese Studies Option</p>	<p>Persistence Retention Graduation Transfer</p>		<p>How best to communicate Global Ed and Chinese Option curriculum maps to students and advisors?</p>
	<p>Consulted with HSO on Fall 2014 thematic block schedules for Global Studies.</p>	<p>Persistence Retention Graduation Transfer</p>		<p>Will students in the blocks complete programs at a higher rate than non-block students?</p>
	<p>RWR course and First Year MCC Gen Ed courses serve as template for American University of Phnom Penh (AUPP) in Cambodia</p>	<p>Developmental Education/College Level Persistence Retention Writing Critical Thinking Academic Challenge Student Effort</p>		<p>What % of AUPP population who may articulate to MCC will continue to need RWR course?</p>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
<p>2. WE WILL TRANSFORM LEARNING BY INTEGRATING ACADEMIC, WORKPLACE AND GLOBAL EXPERIENCES TO MEET PERSONAL, PROFESSIONAL AND COMMUNITY NEEDS.</p> <p>Global perspectives, real-world experiences and professional skills will enrich our academic programs and be authentically assessed. We will provide a relevant and transformative academic experience through the expansion of opportunities for career planning, experiential learning, cooperative education, internships, externships, undergraduate research, service learning and international education. In response to industry and community needs, we will design programs in emerging fields that include short-term and accelerated training models and non-credit articulation.</p>	<p>Global Education 1 year action plan completed and strategic plan draft in progress (To be completed by Fall 2014) from participation in American Council on Education (ACE) Institute for Leading Internationalization</p> <hr/> <p>Reviewed best practices for handbook on study abroad and global internships.</p> <p>Handbook drafts to be completed by Fall 2014.</p> <hr/> <p>China Initiative: China College Expo in Xi'An – recruited with Tao Williamson for summer 2014 American Culture Program for Chinese high school students. Priscilla Eng and Tao follow up with visit to China in Feb/March.</p> <hr/> <p>Participated in College Board China Bridge Delegation - connected to Universities in Beijing and Shandong</p>	<p>ACE and college review National Initiative for Leadership & Institutional Effectiveness</p> <hr/> <p>Global/Multi-cultural ISLO Active/Collaborative learning Writing Critical Thinking Academic Challenge Student Effort Persistence Retention Graduation Mass Transfer</p> <hr/> <p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning Academic Challenge Student Effort Student-Faculty Interaction Critical Thinking Persistence Retention Graduation Mass Transfer</p>	<hr/> <p>College/Global Ed</p>	<p>How has the action plan effectively furthered strategic goals? How can we make more visible Global Education initiatives?</p> <hr/> <p>How will MCC department responses to best practices be incorporated into draft?</p> <hr/> <p>How can we educate on the academic and financial benefits of community college education and increase international student enrollment to MCC?</p>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
	<p>Articulation and MOU study abroad agreements signed with:</p> <p>1) Bath Spa University in 10 programs and MOU with NECC to facilitate study abroad opportunities</p> <p>2) Harrow College, UK on Business and Enterprise and Entrepreneurial Passport programs</p> <p>3) MOU with Bo’Ai International High School in Xi’An, China for 30 Chinese students to attend MCC American Cultural Program summer 2014 and guaranteed 25% of Bo’Ai American Studies Program graduating class transfer to MCC in Fall 2015</p> <hr/> <p>Articulation and MOU agreements finalized by fall 2014:</p> <p>1) University of West London, UK in 17 programs</p> <p>2) University of Robert Gordon University, Aberdeen, UK in 6 programs</p>	<p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning Academic Challenge Student Effort Student-Faculty Interaction Critical Thinking Persistence Retention Graduation Mass Transfer</p> <hr/> <p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning Academic Challenge Student Effort Student-Faculty Interaction Critical Thinking Persistence Retention Graduation Mass Transfer</p>		<p>How can we make more visible Global Education initiatives and opportunities?</p> <p>How can we facilitate greater funding opportunities for semester and study abroad?</p> <p>How can we facilitate dorm space for incoming international students?</p> <hr/> <p>How can we make more visible Global Education initiatives and opportunities?</p> <p>How can we facilitate greater funding opportunities for semester and study abroad?</p>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
	<p>Assisted three students applying for US State Department Benjamin Gilman International Study Abroad Scholarship funding. All students receive funding.</p>	<p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning Academic Challenge Student Effort Student-Faculty Interaction Critical Thinking Persistence Retention Graduation Mass Transfer</p>	<p>US State Department Benjamin Gilman Scholarship</p>	<p>How can we facilitate greater funding opportunities for semester and study abroad?</p>
	<p>Three students from MCC and three from NECC accepted at Bath Spa University, UK for study abroad fall 2014</p>	<p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning Academic Challenge Student Effort Student-Faculty Interaction Critical Thinking Persistence Retention Graduation Mass Transfer</p>	<p>Financial Aid, Benjamin Gilman Scholarship, Cloud Sourcing</p>	<p>How can we facilitate greater funding opportunities for semester and study abroad?</p>
	<p>American University of Phnom Penh – mentoring of a new American -style liberal arts university in Cambodia – Ken Dunn, Director of International Programs in SE Asia, facilitating</p>	<p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning</p>		<p>How to recruit more East Asian and SE Asian students to MCC and facilitate dorm space for incoming</p>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
	<p>partnership 1) Multiple MOUs facilitated for AUPP</p> <p>2) 3 AUPP students transferring through MOU to MCC in Fall 2014</p> <hr/> <p>Consulted on revision of Ray Shea International MCC Foundation Scholarship</p> <hr/> <p>Global Scholar pilot initiative debut Fall 2014</p> <hr/> <p>Offered EWC-ASDP Title VI and Bridging Cultures Conferences/workshops/activities : Crossing Borders, Bridging Cultures: Remapping Identities in SE Asia; Modern</p>	<p>Academic Challenge Student Effort Student-Faculty Interaction Critical Thinking Persistence Retention Graduation Mass Transfer</p> <hr/> <p>Global/Multi-cultural ISLO</p> <hr/> <p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning Academic Challenge Student Effort Student-Faculty Interaction Critical Thinking Persistence Retention Graduation Mass Transfer</p> <hr/> <p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning</p>	<p>MCC Foundation</p> <hr/> <p>Title VI/NEH/Global Ed</p>	<p>international students?</p> <hr/> <p>How to craft the scholarship to get more detailed international study applications?</p> <hr/> <p>How can we make more visible Global Education initiatives and opportunities?</p> <hr/> <p>How can we continue to build on the success of these grant opportunities to engage cross-institutionally in</p>

	<p>China; The Power of Place - Harm de Blij; Syria: Crisis and Conflict - Dr. Soli Özel (with Honors); Mentor Visits – Sam Crane/Stephen Angle; Master Classes with Peter Kiang and Shelley Tang; Modeling Bridging Cultures in the Classroom; and Master Classes with Henry Rosemont on Confucian Role Ethics (See #3/4/5 for more Title VI and Bridging Cultures activities and initiatives)</p> <hr/> <p>LIBGuide for ASDP and AAC&U Bridging Cultures grants</p> <p>Offered <i>IDS Weekend: Asia Today</i></p> <hr/> <p>Fulbright-Hays Grant proposal to China submitted Connections made with Lowell Public Schools, Primary Source, East-West Center, University of International Business and Economics, Beijing, and Shanghai International Studies University</p>	<p>Student-Faculty Interaction Critical Thinking Persistence Retention Graduation Mass Transfer</p> <hr/> <p>Multicultural/global ISLOs Global/Multi-cultural, Oral and Written Communication, Critical Thinking ISLOs Gen Ed Student Effort Active and Collaborative Learning Course Evaluations Student-Faculty Interaction Persistence Retention Graduation Mass Transfer</p> <hr/> <p>Global/Multi-cultural ISLO Academic Challenge Student Effort Writing Active and Collaborative Learning Student-Faculty Interaction Critical Thinking Persistence Retention</p>	<p>Revenue generating account</p> <hr/> <p>Fulbright-Hays</p>	<p>developing curriculum for citizen preparation and multicultural/ global literacy and assessing student outcomes?</p> <p>How are curriculum modules effective using various LEAP Value Rubrics, particularly Global Learning, and how is student work affected?</p> <hr/> <p>Are these courses contributing to persistence and retention for students who participate?</p> <p>How can we best use the new AAC&U LEAP Global Learning Value Rubric on to assess student papers from the <i>IDS Weekend</i>?</p>
--	--	--	---	--

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
	<p>Oversaw curriculum for MCC Fellowships to China, Ireland, and Belize</p> <hr/> <p>Priscilla Eng on fall sabbatical to look at Chinese Options and language offerings for additional ways to build programs, including possible dual enrollment for Chinese I/II, development of Intermediate I/II and <i>Business Chinese</i> (non-credit)</p>	<p>Multicultural/Global, Oral and Written Communication, Critical Thinking, and Numeracy ISLOs</p> <hr/> <p>Multicultural/Global Academic Challenge Student-Faculty Interaction Persistence Retention Graduation Mass Transfer</p>	<hr/> <p>Academic</p>	<hr/> <p>What methods are needed to improve quality and assessment of programs and projects?</p> <p>Are students who participate in globally focused curriculum more likely to persist in graduation?</p> <hr/>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
<p>3. WE WILL DRIVE INNOVATION, ENRICH COMMUNITY AND BROADEN THE LEARNING EXPERIENCE FOR ALL BY FULFILLING OUR SHARED RESPONSIBILITY FOR DIVERSITY</p> <p>through expanded activities that promote a broader understanding and appreciation for diversity and recognize the importance of globalization. We will improve policies and practices to recruit, support and retain a more diverse student body and workforce. Together, students, faculty, and staff will create a working and learning environment that values diversity in all its forms as the essential element inspiring improvement and innovation. We will focus on research, pedagogies, and initiatives that assist in identifying and closing achievement gaps for diverse student populations and effectively support student success for all.</p>	<p>International Film Series (See #2/4/5 for more Title VI and Bridging Cultures initiatives and activities)</p> <hr/> <p>Cambodian Kiln and surrounding activities including Naga design & LPS instruction – Fulbright/Parker/NEA - EWC-ASDP NEH Bridging Cultures</p> <hr/> <p>EWC/ASDP MCC Title VI and Bridging Cultures cohort members presented conferences (See #2/4/5 for more Title VI and Bridging Cultures initiatives and activities)</p> <hr/> <p>Curriculum modules (24+) developed for ASDP Infusing, Title VI and Bridging Cultures Project on Global Ed site or in development</p>	<p>Critical Thinking Multicultural/global literacy ISLOs</p> <hr/> <p>Multicultural/global and Social Responsibility IISLO Active and Collaborative Learning Student-Faculty Interaction</p> <hr/> <p>Number of courses redesigned under the grant Participant evaluations. Grant deliverables Multicultural/global SLOs</p> <hr/> <p>Multicultural/global literacy ISLO</p>	<p>Middlesex Foundation/Associate Provost/Global Education</p> <hr/> <p>Grant Funds, College Funds, National Park, UMASS Lowell</p> <hr/> <p>Professional Development/Global Education</p> <hr/> <p>EWC-ASDP Title VI Bridging Cultures grants Global Education budget</p>	<p>What are some ways faculty develop curriculum around these films? Do students generate artifacts that demonstrate greater multicultural/global literacy?</p> <hr/> <p>How can we continue to build on the success of grant initiatives?</p> <hr/> <p>How can we continue to build on the success of these grant opportunities to engage cross-institutionally in developing curriculum for citizen preparation and multicultural/ global literacy and assessing student outcomes?</p> <hr/> <p>How are curriculum modules effective using various LEAP Value Rubrics, particularly Global Learning, and how is student work affected?</p>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
<p>4. WE WILL EMPOWER ALL MEMBERS OF THE COLLEGE COMMUNITY TO BE EDUCATORS, MENTORS, ADVOCATES, ENTREPRENEURS AND LIFELONG LEARNERS</p> <p>through enhanced professional development, curriculum and co-curricular activities. We will expand engagement opportunities for part-time faculty and support staff; increase the use of mentoring, advocacy and peer support models; and continue to build a college environment that encourages on-going reflection, wellness, improvement and entrepreneurship. To enhance student responsibility, self-advocacy and leadership, we will increase student representation on college-wide committees and create new roles for students as peer mentors, advisors, tutors and leaders.</p>	<p>Globalizing the Curriculum sessions held (4) ; 2 in conjunction with Professional Development</p> <p>Met with individual faculty from across divisions to develop global curriculum and study abroad short courses</p> <hr/> <p>Focus on faculty development in EWC-ASDP Title VI Year III</p> <p>Focus on faculty development in EWC-ASDP Bridging Cultures grant</p> <p>Assist with faculty development in AAC&U Bridging Cultures grant</p> <hr/> <p>Inner Resources - Bridging Cultures sessions through sharing of experiences within MCC community - online/video</p> <hr/> <p>Participation and presentations in various professional development and academic conferences, including the AAC&U Global Learning, The International Daoist, AIEA Global Learning, ASDP National (5 faculty), New England Assoc. of Asian Studies (6 faculty), MaCIE Scholars at Risk panel</p>	<p>Multicultural/global literacy ISLO</p> <p>Active and Collaborative Learning</p> <p>Academic Challenge</p> <p>Critical Thinking</p> <p>Personal and Professional Development</p> <hr/> <p>Multicultural/global and Personal, Oral and Written Communication, and Professional Development ISLOs</p> <p>Active and Collaborative Learning</p> <p>Academic Challenge</p> <hr/> <p>Multicultural/global literacy ISLO</p> <p>Personal and Professional Development ISLO</p> <hr/> <p>Multicultural/global, Oral and Written Communication, and Personal and Professional Development ISLOs</p> <p>Publication requests: 5 articles in 5 journals</p>	<p>Title VI funding stipends for curriculum developed from Master Classes on Confucianism</p> <hr/> <p>EWC-ASDP Title VI grant</p> <p>EWC-ASDP Bridging Cultures grant</p> <p>AAC&U Bridging Cultures grant</p> <hr/> <p>Global Education</p> <hr/> <p>Global Education and Professional Development</p>	<p>What are effective ways to continue to engage full-time and part-time faculty at multiple institutions in this work?</p> <hr/> <p>What are effective ways to continue to engage faculty at multiple institutions in this work?</p> <hr/> <p>What are effective ways to continue to engage faculty in this work?</p> <hr/> <p>What are effective ways to continue to engage faculty in this work?</p>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
<p>5. WE WILL FOSTER GREATER COLLEGE ENGAGEMENT THROUGH IMPROVED COMMUNICATION, PERSONAL CONNECTIONS AND COLLABORATIVE PARTNERSHIPS.</p> <p>by creating new opportunities for students, faculty and staff to interact, learn and work together to build community, to enhance student learning outcomes and to achieve strategic college priorities. We will strengthen college-wide communication and information dissemination through the effective use of next-generation technology tools, the establishment of innovation and interest groups and the inclusion of student voice in all we do.</p>	<p>Met regularly with HSO and BEP deans, assistant deans, chairs, and faculty (incl STEM) to discuss global collaborations – curriculum, internships, activities, and grants</p> <hr/> <p>At division meetings highlighted new Global Education website, global education initiatives/activities, and curriculum development</p> <hr/> <p>Worked with faculty to submit approved general education applications with global/grant focus</p> <hr/> <p>Continue to facilitate academic and entrepreneurial connections in India, MASS, and with Pond Deshpande Sandbox in New Brunswick as a result of 2013 participation in Deshpande Hubli Dialogue with Merrimack Valley Sandbox Partners and MCC student representative</p> <hr/> <p>Use of E-Portfolio model for all international study abroad fellowship trips</p>	<p>Number of curriculum initiatives, internships, and grants</p> <hr/> <p>Number of participants in workshops/activities, curriculum modules and website use</p> <hr/> <p>Number of applications submitted from divisions</p> <hr/> <p>Number of participants in Deshpande Sandbox entrepreneurial activities</p> <hr/> <p>Number of participants using e-portfolio Course evaluations</p>	<p>Grants, Global Education budget</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Number of faculty who participate in one or more college sponsored events or activities?</p> <hr/> <p>Number of faculty who participate in one or more college sponsored events or activities?</p> <hr/> <p>How best to support students in local and study abroad entrepreneurial activities with global focus?</p> <hr/> <p>Is this a useful format for reflection, analysis, and disseminating information for Fellowship course projects?</p>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
<p>6. WE WILL BUILD PARTNERSHIPS THAT STIMULATE INNOVATION AND ADDRESS THE EDUCATIONAL, SOCIAL, ECONOMIC, AND WORKFORCE DEVELOPMENT NEEDS OF OUR COMMUNITIES.</p> <p>We value our role as a convener for active partnerships aimed at creating innovative solutions to significant community challenges. By maximizing relationships with our workforce investment and advisory boards, employers, career centers, and alumni, we will be positioned to best meet emerging education and training needs. Internal college teams will reach out to community partners to highlight and creatively address local and regional issues. We will proactively demonstrate and market the value of our resources and programs, attaining a new level of community awareness, responsiveness and impact</p>	<p>Global Education Advisory Board – 2 meetings</p> <hr/> <p>Collaborated with Resource and Leadership Development, Global Education Massachusetts, Primary Source, EWC-ASDP UIBE on Fulbright-Hays Grant proposal to China</p> <hr/> <p>Represent MCC on AUPP Advisory Board</p> <hr/> <p>Advocated in Cambodia for AUPP pathway to MCC MOU in progress with Great Britain institutions: Bath Spa University (in collaboration with NECC), Robert Gordon University, University of West London, Harrow College for LS.LAS, and Business programs</p> <hr/> <p>Spoke to over 2000 students, Chinese community, and party officials at Shaanxi Railway Institute’s 40th anniversary. Discussed plans for faculty training programs and student exchanges in 2014-15 (See #2 for related initiatives and activities)</p>	<p>Academic Challenge</p> <hr/> <p>Fulbright-Hays proposal funding</p> <hr/> <p>Number of students AUPP accreditation progress Community partners Active and Collaborative Learning Academic Challenge Student Effort Student-Faculty Interaction Global/Multi-cultural ISLO</p> <hr/> <p>Global/Multi-cultural ISLO Personal and Professional Development Student-Faculty Interaction</p>	<p>Global Ed budget</p> <hr/> <p>Fulbright-Hays</p> <hr/> <p>Global Education</p>	<p>How best to incorporate WFC needs into global/multi-cultural curriculum?</p> <hr/> <p>How can we best engage our other colleges, faculty, and students in these opportunities?</p> <hr/> <p>How can we best engage our other colleges, faculty, and students in these opportunities?</p>

Strategic Direction	Initiatives/Activities in Your Area	Accountability Measure	Funding Resources	Additional Research Questions/Data
	<p>With Chair of English visited UK Articulation/MOU partners to discuss agreements and study abroad opportunities</p> <hr/> <p>Worked with Professional Development and faculty/staff on collaboration with MAVI Systems Game Design for Global Cultural Literacy sim for use at MCC and workplace</p>	<p>Global/Multi-cultural ISLO Community partners Active and Collaborative Learning</p> <hr/> <p>Global/Multi-cultural ISLO Community partners Active and Collaborative Learning</p>		<p>How can we facilitate greater funding opportunities for semester and study abroad?</p> <hr/> <p>How do immersive simulations affect critical thinking, collaborative learning, and retention?</p>

Student Success Indicators

- Developmental Education/College Level
- Persistence
- Retention
- Graduation
- Mass Transfer
- Community College Composite Success Measure
 - Degree & Certificate Production in High Demand Fields

Institutional Student Learning Outcomes (3)

- Writing
- Critical Thinking
 - Personal and Professional Development

Assessment of Student Engagement (CCSSE)

- Active and Collaborative Learning
- Academic Challenge
- Student Effort
- Student-Faculty Interaction
 - Support for Learners

Assessment of College Climate

National Initiative for Leadership & Institutional Effectiveness

APPENDIX B: GLOBAL EDUCATION BUDGET FY14 -15

- 1

 - Infuse General Education curriculum with global learning by 2017
 - Budget 201458
- 2

 - Increase enrollments in existing courses with global learning
 - Budget 201458
- 3

 - Expand relationships with overseas institutions and engage in partnerships including curricula, professional development, and technical assistance
 - Budget 201452, 201458, *Recruiting E Asia and SE Asia Budget
- 4

 - Increase the number of students who participate in study abroad: shortcourses, semester, service learning or internships
 - Budget 2015 (Fellowship), Revenue Generating Study Abroad Accounts
- 5

 - Increase recruitment numbers of international students
 - *Recruiting E Asia and SE Asia Budget
- 6

 - Build short training programs for international students and faculty
 - *Recruiting E Asia and SE Asia Budget and Revenue Generating Accounts
- 7

 - Grow opportunities to host events with global themes
 - Budget 201458

*Temporary budget supported through presidential initiative

Budget 201452

Account	Title	Available FY'14	Available FY'15
2000	Regular Employee Expense	13, 151.16	13, 151.16
3500	Administrative Expenses		
4000	Facility Operation	269.00	269.00
5000	Consultant Services		
5500	Operational Services		
6000	Equipment Purchases		
Total		13,420.16	13,420.16

Budget 201458

Account	Title	Available FY'14	Available FY'15
2000	Regular Employee Expense	12, 113.70	14, 760.00
3500	Administrative Expenses	676.43	5,500.00
4000	Facility Operation	3,977.82	1,952.95
5000	Consultant Services	500.00	4 ,000.00
5500	Operational Services	1,000.00	
6000	Equipment Purchases		400.00
Total		18, 267.95	26,612.95

APPENDIX C: KEY STAKEHOLDERS

Int'l Partners

Students

Faculty

Deans

Dean of Global Ed

Provost

President

Senior Leadership

Strengths & Weaknesses

Globally engaged college with commitment to Dean of Global Education leadership

Welcoming environment, suburban and urban diversity

More students engaged in globally focused Gen Ed courses

Study abroad growing but need more embedded service learning and undergraduate research; also study abroad programs financial burden for many families

Global professional development increasing

Commitment to serving international students with academic and co-curricular support, including comprehensive ELL program

Recruitment to increase international enrollments; however, College is new to international recruitment process; start-up costs and annualization of budget concerns

Articulation and transfer ability: MOU and articulation agreements with local and international institutions

Lack of full commitment by State and Board of Higher Ed for international mission of community colleges

Housing concerns for incoming international students

Cultural sensitivity across college uneven despite growth of international students and international faculty

With growth, support staff needed in running study abroad programs

Study Abroad Handbook, review of international crisis management and insurance policies needed

Strategic Approaches

Encourage faculty Gen Ed globalization ●●●●●

Faculty-Student teamwork in developing Global-based learning ●●●●●

Build strong Global Ed communication network on- and off-campus, including Global Ed website ●●●●●

Explore college LAS language requirement ●

Build improved framework for int'l undergraduate exchange ●●●●●

Explore faculty exchanges with international partners ●●●●●

Develop pre-and post-study abroad experiences ●●●●●

Leverage MCC alumni, contacts, staff abroad for international recruiting ●●●●●

Funding to improve study abroad via undergraduate research, and build faculty collaborations ●●●●●

Provide need-based aid for study abroad ●

Recruiting Plan including creating an American Culture Experience for Chinese HS students ●●●●●

Opportunities

International students WANT to come to the US to study; recruit; review opportunities for conditional acceptance and ELL program placement (American Culture Experience/Program); and explore set up of mentor families

Develop a marketing plan, particularly targeting China and SE Asia, including online classes to market overseas

Generate greater visibility of MCC impact and presence abroad: to internal and external audiences

Expand campus-wide focus on globalization in undergraduate education; promote e-portfolios with international content

Make available rigorous, diverse, affordable, and research-oriented study abroad programs on five continents during academic year and summer term

Enhance linkages with institutions throughout the world with similar interests, including exchange and including transfer opportunities

Expand Global STEM Education and workforce development connections to international students through the Global STEM Education Center

Provide environment for review of crisis management protocols for safety, health of international travelers (outgoing and incoming)

Explore ACE Internationalization Lab

Strategic Drivers

External / Positive:
Globalism (int'l policy, linguistic competence, cultural knowledge): priority in new economy, increasingly apparent to students, parents, government

Enrollment shortfall: opportunity for MCC to increase enrollments through international recruiting

External / Negative:
Limited economic resources among students, parents may restrict enrollments in study abroad

Legal issues, health, safety & liability growing

Challenge of international competition growing

Internal / Positive:
Good momentum among MCC faculty, administrators for globalization

Senior Leadership support for global initiatives and increased collaboration and coordination between academic and co-curricular areas

APPENDIX D: GLOBAL EDUCATION SPONSORED ACTIVITIES 2012-14

Connections that Engage and Support

- Programmatic Changes
 - Development of Strategic Plan for Global Education
 - Global Studies Concentration – revised and approved
 - Chinese Studies Option - approved
 - Gen Ed revision and GERC course approvals
 - Study Abroad and MOUs with Asian and European institutions
- Curriculum Development and workshops
 - 4 new courses /12 modules
 - Increased Language offerings: Chinese, Khmer
 - LIBGuide for ASDP and AAC&U Bridging Cultures grants
 - Interdisciplinary Weekend 1 credit course presentations each year by 9-12 MCC faculty
 - Connections Across Asia 2012
 - Bridging Cultures 2013
 - Asia Today 2014
 - Foundation Fellowships – e-portfolios required, ISLOs connections made
- Workshops/Speakers/Events
 - *Chinese Culture and the Humanities* – Title VI workshop
 - *Chinese Histories in a Global Context* – Title VI workshop
 - *Modern China* –Feb. 10,2014 – Title VI workshop
 - *Puppets, Politics, & Culture Wars* - Kathy Foley – simulcast to QCC and BCC
 - *Journey to the East* – Hourglass Theatre - performed at MCC/QCC/BCC
 - *Chinese Diaspora in SE Asia* - LUCE grant lecture by Jan Arabas, MCC professor
 - Arn Chorn Pond event - sponsored by the Multicultural Office
 - *The Power of Place* - Harm de Blij
 - NEH ASDP Mentor Visits – Sam Crane/Stephen Angle
 - *Syria: Crisis and Conflict* - Dr. Soli Özel - Honors/Global Ed
 - *Modeling Bridging Cultures in the Classroom* - Peter Kiang and Shelley Tang – 12/6/13
 - *Master Classes Using the Confucian Analects in the Classroom* - Henry Rosemont, Jr. - 4/4-5/14
 - *kNOw Them* - Dick Simon
 - *Stories from Rwanda with Solange Nyirasafari*, Executive Director of the Rwanda Youth Healing Center
 - *Celebrating a Community of Survivors*: Community refugee event hosted by MCC Global Ed
 - *What Can We Learn from China?* – Peyton Paxson
 - Global Education Speaker Series – *Birds of Paradise Lost*- Andrew Lam
 - *A River Changes Course* Film Screening at LTC and Young Filmmakers Talkback with Kalyanee Mam, director of the Sundance award winning documentary - COOL Grant

Global Dialogues

- American University of Phnom Penh – mentoring of a new American -style liberal arts university in Cambodia – Ken Dunn, Director of International Programs in SE Asia, facilitating partnership
- China College Expo 2014 and 2014 - recruiting for American Culture Experience targeting Chinese high school students
- College Board China Bridge Delegation – Dona Cady, High Education participant
- Bo’Ai International High School MOU
- American University of Phnom Penh (AUPP) , Cambodia MOU 1+1+2
- Bath Spa University, UK - Articulation Agreement in 10 programs, including Global Studies, China Studies Option; MOU with Bath Spa and Northern Essex Community College for semester study abroad and short courses collaboration
- West London University (11 programs) Articulation and MOU Agreement
- Robert Gordon University (6 programs), UK – MOUs in progress
- Harrow College, UK – MOU in Business and Entrepreneurship – connection with Morocco and HED grant

Bridging Cultures Project (See Appendix I)

- NEH-AAC&U Bridging Cultures Grant: To Form a Nation, Difference, Community and Democratic Thinking – coordination between EWC and AACU Bridging Culture Grants for activities, curriculum development, conference presentations, faculty and student support in Social Responsibility and Global Learning

Building Community Connections

- Kiln Project –Marge Rack - begun in Fulbright-Hays grant, continued in EWC Bridging Cultures grant and \$40,000 NEA grant Yary’s Kiln Blog”
<http://community.middlesex.mass.edu/blogs/cambodiankiln/>
- Strings for Cambodia: Johannah Segarich - begun in Fulbright-Hays grant, continued in EWC Bridging Cultures grant <https://www.middlesex.mass.edu/stringsforcambodia/> and \$37,000 Parker Foundation grant
- International Film Series - 6 films/year with discussants
- One Film Series - curriculum modules
- Inner Resources – Bridging Cultures sessions through sharing of experiences by faculty and staff within MCC community – online video and curriculum resources available
- Fulbright-Hays Grant proposal to China 2013 and 2014– connections made with Lexington High School, Lowell Public Schools, Primary Source, East-West Center, University of International Business and Economics, Beijing

Conference Presentations and Institutes

- EWC International Conference in Beijing 2012 presentation - Dona Cady
- Participation in the first American Council on Education 2013 Institute for Internationalization in Washington, D.C. – Dona Cady
- Teaching-Learning-Student Development 2013 Conference – MCC/QCC/BCC Bridging Cultures grant presentation
- ASDP National Conference, Phoenix 2013 and Houston 2014 – 5 MCC faculty presented each year supported by Professional Development and Global Education
- New England Association of Asian Studies Conference 2013 – 6 MCC presentations
- NEH-ASDP Crossing Borders, Bridging Cultures: Remapping Identities in SE Asia 10/17- 19/13 conference
- Title VI Lessons Learned Conference, 4/25-26/14, Dona Cady, Ellen Nichols, Priscilla Eng
- Bridging Cultures Online Conference, 8/15-18/14, all cohorts participated
- NEH-ASDP Lessons Learned Conference, Chicago - 11/7-9/14, MCC/BCC/QCC Cohort reps: Marge Rack, Cecil Leonard, Gaelan Benway, Dona Cady
- AAC&U Global Learning in College Conference presentation 2013 and 2014: *Conversations on the Bridge: The Bridging Cultures Project at Middlesex Community College* - Matthew Olson, Carina Self, Dona Cady
- Community Colleges for International Development (CCID) Presentation 2014 – *Linking International Initiatives and Student Success* – Judy Hogan and Dona Cady
- MCC hosted conference *Crossing Borders, Bridging Cultures: Remapping Identities in Southeast Asia* – 10/17-19/13 75 attended reception and open lecture/55 attended conference. Over 30 MCC faculty/staff attended the conference
- MaCIE 2013 and 2014 conference -Scholars at Risk panel -Tararith Kho, Dona Cady, MCC; Jane Unrue, Harvard
- Massachusetts STEM Education Summit: Global STEM Panel: *The Why, Whats and Hows of Educating for the 21st Century* – Schelkin, Zimmerman, Kehayes, Fitzpatrick, Woodbury, Cady,
- NEH-ASDP Lessons Learned Conference, Chicago - cohort representatives attended
- ASDP Institute on Infusing Chinese and Japanese Religion, Art and Literature into the Undergraduate Program – Marja-Leena Bailey MCC participant 2013 and Nina Davidson and Ashli Rhee 2014
- Daoist Studies International Conference presentation 2014 – Dona Cady
- Self, Cady, and Olson. “Connecting Democratic Engagement and Global Learning in General Education.” *Diversity and Democracy*. <http://www.aacu.org/diversitydemocracy/vol17no3/8/14>

APPENDIX E: GLOBAL SCHOLAR PROGRAM

Become a Global Scholar And Change the World!

The Global Scholar Program prepares students to be global citizens who are inter-culturally competent, informed advocates for meaningful change, and innovative leaders for tomorrow.

To graduate with the Global Scholar designation on your transcript, you must take a minimum of five globally focused courses plus the Interdisciplinary Weekend. Having this special notation on your transcript will show perspective employers and transfer colleges your deep, cross-cultural knowledge of our interconnected world.

The courses on the Global Scholar Approved Course List encourage reflection from diverse perspectives about the complex nature of culture, politics, economics, language, history, and much more.

Learn more about yourself, your own academic interests, and how to apply that knowledge and skill to address global issues.

Become a Global Scholar and change the world!

* Courses taught by faculty who have attended the East-West Center

Global Scholar Approved Course List

Anthropology

ANT 101 Cultural Anthropology

Art

ART 108 Asian Art*

Business

BUS 190 Tourism Geography

English

ENG 111 Chinese Literature*

ENG 120 Holocaust*

ENG 125 Literature of Protest and Hope*

ENG 140 World Literature I

ENG 141 World Literature II

ENG 143 British Literature Survey

ENG 175 Irish Literature

Environment

ENV 121 Coral Reef Ecology

Geography

GGY 120 World Geography

History

HST 126 Vietnam: The War and The Country

HST 130 World Civilization Before 1500*

HST 131 World Civilization After 1500*

HST 132 Contemporary Latin America History

HST 135 The Middle East and Islamic World*

HST 139 - Christian and Islamic Cultures in Peace and Conflict

HST 141/310 The Peru Experience/International Healthcare Delivery and Social Policy in Peru

HST 150 The Silk Road: Journey to China*

HST 901/SOC 901 Introduction to Globalization

HST 914/SOC 914 The Middle East and Islamic World*

HST 930/HUM 930 World Cultures*

HST 931/HUM 931 Latin American Literature

Humanities

HUM 102 Introduction to the Humanities*

HUM 104 Myths*

HUM 121/SOC 121 The China Experience*

HUM 123/SOC 123 The Russia Experience*

HUM 126/SOC 126 The Cambodia Experience*

HUM 129/SOC 129 The Costa Rica Experience

HUM 135/PSY 135 Windows on the World: Social Psychology, Explored Through the Humanities*

HUM 931/HST 931 Latin American Literature*

HUM 932/PSY 932 Asian Literature and Social Psychology*

Interdisciplinary

IDS 105 Interdisciplinary Weekend* - **REQUIRED**

Language

All language credit courses may apply **Learning Communities**

LIC-117 Introduction to Chinese Culture: Through Another Window Chinese Literature and Balance through Acting (6 credits) *

LIC 119 World Views: Examining Civilizations Through Art and Literature World Literature and Art Appreciation (6 credits) *

Music

MUS 102 World Music*

Philosophy

PHIL 107 Eastern Philosophy

Psychology

PSY 135/HUM 135 Windows on the World: Social Psychology Explored Through the Humanities*

PSY 932/HUM 932 Asian Literature and Social Psychology*

Religion

REL 102 Religions of Asia

REL 104 World Religions

Sociology

SOC 118 Multicultural Communications

SOC 120/HUM 120 The Ireland Experience SOC

121/HUM 121 The China Experience* SOC 128/

HST 128 Modern China*

SOC 901/HST 901 Introduction to Globalization: An Honors Seminar

SOC 914 Middle East and Islamic World*

APPENDIX F: GRANT FUNDED GLOBAL CURRICULUM MODULES

Curriculum Modules

Humanities

- Art
 - Cambodian Pottery
 - The Legacy of Artistic Interactions between Cambodia & Thailand ... and Beyond - Paul Lavy
- Geography
 - The Power of Place – Harm de Blij
- Film
 - *A River Changes Course* discussion with Kalyanee Mam
- Literature
 - Chinese Fiction
 - Sample Syllabi
 - Poetry of Li Bai
 - *Wild Swans*
 - Cinderella: Literary Origins
 - Mulan: Way-making and Consummate Conduct
 - Eat, Drink & Be Wary: Conflict in Chinese Film and Fiction
 - Vietnamese Fiction and Immigrant Voice
 - *Birds of Paradise Lost- Immigration Voice, Immigration Writing* – Andrew Lam
 - Shakespeare
 - Hamlet and the Dao
- Philosophy
 - Asian Philosophy – General Introduction
 - Confucian Analects
 - Working with the Analects
 - The Encumbered Life
 - Confucian Analects and Chinese Painting
 - Buddhism in Contemporary China
 - Microcosms and Macrocosms: Buddhism the Body, and the Cosmos - Justin McDaniel
 - Valuing Diversity: Buddhist Reflection on Equity and Education – Peter Hershock
- World Music
 - Sonata and Rhondo forms
 - Non-Western musical forms
 - Cambodian Music
 - Chinary Ung performance

Social Science

- Anthropology
 - The Seas Unite: Remapping SE Asia from a Maritime Perspective - Barbara Andaya
 - Mapping Southeast Asian Identities - - Barbara Andaya
 - Cambodian Cultures/Khmerican Identities - Judy Ledgerwood
- Economics
 - China's Impact on the Global Economy
- History
 - Engaging Students in Global Contexts
 - Silk Road
 - Conversations on Ethnocentrism and Race: Slavery and the Atlantic Slave Trade
 - The Development of Western Psychology in a Chinese Context: Redefining the Oedipus Complex through the Myth of Asaje
- Popular Culture
 - kNOWTHEM – Dick Simon
 - *What Can We Learn from China Today?*
 - Modern China course developed with modules on:
 - Migrant Workers
 - Literature and Film
 - Environment
- Psychology
 - Positive Psychology
 - Buddhism and Student Success
 - Cultural Perspective in Memory
 - Asian Culture and Adolescent Psychology

Business

- Africa
 - The Rwanda Youth Healing Center – a Social and Business Success - N. Safari Solange
- Middle East
 - Entrepreneurship

Service Learning

- Impact of Service Learning in study abroad

STEM

- Asia's Environment

APPENDIX G: EAST-WEST CENTER AND NEH BRIDGING CULTURES MCC ALUMNI

Sandra Albertson-Shea
Clea Andreadis
Jan Arabas
Jane Arnold
Marja-Leena Bailey
Pamela Banks
Jonathan Bennett
Camelia Bouzerdan
Carlos Brocatto
Dona Cady
David Coleman II
Carole Cowan
Nina Davidson
Joanna DelMonaco
Barbara Dexter-Smith
Susan Dill
James Dottin
Roger Edmonds
Priscilla Eng
Frank M Falcetta
Julien Farland
Brian Foye
Darlene Furdock
Paul Gibbons
Orian Greene
Jim Haney
Elizabeth Hastings
Stanley Hitron
Susan Hunt
Danijela Jackson
David Kalivas
Claire Kamasaki
Robert Kaulfuss
Michael Klein
Ashmita Khasnabish
Joan Kleinman

Daniela Loghin
Joseph C. Lord
Sandra Lord
Min Lu
Cathy McCarron
JoAnn McManamy
Barbara Mellin
Betty Millin
Kent Mitchell
Linda Moody
Gail Mooney
Pat Morrow
James Mullen
Kevan Murphy
Rogers Muyanja
Ellen Nichols
Matthew Olson
Karen Oster
Peyton Paxson
Jennifer Pisarik
Catherine Pride
Margaret Rack
Ashli Ree
Ellen Rica
Michael Rodman
Steve Russell
Marie Ryder
Johannah Segarich
Carina Self
Charlene Sherry
Wendolyn Shrock
Phillip Sisson
Harriet Stettiner
David Tennant
Susan Thompson
Joanne Travers
Sevan Yousefian

APPENDIX H: BRIDGING CULTURES PROJECT STRATEGIC OVERVIEW



Association of American Colleges and Universities



VOLUME 17, NUMBER 3

SUMMER 2014

Connecting Democratic Engagement and Global Learning in General Education

By Carina Self, Dona Cady, and Matthew Olson

While community colleges have historically existed at a crossroads between workforce development and opportunities for student transfer to four-year institutions, Middlesex Community College (MCC) is currently at a crossroads of integrating democratic engagement with global learning in our general education curriculum. At MCC, we see these two crossroads as converging at a single intersection, particularly in light of the current national focus on global economic competitiveness. To prepare students for today's workforce, community college educators must promote forms of liberal learning that advance cross-disciplinary knowledge, cultural and global literacy, and awareness of individual and collective responsibility. At MCC, we believe that democratic engagement and global learning are essential for all students to gain perspective on their academic, social, and career choices.

Nowhere are today's educational demands more evident than in Massachusetts, where the growing knowledge economy has created a gap between the skills needed for available jobs and the educational backgrounds of potential employees (Bundy, Ansel, and Snyder 2013). Importantly, many unfilled positions require not only advanced technical skills and knowledge, but also intercultural competencies that promote understanding among diverse communities at home and abroad. The Massachusetts Department of Higher Education recognized this reality in its Vision Project by naming citizenship preparation—including acquisition of the knowledge, skills, and dispositions to be active and informed members of global communities—as an expected outcome for institutions of public higher education (Massachusetts Department of Higher Education 2012).

To address current pressures on and goals for higher education, MCC began its general education reform process in 2011 with this question: How do we, as an institution, mobilize across a number of functional areas to provide general education that develops students' intercultural competence, global understanding, and democratic engagement? In our experience, the answer involves working from the

top down, from the bottom up, and side by side with our colleagues. Over the past two and a half years, we have furthered our general education reform efforts through our Bridging Cultures Project (BCP).

Bridging Cultures at MCC

Several years ago, MCC received two Bridging Cultures grants sponsored by the National Endowment for the Humanities (NEH), one through AAC&U and The Democracy Commitment, and the other through the Asian Studies and Development Project (ASDP) of the East-West Center at the University of Hawai'i. Although the two grants have focused on different outcomes, the processes they have inspired—of integrating multicultural and global literacies and civic learning into the general education curriculum—have connected campus conversations about three distinct topics: (1) civic learning, which to that point had been strongly associated with service learning; (2) global education, which had simply involved study abroad programs; and (3) inclusive education of historically marginalized groups, which had been addressed by several individual offices. It can be challenging to bring people together across these areas of commitment, in part because the parties involved may not have developed sufficient trust across units and may fear losing resources targeted to specific programs.

To develop trust and partnership across areas of responsibility, the leaders of the two Bridging Cultures grants have encouraged campus-wide conversations about students' learning experiences and have provided seed money to promote innovative collaborations. Faculty and staff who have been directly involved in the BCP have developed curricular and cocurricular projects around the three themes described above, creating course modules, organizing campus speakers, designing and implementing community engagement projects, engaging in professional development workshops, attending master classes taught by global scholars, and serving as peer leaders or “fellows.” With the two grants serving as “tent poles,” the MCC Bridging Cultures Project has become a meaning-making mechanism supporting MCC's work to articulate and collaborate around institutional priorities, drive curricular and instructional innovations, and establish a culture of assessment.

Connected Institutional Priorities

How do we develop and maintain engagement with the important concepts of civic learning, global education, and inclusive education? Again, the answer involves working from the top down, bottom up, and side by side. We have been fortunate to have long-standing commitments and vision for democratic engagement and global learning from senior leadership. Over twenty years ago, MCC President Carole Cowan established lasting partnerships with global learning organizations such as the East-West Center while steadfastly supporting the development of a robust service-learning program. These ongoing commitments have provided crucial supportive infrastructure for BCP initiatives as well as places to connect democratic engagement and global learning.

MCC's commitment to democratic engagement and global learning has deep institutional roots, as articulated in our mission statement: “Recognizing equity and inclusion as the foundation for excellence and creativity, Middlesex Community College meets the evolving educational, civic, and workforce needs of our local and global communities.” Significantly, we created our mission statement using Appreciative Inquiry, a democratic process involving public forums and participation across the college community. Our institutional strategic plan directly addresses global and civic learning, with explicit connections to the goals and activities of departments such as global education and service learning. To evaluate and improve our efforts, the provost and academic leaders have gathered evidence of

programmatic action in each strategic area and assessed this data on an annual basis, identifying gaps as areas for further resource development and allocation.

Working side by side and from the bottom up, faculty and staff members share best practices and personal commitments related to these priorities through ad hoc groups like the Faculty and Staff Association Diversity Committee. Within the array of options for engagement, the BCP has provided a menu of pedagogical approaches and resources that faculty can apply to their specific disciplines, including suggested speakers, films, curriculum modules, and professional development programs that connect with other areas of institutional support, such as the Service-Learning Department, the Global Education Department, and the Center for Leadership and Engagement. One example is the BCP dialogue project Inner Resources, through which members of the college community share personal stories of global and democratic engagement in videos that become available as pedagogical resources. The BCP has promoted and encouraged a variety of grassroots initiatives like this one, amplifying the voices of our diverse community of faculty, staff, and students beyond the scope of any individual effort.

Integrating Curriculum and Assessment

The BCP strongly complements MCC's current work in general education reform. Each course in MCC's new general education core must address at least three of our six Institutional Student Learning Outcomes (ISLOs): written and oral communication, quantitative literacy, personal/professional development, multicultural/global literacy, social responsibility, and critical thinking. In order to be included in the new general education core when it launches, courses must be approved through a shared governance process by fall 2014. When faculty members apply for general education status for their courses, they must provide examples of assignments designed to achieve specific ISLOs.

Assessment of the ISLOs is a central feature of our general education reform process. Too often, faculty see institutional assessment efforts as externally imposed, artificial, and disconnected from their goals for students, yet assessing student gains is crucial for institutions to not only gauge success but also improve effectiveness. Significantly, MCC grounds institutional assessment efforts directly in the work of the faculty who teach general education courses. Our initial pilot assessment seven years ago indicated that we cannot assess for particular outcomes unless the artifacts created by students directly address those outcomes. By connecting their curricula with specific ISLOs, faculty are not only creating courses with built-in assessment opportunities; they are also developing a capacity for meaningful assessment.

The BCP provides support to faculty who are submitting their courses for general education approval. Over forty curriculum modules have been developed through the BCP, and these modules provide rich examples of course content that engages students in their local and global communities. BCP assignments take advantage of our highly developed infrastructure for democratic and global work. Perhaps more importantly, these assignments provide inspiration for faculty members who are not directly involved with the BCP but who are, nonetheless, seeking to embed democratic thinking and global learning in their instruction.

As they submit their courses for general education status, faculty members become more explicit about their goals for students, tying ISLOs to course outcomes and building specific assignments that allow students to demonstrate those outcomes through meaningful work. For example, a BCP faculty member in geography who was preparing to submit her course for general education approval worked with her students to develop a day-long cultural exchange conference with the local Burmese refugee community. Students offered information on local and regional sites of interest to members of the

community, who then shared their stories, including through a traditional dance performance. This conference led to student products and reflective essays that allowed the faculty member to assess students' achievement of learning goals, while also considering feedback from members of the Burmese community—bringing together students, faculty, and community members at a crossroads of teaching and learning.

Converging Pathways

MCC now offers many opportunities for students and community members to see the overlap of global and democratic engagement that can be achieved through collaboration. One powerful example is our construction of a traditional Cambodian wood-fired kiln, a project that was the major focus of one BCP faculty fellow. Understanding that we serve a community that includes a large Cambodian population, we developed a multifaceted partnership between the college, the Lowell National Park, local public schools, and several funding sources to bring a master ceramist and expert in Cambodian traditional pottery to Lowell to help build the kiln. This art form, which dates back to the Angkor Kingdom (802–1431 AD), can now continue to flourish within our local Cambodian community, where it provides the basis for new ceramics curricula within the MCC arts department and local public schools.

Many faculty members who have participated in the BCP are developing deeper perspectives around the connections between assignment design and meaningful learning in the areas of democratic engagement and global learning. As we continue our work with the support of a Massachusetts Department of Higher Education grant to assess social responsibility, our experience of standing at the crossroads with the BCP allows us to see at the horizon the convergence of many roads into a single point. In our globalized world, we can no longer afford to see pathways to democratic responsibility, global literacy, and economic viability as separate and divergent. Instead, we must imagine them as converging to provide students with the knowledge they need to be liberally educated and socially responsible world citizens.

Bridging Cultures Project: Lessons Learned

Through Middlesex Community College's Bridging Cultures Project and concurrent efforts to reform general education, we have learned several lessons about prioritizing, connecting, and assessing democratic engagement and global learning across the curriculum:

- The tendency to address democratic thinking, global education, and social responsibility separately in higher education is a significant challenge to curricular reform. Mutual trust and shared goals are necessary to promote collaboration across these priorities.
- Not every effort related to civic responsibility and global learning has to be connected. At the same time, with enough overlap between initiatives, it is possible to connect different ideas and activities naturally and organically.
- Engaging faculty in national conversations about democratic engagement and global learning helps fuel interest in educational reform efforts.
- AAC&U's VALUE Rubrics (available at www.aacu.org/value/) are useful tools for discussing and

customizing assessment.

- Pervasive curricular change at a community college requires engaging contingent faculty as peer leaders, drawing on their interests and experiences and documenting their ideas as models.
- General education reform is a marathon, not a sprint. Progress must be measurable and consistent, but need not be immediate or dramatic.

References

Bundy, Andrew, Dana Ansel, and Nancy Snyder. 2013. *Closing the Massachusetts Skills Gap: Recommendations and Action Steps*. Boston, MA: Commonwealth Corporation.

Massachusetts Department of Higher Education. 2012. *Time to Lead: The Need for Excellence in Public Higher Education*. Boston, MA: Massachusetts Department of Higher Education.

Carina Self is assistant dean of social sciences and service learning at Middlesex Community College. **Dona Cady** is dean of global education at Middlesex Community College. **Matthew Olson** is dean of humanities and social science at Middlesex Community College.

APPENDIX I: GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@acu.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.

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.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact 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.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
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 J: INT'L/ FOREIGN STUDENTS BY COUNTRY OF BIRTH/ GENDER

Country	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13	FA13	SP14	SP14 Female	SP14 Male
Albania			1									
Antigua								1	1	1	1	
Argentina										1	1	
Bahamas					1		1	1	1	1	1	
Belgium						1	1	1				
Benin										1	1	
Bolivia				1	2	2	2		1	1		1
Brazil	8	9	14	10	14	10	13	11	28	29	16	13
Bulgaria			1	1			1	1	2	1	1	
Cambodia	5	4	3	3	3	4	3	1	4	1		1
Cameroon									1	0		
Canada	2	3	2	3	1		2	1	1	2	2	
Chile				1								
China			2	3	4	3	2	3	1	5		
Columbia	2	1	4	2	4	3	4	4	4	4	3	1
Congo			1	1		1						
Czechoslovakia			1	1	1	1	1					
Dominican Rep				1	3	3	2	1	3	4	3	1
El Salvador			2	1	2		3	1	3	4	3	1
Ecuador	1	2	1	1								
France	3	1	1	1	1			1	1	1		1
Germany	1	1		2	1	2	2	1	5	3	1	2
Ghana	1	1	1	1					1	1	1	
Greece	1	1	1	2	2	2						
Guatemala	2	1			1		2	2	2	2	2	
Guinea						1						
Haiti	3	3	1	1	2		1					
Honduras									1	1	1	
Hong Kong	1	1		1	1	1	1	1				
India	12	6	4	3	8	6	4	4	5	3	2	1
Indonesia										1	1	
Israel						2	1	1	1			
Ivory Coast			1									
Jordan										1		1
Kenya	3	5	5	4	9	11	7	7	4	4	1	3
Korea	5	3	5	2	3	3	3	3	5	4	3	1
Kuwait								1				
Laos							1	1				

Country	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13	FA13	SP14	SP14 Female	SP14 Male
Liberia	1					1	1	1	2	1	1	
Malawi	1	1	1	1								
Malaysia	1	1										
Mexico			1	1	2	1	2	2	1	3	1	2
Morocco												
Namibia								1	1	1	1	
Nepal	1				1			1				
Norway					1	1						
Other						1	1	1				
Pakistan		1										
Peru	2	2	1	1								
Philippines	1	1	1	1								
Poland	1	1	1	1	1	1	1	1	1			
Portugal									1	1	1	
Russia	1	1	1	1								
Rwanda							1	1				
Saudi Arabia	2	2										
Senegal	2	2	2	2	2	2						
Sierra Leone	1	1	1	2	2	2	1					
Singapore	1	1	1									
Slovak Republic									1			
South Africa	1	1	1	1		2	2	2	3	3	3	
Sweden	1	1	1	1								
Syria	1	1										
Taiwan				1	1	2						
Tanzania							1					
Thailand				1								
Trinidad	1					1	1		1			
Turkey	2	2	2	2	3	1						
Uganda			2	1	2	1	3	2	3	3	2	1
Ukraine			1	1								
United Kingdom												
Unreported	4	3	1									
Venezuela	1	1	1	1	1			1		1		1
Vietnam	6	5	7	5	5	5	7	5	5	6	5	1
Yugoslavia							1	1	1			
Total	82	71	77	70	84	75	79	67	95	95	63	32

* International refers to students who are on F-1 student visas. Foreign refers to students who hold other visas.

Source: Banner

APPENDIX K: STUDY ABROAD FORMS

MCC Foundation Fellowship Study Abroad Forms:

- Student Application
- Advisor Application
- Student Selection Criteria
- Advisor Selection Criteria

Study Abroad Forms

- Student Application with Advisor Recommendation

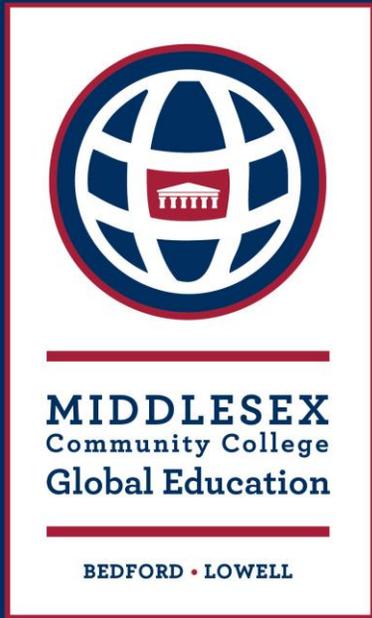
Health History Clearance Process Form

MCC Foundation Fellowship Study Abroad

India – Due Oct. 20

Cambodia – Due Nov. 12

Costa Rica – Due Nov. 12



The MCC Foundation Fellowships support the Multicultural & Global Literacy, Written & Oral Communication, and Critical Thinking Institutional Student Learning Outcomes.

Applications Available:

www.middlesex.mass.edu/fellowships

Office of International and Multicultural Affairs

Lowell Campus: City Building 3rd Floor #314

Bedford Campus: Campus Center 2nd floor, #203

Global Education

Lowell Campus: Pollard #312



Middlesex Community College is committed to educating students about global issues and broadening their perspective of the world community. In this interdependent global economy, the College recognizes that our students need to understand other cultures and appreciate global relationships so that they can enhance their capacity to participate in a global marketplace.

The MCC Foundation Study Abroad Fellowships are academic opportunities for students to study about the culture, history, and language of a particular country. Students who are accepted for a Fellowship enroll and actively participate in a three credit course which may be used as either a Humanities or a Social Science elective. **Applicants may only participate in one MCC Foundation Fellowship program.**

2015 Fellowship Study Abroad Descriptions:

India: Application due Oct. 20th. The India Fellowship provides funding for two MCC students to participate in the 3 credit UML Principles of Innovation course Dec. 31, 2014 – Jan. 15, 2015. Students will travel to Hubli, India with Professor Ashwin Mehta and Professor Deb Finch to BVB College of Engineering to learn alongside BVB students and immerse themselves in entrepreneurial mindsets and cultural influences on decision-making. The 10 day course will cover different forms of entrepreneurship such as small businesses, growth ventures, corporate and social entrepreneurship and turning innovation into reality. Students will work in teams to bring product ideas to market. Business and Engineering students will be given preference.

For a PPT: *This link is for informational purposes only. Two spots for MCC students have already been reserved in the course.*

https://studyabroad.umasscs.net/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=11506

Article on the 2014 experience: <http://www.uml.edu/News/stories/2014/MSBIndiatrip.aspx>

Video of the 2014 study abroad experience: <http://www.youtube.com/watch?v=K86VTXAtSSQ>

Cambodia: Application due Nov. 12th. This course will focus on the culture and history of Cambodia within a social/political/economic context and includes a travel study-service learning experience. Students will spend time in the capital city Phnom Penh and travel to ancient sites. To prepare for the cultural and social experience of traveling and studying in these two cities and their environs, students will participate in classes that introduce the rich culture, history and language of Cambodia. Coursework starts in March with travel in May/June.

Costa Rica: Application due Nov. 12th. This course will focus on the culture and environment of Costa Rica and includes a travel study-service learning experience. Students will spend time in the capital city San Jose, engaging in service learning activities such as reforestation projects and turtle protection efforts. To prepare for the environmental, cultural, and social experience of traveling and studying in Costa Rica, students will participate in classes that introduce the rich culture, history, environment, and Spanish language of Costa Rica. Coursework starts in March with travel in May/June.

Students are expected to:

- attend all classes
- complete requirements of the course, including readings and essays
- participate in team building exercises led by International/Multicultural Affairs staff
- travel to the country
- complete a multi-media reflective e-portfolio
- share what they have learned with the college community after completion of course

Costs:

- cost of enrollment in the course is \$500
- payment is the responsibility of the student
- all payments must be submitted before traveling overseas
- Fellowship includes the cost of roundtrip airfare, in-country transportation, accommodations, some meals, and tuition for the course
- each participant is responsible for his/her passport, visa if needed, medical shots, additional health insurance, course materials, optional excursions, and personal expenses (approximately \$600)
- Note: visa application includes background check

The Application Process:

Spaces for Fellowship programs are extremely limited (2-10 spots).

Students who apply must meet the following requirements:

- be currently enrolled in a degree program at MCC for the fall 2014 semester
- complete at least 12 credits of course work at MCC by December 31, 2014
- be at least 18 years old
- have a minimum G.P.A. of 3.0
- submit a completed application

Applicants Must Submit the Following:

- application form and essay - usually two typewritten pages double spaced – by due date
- unofficial transcript of grades obtained from the Student Information Center
- confirm faculty and/or staff recommendations have been submitted by due date

Faculty and/or Staff Recommendations:

- two recommendation forms completed by at least one (1) MCC faculty by due date

The Selection Process

Candidates are chosen by a Selection Committee. Committee members read each student application and rate it independently. The names of each student are deleted on the application, transcript, and faculty recommendations, so that the Committee members do not know the student name on the application they are reviewing, eliminating favoritism.

Committee members rate the applicants on a basis of 1 to 10 on each of the following factors:

1. **Academic Excellence:** How capable is the student academically? Has the student taken academically rigorous courses that would demonstrate he/she is able to complete the Fellowship course and requirements?
2. **Ability to contribute to the college after the Fellowship:** How is the applicant able to contribute to and represent the College after the Fellowship experience?
3. **Level of emotional maturity, responsibility, and ability to function effectively in a group setting:** How do the recommendations, student's application, and possible interview underscore these qualities?
4. **Connection of the Fellowship opportunity to current field of study:** Does the applicant express a sincere interest in participating in the program? In what ways will the Fellowship further the applicant's program of study?
5. **Overall quality of the application:** Based on all aspects of the application, what is the quality of this application?

The Interview:

Every effort will be made to interview students who rank in the upper 30% of the candidates' pool based on the scores of Committee members during the blind process of the application review. Those students who are asked to meet Committee members for an interview will be rated on a scale of 1 to 10 based on the following factors:

1. **Academic Excellence and connection of program of study to Fellowship:** How will this study abroad and the coursework impact the applicant's academic and future professional goals?
2. **Evidence of effective communication and ability to serve as a responsible representative of the college community:** Can the applicant communicate effectively? Can the applicant effectively represent the college in a foreign country and upon return home?

3. **Ability to contribute to the group experience:** Does the applicant, based on the interview, have the experience and background necessary to enhance the group experience and function in a group setting? Does the applicant, based on the interview, appear to be flexible, emotionally mature, and able to function effectively in a group setting?
4. **Interest in the Fellowship program:** Why does the applicant wish to study abroad and what factors have led him/her to this decision? What does the applicant hope to gain from and what does the applicant anticipate will be the impact of the experience abroad?
5. **Overall quality of the applicant:** Based on the interview, would the applicant be a good choice for the Fellowship study abroad?

The top candidates, based on the applications and interviews, will be selected, and individual scores will not be disclosed.

Selected applicants should be aware that the Committee reserves the right to withdraw an offer of acceptance for the Fellowship study abroad at any time prior to the trip itself if the Committee learns additional information about the candidate which might adversely affect the committee's perception of the candidate's ability to function effectively in the program.



Student Application

India Due Oct. 20th Cambodia and Costa Rica Due Nov. 12, 2014

Fellowship: _____

Name: _____

Address: _____ Zip Code: _____

Cell Phone # _____ Home Telephone: _____ Work Telephone _____

MCC E-mail: _____ Personal E-mail: _____

Academic Program: _____

G.P.A.: _____ MCC Student ID#: _____

Please respond to the fellowship questions in a statement of purpose essay of approximately two typed written pages. It is important to address the impact that the Fellowship study abroad will have on your academic, professional, and personal goals. You should also address the impact that receiving the Fellowship would have on your achievement of these goals. Some key points to keep in mind are:

1. Why do you wish to study abroad and what factors led you to this decision? What do you hope to gain from and what do you anticipate will be the impact of your experience abroad?
2. Why have you chosen this specific Fellowship to apply for? What specific interest led you to select this particular Fellowship?
3. How will this study abroad and the coursework you take, impact your academic and future professional goals?
4. Describe yourself, including what challenges, if any, did you face in your decision to apply for the study abroad Fellowship? How did you meet these challenges and what impact do you foresee them having on your experience abroad?
5. To help expand the impact of the Fellowship study abroad, all selected applicants are required to keep a reflective multi-media e-portfolio and upon their return from abroad help to promote international education and the Fellowships. How will you integrate the impact of your experiences abroad into your e-portfolio and what, if any, campus departments, student organizations, and/or community organizations will you collaborate with in promoting international education? Have you already made contact with these groups?

Please Submit By: India due Oct. 20th Cambodia and Costa Rica due Nov. 12, 2014

Submit Application: www.middlesex.mass.edu/fellowshipapp



Recommendation for the MCC Foundation Fellowship Study Abroad

Fellowship Study Abroad: _____

Student Name: _____

Student ID#: _____

Your Name: _____

Your Position/Department: _____

Your recommendation is crucial in our ability to select appropriate candidates. Please respond to the following questions. You may answer the questions separately or you may respond in one complete page, as long as the following questions are addressed. You may send your recommendation electronically to Pat Demaras at demarasp@middlesex.mass.edu.

1. Is the candidate strong academically? Would he/she be able to complete the coursework that is part of the Fellowship program and contribute effectively to the class? Is the candidate intellectually curious?
2. Could the candidate represent the college well and serve as an effective ambassador for the college both here and abroad?
3. Is the candidate emotionally mature? Responsible? Able to meet deadlines?
4. Is the candidate flexible? Could he/she respond to new demands in a study abroad?
5. Could the candidate work well in a group setting?
6. How would you rank the candidate overall?

Please Submit By: India due Oct. 20th Cambodia and Costa Rica due Nov. 12, 2014

Submit Recommendation: www.middlesex.mass.edu/fellowshiprec



Recommendation for the MCC Foundation Fellowship Study Abroad

Fellowship Study Abroad: _____

Student Name: _____

Student ID#: _____

Your Name: _____

Your Position/Department: _____

Your recommendation is crucial in our ability to select appropriate candidates. Please respond to the following questions. You may answer the questions separately or you may respond in one complete page, as long as the following questions are addressed. You may send your recommendation electronically to Pat Demaras at demarasp@middlesex.mass.edu.

1. Is the candidate strong academically? Would he/she be able to complete the coursework that is part of the Fellowship program and contribute effectively to the class? Is the candidate intellectually curious?
2. Could the candidate represent the college well and serve as an effective ambassador for the college both here and abroad?
3. Is the candidate emotionally mature? Responsible? Able to meet deadlines?
4. Is the candidate flexible? Could he/she respond to new demands in a study abroad?
5. Could the candidate work well in a group setting?
6. How would you rank the candidate overall?

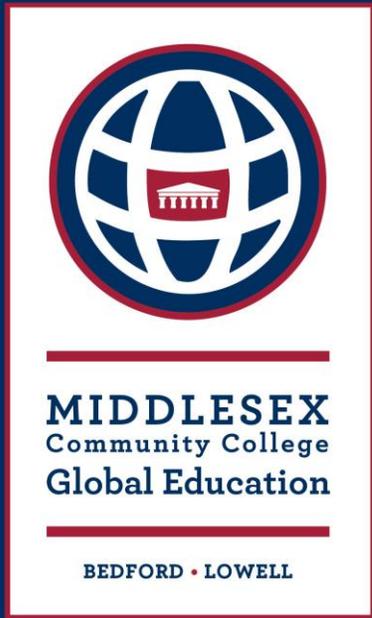
Please Submit By: India due Oct. 20th Cambodia and Costa Rica due Nov. 12, 2014

Submit Recommendation: www.middlesex.mass.edu/fellowshiprec

MCC Foundation Fellowship Study Abroad Advisor Application

Cambodia – Due Nov. 12

Costa Rica – Due Nov. 12



The MCC Foundation Fellowships support the Multicultural & Global Literacy, Written & Oral Communication, and Critical Thinking Institutional Student Learning Outcomes.



Applications Available:

www.middlesex.mass.edu/fellowships

Office of International and Multicultural Affairs

Lowell Campus: City Building 3rd Floor #314

Bedford Campus: Campus Center 2nd floor, #203

Global Education

Lowell Campus: Pollard #312

MCC Foundation Fellowship Study Abroad 2015

The 2015 MCC Foundation Fellowship Study Abroad courses will include travel to India, Cambodia, and Costa Rica and applications for interested faculty, professional staff, or administrators who would like to serve as advisors to Cambodia and Costa Rica are now available at www.middlesex.mass.edu/fellowships. Applications must be submitted online by Nov. 12, 2014 to www.middlesex.mass.edu/fellowshipadv.

All expenses for advisors are covered through college funding except for passport, visa if needed, additional health insurance, some meals, and personal expenses. Advisors are required to participate in the Fellowship selection process of approximately 10 students and attend all classes, including a special orientation session for the group held prior to the trip.

Advisors during the travel provide support and guidance to the students and help resolve issues that may occur during the overseas visit. Expertise and content knowledge of the country is key as are interpersonal and leadership skills. The ability to interact well with students outside a classroom and the flexibility in adapting to different situations while providing a supportive environment for novice travelers are also important. A committee will assist in making the final selection.

An applicant's two page essay should address the following areas:

Expertise/Knowledge/Interest

- Content knowledge
- Cultural literacy
- Language fluency
- Coursework attendance

Interpersonal Skills/Abilities

- Connect with students
- Collaborate with colleagues
- Communicate effectively
- Flexibility and adaptability

Leadership Skills

- Problem Solving
- Decision Making
- Facilitate group dynamics
- Work with student groups

2015 Study Abroad Descriptions:

Cambodia: Application due Nov. 12th. This course will focus on the culture and history of Cambodia within a social/political/economic context and includes a travel study-service learning experience. Students will spend time in the capital city Phnom Penh and travel to ancient sites. To prepare for the cultural and social experience of traveling and studying in these two cities and their environs, students will participate in classes that introduce the rich

MCC Foundation Fellowship Study Abroad 2015

culture, history and language of Cambodia. Coursework starts in March with travel in May/June.

Costa Rica: Application due Nov. 12th. This course will focus on the culture and environment of Costa Rica and includes a travel study-service learning experience. Students will spend time in the capital city San Jose, engaging in service learning activities such as reforestation projects and turtle protection efforts. To prepare for the environmental, cultural, and social experience of traveling and studying in Costa Rica, students will participate in classes that introduce the rich culture, history, environment, and Spanish language of Costa Rica. Coursework starts in March with travel in May/June.

This is an excellent opportunity to join with our students to experience cultures and perspectives that shape our world. If you are interested in applying to be an advisor for the Fellowship, please submit an application by November 12, 2014 to this link:

www.middlesex.mass.edu/fellowshipadv.

For more information please contact Pat Demaras, Assistant Dean of International and Multicultural Affairs, 978-656-3256, demarasp@middlesex.mass.edu or Dona Cady, Dean of Global Education, 978-656-3470, cadyd@middlesex.mass.edu.



MCC Foundation Fellowship Study Abroad 2015

MCC Foundation Fellowship Study Abroad Application for Advisor Cambodia and Costa Rica Due Nov. 12, 2014

Fellowship: _____

Name: _____

Title: _____

Full Time: _____ Part Time _____

Department: _____ Extension: _____

Address: _____ Zip Code: _____

Cell Phone # _____ Home Telephone: _____ Work Telephone _____

MCC E-mail: _____ Personal E-mail: _____

Campus Location: _____

Please respond to the Fellowship in a statement of purpose essay of approximately two typed written pages on why this program is of interest to you. Are there any special qualities or experiences you have had that may be helpful in service as an advisor on this fellowship?

An applicant's two page essay should address the following areas:

Expertise/Knowledge/Interest

- Content knowledge
- Cultural literacy
- Language fluency
- Coursework attendance

Interpersonal Skills/Abilities

- Connect with students
- Collaborate with colleagues
- Communicate effectively
- Flexibility and adaptability

Leadership Skills

- Problem Solving
- Decision Making
- Facilitate group dynamics
- Work with student groups

Please Submit By: Cambodia and Costa Rica due Nov. 12, 2014

Submit Application: www.middlesex.mass.edu/fellowshipadv



Student Selection Criteria 2014

Please rate the applicants on a basis of 1 to 10 on each of the following factors:

1. Academic competence: Is the applicant a capable student academically? Has the student taken a substantive array of courses that would demonstrate that he/she is able to complete the fellowship course and contribute to the class?
2. Ability to contribute to the college after the fellowship: Has this individual thought of ways to contribute to the college after the fellowship experience?
3. Level of emotional maturity, responsibility, and ability to function effectively in a group setting: Do the recommendations and the students' application underscore these qualities?
4. Interest in the fellowship opportunity: Does the candidate express a sincere interest in participating in this fellowship program?
5. Overall quality of the application: Based on all aspects of the application, what is the quality of this application?

NAME				
CRITERIA:	50 POINTS Essay/Recs	50 POINTS Interview	100 TOTAL POINTS	COMMENTS
Academic Knowledge Content knowledge/ Cultural literacy/ Language fluency				
Post Study Abroad Contributions				
Interpersonal/Leadership Skills Problem Solving/decision making Connect/collaborate with peers Communicate effectively Flexibility and adaptability				
Enthusiasm for study abroad				
Overall Quality				
TOTAL SCORE				



MCC Foundation Fellowship Study Abroad

Advisor Selection Criteria 2015

NAME				
Position (FT/PT)				
Department				
Division				
Email				
Extension				
Campus				
CRITERIA	1 Weak	2 Average	3 Strong	COMMENTS
Essay				
Expertise/Knowledge/Interest				
Content knowledge				
Cultural literacy				
Language fluency				
Coursework attendance				
Interpersonal Skills/Abilities				
Connect with students				
Collaborate with colleagues				
Communicate effectively				
Flexibility and adaptability				
Leadership Skills				
Problem Solving				
Decision Making				
Facilitate group dynamics				
Work with student groups				

GLOBAL EDUCATION STUDY ABROAD APPLICATION

Studying abroad is a one of the most enriching opportunities you can have while in college. And, becoming a global citizen by exploring other cultures is a great way to learn more about yourself, your own academic interests, and cross-cultural issues. In today's global economy, studying abroad gives you an edge and can be essential to success in a variety of professions.

To enroll in a study abroad short course, please fill out the application below

ELIGIBILITY CRITERIA

1. Student must be 18 years old.
2. Student must have a 2.0 GPA. and be in good standing with the College.
3. The applicant's travel and/or educational plans should be specific and realistic in terms of ability to profit from the experience.
4. One letter of recommendation from MCC faculty/staff is required to be submitted along with the application.
5. Study Abroad applicants should expect to submit an e-portfolio to their professor and the MCC Global Education Office within 60 days of travel identifying the educational benefits provided by the travel.

Complete application materials must be returned to the:

MCC Global Education Office
Pollard Exchange 312
67 Middle Street
Lowell, MA 01852

Applications will be accepted until the program is full.

APPLICATION FEE: \$200 NON-REFUNDABLE DUE UPON APPLICATION SUBMISSION
Make check out to Middlesex Community College

PAYMENT ONE: \$400 NON-REFUNDABLE DUE NO LATER THAN FEBRUARY 2, 2015

FINAL PAYMENT: BALANCE DUE NO LATER THAN MARCH 3, 2015

Tuition payment for each study abroad course must be paid separately when you are registered for the course. If you are requesting financial aid to help with the cost of the course, please see a financial aid counselor as soon as possible and no later than Feb. 2, 2015.

If course is cancelled, you will receive a total refund. If you cannot participate in the course after March 1, 2015, you will only receive your final payment as a refund.



Global Education Study Abroad

Pollard Exchange Building - 67 Middle Street - Lowell, MA 01852

Phone: 978-656-3470 Fax: 978-656-3443

Email: globaled@middlesex.mass.edu

Website: <https://www.middlesex.mass.edu/globaleducation/>

MCC STUDY ABROAD APPLICATION FORM

I, _____, hereby make an application for MCC Study Abroad.

I understand the conditions of the study abroad course for which I am applying.

If it becomes necessary to alter my plans for travel as contained in this application, I shall notify the MCC Global Education Office in writing at once.

NAME: _____

MCC ID: _____

ADDRESS:

MAJOR: _____ GPA: _____

Student Signature: _____ Date: _____

If some important information is not covered by the questions, make any additional comments you think appropriate on a second sheet. This application can be downloaded on the Global Education web site. Please be certain the completed application is legible.

YOUR TRAVEL PLANS

Which study abroad course are you applying for?

When? _____

MCC STUDY ABROAD RECOMMENDATION FORM

(Top Section completed by student applicant)

Student Name _____

MCC ID# _____

Travel Plans (briefly)

Recommendation submitted by:

THE STUDENT WHOSE NAME APPEARS ABOVE HAS APPLIED FOR STUDY ABROAD AT MCC

The applicant has chosen you to inform the Global Education Office of personal and academic characteristics which would attest to his/her ability to profit from this study abroad experience.

Please comment on your knowledge of the applicant, strengths and weaknesses, significant contributions to the College and/or community, and any other information you would care to include.
Thank you.

Please print clearly or feel free to use a separate piece of paper

Signature: _____ Date: _____



Global Education Study Abroad

Pollard Exchange Building - 67 Middle Street - Lowell, MA 01852

Phone: 978-656-3470 Fax: 978-656-3443

Email: gloaled@middlesex.mass.edu

Website: <https://www.middlesex.mass.edu/gloaleducation/>

Health Clearance Process

Instructions for Students: *Read carefully and complete the attached Confidential Health History Form **before seeking** the health clearance from your health care provider.*

- *Completing the MCC Study Abroad Health Clearance process is a requirement to participate in the MCC Study Abroad Program. IT CANNOT BE WAIVED. If you do not comply with all aspects of the health clearance, you may be dismissed from the program.*
- *The Health Clearance Process requires the completion of two forms: (1) **Confidential Health History Form**, which is completed by the student and shared **ONLY** with his/her health care provider; and (2) **Study Abroad Health Clearance Form**, which is completed by the student's health care provider and is returned to the College's Global Education Office.*
- *Complete the forms accurately and truthfully before the health clearance consultation. Failure to provide complete and accurate information may be grounds for non-participation.*
- *Inform your health care provider of any recent medical or special needs and/or if any changes in health occur after the health clearance. You will be required to get a second clearance should your health history change following the date of the initial clearance.*
- *Disclose on the Confidential Health History Form all medical history information, which shall be disclosed to the health care provider performing your clearance; even if you believe that a condition is under control. Your confidential disclosure will allow medical professionals to make the best decision regarding your safe participation in a study abroad program and to help you make arrangements or plans to facilitate a successful experience. Identifying physical or mental health problems allows you and your health care provider to work together to anticipate potential complications. We strongly encourage you to fully disclose your health history to your health care provider so you can have a meaningful, rewarding, and safe experience.*

If you have a chronic medical condition, such as allergies or diabetes, prepare to manage your condition abroad. Consider how the new environment and the stresses of study abroad will affect your health. Preexisting psychological conditions are often intensified by living in a different environment. Also, there may be fewer, or inadequate, local resources to help you manage your medical condition or address potential triggers.

For Students Traveling with Medication

1. Make sure that your medication is legal abroad and that you can take a supply to last throughout your stay. Medications that are legal and commonly prescribed in the U.S. may be considered illegal, require a prescription, or a host country's authorization to be allowed in the country. Refer to #5 below.
2. Carry a letter from your physician, on letterhead, explaining your diagnosis, treatment, and list of prescribed medications. When going through Customs abroad, officials may scrutinize medications. Carry your prescription in original containers, and keep the letter from your physician handy.

3. If you are taking a psychotropic, you must be stable on your medication. Medically stable means that you must be in a state where any changes in symptoms are not foreseen or expected. Discuss proper medication management with your doctor **before** departure.
4. If you are being treated for a psychological condition, work closely with your treating physician to design a treatment plan and understand possible triggers, what medications you are taking, if they are available overseas, and how to reach out for help while abroad, if needed.
5. Mailing medications abroad: **Individuals cannot mail medications abroad.** Medications can only be mailed by registered practitioners or dispensers. Most countries have strict regulations on shipping medication abroad. Decisions on what medications are accepted into a country are made by the host country's government; not the U.S. Post Office. Students should consult the US Passports and International Travel site <http://travel.state.gov/content/passports/english/go/checklist.html> to get information about the legality of certain medicines.

Health Clearance Process Checklist

Confidential Health History Form

- FILL OUT** the confidential form completely and honestly **before your health appointment**.
- TAKE** the completed form with you to your appointment and discuss your health history with the health practitioner.
- GIVE** a copy of this form to the health care professional who performs your clearance.
- KEEP** original with your passport, in case of emergency.
- TAKE a copy** abroad in case of a medical emergency.
- MAKE ADDITIONAL COPIES of this form.** You may want to give a copy to a health care provider abroad and/or to the university health office abroad in case of a medical emergency.
- DO NOT** give the form to the College or its Global Education Office.

Study Abroad Health Clearance Form

- PROVIDE** your health care provider with a copy of this form.
- ADVISE** your health care provider to return the completed form to the College's Global Education Office.



Global Education Study Abroad

Pollard Exchange Building - 67 Middle Street - Lowell, MA 01852

Phone: 978-656-3470 Fax: 978-656-3443

Email: gloaled@middlesex.mass.edu

Website: <https://www.middlesex.mass.edu/globaleducation/>

Confidential Health History Form

This form is intended for use by the student in consultation with his/her health care provider.

DO NOT DISCLOSE OR SEND THIS CONFIDENTIAL HEALTH FORM TO THE COLLEGE'S GLOBAL EDUCATION OFFICE

The MCC Confidential Health History Form must be completed 60 days before departure. *It is a non-waivable requirement.* IF YOU ARE NOT IN COMPLIANCE, YOU MAY NOT BE APPROVED TO PARTICIPATE IN, OR MAY BE DISMISSED FROM, THE STUDY ABROAD PROGRAM. The information you provide below, along with the health records on file with your health care provider, shall be reviewed with your health care provider as part of the health clearance process.

If there are any changes in health that occur before the start of the program, it is your responsibility to inform your health care provider, who is then responsible for providing a health clearance up-date to the College.

Complete this form BEFORE your medical appointment. Failure to provide complete and accurate information may be grounds for non-participation. Your confidential disclosure could prevent complications during an emergency and/or help to plan better for a successful and safe experience abroad.

I. General Information

Name _____ Date of Birth _____ Gender _____
(mm/dd/yy)

Permanent Address _____

City _____ State _____ Zip Code _____

Study Abroad Program _____

Person to notify in case of emergency: _____
Name

Address: Street _____ City _____ State _____ Zip _____ Phone _____

II. GENERAL HEALTH

List any recent or continuing health problems: _____

Are you currently (last 12 months) under the care of a doctor or other health care professional, including mental health treatment? Yes No

Doctor's Name: _____ Phone/Fax: _____

Address: _____

For what condition(s): _____

SURGERIES: List type and year _____

DRUG/FOOD ALLERGIES: List any drug or food allergies and briefly describe reaction: _____

III. Medical History – to be completed by the student: Students with known and ongoing medical conditions must prepare for and manage their condition overseas. Give details of those items checked “Yes” using the back of this page and adding additional sheets if necessary. Indicate problem, diagnosis if known, and whether recovery has been complete or if still under treatment. Complete below:

	Y	N	DATE		Y	N	DATE
Chicken Pox				Chronic Skin Problems			
Hepatitis				Epilepsy			
Infectious Mononucleosis				Fainting Spells			
Tuberculosis or contact with Tuberculosis				Migraine Headaches			
Malaria				Endocrine Disorder(s)			
Heart Problems				Diabetes Mellitus			
High Blood Pressure				Anemia			
Irregular or Rapid Heart Beat				Anxiety Reactions			
Pain or Pressure in the Chest				Allergies to Medications			
Asthma				Operations(s)			
Significant Allergic Reactions				Serious Accidents(s)			
Chronic or Recurrent Gastrointestinal Problems				Physical Disability (Please elaborate)			
Kidney Problems				Are you currently taking any medications (list)			
Hernia				Other			

MENTAL HEALTH HISTORY: Have you ever been diagnosed, been treated for, or hospitalized for the following?

	Y	N	Please provide explanation below for any box you have checked
Mental health condition, including depression/anxiety			
Substance abuse (alcohol or drugs)			
Eating disorder (anorexia/bulimia)			
Are you taking/have ever taken medication for above?			

IMMUNIZATION RECORD: Indicate most recent date

	Date		Date		Date
Polio Immunization		Measles		Mumps	
Tetanus booster or Tetanus/diphtheria booster		Rubella		MMR	
Other					

MEDICATIONS: Student is responsible for ensuring that all medications are legally permissible abroad.

Are you currently taking any medications? Y N Specify name, type, & brand of any medication and whether you use inhaler, bee sting kit. _____

I certify that I have read and understand the Confidential Health History Form, that all information provided on this Form is true and accurate, and that if any changes in my health occur prior to the start of the program, I will notify my health care provider and request that he/she submit an updated MCC Study Abroad Health Clearance Form to the College.

Signature of Student _____ Date _____

One copy: Student (keep with passport in case of a medical emergency). **One copy:** Health provider.

STUDY ABROAD HEALTH CLEARANCE FORM**CLEARANCE: TO BE COMPLETED BY THE HEALTH CARE PROVIDER**

Health Care Provider must be licensed in the U.S. and cannot be an immediate family member (AMA Code of Ethics E-8.19).

DO NOT RETURN THE ORIGINAL FORM TO STUDENT. UPON COMPLETION, EMAIL, FAX, OR MAIL THIS FORM TO THE MCC GLOBAL EDUCATION OFFICE AT: Pollard Exchange Building - 67 Middle Street - Lowell, MA 01852, Fax: 978-656-3443, Email: gloaled@middlesex.mass.edu

Physician's Report for (student's name): _____

- You are asked to evaluate the physical and/or mental health of the above-named applicant for participation in a study abroad program at Middlesex Community College (MCC).
- Attached please find a description and conditions of the study abroad program.
- The availability of medical services in the country(ies) that the applicant will be traveling should be considered.
- If you require additional information to clear the student to study abroad, please indicate this below and submit the form. Upon receipt of the required information and/or follow up appointment with the student, your final assessment should be recorded in the Clearance Update section below, and the form resubmitted with the update.
- Please forward the original form directly to the MCC Global Education Office at the address provided above.

I have reviewed the student's Confidential Health History Form and all records on file and performed a physical examination. I have also read the description and conditions of the study abroad program. Based upon this information, it is my medical opinion that the student is:

- Cleared to study abroad
- NOT cleared to study abroad
- More information needed before final decision can be made. (The Clearance Update below must be completed and submitted when the information is received.)

Signature _____ Name _____

Address: _____

Telephone: _____ Date _____

CLEARANCE UPDATE: COMPLETED BY THE HEALTH CARE PROVIDER

This section is required only if additional information is requested and received in order to reassess a student's fitness for participation in a study abroad program .

Health Care Provider must be licensed in the U.S. and cannot be an immediate family member (AMA Code of Ethics E-8.19).

I have reviewed the student's additional information. Based on this information, it is my medical opinion that the student is:

- Cleared to study abroad
- NOT cleared to study abroad

Signature _____ Name _____

Address: _____

Telephone: _____ Date _____



Global Education Study Abroad

Pollard Exchange Building - 67 Middle Street - Lowell, MA 01852

Phone: 978-656-3470 Fax: 978-656-3443

Email: gloaled@middlesex.mass.edu

Website: <https://www.middlesex.mass.edu/globaleducation/>

APPENDIX L: LINKS

American Council on Education: Center for Internationalization and Global Engagement ([CIGE](#)),

Association of American Colleges and Universities: [Global Learning](#)

Cady, D. "[China and the Community College Connection](#)," *International Briefs for Higher Education Leaders Series*. American Council on Education. No. 1: 2012: 17.

Community Colleges for International Development ([CCID](#))

Council on International Education Exchange ([CIEE](#))

East-West Center, Asian Studies Development Program ([ASDP](#))

East-West Center, [Asia Matters for American-America Matters for Asia](#)

Massachusetts Council for International Education ([MaCIE](#))

Middlesex Community College: [Global Education](#)

NAFSA: Association of International Educators [NAFSA](#)

The Center for Global Education: [International Resource Center](#)