



COASTLINE COMMUNITY COLLEGE
EDUCATION BOUND UNITED STATES
(CCC-EBUS)
FACULTY HANDBOOK



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Education Bound United States
(CCC-EBUS)
Faculty Handbook

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Coastline Community College Education Bound United States (CCC-EBUS)

EBUS is a collaboration between U.S. College Compass, LLC, and Coastline Community College which offers a unique international high school-to-college program modeled after the best practices of the *Coastline Early College High School* program. It is designed to generate a pipeline of successful international students to the Coast Community College District and other U.S. colleges and universities. The EBUS program enables high school students to effectively improve their English language skills, obtain college success skills, and take college courses while attending high school in their native country. In as early as their first year in EBUS, students who achieve, or who already possess, the required level of English language skill will be eligible to take American college-level classes concurrently with their high school courses and earn fully-accredited, college credits transferable to U.S. universities.

In EBUS students will:

- Acquire college level skills appropriate for transfer to U.S. colleges and universities.
- Earn up to 38 transferable U.S. college units toward an American university degree.
- Receive intensive classroom and individualized computer-assisted instruction.
- Acquire information about U.S. culture, U.S. college selection and application, living in the U.S., study and test-taking strategies, and becoming a successful U.S. college student.
- Establish Individual Learning Plan (ILP) with Coastline College Academic Counselor and attend college guidance workshops throughout the program.
- Improve English reading, grammar, writing, listening comprehension, and speaking skills.
- Be introduced to extracurricular activities as practiced in the U.S. such as service learning, student clubs.
- Interact with other students from around the world.
- Be eligible for participation in a U.S. summer abroad program.

EBUS is conducted by academic experts in English Language Learning, College Educational Guidance and Counseling, and College-level Course Content.

This unique program was inspired by the success of Coastline's Early College High School Program in the U.S. and Coastline's recognized experience and expertise in developing and offering innovative educational products and programs worldwide.

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Benefits of EBUS:

- Allows high school and college students to earn transferable college credits while concurrently enrolled in their native countries while also providing gradual adjustment to the American educational system.
- Cost savings of traveling to/living in U.S. for the first 2 years of college. Students remain in their native country, allowing time for maturity, and with support of family while taking American accredited college courses by American college instructors.
- A carefully guided transition period allows students time to adjust to higher education and the American style of education.
- Intensive English language courses, taught by native English speakers, quickly and effectively prepare students for successful completion of college classes.
- Summer programs (EBUS to SEE US) in the U.S. give students first-hand college experience by living and attending courses on American university campuses.
- Coastline is a regionally (WASC) accredited California community college.
- Official college transcripts from an accredited California community college and a high school diploma.
- Students attain college success skills and academic counseling.
- Student services, service learning and supportive opportunities that go beyond the classroom and beyond theory by engaging in the real world and solving problems.
- Experience and acclimation to U.S. college-level instructional methods.

EBUS Eases the Transition for International Students by providing:

- **Language adjustment** - Guided by native English speaking professors, students learn and use English specifically geared for U.S. college course work.
- **Personal adjustment** - Students participate in summer abroad programs before coming to the U.S. as full time college students.
- **Knowledge of the U.S. educational system** - Students learn about and participate in the U.S. college educational system while still in their home country.
- **Cross-cultural adjustment** - Students study U.S. culture while at home and experience the social norms during summer abroad programs before coming to the U.S. as full time college students.

EBUS Faculty Expectations

- Teach course online and on site in China: dates depend on assignment semester
- Instructional assignment includes:
 - Creation, review, and/or revision of course “prerequisite knowledge” list and assessment for that knowledge. (This is to help the high school teachers prepare the students for the college classes and to learn what the students know about the subject prior to taking the college class.)
 - Creation and management of course in Seaport, syllabus preparation, assignments with weekly deadlines, weekly synchronous chats during online portion, assessment and lesson preparation, writing assignment, guided student interactions (i.e. discussions online and in class), grading, office hours, participation in faculty meetings, dissemination and collection of student surveys, and final grade posting through MyCCC.
 - Using instructional design techniques to enhance online learning, including Gagne’s 9 Universal Steps of Instruction: http://www.e-learningguru.com/articles/art3_3.htm
 - Motivate the Learner
 - Explain What is to be Learned
 - Recall Previous Knowledge
 - Present the Material to be Learned
 - Provide Guidance for Learning
 - Establish opportunities for Active Involvement
 - Provide Feedback
 - Test Comprehension
 - Provide Enrichment or Remediation
 - Participate in regularly scheduled CCC EBUS Teleconferences
 - using Skype while in China (free Internet calls from personal laptop)
 - Communicate regularly with, provide guidance to, and solicit input from the on-site Course Facilitator via email and/or Skype about the course, student progress, and any concerns
 - Communicate and work with on-site Program Coordinator and XJHS to advance the success of the program
 - Function as a diplomat for the College
 - Oversee extracurricular activities when in China
 - Other duties as assigned and mutually agreed upon



**COASTLINE COMMUNITY COLLEGE
EDUCATION BOUND UNITED STATES
(CCC-EBUS)
STUDENT HANDBOOK**



Please note: All policies in the Fall 2011 Student Handbook are subject to change. All policies are current as of print date in September 2011.

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COASTLINE COMMUNITY COLLEGE
EDUCATION BOUND UNITED STATES
(CCC-EBUS)
STUDENT HANDBOOK

INTRODUCTION TO THE CCC-EBUS PROGRAM

In collaboration with High Schools around the world, Coastline Community College (CCC), a California USA college, offers students an American college-level program in English language skills, Test of English as a Foreign Language (TOEFL) preparation, and selected general education courses necessary for the successful transfer to U.S. colleges and universities.

CCC-EBUS VISION AND STUDENT GOALS

Students admitted to the EBUS Program will:

- Obtain the motivation and skills needed to conscientiously pursue on-going academic, occupational, and personal growth.
- Obtain the requisite skills of independent and critical thinking, problem solving, articulation, and organization.
- Be aware of and respect human diversity and be able to maintain open communication with a wide range of people.
- Obtain self-knowledge, self-esteem, motivation and self-discipline, including the capacities to overcome adversity, accept boundaries, and maintain high standards.
- Acquire collegiate level skills appropriate for transfer to U.S. colleges and universities.
- Be productive, environmentally aware, and economically independent citizens who will contribute positively to our global society.

CCC-EBUS STUDENT EXPECTATIONS

As an EBUS student, Coastline Community College expects the following from you:

- Approach your studies with COLLEGE as your goal.
- Make education a high priority in your life.
- Take responsibility for your own learning, behavior, and success.
- Work to achieve and exceed your potential.
- Participate in class and school activities, seek guidance, ask questions, and immediately let your teachers know if you are having problems.
- Demonstrate the ability to make mature, independent, productive choices and accept responsibility for those choices.
- Be proud of your intelligence!

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Behavior Expectations

- Show respect and courtesy to everyone on campus: high school and college students, faculty, parents, guests, security guards, etc.
- Handle differences in a peaceful manner. Consult with the EBUS counselor for assistance.
- Use time productively in the computer labs and tutorial sessions.
- Treat all facilities with care in a manner that shows respect for all facilities and equipment on campus.
- EBUS IS AN ALCOHOL, DRUG, AND TOBACCO FREE SCHOOL

Classroom Expectations

- Attend all of your classes every day. Excessive absences will lead to failing grades and possible removal from the school.
- Arrive on time to all classes! It is your responsibility to be aware of the time and to arrive promptly.
- Be awake! Your academic success depends on it.
- Do not disturb, distract, or disrupt the teacher or your fellow students during the class. This means no talking or side conversations. If you have a question or something to say or contribute, raise your hand and address the teacher and the class as a whole.
- PARTICIPATE IN CLASS. You will learn more and class will be more interesting to you if you are an active participant.
- Keep a daily written record of all assignments and due dates in a planner.
- Bring all required materials to school every day.
- No food or drinks in the classroom.
- Be responsible for your own trash and dispose of it appropriately.
- No hand-held electronic devices or cell phones in the classroom, unless specific permission has been granted by the instructor. Devices will be confiscated.
- Complete in depth all in-class and homework assignments in a diligent, responsible, timely manner.
- Do your own work. It is unacceptable to plagiarize from another student or source, including the Internet, or to give or receive information during a test. (See Academic Honesty Policy)
- If you have questions regarding any class, or need more help on an assignment, SCHEDULE AN APPOINTMENT WITH YOUR TEACHER!
- Inappropriate behavior may result in a student being asked to leave the classroom. If this happens, report IMMEDIATELY, without argument, to the teacher's office. You will always have an opportunity to explain your position, but you do not have the right to disrupt class.
- Inappropriate behavior may result in suspension from college classes.

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POLICIES AND PROCEDURES FOR HIGH SCHOOL STUDENTS

- Students must complete a Coastline Community College admission application.
- Students must be in good academic standing at their school.
- Students must meet required course prerequisites.
- Students must take placement exams prior to enrollment in college math or English classes.
- Enrolling in college courses will create a permanent college record for the student.
- Credit courses are college level and instructors will teach at that level.
- Students may be exposed to and involved in discussion of mature subjects.
- Parents or guardians are NOT permitted to add or drop classes without specific written authorization from the student per regulations of the Family Educational Rights and Privacy Act (FERPA). (See FERPA Guidelines)
- Parents or guardians are NOT permitted to request transcripts or grade verifications without written authorization from the student, per (FERPA). (See FERPA Guidelines)
- It is the responsibility of the student to obtain and review a copy of the course syllabi and textbooks prior to the start of their class.
- Students must abide by the policies & regulations stated in the Coastline College catalog, including the student code of conduct.

ACADEMIC HONESTY POLICY

Coastline has the responsibility to ensure that grades assigned are indicative of the knowledge and skill level of each student. Acts of academic dishonesty make it impossible to fulfill this responsibility. Faculty have the primary responsibility to ensure that academic honesty is maintained in their classes. Students share that responsibility and are expected to refrain from all acts of academic dishonesty. The Coast Community College District Student Code of Conduct and Disciplinary Procedures shall be applied to any violation of academic honesty.

An instructor who has evidence that an act of academic dishonesty has occurred may, after speaking with the student, take one or more of the following disciplinary actions:

- Issue an oral reprimand
- Give the student an “F” grade or zero points or a reduced number of points on all or part of a particular paper, project or examination
- Lower the overall class grade
- Assign an “F” grade for the course.

NOTE: A grade of “F” assigned to a student for academic dishonesty is final and shall be placed on the transcript. If the student withdraws from the course, a “W” will not replace an “F” assigned for academic dishonesty.

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Examples of Violations of Academic Honesty

Academic dishonesty includes, but is not limited to, the following:

Cheating

- Obtaining answers from another student before or during an examination.
- Communicating answers to another student during an examination.
- Knowingly allowing another student to copy one's work.
- Taking an examination for another student or having someone take an examination for oneself.
- Using unauthorized material during an examination.
- Sharing answers for a take-home examination unless otherwise authorized by the instructor.
- Altering a graded examination or assignment and returning it for additional credit.
- Receiving help in creating a speech, essay, report, project or paper unless otherwise authorized by the instructor.
- Turning in a speech, essay, report, project or paper done for one class to another class unless specifically authorized by the instructor of the second class.
- Misreporting or altering the data in laboratory or research projects.

Plagiarizing

- Offering another person's work as one's own: copying a speech, essay, report, project or paper from another person or from books or other sources.
- Allowing another person or company to do the researching and/or writing or creating of an assigned speech, essay, report, project or paper for oneself.
- Writing or creating a speech, essay, report, project or paper for another student. Doing research for another student's project or report.
- Using outside sources (books, periodicals or other written or spoken sources) without giving proper credit (by naming the person and putting any exact words in quotation marks).

Committing Other Acts of Dishonest Conduct

- Stealing or attempting to steal an examination or answer key.
- Stealing or attempting to change official academic records.
- Forging or altering grade change cards.
- Submitting all or part of the same work for credit in more than one course without consulting all instructors involved.
- Intentionally impairing the performance of other students and/or a faculty member, for example, by adulterating laboratory samples or reagents, by altering musical or athletic equipment or by creating a distraction meant to impair performance.

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- Forging or altering attendance records.

Engaging in Collusion

- Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty.
- Collusion is an act of academic dishonesty and will be disciplined in the same manner as the act itself.

ACADEMIC PROBATION AND DISQUALIFICATION

Probation Status

- A student shall be placed on probation if he or she receives a grade of “D” or “F” or “W”. (see Grades & Grade Points)
- All probationary students shall be notified of their status and will be required to meet with the EBUS counselor before permission is given to enroll in a subsequent college course.

Disqualification Status

- Students who do not improve their academic status while on probation may risk disqualification from the EBUS program.

ATTENDANCE

- Students are expected to attend school daily and arrive to all classes on time.
- Class attendance, promptness, and participation are very important to be a successful student.
- Each instructor will determine the attendance policy for his/her class and its implication for successful completion of the course.
- Students’ grades can be affected by absences from a class.
- Excessive absences in college may lead to a failing grade and possible removal from the school.
- Late arrival is disruptive to the class and to your education and may be calculated into your class grade.
- Your teacher may assign detention for excessive tardiness.
- Students who must miss the first class should notify their EBUS instructor or counselor.

AUDITING

- The EBUS program does not allow the auditing courses.

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COMPUTER USAGE POLICY

- No food/drink in lab.
- No MySpace or any other social networking site.
- No YouTube or Tudou for non-academic purposes. Students may not view videos unless working on a school project. (Be prepared to show proof.)
- No Games (Approved educational games excepted.)
- No Headphones/Cell phones without permission.
- Nothing is to be attached to the computers but student external drives used to save student work. This includes mp3 players unless working on a school project. (Be prepared to show proof.)
- No going in and out of computer lab without permission. Students must ask to use restroom and only one student is excused at a time.
- Talking is to be kept at a minimum. Students are to use computer lab time wisely by working on homework, assignments and projects.
- At the end of the day, be sure each computer is shut down (monitors go into standby.)
- All EBUS Computers will return to their original state every time they are turned off/on. Work CAN NOT BE SAVED TO THE COMPUTER AND WILL BE LOST. All work needs to be saved on student personal external drives.
- Student computers utilize the Windows XP SP3 operating system.



CONTINUOUS ATTENDANCE

Continuous attendance at Coastline is defined as the completion of at least one course during a regular semester (fall and/or spring) of each academic year.

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EXAMINATIONS

Final examinations are required in all graded courses. Students must be in attendance at Coastline for the entire length of the course and must take the final examination to receive credit.

GRADES & GRADE POINTS

Student performance is indicated by one of the grades below. Grades, which carry a point value and which are used in determining the grade point average (GPA) are as follows:

A = Excellent	4 grade points per unit
B = Good	3 grade points per unit
C = Satisfactory	2 grade points per unit
D = Passing-less than satisfactory	1 grade point per unit
F = Failing	0 grade points per unit

The grade point average is calculated by dividing the number of grade points by the number of units attempted for the grades of A, B, C, D, or F.

The following grades are not part of the GPA calculation:

P/CR= Pass-satisfactory, C or better, Unit credit granted

NP/NCR = Not passing, less than satisfactory or failing, No units granted

W = Withdrawal No units granted

I, IB, IC, ID, IF, INP = Incomplete No units granted

IP = In progress No units granted

RD = Report delayed No units granted

An "E" to the far right of a course indicates that the grade has been excluded from the GPA calculation. The reason for the exclusion may be notated as follows:

ACDRNL =Academic renewal

HS =High school credit only

UR =Unauthorized repeat

Other Notations

APL = Assessment of Prior Learning

CE = Credit by Exam

Students are encouraged to complete courses with letter grades since many four-year colleges and universities place a limit on the number of units acceptable with credit grades.

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RECORDS

The Admissions office at Coastline Community College is responsible for registering students and maintaining active and permanent records. Students have the right to see their official school record. All courses taken and grades earned through the EBUS program are posted to the student's permanent record.

REPEATING A COURSE

Students may repeat a course in which a substandard grade of "D, F" was earned. This may only be done once for each class. Students in EBUS must consult their counselor for approval to repeat.

STUDY LOAD

College work is measured in terms of the "unit." In a lecture course, a college unit is normally defined as one hour of lecture and two hours of homework per week for 18 weeks. In a laboratory course, three hours in the classroom per week for 18 weeks with no outside work constitutes one unit of work.

TRANSCRIPTS

Transcripts of academic work taken at Coastline will be sent to any college or university upon the student's written request. The first two requests for transcripts are free of charge, unless ordering through the Internet.

WITHDRAWAL FROM CLASS

A student who has officially enrolled in a college course assumes the responsibility of completing that course. If circumstances arise making course completion impossible, it is the student's responsibility to seek guidance from their instructor or counselor immediately. Grades of "W" (Withdraw) shall be recorded in accordance with California state regulations as stated in Coastline's college catalog.

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FERPA GUIDELINES

What is FERPA?

FERPA is the Family Educational Rights and Privacy Act and is a United States federal law that was enacted in 1974. FERPA protects the privacy of student education records. All educational institutions that receive United States federal funding must comply with FERPA.

Why FERPA is Important

If you're a student, it's important for you to understand your rights under FERPA. If you're a parent, you'll need to understand how the law changes once your student enters a post-secondary institution.

What are "education records"?

Education records are defined as records, files, documents, and other materials that contain information directly related to a student and are maintained by Coastline Community College or by a person acting for the College. Education records take many forms, including paper and electronic. Education records include:

- Grades
- Class lists
- Student course schedules
- Disciplinary records
- Student financial records

What are students' rights under FERPA?

FERPA gives students four basic rights with respect to their education record:

- The right to control disclosure of their education record
- The right to review their education record
- The right to request amendment of inaccurate or misleading portions of their education record
- The right to file a complaint regarding non-compliance of FERPA with the Family Policy Compliance Office of the United States Department of Education

Parents' Rights Relating to Educational Records

When the student reaches the age of 18 or begins attending a postsecondary institution, regardless of age, FERPA rights transfer from the parent to the student. This means that parents may not obtain any of their student's education records without the written consent of the student.

What does the law mean when it says that students have the right to control disclosure of their education records?

It means that a student's education records may be disclosed only with the student's prior written consent. The prior written consent must:

- Specify the records to be released
- State the purpose of the disclosure

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- Identify the party(ies) to whom disclosure may be made
- Be signed and dated by the student

Do parents have any rights under FERPA?

In primary and secondary educational institutions (i.e. K-12), all FERPA rights belong to the parent. However, when the student reaches the age of 18 or begins to attend a post-secondary institution regardless of age, all FERPA rights transfer to the student. For Coastline Community College students, the FERPA rights belong to the students, not the parents.

Are there any conditions under which student education records may be disclosed without the student's consent?

Yes, FERPA does contain some exceptions to the written consent rule. Those exceptions allow disclosure without consent:

- To College officials (including third parties under contract) with legitimate educational interests
- To comply with a judicial order or lawfully issued subpoena
- To appropriate parties in a health or safety emergency in order to protect the student or others
- To parents with proof of dependency
- To parents in cases of drug or alcohol violation when the student is under the age of 21
- To the provider or creator of a record to verify the validity of that record (e.g. in cases of suspected fraud)
- To organizations conducting research studies on behalf of the College, provided there is a written agreement between the College and the research organization
- To officials at an institution in which the student seeks or intends to enroll or is currently enrolled

Who are "College officials"?

"College officials" are College employees with general or specific responsibility for promoting the educational objectives of the College or third parties under contract with the College to provide professional, business and similar administrative services related to the College's educational mission. Individuals whose responsibilities place them within this category include instructors; faculty advisers; admissions counselors; academic advisers; counselors; deans, department chairpersons, directors, and other administrative officials responsible for some part of the academic enterprise or one of the supporting activities; College Police personnel; health staff; development officers; staff personnel employed to assist College officials in discharging professional responsibilities; and persons or entities under contract to the College to provide a specific task or service related to the College's educational mission.

What constitutes "legitimate educational interest"?

FERPA permits college employees to have access to student education records in which they have "legitimate educational interest." Such access does not require prior written consent of the student. Legitimate educational interest is necessary for employees to carry out their responsibilities in support of Coastline Community College's educational mission.

FERPA materials provided by: The Pennsylvania State University© 2005.

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STUDENT EXPECTATIONS CONTRACT

If you are accepted to the Coastline Community College EBUS Program, do you agree to the following student expectations?

- YES NO Make education a high priority in your life.

- YES NO Work to achieve and exceed your potential.

- YES NO Be punctual and maintain good attendance in all college classes.

- YES NO Take responsibility for your own learning, behavior, and success.

- YES NO Participate in class and school activities, seek guidance, ask questions, and immediately let your teachers know if you are having problems.

- YES NO Treat homework as a priority in your daily schedule.

- YES NO Show respect for everyone in the school community and respect the rights of others to learn and succeed.

- YES NO Behave in a manner that shows respect for the facilities and equipment.

- YES NO Demonstrate the ability to make mature, independent, and productive choices, and accept responsibility for those choices.

- YES NO Understand you will be eligible to take Coastline college-level transfer classes only upon achieving qualifying English placement scores.

- YES NO Plan to continue in college in the U.S. after graduation from high school.

In addition, I have read, understand and agree to all Coastline rules, policies and procedures outlined in the EBUS Student Handbook.

Student Name (Please Print) _____

Student Signature _____

Date _____

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PARENT/GUARDIAN EXPECTATIONS CONTRACT

A student is successful when the school staff, the parents/guardians, and the student work together. Do you agree to the following parental expectations if your student is accepted to the Coastline Community College EBUS program?

YES NO Allow my student to attend the EBUS Program.

YES NO Support school policy.

YES NO Keep up on EBUS activities by reading all materials sent home.

YES NO Encourage and expect my student to attend college in the U.S. after graduation.

YES NO Monitor my student's progress.

YES NO Attend and participate in any meetings or conferences arranged by the EBUS staff.

YES NO Recognize the fact that my child is responsible for following all the rules and regulations for EBUS.

YES NO Understand that my child will be required to complete several classroom projects to help my child apply classroom concepts to real world situations.

YES NO Understand that it is the family's responsibility to work with Xiang Jiang High School regarding student visas.

YES NO Understand that Coastline strongly encourages students to participate in optional Summer English immersion programs in the U.S.

YES NO Understand students will be eligible to take Coastline college-level transfer classes in China only upon achieving qualifying English placement scores.

YES NO Understand that Coastline Community College classes will prepare students for transfer to other colleges and universities in the U.S. and that students may take Coastline classes in the U.S. and online without taking the TOEFL examination if they achieve qualifying scores on the Coastline ESL department's assessment tests.

In addition, I have read, understand and agree to all Coastline rules, policies and procedures outlined in the EBUS Student Handbook.

Parent/Guardian Name (Please Print) _____

Parent/Guardian Signature _____

Date _____



Coastline Community College
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Sample 3-Year College-level Course Plan

The following curriculum plan is subject to change based on the readiness of the students. All courses offered will be college level courses though some may be remedial and/or meet prerequisites for transfer-level courses.

Total Possible College Credits = 38 (**PENDING ENROLLMENT AND** successful **COMPLETION** of **ALL** courses offered)

YEAR 1

SEMESTER 2 (ONE COLLEGE CLASS): POSSIBLE UNITS (5.0)

Math 115 - COLLEGE ALGEBRA (4.0 units) or Math 180 - CALCULUS 1 (5.0 units)

(NOTE: Students will have to take a placement test to qualify for this course. Course offered depends on student placement scores.)

IGETC Category: Mathematical Concepts and Quantitative Reasoning

YEAR 2

SEMESTER 1 (TWO COLLEGE CLASSES): POSSIBLE UNITS (6.0)

Geography 100 - INTRODUCTION TO GEOGRAPHY (3.0 units)

Study of the physical and cultural features of various regions of the world. Examines the relationship between the physical environment and cultural, political and economic development. The tools of geographical analysis will be used to study current and potential world problems.

IGETC Category: Social and Behavioral Sciences

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Humanities 110 - HUMANITIES THRU THE ARTS (3.0 units)

Survey of Western Civilization cultural achievement as expressed through music, literature, drama, film, painting, sculpture and architecture.

IGETC Category: Arts and Humanities

YEAR 2

SEMESTER 2 (THREE COLLEGE CLASSES): POSSIBLE UNITS (9.0)

Sociology 100 - INTRODUCTION TO SOCIOLOGY (3.0 units)

Introduction to the scientific study of human society and social behavior. Analyzes social interrelationships and human group organization, culture, social differentiation and social institutions.

IGETC Category: Social and Behavioral Sciences

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Ecology 100 - HUMAN ECOLOGY (3.0 units)

Develops understanding of the biological implication of human's interplay with the planet. Examines the biosphere and biogeochemical cycles to predict the biological prospects of the future and promote good planet management.

IGETC Category: Social and Behavioral Sciences

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Marine Science 100 - INTRODUCTION TO MARINE SCIENCE (3.0 units)

General study of the marine environment. Examines the chemical, biological and geological properties of the sea, the sea as a natural resource and its geo-political and economic impact.

IGETC Category: Physical and Biological Sciences

OR

Biology 100 - INTRODUCTION TO BIOLOGY (3.0 units)

Biology for non - science majors. A general study of the basic concepts of biology including the human body and the environment. Emphasis on the characteristics of plant and animal life, human body systems, health, genetics and the interaction of organisms in their environment.

IGETC Category: Physical and Biological Sciences

YEAR 2

SUMMER IN THE U.S. (ONE COLLEGE CLASS): POSSIBLE UNITS (3.0)

History 175 - U.S. HISTORY SINCE 1876 (3.0 units)

Comprehensive examination of history of the U.S. from Reconstruction to the present time. Covers the political, economic, diplomatic, social and cultural aspects of American life.

IGETC Category: American Institution

YEAR 3

SEMESTER 1 (THREE COLLEGE CLASSES): POSSIBLE UNITS (6.0)

English 099 - FUNDAMENTALS OF COMPOSITION (0.0 units)

Students write various types of paragraphs as well as review the basics of paragraph writing, grammar and mechanics.

(NOT APPLICABLE TO A.A. DEGREE) This course may be taken two times. Pass/No Pass only.

Prerequisites: (CCC English Proficiency 20 or Coastline Undergraduate level English 097 Minimum Grade of C)

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Music 100 - MUSIC HISTORY AND APPRECIATION (3.0 units) Study of major genres, forms, styles and historical periods in music since the Middle Ages. Emphasis on listening techniques, appreciation of classical and popular music and recognition of styles, composers and periods.

IGETC Category: Arts and Humanities

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Art 105 - INTRODUCTION TO ART (3.0 units)

Introduction to art from prehistoric times to the present. The student will study the principles of design such as balance and unity and the visual elements such as line and color in a wide variety of artistic media such as painting, drawing, and architecture while examining the role that visual arts play in the historical development of world cultures.

IGETC Category: Arts and Humanities

OR

History 165 - WORLD HISTORY FROM 1500 (3.0 units)

This course traces the economic, political, social, and cultural evolution of civilizations in Asia, the Near East, Europe, Africa, and the Americas from 1500 to the present. It covers the varied impact of industrialization and the creation of a global economy, the evolution and interaction of disparate political systems, and the development of diverse cultural, social, and ideological trends.

IGETC Category: Social and Behavioral Sciences

YEAR 3

SEMESTER 2 (THREE COLLEGE CLASSES): POSSIBLE UNITS (7.0)

English 100 - FRESHMAN COMPOSITION (3.0 units)

The basic principles and process of written composition will be applied through examinations and assigned essays. The process of choosing and shaping a thesis and writing an extended, well-developed essay will be stressed. Practice in research and production of a research paper will be included.

(NOTE: Students will have to take a placement test to qualify for this course.)

IGETC Category: English Composition

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Astronomy 100 - INTRODUCTION TO ASTRONOMY (3.0 units)

Study of the origin, characteristics and evolution of the solar system, stars, galaxies and the universe. Milestones in astronomy from antiquity to today and future research.

IGETC Category: Physical and Biological Sciences

.....

Astronomy 100L – ASTRONOMY LABORATORY (1.0 unit)

A beginning astronomy laboratory course for non-science majors. In this course the scientific method is applied to the analysis of experimental astronomical data.

IGETC Category: Physical and Biological Sciences



Coastline Community College Education Bound United States (CCC-EBUS) Student Road Map

Below is a description of the steps students will take while in the EBUS Program:

- 1.** Apply, Interview and be Accepted into both the High School and the EBUS program
 - a. Take ESL assessments administered by Coastline Community College
 - b. Participate in EBUS student orientation and college guidance workshops

- 2. Year 1 – Semester 1**
 - a. Based on assessment results, students will be enrolled in the appropriate ESL class
 - b. Participate in college guidance workshops
 - c. Take math placement assessment

- 3. Year 1 – Semester 2**
 - a. Based on performance in first semester, ESL class, and assessments administered by the college, students will:
 - i. Submit an application for admission to one or more Coastline College credit classes (hybrid) and take Track 3 ESL class
 - OR**
 - ii. Take Track 1 or Track 2 ESL class
 - b. Participate in college guidance workshops
 - c. Based on class and assessment performance, qualified students will take the TOEFL

- 4. Year 2 – Semester 1**
 - a. Continue English training
 - b. Qualifying students will enroll in one or more Coastline College credit (hybrid) courses (see 3-Year College-level Course Plan for offerings.)
 - c. Participate in college guidance workshops
 - d. Based on class and assessment performance qualified students may take TOEFL

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5. Year 2 – Semester 2

- a. Continue English training
- b. Qualifying students will enroll in one or more Coastline College credit (hybrid) courses
- c. Participate in college guidance workshops
- d. Based on class and assessment performance qualified students may take TOEFL
- e. Apply and obtain Visa for summer classes at Coastline in the U.S.
- f. Take English placement assessment

6. Year 2 – Summer

- a. Attend Coastline credit classes in the U.S.
OR
- b. Take Coastline Distance Learning credit classes in China

7. Year 3 – Semester 1

- a. Continue English training
- b. Qualifying students will enroll in one or more Coastline College credit (hybrid) courses
- c. Participate in college guidance workshops
- d. Based on class and assessment performance qualified students may take TOEFL

8. Year 3 – Semester 2

- a. Continue English training
Qualifying students will enroll in one or more Coastline College credit (hybrid) courses
- b. Participate in college guidance workshops
- c. Based on class and assessment performance qualified students may take TOEFL

9. Year 4 and Beyond

- a. After graduation from XJHS, students may earn the remaining units needed for transfer by attending Coastline in California, USA, or by taking Coastline online courses from China. (See Transfer Pathways Chart)

Meeting the “Language Other Than English” Requirement (LOTE Requirement)

(NOTE: This only applies to students transferring to the University of California schools.)

Students shall demonstrate proficiency in a language other than English equal to two years of high school study.

For EBUS students, this requirement may be satisfied by demonstration of proficiency prior to transfer in the following way:

Satisfactory completion, with “C” (2.0) grades or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English. Appropriate documentation must be presented to substantiate that the required coursework was completed. If an official sealed transcript cannot be obtained from a foreign institution an unofficial or opened transcript may be used to verify proficiency.

Tips for Traveling Abroad

Quick tips to make your travel easier and safer:

- **Register so the State Department can better assist you in an emergency:** Register your travel plans with the State Department through a free online service at <https://travelregistration.state.gov>. This will help us contact you if there is a family emergency in the U.S., or if there is a crisis where you are traveling. In accordance with the Privacy Act, information on your welfare and whereabouts will not be released to others without your express authorization. (*for more information on registering with the State Department see "How to Have a Safe Trip" pg. 25*)
- **Sign passport, and fill in the emergency information:** Make sure you have a signed, valid passport, and a visa, if required, and fill in the emergency information page of your passport.
- **Leave copies of itinerary and passport data page:** Leave copies of your itinerary, passport data page and visas with family or friends, so you can be contacted in case of an emergency.
- **Check your overseas medical insurance coverage:** Ask your medical insurance company if your policy applies overseas, and if it covers emergency expenses such as medical evacuation. If it does not, consider supplemental insurance.
- **Familiarize yourself with local conditions and laws:** While in a foreign country, you are subject to its laws. The State Department web site at http://travel.state.gov/travel/cis_pa_tw/cis/cis_1765.html has useful safety and other information about the countries you will visit.
- **Take precautions to avoid being a target of crime:** To avoid being a target of crime, do not wear conspicuous clothing or jewelry and do not carry excessive amounts of money. Also, do not leave unattended luggage in public areas and do not accept packages from strangers.
- **Contact us in an emergency:** Consular personnel at U.S. Embassies and Consulates abroad and in the U.S. are available 24 hours a day, 7 days a week, to provide emergency assistance to U.S. citizens. Contact information for U.S. Embassies and Consulates appears on the Bureau of Consular Affairs website at <http://travel.state.gov>. Also note that the Office of Overseas Citizen Services in the State Department's Bureau of Consular Affairs may be reached for assistance with emergencies at 1-888-407-4747, if calling from the U.S. or Canada, or 202-501-4444, if calling from overseas.

How to Have a Safe Trip

Register Your Travel So We Can Contact You in an Emergency

Why It's Important

The State Department strongly encourages American citizens planning travel abroad to register their travel with the Department of State. Travel registration makes it possible to contact a traveler if necessary, whether because of a family emergency in the United States or because of a crisis in the place the traveler is visiting. Registration is a free service provided by the State Department, and is easily accomplished online at <https://travelregistration.state.gov>.

Note that, in accordance with the Privacy Act, the Department of State may not release information about those registered without their express written authorization.

If your family needs to reach you because of an emergency, they can pass a message to you through the Office of Overseas Citizens Services, which can be contacted from within the United States at 1-888-407-4747 (toll free), and from overseas at 202-501-4444. The Office of Overseas Citizens Services will contact the U.S. Embassy or Consulate in the country in which you are traveling in order to pass the message to you.

The State Department also advises leaving a detailed itinerary and copies of your passport biographical-data page with a friend or relative in the United States.

How to Register (It's Easy)

- You can either register online at <https://travelregistration.state.gov>.
- -or-
- If you would like to contact an embassy or consulate you can go to <http://usembassy.state.gov/> for access to U.S. Embassy and Consulate web pages.

Planning Your Trip: Know Before You Go!

Information Resources

Travelers should familiarize themselves with their destinations, both to get the most enjoyment out of the visit and to avoid known dangers. Travelers should also be aware of restrictions on items that may be taken overseas (see "Bringing Medications or Filling Prescriptions Abroad," pg. 29) and on items that may be brought into the U.S. upon return (see "Customs and Import Restrictions," pg. 27). More information resources follow:

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The Consular Information Program

The Consular Information Program consists of three main components that provide information to the American public about travel to specific countries: Country Specific Information, Travel Warnings and Travel Alerts. The U.S. Department of State issues fact sheets called Country Specific Information on over 200 countries. The sheets contain information on entry requirements, crime and security conditions, areas of instability, road safety and other details relevant to travel.

The Department of State also issues Travel Warnings and Travel Alerts. Travel warnings are issued when the State Department recommends deferral of travel by Americans to a country because of civil unrest, dangerous conditions, terrorist activity and, in some cases, because the U.S. has no diplomatic relations with the country and may have great difficulty in assisting Americans in distress. Travel Alerts are issued as a means to disseminate information quickly about terrorist threats and other relatively short-term or transnational conditions that could pose significant risks to American travelers.

How to Obtain Country Specific Information, Travel Warnings and Travel Alerts

Country Specific Information, Travel Warnings and Travel Alerts are updated regularly and are accessible through the State Department's travel information website at <http://www.travel.state.gov>. For specific questions regarding an emergency involving an American citizen overseas, contact the Office of Overseas Citizens Services at (202) 647-5225.

There are three ways to access Country Specific Information, Travel Warnings and Travel Alerts:

- **On the Internet:** [http:// travel.state.gov](http://travel.state.gov).
- **By Fax:** on a fax machine, dial 202-647-3000 and follow the voice prompts.
- **By Telephone:** dial (888) 407-4747 from within the U.S., or, from overseas, (202) 501-4444. These numbers are available from 8:00 a.m. to 8:00 p.m. Eastern Time, Monday through Friday (except U.S. federal holidays).

Background Notes

Background Notes are factual publications that contain information on countries with which the United States has diplomatic relations. They include facts on each country's land, people, history, government, political conditions, economy, and relations with other countries and the United States. Background notes can be accessed via <http://www.state.gov/r/pa/ei/bgn>.

Other Resources

For more information that can help you plan a wonderful (and trouble-free) trip, go to http://www.travel.state.gov/travel/resources/resources_1244.html
http://www.travel.state.gov/travel/tips/plan/plan_1169.html

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Customs Restrictions of Foreign Destinations – What You Cannot Take to Other Countries

Many countries have restrictions on what may be brought into the country, including food, pets and medications. Even over-the-counter medications may be prohibited in some countries. Check with the embassies of your destination countries as to prohibited items. A listing of foreign embassies and consulates in the U.S. is available on the Department of State's website at <http://www.state.gov/s/cpr/rls/dpl/32122.htm>. Foreign embassy and consulate contact information can also be found on the Country Specific Information for each country.

U.S. Customs Restrictions – What You Cannot Bring Back With You

Some items may not be brought into the U.S., or may only be brought in under certain restrictions. For information on U.S. customs regulations and procedures, see the Customs and Border Protection booklet "Know Before You Go," available at <http://www.cbp.gov/xp/cgov/travel/vacation/kbyg>. For further information, see http://www.cbp.gov/xp/cgov/travel/vacation/kbyg/prohibited_restricted.xml on the same website.

There are special rules for products made from endangered wildlife. Many wildlife and wildlife products are prohibited either by U.S. or foreign laws from import into the United States, and you risk confiscation and a possible fine if you attempt to bring them into the U.S. when you return. Watch out for the following prohibited items:

- All products made from sea turtles
- All ivory, both Asian and African elephant, and rhinoceros
- Furs from spotted cats
- Furs from marine mammals
- Feathers and feather products from wild birds
- Most crocodile and caiman leather
- Most coral, whether in chunks or in jewelry

You may import an object made of ivory if it is an antique. To be an antique the ivory must be at least 100 years old, and you will need documentation that authenticates the age of the ivory. You may import other antiques containing wildlife parts under the same conditions; however they must be accompanied by documentation proving they are at least 100 years old. Certain other requirements for antiques may also apply.

For more information, contact the U.S. Fish and Wildlife Service, Division of Law Enforcement, P.O. Box 3247, Arlington, VA 22203-3247, or call 800-358-2104, or visit <http://www.fws.gov/>

Health: What You Need to Know in Advance of Travel

All travelers should familiarize themselves with conditions at their destination that could affect their health (high altitude or pollution, types of medical facilities, required immunizations, availability of required pharmaceuticals, etc.). While some of this information may be found in the documents included here, the key resource for health information is the Travelers' Health page of the Centers for Disease Control (CDC) website at <http://www.cdc.gov/travel>. The CDC website also provides general guidance on health precautions, such as safe food and water precautions and insect-bite protection. The CDC also maintains an international travelers' hotline at 1-877-FYI-TRIP (1-877-394-8747) or, by fax, at 1-888-CDC-FAXX (1-888-232-3299). See also the resources listed below.

Vaccination, Infectious Diseases, Pandemic Influenza

General guidance on vaccinations and other health precautions may be found on the Travelers' Health page of the Centers for Disease Control (CDC) website at <http://www.cdc.gov/travel>.

For information about pandemic influenza, see <http://www.pandemicflu.gov> or the website above. Information about infectious diseases abroad may also be found on the website of the World Health Organization at <http://www.who.int/en>, and further health information for travelers is available at <http://www.who.int/ith>.

Before traveling, you may need to get vaccinations and medications for vaccine-preventable diseases and other diseases you might be at risk for at your destination: (Note: Your doctor or health-care provider will determine what you will need, depending on factors such as your health and immunization history, areas of the country you will be visiting, and planned activities.)

To have the most benefit, see a health-care provider at least 4–6 weeks before your trip to allow time for your vaccines to take effect and to start taking medicine to prevent malaria, if you need it.

Even if you have less than 4 weeks before you leave, you should still see a health-care provider for needed vaccines, anti-malaria drugs and other medications and information about how to protect yourself from illness and injury while traveling.

CDC recommends that you see a health-care provider who specializes in Travel Medicine. Find a travel medicine clinic near you. If you have a medical condition, you should also share your travel plans with any doctors you are currently seeing for other medical reasons.

If your travel plans will take you to more than one country during a single trip, be sure to let your health-care provider know so that you can receive the appropriate vaccinations and

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information for all of your destinations. Long-term travelers, such as those who plan to work or study abroad, may also need additional vaccinations as required by their employer or school.

Insurance and Medical Evacuation

Obtaining medical treatment and hospital care abroad can be expensive, and medical evacuation to the U.S. can cost more than \$50,000. Note that U.S. medical insurance is generally not accepted outside the United States, nor do the Social Security, Medicare and Medicaid programs provide coverage for hospital or medical costs outside the United States.

If your insurance policy does not cover you abroad, it is a good idea to consider purchasing a short-term policy that does. There are health insurance policies designed specifically to cover travel. Many travel agents and private companies offer insurance plans that will cover health care expenses incurred overseas including emergency services such as medical evacuations. The names of some of the companies offering short-term health and emergency assistance policies are listed on the Bureau of Consular Affairs website at http://travel.state.gov/travel/tips/brochures/brochures_1215.html.

Bringing Medications or Filling Prescriptions Abroad

A traveler going abroad with a preexisting medical problem should carry a letter from the attending physician, describing the medical condition and any prescription medications, including the generic names of prescribed drugs. Any medications being carried overseas should be left in their original containers and be clearly labeled. Travelers should check with the foreign embassy of the country they are visiting to make sure any required medications are not considered to be illegal narcotics. (A listing of foreign embassies and consulates in the U.S. is available on the Department of State's website at <http://www.state.gov/s/cpr/rls/dpl/32122.htm>. Foreign embassy and consulate contact information can also be found on the [Country Specific Information](#) for each country.)

If you wear eyeglasses, take an extra pair with you. Pack medicines and extra eyeglasses in your hand luggage so they will be available in case your checked luggage is lost. To be extra secure, pack a backup supply of medicines and an additional pair of eyeglasses in your checked luggage.

If you have allergies, reactions to certain medications, foods, or insect bites, or other unique medical problems you should consider wearing a "medical alert" bracelet. You may also wish to carry a letter from your physician explaining required treatment should you become ill.

Information on filling a prescription abroad and other health issues may be found at http://travel.state.gov/travel/tips/brochures/brochures_1215.html.

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Doctors and Hospitals

If an American citizen becomes seriously ill or injured abroad, a U. S. consular officer can assist in locating medical services and informing family or friends. If necessary, a consular officer can also assist in the transfer of funds from the United States. (Note, however, that payment of hospital and all expenses is the responsibility of the traveler.) For more information, go to http://travel.state.gov/travel/tips/brochures/brochures_1215.html.

Required Travel Documents and Other Important Documentation

Passport Requirements & How to Apply for a Passport

A passport is an internationally recognized travel document that verifies the identity and nationality of the bearer. Only the U.S. Department of State and U.S. Embassies and Consulates have the authority to grant, issue or verify U.S. passports. For travel overseas and to facilitate reentry into the U.S., a valid U.S. passport is the best documentation available.

A valid passport is required to enter and leave most foreign countries. Some countries may allow you to enter with only a birth certificate, or with a birth certificate and a driver's license. **Note, however, that rules established under the U.S. Intelligence Reform and Terrorism Prevention Act of 2004, require that all persons, including U.S. citizens, traveling by air, must present a valid passport to reenter the United States.** (Until September 30, 2007, U.S. citizens who have applied for but not yet received passports can enter and depart the United States by air to Western Hemisphere countries with a government-issued photo identification and official proof of application for a passport. The proof may be obtained at <http://travel.state.gov>. This accommodation does not affect entry requirements of other countries, and U.S. citizens who are traveling to a country that requires a visitor to have a passport must still obtain one.)

If you are traveling by **land or sea**, make certain that you can return to the United States with the proof of citizenship that you take with you. U.S. regulations require that you document **both** your U.S. citizenship and your identity when you reenter the United States. For more information about U.S. passport requirements, see http://www.travel.state.gov/travel/cbpmc/cbpmc_2223.html.

Some countries require that a traveler's U.S. passport be valid at least six months or longer beyond the dates of the trip. In addition, with the number of international child custody cases on the rise, several countries have instituted passport requirements to help prevent child abductions. (Mexican law, for example, requires a child traveling alone, or with only one parent, or in someone else's custody, to carry written, notarized consent from the absent parent or parents if the child is not in possession of a U.S. passport.) Contact the embassy of the foreign destination for more information. A listing of foreign embassies and consulates in the U.S. is available on the Department of State's website at

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<http://www.state.gov/s/cpr/rls/dpl/32122.htm>. Foreign embassy and consulate contact information can also be found on the Country Specific Information for each country.

How to Apply for a U.S. Passport

Apply for your passport several months before your planned trip, and, if you will need visas from foreign embassies, allow even more time. Even if you don't have specific travel plans, but have family living abroad or are waiting to find a bargain trip, it is a good idea to apply as early as possible. Information about applying for a U.S. passport may be found at http://www.travel.state.gov/passport/passport_1738.html.

If You Need to Obtain a New Passport While Abroad

For information on obtaining a new passport if yours is lost or stolen abroad, see "How to Get Your Passport Replaced" (pg. 65), and "Emergencies: Consular Assistance and Crises Abroad" (pg.62). Also visit the Department of State website at http://www.travel.state.gov/passport/lost/us/us_848.html. Additional information is available at http://travel.state.gov/travel/tips/emergencies/emergencies_1197.html.

What to Take With You on the Trip, and What to Leave Behind

Valuables

Don't bring anything you would hate to lose. Leave at home:

- Valuable or expensive-looking jewelry
- Irreplaceable family objects
- All unnecessary credit cards
- Social Security card, library card, and similar items that may be in your wallet.

Do bring medical necessities (see the previous health sections regarding medications and insurance, pgs. 28-30).

Leave copies of documents and itinerary with relatives in the U.S.

Leave a copy of the itinerary with family or friends at home in case they need to contact you in an emergency.

Make two photocopies of the passport identification page, airline tickets, driver's license and the credit cards you plan to take. Leave one copy of each with family or friends at home, and pack the other copies separately from the originals. Leave a copy of the serial numbers of your travelers' checks with a friend or relative at home. Carry your copy with you in a separate place and, as you cash the checks, cross them off the list.

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Plan for the Unexpected

Take with you items that you will need if your trip is unexpectedly extended. These items may include extra money or medications.

Emergencies: Consular Assistance and Crises Abroad

Assistance from American Consuls

U.S. consular officers are located in over 260 Foreign Service posts abroad. In addition, consular agents in approximately 46 foreign cities without U.S. embassies or consulates provide a more limited but still important series of emergency and other consular services.

Providing assistance to Americans during a crisis abroad, such as political upheaval or a natural disaster, is one of the most critical tasks consular officers perform. During a crisis, consular officers will look for missing Americans and help Americans return to the U.S. The State Department strongly encourages American citizens planning to travel abroad to register their travel with the Department of State so that this assistance may be offered to you during a crisis. Travel registration is free, it's confidential, and it's easily accomplished online at <https://travelregistration.state.gov>.

Consuls also advise and help Americans who are in serious legal, medical or financial trouble, including health emergencies, arrests, deaths, missing persons, and destitution. For information about emergency assistance to Americans in trouble abroad, see http://travel.state.gov/travel/tips/emergencies/emergencies_1205.html#general#general. In addition, note the following information for assistance in emergencies:

- Finding a hospital or doctor abroad:
http://travel.state.gov/travel/tips/emergencies/emergencies_1195.html
- Victims of crime:
http://travel.state.gov/travel/tips/emergencies/emergencies_1748.html
- Financial emergencies or destitution:
http://travel.state.gov/travel/tips/emergencies/emergencies_1198.html
- Obtaining funds from the U.S. (OCS trust):
http://travel.state.gov/travel/tips/brochures/brochures_1224.html
- Missing persons:
http://travel.state.gov/travel/tips/emergencies/emergencies_1195.html
- Arrests:
http://travel.state.gov/travel/tips/emergencies/emergencies_1199.html
- Deaths:
http://travel.state.gov/travel/tips/emergencies/emergencies_1205.html#death
- Passport replacement:
http://travel.state.gov/travel/tips/emergencies/emergencies_1197.html

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Consular officers also perform non-emergency services, including providing information on absentee voting, selective service registration, and acquisition and loss of U.S. citizenship. They can arrange for the transfer of Social Security and other U.S. government benefits to beneficiaries residing abroad, provide U.S. tax forms, and notarize documents. They can also provide information on how to obtain foreign public documents. Note, however, that because of the limited number of consular officers and the growing number of U.S. tourists and residents abroad, consuls cannot provide tourism or commercial services. For example, consuls cannot perform the work of travel agencies, lawyers, information bureaus, banks, or the police, nor can they obtain work, residence or driving permits, act as interpreters, search for missing luggage, or settle commercial disputes for U.S. citizens. For information about routine consular services performed by consuls abroad, see http://travel.state.gov/travel/travel_1744.html.

How to Contact the Embassy or the State Department in an Emergency

Consular duty personnel are available for emergency assistance 24 hours a day, 7 days a week, at U.S. embassies, consulates, and consular agencies overseas and in Washington, D.C. To contact the Office of Overseas Citizens Services in the U.S. call 1-888-407-4747 (during business hours) or 202-647-5225 (after hours). Contact information for U.S. embassies, consulates, and consular agencies overseas may be found at <http://www.state.gov/countries>.

When the family of an American traveler needs to reach him or her because of an emergency at home or because family members are worried about the traveler's welfare, they should call 1-888-407-4747. The State Department will relay the message to the consular officers in the country in which the traveler is thought to be, and the consular officers will try to locate the traveler, pass on urgent messages, and, consistent with the Privacy Act, report back to the inquiring family.

What You Should Know If You Are a Victim of Crime

Consular officers are committed to assisting American citizens who become victims of crime while abroad. Familiar with local government agencies and resources in the country where they work, consular officers can help American crime victims to:

- replace a stolen passport;
- contact family, friends, or employers;
- obtain appropriate medical care;
- address other emergency needs that arise as a result of the crime;
- provide information about the local criminal justice process and about the case itself;
- obtain information about local resources to assist victims, including foreign crime victim compensation programs;
- obtain information about U.S. crime victim assistance and compensation programs, and
- obtain a list of local attorneys who speak English.

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For more information about consular assistance for victims of crime abroad, see http://travel.state.gov/travel/tips/emergencies/emergencies_1748.html.

How to Access Funds in the U.S.

U.S. consuls can assist Americans abroad who are temporarily destitute due to unforeseen circumstances. Americans who find themselves in these circumstances should contact the nearest U.S. Embassy or Consulate; see <http://usembassy.state.gov> for contact information, or the State Department's Office of Overseas Citizens Services at 1-888-407-4747 (during business hours) or 202-647-5225 (after hours). Consular officers can help destitute Americans contact family, bank, or employer to arrange for transfer of funds. In some cases, these funds can be wired through the Department of State. For information on how a consular officer can help under these circumstances, see http://travel.state.gov/travel/tips/emergencies/emergencies_1198.html.

Places to Receive Mail

If you will be abroad for an extended period, you may want to arrange for the delivery of your mail. Some banks and international credit card companies handle mail for customers at their overseas branches. In addition, post offices in many countries will hold mail for travelers under their General Delivery (Poste Restante) services. U.S. Embassies and Consulates do not handle private mail. Check with the embassy of your destination country to see if that will be possible there. A listing of foreign embassies and consulates in the U.S. is available on the Department of State's website at <http://www.state.gov/s/cpr/rls/dpl/32122.htm>. Foreign embassy and consulate contact information can also be found on the Country Specific Information for each country.

Be Prepared for Emergencies

The following link contains materials about being prepared for emergencies while residing abroad. It was written for persons assigned to American Embassies or Consulates abroad, but most of it is practical advice that would be useful to anyone living outside of their own country: <http://www.state.gov/www/flo/paper10.html>.

Americans planning travel to China should read the [Country Specific Information for China](#) and the [Avian Flu Fact Sheet](#), available on the Department of State web site at <http://travel.state.gov>.

Lost/Stolen Passports

How to Get Your Passport Replaced

If your U.S. passport is lost or stolen while you are overseas, report it immediately to the local police and to the nearest U.S. Embassy or Consulate. A consul can issue a replacement passport, often within 24 hours. Links to contact information for U.S. Embassies and Consulates may be found at <http://usembassy.state.gov>. If your U.S. passport is lost or stolen in the U.S., report it to the Department of State by following instructions found at http://www.travel.state.gov/passport/lost/us/us_848.html. More information is available at http://travel.state.gov/travel/tips/emergencies/emergencies_1197.html.

Emergency Assistance

Emergency Contacts for the Department of State

The Department of State's Office of Overseas Citizens Services (OCS), in the Bureau of Consular Affairs, has established a Washington, D.C.-based call center to provide general information to the public.

The call center will refer case-specific calls directly to the appropriate OCS country officer (or to a special task force in a crisis) and non-Consular calls to the appropriate agency or office. The call center has direct access to the most recent Consular Information Sheets, Travel Warnings and Public Announcements.

The OCS call center normally operates from 8:00 a.m. to 8:00 p.m. U.S. Eastern Daylight Time (8:00 p.m. to 8:00 a.m. in China), Monday through Friday (except U.S. federal holidays).

FROM THE U.S.: The toll-free number for the OCS hotline is 1-888-407-4747.

FROM OVERSEAS: Callers who are unable to use toll-free numbers, such as those calling from overseas, may reach the hotline by calling 001-202-501-4444.

Traveling Faculty Checklist

Required

- Photos** - Ten 2x2, blue background, face front passport type pictures
Personal expense, approximate cost \$35
 - 2 for the U.S. Consulate to obtain your visa
 - 2 sent to Jason Ward, CCC College Center, Contract Education Department, ext. 16323
(digital or scanned copies are acceptable)
 - 6 for the host High School at your destination to obtain a Foreign Expert Certificate (if necessary)

- U.S. Passport:** <http://travel.state.gov/passport/>

Personal expense, approximate cost \$100

Allow 4 – 6 weeks processing time.

- Visa:**

Personal expense, approximate cost \$140, personal checks are not accepted

You must apply for your visa in person at nearest Embassy:

Required materials:

- Passport with 6 months of remaining validity after your return date from China and at least one blank page.
- One visa application completed and signed
- One passport photo glued or stapled to your application.
- A letter of invitation from the host High School provided by U.S. College Compass.
- A sponsor letter from Coastline if you will be teaching a hybrid course.

Make sure to get a multi-entry visa if you intend to visit other countries during your assignment.

Allow for four-day processing time.

- Round trip air tickets** are provided by U.S. College Compass.

Note: Baggage allowances are subject to FAA regulations and are generally limited to two bags without additional charge. Additional travel within China is a personal expense.

- Transportation to and from U.S. airports is not provided.
- Transportation to and from the airport in the host country is arranged by U.S. College Compass and provided by host High School.

□ **Obtain International Travel Insurance**

Personal expense, approximate cost \$400

Employees working in overseas for the EBUS Program are covered under The Coast Community College District Worker's Compensation only while performing instructional/counseling duties at the high school. All other activities such as weekend excursions, walking to the market, etc., must be covered under your own personal private insurance coverage.

Note: If you are a Coast College District full-time faculty or staff member, or a Coast College District part-time faculty member with 7.5 or more LHE's, the District will continue your health insurance.

□ **Medical**

- Obtain Immunizations from a health-care provider who deals in Travel Medicine.

Personal expense, approximate cost \$240

Travel Immunization Clinic: **1725 W. 17th Santa Ana, CA 92706**

Note: Some immunizations may require a series of 3 vaccinations, so plan to make an appointment at least 4-6 weeks in advance of your departure. (*For more information see pgs. 28-30*)

- Request a copy of your medical history from your personal doctor to keep with you.
Acquire a doctor's note authorizing your use of any prescription medications you will be taking with you. (*For more information see pg. 29*)
- Refill all prescriptions and collect any over the counter products that may not be available for purchase overseas.
- Health examinations are optional and are at your personal expense.

□ **Communications**

- Sign up for a free Skype account: www.skype.com
While on assignment you may be required to participate in weekly teleconferences with EBUS personnel at the College in California.

Recommended

- Make copies of your passport, itinerary and other travel documents.** Take one copy with you and keep it in a different place away from your originals, leave one copy with relatives or friends back home.
- Register with the State Department** in order to be better assisted in case of emergency using their free online service at: <https://travelregistration.state.gov>.
For more information see pg. 52
- Remove** all unnecessary credit cards from your wallet and do not bring expensive watches and jewelry.
- Notify your banks and credit card companies** of the dates you will be traveling abroad. This will prevent them from blocking access to your accounts if charges appear from overseas.
- Make a list** of your credit card company's telephone numbers in the event that cards are lost or stolen and always report losses immediately.
- Notify the Post Office**, if necessary, that you will be leaving for an extended period. The post office will only hold mail for 30 days on a *vacation hold*. You can temporarily forward your mail to a friend or relative for a longer period. *(For more info. see pg. 34)*
- Personal Communications** – Set up, order or subscribe to any personal communications and networking services before leaving. In addition to Skype consider Local Phone, www.localphone.com a convenient service for family and friends to call overseas from the U.S.; and set up any social networking sites (Facebook) and blogs (Twitter).
- Consider signing up for a checking account with Citibank or other multi-national bank.**
 - Accepted at many ATM's overseas
 - Short Term accounts available with no fees for checking (ask for a fee waiver)
- When packing**, be sure to keep in mind airline regulations regarding luggage and carry-on instructions. Place luggage tags on each piece of baggage with your destination address. Also keep in mind that whether you will be working in a tropical or sub-tropical zone. These areas can be extremely humid with seasonal temperatures reaching 100 degrees.

- Consider bringing things that you normally use** that may not be readily available in the host country. Bring bath and hair products you like, Dramamine if you suffer from motion-sickness, hand sanitizer, etc.

- Buy or download a phrase book**
Prepare a small notebook with useful words and phrases in both the native language and in English. You can show the notebook to a policeman or local person if you need to find a location or have a question.

- Buy outlet adapters** for U.S. plugs. Your condo and classroom will both be equipped, but if you feel that you may need more than that, bring a couple with you.

- Mosquito or Insect Repellent** is also a very good idea, depending on the assignment location and season.

Additional Resources

MyCCC & Seaport resource link:

<http://159.115.100.11/CCCTraining/resources.cfm>.

OWA Important Information - At login type *adminccc\username* in the username box.

If you do not type *adminccc* before your username you will experience problems downloading attachments, running spell check, using links, etc

<http://159.115.100.11/CCCTraining/documents/ChangeOWAPassword.pdf>

RUBRICS

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Dear Faculty Colleague:

Thank you for participating in the Academic Quality Project. It only takes a few minutes to rate your course against our Academic Quality Rubric, but it in all

honesty, it may take a long time for you to develop your course into an “exemplary” course--the ultimate goal of our project. Most instructors agree that they strive to improve their courses semester after semester. We hope these rubrics will give you a “guidepost” to follow. The Senate developed these rubrics by studying rubrics from other colleges, incorporating pedagogy and insight from our own instructional designers here at Coastline, incorporating guidelines about quality from legislative bodies, and ideas from our own faculty Senators.

There are three rubrics: one for in-class courses, one for online courses, and one for telecourses. Be sure you pick the rubric that matches the type of course you teach. Then, study the rubric. Each rubric has three quality levels: Basic, Effective, and Exemplary. You will rate yourself within EACH level.



RUBRICS

LEVELS

Basic:

We consider EACH of the elements in the “Basic” column to be necessary for every course. Be sure your course includes each of these items. If you are unclear about how to achieve any of these items, contact your department chairperson, or one of the members of the Academic Quality Project team (below) for assistance. If you are missing any of these items, take steps to include it the next time you offer your course.

Effective:

We consider the elements in the “Effective” level to be ones that most “effective” courses should include and that most instructors should achieve. You should try to include at least 80% of the items in the “Effective” column. (Count the items you have achieved, and divide them by the number of items in the column to see if you have achieved 80% of the elements.)

Exemplary:

We would like to challenge all faculty members to build their courses into “Exemplary” courses by striving to include the elements described in the “Exemplary” level. While not all items will apply to all courses, you should try to include at least 80% of the items in the “Exemplary” column to be considered an “Exemplary” teacher.

How do you measure up? We hope that providing you with a measure of quality will help you to improve your own course. Please let us know your thoughts. If you have any questions, please feel free to contact any of us.

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Academic Quality Rubric:

IN-CLASS COURSES

Instructions:

In each column, circle each element you have achieved. All "Baseline" elements should be met; meeting 80% in Effective or Exemplary signifies achievement.



	Baseline (include all of the following)	Effective (must also include all items from Baseline)	Exemplary (must also include all items from Baseline and Effective)
Syllabus	1.1 List all assignments 1.2 Instructor's contact preferences (email address, voice mail, office hours, etc.) 1.3 The course grading policy is stated clearly. 1.4 A clear, organized schedule 1.5 FAQ; other relevant information	1.6 A general introduction to the course. 1.7 College Academic Honesty Policy 1.8 The course Student Learning Outcomes are stated. 1.9 Detailed course policies and procedures 1.10 Instructor response time and availability (email, voice mail, grade posting) is clear.	1.11 Provides suggestions for how to succeed in the course 1.12 Explanations of how the college's academic support resources can assist students 1.13 Explanations of how the college's student support services can help students reach their educational goals 1.14 Provides information or links for further information related to research, writing, technology, etc.
Content/ Lessons Materials/Resources	2.1 All content and required components of the course outline are addressed (e.g., uses the required textbook, addresses the course SLO, essays, projects). 2.2 The instructional materials address the achievement of the stated course outcomes.	2.3 The course content is well organized within the required time framework (e.g., 4-week, 8-week, or 16-week session). 2.4 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject. 2.5 For a 3-unit course, 9 hours of instruction and study per week have been planned.	2.6 Activities are interactive for the entire class (e.g., discussion, small group activities). 2.7 Course content is enhanced through the use of associated resources (discussion, Internet search, quizzes, etc.) that engage students in further study.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment and Grading Rubric</p>	<p>3.1 The types of assessments used to measure the stated learning outcomes are consistent with course activities.</p> <p>3.2 It is clear to students what they need to do to successfully complete the course.</p> <p>3.3 In addition to other activities, at least one <u>written</u> assignment assesses learning.</p>	<p>3.4 Regular feedback about student performance is provided in a timely manner throughout the course.</p> <p>3.5 The course includes a rubric by which students know how their assignments will be graded.</p> <p>3.6 The assessment instruments are sequenced, varied, and appropriate to the content being assessed.</p> <p>3.7 Plagiarism detection strategies are used.</p>	<p>3.8 A combination of self-assessment, formative assessment and summative assessment is included throughout the course so students can measure their achievement of the learning outcomes.*</p> <p>3.9 A mix of traditional and alternative assessments are used throughout the course that include essays, oral presentations, portfolios, interviews, role playing, discussion forums, journals, blogs, Wikis, case studies, etc.</p> <p>3.10 Exams are changed/ updated frequently and different forms are randomly distributed to students.</p> <p>3.11 Assessments and grading policies are compared and discussed with other instructors to increase effectiveness and create a culture of collegiality.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pedagogy / Interaction / Collaboration</p>	<p>4.1 The learning activities promote the achievement of the stated learning outcomes.</p> <p>4.2 Assignments and activities are aligned with stated outcomes.</p> <p>4.3 The course utilizes adult teaching pedagogy features, such as “preview,” “presentation,” “practice,” and “summary.”</p> <p>4.4 Students are engaged in active participation, rather than just listening.</p>	<p>4.5 Instruction is presented in a wide variety of formats (multiple visual, textual, kinesthetic and/or auditory, Power Points) to enhance and to meet the needs of a variety of learners.</p> <p>4.6 Assignments allow students to apply concepts and skills in realistic and relevant ways.</p> <p>4.7 There are frequent opportunities for students to be engaged in active participation.</p> <p>4.8 The course provides several activities that help students develop critical thinking skills.</p> <p>4.9 Assignments encourage students to make effective use of external resources such as libraries, Virtual Library, Web-based or other electronic resources.</p>	<p>4.10 There is a deliberate attempt to create opportunities for students to interact with one another to communicate about course content using such strategies as group projects, assignments, activities, or other collaborative activities.</p> <p>4.11 The course includes opportunities for learning by inquiry.</p> <p>4.12 The course provides multiple activities that help students develop critical thinking and problem-solving skills.</p>

*“Formative assessment generates useful feedback for development and improvement. The purpose is to provide an opportunity [for students] to perform and receive guidance (such as in-class assignments, quizzes, discussions, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or final exam.” *Statewide Academic Senate: Glossary of Terms*

Academic Quality Rubric:

Instructions:

In each column, circle each element you have achieved. All "Baseline" elements should be met; meeting 80% in Effective or Exemplary signifies achievement.

ONLINE COURSES

	Baseline (include all of the following)	Effective (should also include all items from Baseline)	Exemplary (should also include all items from Baseline and Effective)
Overview and Introduction	1.1 Welcome message from the instructor with an appropriate image of the instructor 1.2 Course image (e.g., picture of textbook) or other graphics are included to "brand" the course. 1.3 Relevant FAQs, including minimum technical skills expected of the student	1.4 Overview contains a general introduction to the course. 1.5 Instructor lists his/her contact preference. 1.6 Instructions clearly tell students how to get started and where to find various course components.	1.7 Instructor response time and availability (email, voice mail returns, grade posting, etc.) are clearly stated.
Syllabus	2.1 Detailed course policies and procedures 2.2 Information about written assignments and other procedures or directions are clearly described. 2.3 Information about using the exam features 2.4 How the student will be assessed/graded. 2.5 Directions or links to descriptions of technical support. 2.6 Information or links to Academic Honesty Policy 2.7 Etiquette expectations for discussions, email, and other forms of communication	2.8 How the online course "works" 2.9 How to access the online grade book/scores 2.10 Clearly stated student participation requirements 2.11 Nature of instructor participation in discussion board is clearly stated (participator, or reader, etc.) 2.12 Information about how to withdraw	2.13 Orientation to course and online learning, how to succeed online 2.14 Explanation or links to how the college's academic support resources can assist students 2.15 Explanation or links to how the college's student support services can help students reach their educational goals 2.16 Answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.
Content/ Lessons/ Materials/ Resources	3.1 Course content is organized into consistent, functional learning modules or other types of learning units. 3.2 The instructional materials in the course (other than the textbook) address the achievement of the stated course and module learning outcomes. 3.3 The learning modules include assigned readings that include chapters or page numbers, files or websites. 3.4 All content and required components of the course outline are addressed (e.g., use the required textbook, address the course SLO, essays, projects).	3.5 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject. 3.6 The course supports learning by providing a variety of activities and experiences that encourage active engagement with the course content (discussion, role playing, debates, virtual field trips, etc.). 3.7 There is substantive content that is equivalent to or surpasses the learning experience a student would receive in a site-based course. 3.8 For a 3-unit course, 9 hours of instruction and study per week have been planned.	3.9 Content is enhanced through the use of associated resources that allow students to learn through inquiry (links, referral to outside readings, Internet searches). 3.10 A significant number of the learning modules include exercises/activities that promote interactivity for the entire class (e.g. discussion).

Learning Outcomes	<p>4.1 The learning activities promote the achievement of the stated learning outcomes.</p> <p>4.2 Learning outcomes are included for each learning module.</p>	<p>4.3 The course Student Learning Outcome(s) is(are) stated and measured.</p> <p>4.4 Module learning outcomes are consistent with the course-level outcomes.</p>	<p>4.5 Program or college learning outcomes are stated if applicable.</p>
Assessment and Grading	<p>5.1 The course grading policy is stated clearly.</p> <p>5.2 It is clear to students what they need to do to successfully complete the course.</p> <p>5.3 The types of assessments used to measure the stated learning outcomes are appropriate to the course.</p> <p>5.4 In addition to other activities, at least one written assignment assesses learning.</p>	<p>5.5 Regular feedback about student performance is provided in a timely manner throughout the course.</p> <p>5.6 The learning modules include pre- and post-assessment or “self-check” practice assignments that measure the achievement of the learning outcomes for the module.</p> <p>5.7 The course includes a rubric(s) by which students know how their assignments will be graded.</p> <p>5.8 Ongoing multiple assessment strategies are used to measure content knowledge, application, and skills.</p> <p>5.9 Plagiarism detection strategies are used.</p>	<p>5.10 A combination of self-assessment, formative assessment and summative assessment is included throughout the course so students can measure their achievement of the learning outcomes.*</p> <p>5.11 A mix of traditional and alternative assessments are used throughout the course that include essays, portfolios, interviews, role playing, discussion forums, journals, blogs, Wikis, case studies, etc.</p> <p>5.12 Exams are changed/updated frequently and different forms are randomly distributed to students.</p> <p>5.13 Assessments and grading policies are compared and discussed with other instructors to increase effectiveness and create a culture of collegiality.</p>
Pedagogy, Interaction / Collaboration	<p>6.1 The course includes opportunities for student introductions.</p> <p>6.2 Learning activities foster instructor-student or student-student interaction.</p> <p>6.3 The assignments promote the achievement of the stated learning outcomes.</p> <p>6.4 The course encourages students to manage their time and avoid procrastination by setting clear timelines and goals.</p> <p>6.5 The course makes use of most of Seaport teaching pedagogy features, such as “Preview” and “Practice” features.</p>	<p>6.6 The course provides multiple activities that help students develop critical thinking and problem-solving skills.</p> <p>6.7 Assignments and activities allow students to apply concepts and skills in realistic and relevant ways.</p> <p>6.8 Content is enhanced through the use of resources that allow students to learn through inquiry (e.g., Internet links) rather than just reading a textbook.</p> <p>6.9 Materials are presented in a variety of formats (multiple visual, textual, kinesthetic and/or auditory) to enhance and to meet the needs of a variety of learners.</p> <p>6.10 Regular effective contact is made between instructor and students**</p>	<p>6.11 There is a deliberate attempt to create a learning community using such strategies as discussion boards, group projects, group problem-solving, discussion of assignments, activities, or other collaborative activities, as applicable to the course.</p> <p>6.12 The course makes creative use of a variety of technologies that assist students in understanding course content (discussion board, email, scheduled emails, web hunt, digital slide shows, Power Points, Camtasia shows, streaming video, etc.).</p> <p>6.13 Assignments require students to make effective use of external resources including Virtual Library, Web-based and other electronic resources.</p>
Navigation & Design	<p>7.1 The course is accessible to disabled users.</p> <p>7.2 All the web links are current and functional.</p> <p>7.3 All calendar dates and due dates are correctly set for the current semester.</p> <p>7.4 All exams are set to open and close for the current semester.</p> <p>7.5 No grammatical, spelling, or typographical errors</p>	<p>7.6 Schedule is well planned and easy to use.</p> <p>7.7 Students can easily navigate through the course.</p> <p>7.8 Students can easily find, access, and review content.</p>	<p>7.9 Students are provided an opportunity to participate in course evaluation.</p> <p>7.10 Visual and auditory stimuli are used to motivate students.</p>

**Formative assessment generates useful feedback for development and improvement. The purpose is to provide an opportunity [for students] to perform and receive guidance (such as in class assignments, quizzes, discussions, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or final exam.”
Statewide Academic Senate: Glossary of Terms

**Instructor Contact--Distance Learning Title 5, Section 55211 of the Education Code requires that all courses offered as distance education include “regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”

Academic Quality: Philosophy and Ideas for Implementation

The goal of higher education should be transfer of knowledge, long-term retention, and the application of skills and attitudes learned to some other context, at some time in the future.

College faculty, therefore, would do well to apply current research about human cognition and learning, write Halpern and Hakel in their article *Applying the Science of Learning to the University and Beyond* (2003).

They argue that understanding and learning are interpretive processes in which students must be active participants. Multiple-choice exam questions tap only lower-level cognitive processes or simply require students to repeat back course material. High scores on tests like these do not necessarily indicate enduring or transferable learning.

The Academic Senate recommends limiting the use of objective exams. Determining the best way to assess whether students have learned and are able to recall knowledge, skills, and attitudes is an ongoing process. Whatever the class size or the format, we urge faculty to discuss ways to enhance learning, to devote considerable time and energy in the discussion of using empirically validated learning principles, and to share their experiences with their colleagues.

Academic standards include more than the science and principles of learning.

We believe faculty should seek change and improvement. We discourage faculty from using the same lecture notes, the same exams, the same assignments, and the same syllabus as they teach and re-teach their courses.

We believe student questions, comments, and concerns should be valued, acknowledged, and replied to in a timely manner. Set the highest possible standards for response time. A day or two should be your goal.

We believe faculty should solicit and value input from their students. The easiest way is to ask your class the following (in the middle of the semester) and collect their answers (anonymously): What worked? What didn't work? What changes, if any, would you recommend the next time I teach this class? At the next class, share the responses with your students and discuss how their responses might change the way you teach.

We believe course content and level of rigor should be identical for a course no matter what the method of instruction or mode of delivery. Is the class traditional? Online? Hybrid? For incarcerated students? Military students? Is it 16 weeks, 12 weeks, 8 weeks, or 4 weeks? Students should cover the same topics, take the same exams, and use the same textbooks and learning material, no matter what the length of the term or the mode of delivery.

We believe faculty should encourage academic honesty. Create several different forms of your assessments. Distribute them at random to students. Scramble the order of the questions. Be sure students are physically separated at exam sessions so they are not tempted to look around. To further limit academic dishonesty, a significant portion of your exams should include authentic assessment items

that require students to explain their thinking and justify their answers. Include in your syllabus the consequences for violating academic honesty and enforce them. This could be failing the class with a grade of F or requiring the student to retake a different form of the exam under your supervision.

We believe faculty should be engaged in professional development. Read documents, subscribe to a list-serve or a newsletter, and attend conferences in your discipline. Communicate with your colleagues around the country and at the other schools in our district. Share questions, concerns, and solutions. Get to know your publisher sales rep. These representatives work with thousands of faculty in your discipline; they can often tell you about emerging trends or share your concerns with other faculty. Communicate with colleagues in K-12 and at the 4-year universities. We should know everything possible about where our students are coming from and where they're going.

We believe faculty should constantly assess their effectiveness as instructors and should question how well their students are learning. We urge you to incorporate *Classroom Assessment Techniques: A Handbook for College Teachers* by Angelo and Cross. It's a classic. It's one of the best resources available to help us improve what we do!

Become a member of our Senate discussion group at <http://groups.google.com/group/coastline-faculty> where you can share and discuss these ideas further. You can also upload files and see files that other faculty have uploaded for sharing.

Expectations of Teachers

1. Read and follow the course outline of record for the course (if there are problems or if a different textbook is desired, talk to the Department Chair and other discipline faculty about changing that on the course outline). If you need a copy of your course outline, email jnash@coastline.edu
2. Give students a detailed syllabus (there are sample syllabi that you can copy at <http://groups.google.com/group/coastline-faculty>)

- a. Include as many elements from the "Basic" and "Effective" categories on the Rubrics as you can.
- b. Include as many elements from the "Exemplary" categories on the Rubric as you can.

Refer to <http://groups.google.com/group/coastline-faculty> for ideas that you can cut and paste into your syllabus (e.g., study skills, referrals to academic support, student support, links to writing and research resources).

3. Attend class (classroom sections) for the expected hours of the course (e.g., 54 hours for a 3-unit course). Answer mail, email, or voicemail (telecourses and online courses) in a timely manner. It is recommended that the "Basic" response rate for distance education teachers is 3 days. "Exemplary" teachers respond within 24 hours. According to the Education Code, distance education faculty are expected to have "regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities."
4. Use a textbook, and give appropriate homework assignments. According to state Education Code, students should be engaged in 9 hours of work per unit (including attending your course, if it is an on-site course). If you have a distance learning course, be sure you have planned enough lecture, discussion board, activities, and assignments so that your students are involved in an appropriate amount of study each week.
5. Assess students on two or more examinations and/or papers (the Education Code does not allow 100% of the grade to be on one assessment instrument). Provide regular feedback to students about their performance in your course.

Except for mathematics, physical education, or a performance subject, all courses are required to have a writing component incorporated into the course grade. Assess students on at least one significant written assignment: essay, report, essay examination, etc. (The Education Code requires this.)

Use a variety of activities and experiences that encourage active engagement with the course content (discussion, role playing, debates, supplemental readings). Provide multiple activities that help students develop critical thinking and problem solving skills. Help students apply concepts and skills in realistic and relevant ways.

Address Student Learning Outcomes, obtained from the course outline, using learning activities to promote their attainment.

Best Practices

1. Build a sense of community and shared learning. The following are some suggestions:
 - a. Learn students' names (perhaps use seating charts, name tags, name holders on desks, etc.).
 - b. Use "ice breakers" for students to get to know each other.
 - c. Direct cooperative learning groups within class. If you have an online course or telecourse, set up a discussion board.
 - d. Encourage study groups outside of class.
 - e. Provide a discussion board on the Web page and visit it often, providing guidance, questions, and comments.
 - f. Encourage students to lead class discussions or explain solutions to problems.
 - g. Ask students to each write a "one minute paper" (per Dr. Vincent Tinto) with no names; have them write on one side of the paper in a few sentences the two things about that class session that interested them; on the other side have them write what they found confusing or "muddy." Collect the papers and respond on the web page or at the next class meeting.
 - h. Have students post short autobiographies and perhaps photographs of themselves on the Web page.
 - i. Phone or e-mail students who are absent from class or who are not participating or who seem to be having problems. Catch problems early.
2. Respect individual students' learning styles (for example, don't force introverts to become extroverts.)
3. Involve students in Coastline.
 - a. Invite a counselor, the librarian, a fellow instructor, Student Advisory Council (SAC) members, and/or others to come to class to inform them about the college and various services and activities.
 - b. Post on the Web page or announce in class the dates and places of college activities: university transfer events, concerts, workshops, etc. (this information can be found in faculty mailboxes and/or in e-mails from the college).
 - c. Bring to class or post on the class Website the Coastline scholarship form; urge students to apply for a scholarship.
 - d. Recommend other good courses and college services to students, such as the following:
 - Other courses in the discipline.
 - Counseling 105: Succeeding in College: "This course is designed to increase success in achieving educational, career, and life goals. It includes information on learning styles and strategies, time management, decision making, goal setting, college resources and services, memory techniques, note-taking, test-taking, and other success techniques. Students will develop educational and career plans."
 - Education 107: Introduction to Distance Learning. "Using the tools and systems of distance learning, students will develop skills that will enable them to successfully

complete distance learning programs on their own in the future. The course is a 1.0 unit class that addresses the technical competencies and computer skills needed for distance learning success.”

- **English 103: Business English.** “English for careers focuses on real-world English skills that contribute to good workplace communication. It includes English principles you already know, those you learned in the past and forgot, and those you wish you had learned. Students study grammar, English usage, punctuation, spelling, vocabulary, and dictionary use from the businessperson’s viewpoint. Emphasis is placed on finding and correcting types of errors people make while speaking and writing.”
- **English 091: Basic Reading.** “An individualized reading program designed to develop and improve basic reading skills in comprehension, main idea, facts and details, conclusions, judgments, inferences, vocabulary, and critical thinking. The student will complete a diagnostic assessment during the first class session.”
- **Leadership 140: Leadership Development/Student Government.** “Introductory participatory course designed to improve leadership and management skills. Assess leadership skills; analyze management styles; evaluate interactions among leaders, followers and situations; reduce conflicts, set goals, delegate tasks, use parliamentary procedure and conduct effective meetings through participation in the Student Advisory Council (SAC). Enrollment requires additional outside classroom hours and participation in college wide committees and special projects.”
- **Student Success Center** at the Le-Jao Center: Offers computerized basic skills courses and personalized

assistance. Also provides tutoring in English and math, and ½-unit online English improvement courses (English 022, 037, 040, 041, 080).

- e. Inform students about the lending library at the Garden Grove Center (is a copy of your textbook there?). Donations are encouraged.
 - f. Reward class participation.
4. Use a variety of teaching methods:
- Lecture/discussion
 - Various technological media
 - Guest speakers
 - Field trips
- Group activities (problem solving, role playing, online debates); check your textbook publisher’s manual for ideas.
5. Use a variety of grading opportunities to determine the final grade in the course. Use critical thinking examinations rather than examinations that only require rote memorization. Research shows that objective tests tap only lower-level cognitive processes or require students only to repeat back course material. Here are some other ideas:
- a. Well-written objective quizzes—for test security, online objective quizzes and examinations need to have a test bank two and one-half times or more than the examination test questions. For example, if the test has 10 questions, the test bank should have 25 or more questions for the software to randomly choose from. Objective testing is strictly an assessment instrument, not a learning experience, whereas open-ended and free response testing and other types of projects can demonstrate the student’s knowledge as well as the student’s ability to use critical thinking to apply the knowledge in a practical way.
- Multiple forms of exams—if students are seated in close proximity or if students take examinations on successive days, their tests should be different. For telecourse quizzes and exams, use alternate forms in different semesters.

- b. Concept tests: tests that demand the student to use critical thinking rather than rote memorization.
- c. Various projects, research reports, essays, case studies, oral reports
- d. Discussion-board participation (debates, online problem solving, role playing, response to teacher questions, response to each other, posting ideas or Internet sites, etc.)
- e. Collaborative testing, such as in group projects, making sure that each student is aware that his or her individual effort and contribution to the project will be measured and will affect his or her grade.



Academic Senate

Academic Quality Principles

The Senate strongly supports the guidelines of the following governmental and self-regulatory agencies. We believe all faculty members should strive to meet each of these guidelines:

Syllabus

The Accreditation Commission states “In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.” http://www.accjc.org/pdf/ACCJC_NEW_STANDARDS.pdf

Contact Hours and Study Requirements

Title 5, Section 55002.5 of the California Education Code requires a minimum of 48 hours of lecture, study, or laboratory work for each unit a student is engaged in for a semester (48 / 16 weeks= 3 contact hours a week for a one-unit course). For a 3-unit course, a student should be involved in a combination of nine hours of instruction and study per week.

Writing

Title 5, Section 55002 of the California Education Code requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students.” This means that all courses (except “skills” courses like math, typing, or PE) need to have a significant written assignment or essay exam that is incorporated into the course grade. Details for fulfilling this requirement (e.g., number or type of written assignments) should be determined within the department.

Instructor Contact--Distance Learning

Title 5, Section 55211 of the Education Code requires that all courses offered as distance education include “regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.” Details for fulfilling this requirement (e.g., number or type of written assignments) should be determined within the department.

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