

Skyline College

International Trade Program Review

Executive Summary



Short Summary of Findings

The International Trade Program at Skyline College is one of the most dynamic, holistic, innovative and successful programs at Skyline College. These program characteristics can be attributed to the following highlights:

- An expert and experienced faculty team who is dedicated to program excellence and student success
- A holistic and dynamic program which includes its academic programs and an internship component, in addition to a study abroad opportunity
- An innovative online program which provide the students alternative educational access (an option to complete the entire program online) in addition to traditional face-to-face classes
- A model and high impact program which brought three Department of Education Grants (Title VI B-Business and International Education and Title VIA-Undergraduate International Studies and Foreign Language Project) with \$450,000 in funding to Skyline College and the District over the last 9 years.
- The program has become an innovative and holistic model program for other two-year and four-year higher education institutions
- A successful program which contributes to program growth, innovation and student success

This Study has also identified a number of improvement efforts needed to enhance program effectiveness:

- The need for a part-time faculty program coordinator or a compromise of a 40 percent faculty release time to work on program internship program, program outreach, program promotion, and student assistance
- The need for a dedicated Resource/Help Center (computer lab/multifunction classroom facility) and competent online support staff for our online student community to enhance students services and student success
- The need for program articulation with other four-year colleges to enhance the program deliverables both in vocational education training and transfer programs

Three Strengths of the Program

- The program faculty members are highly experienced with expertise in both theory and practice fields
- The program offers the entire certificate program in both traditional and online delivery formats which enhances student access, education accessibility and opportunities for our adult learners.
- The International Trade Program provides practical training, service learning and value-added educational experiences to our students via internship programs and a Study Abroad in China program

Three Suggestions for Improvement

- The need for a part-time faculty program coordinator to work on the internship program and program services
- The need for program articulation with other four-year colleges to enhance the program deliverables both in vocational education training and transfer programs
- The need for a dedicated Resource/Help Center (PC lab/classroom) to improve online students services and success

Full-Time Faculty Signatures

A handwritten signature in cursive script, appearing to read "Hui Pate".

Hui Pate

Submitted on: April 1, 2008

SKYLINE COLLEGE

International Trade Program Review Self Study

PART A: Mission Effectiveness

Overview

1. *State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.*

Skyline College's mission is to provide a comprehensive, open access community college that provides student-centered education leading to transfer, career advancement, basic skills development, and personal enrichment. The College aims to prepare students to be culturally sensitive members of the community, critical thinkers, and proficient users of technology, effective communicators, socially responsible lifelong learners and informed participants of an increasingly global society.

Addressing the missions of the College and District, the Skyline College International Trade Program is designed to prepare students for transferability, employment, entrepreneurship, or career advancement in the area of international trade. The program established the following goals to fulfill these mission and priorities:

- Increase international skills and awareness in students and the community
- Provide students and the community with dynamic and up-to-date curriculum and instruction
- Provide both traditional and online programs to the SF Bay Area and other part of the country
- Prepare students to be successful with employment opportunities and transfer of college credits
- Engage educational institutions with business industries in mutually beneficial linkages
- Expand program outreach and engage mutually beneficial linkages with local business industries

In addition to some lower division course transfers, the Skyline College International Trade Program provides students and community with training and education necessary for an associates degree and a variety of certificates for students who are seeking positions in International Sales, Export/Import Compliance and management, Logistics and Transportation, International Shipping, U.S. Customs, and Trade Finance.

The primary program benefits are as follows:

- Student- and community-expanded global awareness and education via education, training, internship and study abroad experiences
- Increased enrollment as a result of program modification and online program offerings as an alternative instructional delivery method
- Dynamic, high quality, and timely program courses to support our students and business community with one associate degree and five certificate programs along with opportunities for internship experiences and study abroad.
- Assistance to local business in international trade by creating of a pool of qualified professionals for small-to-medium-sized businesses
- Expand program outreach and networking efforts to local communities and beyond via Center for International Trade (CITD), other trade organizations, conference participation and presentations and newsletters

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The International Trade Program works closely with both internal and external programs and organizations based on the collaborative nature of the program. These linkages include the Center for International Trade Development, other related Business Division programs, the Counseling Department, and the Transfer Center. In collaboration with the CITD, The International Trade Program successfully secured the Title VIB grant for two consecutive grant awards. We work together with the program Advisory Board which consists of interested faculty, college administrators, and local business and government agencies to ensure that the program is up-to-date and aligned with industry trends. We also partner with the CITD on community outreach, networking and program promotions via workshops, seminars, and newsletters. Many of the International Trade Program courses are interrelated with the Business Administration and the Marketing Programs. Some Business Administration and Marketing courses are electives of the International Trade Program and vice versa. The courses in these programs complement one another and provide students with program flexibility, scope and depth.

With the support of college administrators and other DOE grant assistance (*Title VI A – Building Bridges for Asian Studies: Language, Commerce and Cultures*), the International Trade Program which is housed in the Business Division has been working closely with the Language Arts and Social Science Divisions to develop an interdisciplinary Asian Studies degree and certificate program. The proposed program will offer students opportunities to acquire the knowledge, capacity and skills necessary to appreciate other cultures and languages, while at the same time building a strong foundation in international business practices.

Our students are encouraged to participate in our internship programs once they complete six units of program courses to acquire their practical industry experience. Students need to work with faculty and internship hosting companies to ensure that specified course goals are accomplished.

With the student goals and objectives in mind, faculty and counselors together with students work to set up a plan of action and sequence of courses to ensure that the program provides both standardization and customization to the individual student's needs and circumstances.

3. *Explain how this program meets the needs of our diverse community.*

Skyline College serves a culturally and ethnically diverse community that is a microcosm of what California is becoming in the 21st century. As the chart below indicates, The International Trade program has done an admirable job of attracting diverse students in parity with the College.

Table 1. Skyline College and Int'l Trade Students Enrollment by Ethnicity (2003-2007)

Ethnicity	Skyline 5 year average	Int'l Trade 5 year average
Asian/Pacific Islander	27%	36%
African American	4%	4%
Filipino	19%	14%
Hispanic	19%	18%
Native American	0%	0
White	24%	20%
Other/Unknown	5%	5%

As the chart below indicates, the International Trade Program attracts mostly adults and 100 percent of the students are part-time students. About 60 percent of the students are evening/online students. Of these students, 23 percent are day students while 17 percent are both day and evening students. Additionally 59 percent of the students are 23 years or older and 69 percent of the students are enrolled as continuing education students. Our short courses and online program addresses the need to provide students with more anytime, anywhere accessibility to international trade-orientated education, especially for the mid-career, part-time adult students which made up the majority of Skyline College's student population. Furthermore, the program also creates more international education opportunities for students who would otherwise not be able to attend college because of overriding commitments.

Table 2. Skyline College and Int'l Trade Students Characteristics (2003-2007)

Student Characteristics	Skyline College 5 Year Average	Int'l Trade 5 Year Average
Day	38%	23%
Evening	38%	59%
Day and Evening	24%	17%
Full Time	27%	0%
Part Time	73%	100%
23 years or older	57%	59%
Continuing Education Status	60%	69%

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

Consistent with previous self-study of the International Trade Program, the goals of the program have intended to prepare students for employment, entrepreneurship or advancement in the area of International Trade. The program is tailored to meet student's needs with a variety of options to fit student goals, schedules, and preference by offering both online and traditional classes for the entire program. With the assistance of the first Title VI B Grant and in collaboration with CITD and advisory board, we have successfully redesigned the International Trade Program by creating four short certificates and adding eleven new courses in the program since its inception. We have made major progress in program development by adding 11 new courses and in innovation with the creation of two online classes in 2001. Since that time, we identified the needs for our business community, Skyline College students, and the demand for anywhere, anytime educational opportunities. With the award of a second Title VI grant - "Skyline College: The Online and Global Project from the Department of Education, continued progress in expanding and adding to the program has continued. Faculty members were able to participate in national conferences and professional training seminars to keep them up-to-date with industry trends and learn the latest online course management tools. Because of this professional development, faculty have developed online courses for all core and elective courses in the International Trade program which is the only completely online program at both Skyline College and the District. This alternative delivery format has resulted in steady growth in enrollment and continued expansion in its program offerings.

PART B: Student Learning Programs and Services

Overview

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

The program Advisory Committee consists of faculty, college administrators, CITD and local businesses to ensure the program is up-to-date and keeping with industry trends. We work together in developing sessions on strategic planning, program development and industry linkages. Some of the members of the Advisory Committee also serve as guest speakers to provide presentations and promote internship opportunities to our students.

Curriculum

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

The International Trade Program serves its students who have the following goals:

- Transferability – earning credits towards a 4 year degree
- Degree and/or certificate seekers – earning a terminal degree or certificate at Skyline College
- Career Advancement – earning college credits for continuing education and career advancement
- Business Entrepreneurship – learning knowledge and skills necessary to start a business

The International Trade Program provides a degree program (18 units plus 42 GE credits) and a certificate program (18 units) plus four short certificate programs (12 units each). The program was designed to provide students with depth and scope in international trade by taking a balanced approach and an emphasis on both theory and practice. The program intends to satisfy the needs of our diverse student population with a variety of enrollment goals which include transferability or a terminate degree/certificate, or career advancement/continuing education or entrepreneurship.

2. *State how the program has remained current in the discipline(s).*

The International Trade Program is one of the most dynamic and innovative programs at Skyline College. The program strives for excellence through innovation and an up-to-date dynamic curriculum, course offerings, internship experiences, and an opportunity for study abroad in China. The faculty members constantly improve their expertise to propagate international business knowledge and to keep current with the ever-changing global market place via professional development opportunities, working with the advisory board, and with industry. Faculty members in turn integrate what they have learned into new course development and modifications to courses. We continuously develop new elective courses and update current course content to reflect the changes and trends in international trade practices.

The International Trade program also stays in the forefront of utilizing instructional technology by offering the entire program online. The program also provides an alternative instructional delivery method to our students and community, resulting in increased program enrollment and enhanced program accessibility.

3. *If the student population has changed, state how the program is addressing these changes.*

Skyline College has increasingly served a culturally and ethically diverse community. The International Trade program has done a remarkable job of attracting diverse students in parity with the College. As was indicated in Table 1 and Table 2, the International Trade program has a

remarkable record of attracting diverse student population. In particular, the majority of our students are part-time students who are 23 years of age or older. They are in need of flexible class schedules and an online instructional delivery methods from our program and college. With both online and traditional delivery methods available, the International Trade program provides increased educational opportunity, accessibility and services to our students who are otherwise unable to pursue their education because of family and/or career obligations. Online course offerings increase accessibility and enrollment to a college education while minimizing the costs of instructional equipment and facilities requirements. The popularity of online courses has been most evident among non-traditional students, who would otherwise be unable to enroll in traditional face-to-face classes, due to their career and family commitments.

4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

In addition to new elective courses, we have updated all the course outlines to reflect the changes in formats and content requirements by the Skyline College Curriculum Committee.

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

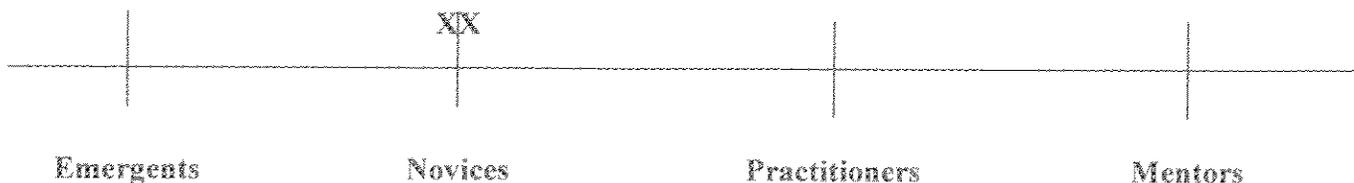
Not applicable.

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



2. *Highlight any major findings and resulting course or program modifications.*

Faculty have created SLOs for all the program courses and work continue sly on course outlines. The next step will be to create and implement assessment plans in these courses to evaluate student learning outcomes.

3. *What additional resources are needed to implement the plan?*

Faculty will require more time and will participate in assessment training sessions to complete the Student Learning Outcomes and Assessment cycle for the International Trade program.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

- Faculty has successfully secured two consecutive Title VI B Grant-Business and International Education via Education of Department to redesign the entire International Trade program and to convert the whole program online. The Title VI A Grant – Undergraduate International Studies and Foreign Language is chartered to create an interdisciplinary program in Asia Studies and a Study Abroad in China program.
- Faculty modified and redesigned the entire International Trade Program by adding 15 new courses and modifying two existing courses with the assistance of the CITD, Program Advisory Board and College Administrators
- Faculty attended a variety of national and international conferences and site visits to ensure our program is up-to-date and keeping with industry trends and developments.
- Faculty attended several District-wide, State-wide and Vendor training workshops on online education, different types of course management systems and the latest cutting edge instructional technology. Much of the information has been integrated into the International Trade online program
- Faculty has made various presentations on the Skyline College International Trade Program and its online education at national conferences: North America Small Business Educators Conferences, Title VI B Directors Conferences and National Community Colleges Consortium - and to other two-year and four-year higher education institutions.
- Faculty has been working with the CITD and the program Advisory Board for community outreach and networking to set up internship programs and industry linkages to enhance service learning and potential employment for our students
- Faculty has promoted the International Trade Program by setting up a program web page, creating program brochures, and attending College Fairs
- Faculty developed and led our first Study Abroad in China program to provide students with this exceptional value-added learning experience and life-enhancing business and personal venture

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

There has been no new hire for either full-time faculty or staff in the International Trade program even though we have had a need to hire a part-time coordinator for the last 10 years. The program currently has only one full time and two part-time faculty members. Both of them were invited to participate in Division wide meetings and one-on-one meetings with the full time faculty on online course management system usage, best practices, and other coaching activities to expedite their learning curves on these issues.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

The International Trade Program has an ethnically and gender diverse workforce (one full time and two part-time faculty members). Many of them have industry work experience in addition to teaching experience.

Facilities, Equipment, Materials and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

The International Trade provides a variety of instructional delivery methods which includes a combination of online, hybrid and traditional delivery modes. Our need for equipment and facilities are different in usage frequency, classroom setting and equipment needs depending on our instructional and learning activities. We urgently need a computer lab facility for orientation meetings, classes meetings for hybrid classes, computer simulations and internet research. We also need a classroom for class meetings; i.e., questions and answers with demo sessions and role play activities for negotiations class and communications class.

We are also in need of a dedicated International Trade Program Lab which was originally assigned to the program as the Skyline College commitment for the Title VIB grant. International Trade Online program (14 online courses) has been very cost efficient for the College with regard to equipment (computer usage) and facilities (class room usage and overhead cost), materials (paper and printer cartridges) and zero maintenance. In addition to federal grants (\$450, 0000) in the last 9 years to Skyline College and the District, the program generated enough FTEs to justify a dedicated computer lab/classroom. It is strongly recommended that the program have at least one dedicated computer lab/classroom assigned for learning and instruction and online student Resource/Help Center.

2. *List projected needs.*

- Computer Lab/Classroom with multifunctional facility
- PC equipment for the lab with latest application software and multimedia capability
- Other video, audio capture hardware and video, audio editing software and podcast authoring software and web cam hardware and software to enable students to use audio and visual features in online classes for demo purposes
- Instructor's desktop PC (in 5132A) needs to be replaced with a new updated computer and software

- Email storage space expansion (currently 550,000 KB) for faculty who mainly depend on email to communicate with hundreds of online students each semester. Online Faculty members should have double storage capacity to avoid constantly deleting emails and attachment to ensure that the email works properly.
2. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

The International Trade Program always stays in the forefront of utilizing instructional technology to supplement instruction and learning. In addition to being the first program offering an entire program online program at Skyline and the District, faculty make use of a variety of instructional technology such as computer simulation, video case studies, internet research, power point presentations, email, discussion board, online grade book, online exams, online groups or chats, digital drop box and class Live to enrich learning and enhance communication.

3. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

The International Trade Program works with Advisory Board from industry for program development on curriculum and internship program. Additionally, they also volunteered as guest speakers to our students.

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*
- Man Power: The program is in dire need of a part-time faculty program coordinator or a compromise of a 40% faculty release time to work on the internship program, program outreach, program promotion, and program web page updating with student assistance on advising and answering program inquiries from phone calls, emails and from the web site. The only full time faculty has been working on all of these support services in addition to a full-time teaching load, grant writing and management, program development, curriculum development, and college wide committee commitments.
 - Man Power: Faculty is in great need for release time for research projects, special projects; grant writing, grant management, program development as part of the institutional matching fund commitment. Grant projects will be more cost effective if the College can commit part of the administrative cost such as part of the release time for grant management which is a common practice for other institutions.
 - Man Power: The program is in need of a part-time computer lab technician who is competent with all the online course management systems supported by the District. This technician will be working at the dedicated Resource/Help Center (computer lab/multifunctional classroom) to provide assistance to all the online students.
 - Facilities: The program is in great need of a dedicated Computer Lab/Classroom multifunctional facility. This facility can also be used for an online Education Resource and Help Center for the program and other Business Division students. In addition to the International Trade Program online classes (14 of them), more and more online classes are being offered by other programs in the Division; however, there is no dedicated place (computer lab/classroom) for instruction and learning. Students need additional assistance for resources and help for online classes both in technology than students in a traditional classroom where the faculty can provide immediate

feedback via instant demonstration. This is why the program has increasingly indentified the needs for hybrid classes and additional face-to-face meetings with online students to enhance student retention and success.

- Equipment: A networked computer lab/Classroom with latest application software and multimedia capabilities for program needs on instruction and learning.
 - Supplies: Video, audio capture hardware and video, audio editing software and podcast authoring software and web cam hardware and software to enable students to use audio and visual features for online classes
2. *If appropriate, discuss methods the program could share resources with other programs in the College and District*
 - The dedicated Computer Lab/Classroom multifunctional facility can be shared with other program online classes as an Online Education Resource and Help Center for the Business Division students.
 - Partnerships with other divisions, District sister colleges, and local industries and high schools will enable us to create vertical and horizontal integration for excellence in planning, implementation and outcome.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Faculty has continuously served on the division tenure committee, college Research Committee, and District Technology Committee. Faculty has also participated in the District-wide Global Studies Initiative well.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Participation in college and district wide committees allows faculty representation in the shared governance process. Participation in college/district committees also empower faculty in decision making process as part of the shared governance process.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Faculty continuously participate in faculty development opportunities, work with the program Advisory Board, and network with other colleges and universities to keep courses and program up-to date. Faculty initiated and wrote three successful International Education grants from the Department of Education over the last eight years. With the assistance of the Business Division Dean, faculty successfully redesigned the entire International Trade program and brought the whole program online. With the assistance of division deans and VP of Instruction, faculty has been working with other division faculty members to develop our first interdisciplinary program in Asian Studies. Faculty has been working with industry contacts and other foreign institutions to set up internship programs and study abroad programs to promote service education and value-added education opportunities for our students.

PART E: Action Plan

1. Describe the program's plan for addressing areas of improvement.

The International Trade Program will continuously strive for program excellence in curriculum, instruction, online education, service education, and student-centered learning community. The following are a list of areas of improvement:

- We will continuously work on program enhancements in terms of updating program course contents and enhancing program offerings with assistance of the Advisory Board.
- We will work with College Transfer Center to articulate more program courses for transferability to CSUs, UCs and other 4-year institutions.
- We will standardize all of our program online courses by using the e-College online course management tool, so that students can expedite their learning curve on one course management tool instead of using different tools for different courses.
- We will provide students with a Resource/Help Center for all the online students in the program and the division to improve student services and enhance their success in online learning
- We will continuously work with industry contacts and other trade organizations to enhance service education for our students

Program Review - Resource Needs Summary Table

International Trade Program

	Needs	Notes
Personnel	<ol style="list-style-type: none"> The need for a part-time faculty program coordinator or a compromise of a 40% faculty release time A part-time online student supporting staff for our online student Resource/Help Center 	<ol style="list-style-type: none"> A part-time faculty program coordinator or a compromise of a 40% faculty release time to work on program internship program, program outreach, program promotion, and student assistance A part-time online student supporting staff for our online student Resource/Help Center to enhance students services and student success
Equipment	<ol style="list-style-type: none"> A networked computer lab/Classroom facility with latest application software and multimedia capabilities for program lab (Resource/Help Center). Supplies: Video, audio capture hardware and video, audio editing software, podcast authoring software and web cam hardware and software to enable students to use audio and visual features for online classes 	<ol style="list-style-type: none"> A networked computer lab/Classroom facility with latest application software and multimedia capabilities for a dedicate program lab (Resource/Help Center) for enhance online student services and success. The audio/video capture hardware and software and podcast authoring and web cam hardware and software will enable faculty and students to use audio and visual features for online classes
Facilities	<ol style="list-style-type: none"> A dedicated Resource/Help Center (Computer lab/multifunction classroom facility 	<ol style="list-style-type: none"> A networked computer lab/Classroom facility with latest application software and multimedia capabilities for a dedicate program lab (Resource/Help Center) for enhance online student services and success.

Skyline College International Trade Program Review Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2004	2005	2006
WSCH	224	177	153

Please comment on program enrollment and expected trends.

Enrollment in the International Trade Program has been cyclical and moderate over the last three years. It has fluctuated over the last few years due to budget cuts, fee increases and the some class cancellations due to increased efficiency. This minor decline over the three years in enrollment is parallel with other programs in the Division (a little over 4% decline in each year) and the College (4% decline in each year) as a whole. Our enrollment is negatively correlated with the overall economy and the job market.

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2004	2005	2006
FTE	0.5	0.5	0.5
WSCH/FTE	447	354	306

Please comment on the comparison of this program to College trends.

The program load is below the college level for all years compared. Again the decline change is parallel with those enrollment decreases across the Division and the College. The change may be due in part to the campus renovation project and reverse correlation with overall economy.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2004	2005	2006
Retention	79%	83%	89%
Success	63%	52%	60%

Please comment on the programs' success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

The retention rate (83% three year average) and success rate (58% three year average) of the International Trade Program are in parallel with those (84% and 59% respectively) of the college. Many of our students are students who lack some basic skills levels, necessary for academic success. Our program courses can be a challenge to them in terms of qualitative and quantitative skills. Additionally, some of our online students may find it challenging to work with new technology and keep up with the course schedule. We need to provide additional assistance to online students with a Resources and Help Center, when they need demonstration and explanation to understand technology and course content. We should also have a part-time program coordinator to provide our students with better service to enhance their retention and success rates.

Program Review Course Outline & Prerequisite Checklist

Discipline: International Trade

Semester: Spring 2008

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well in **advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1 Prefix & Number	2 Title	3 Review Date	4 Transfer		5 G.E.	6 Prerequisites, Corequisites, Recommendations	7 Validated	8 SLOs	9 Assessment Plans	10 Implementation	11 Reviewed
			csu	UC & csu							
BUS 200	Introduction to International Business	April 2008	Yes		✓	Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 210	International Finance	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 221	Intercultural Bus. Communication	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 225	Foundations of Global E-Commerce	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 226	Global Business Negotiations	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 227	Global Business Contracts	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS230	Introduction to International Marketing	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 240	International Transportation & Logistics	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 241	Doing Business in Asia	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 242	Doing Business in Europe	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 243	Legal Environment of International Business	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 244	Doing Business in Latin America	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 245	Introduction to Customs Brokerage	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 279	Import/Export Management	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 205	Business Ethics	April 2008		Yes		Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 246	Doing Business in China	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 248	Asian Management Systems	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No
BUS 680	Study Abroad in China	April 2008	Yes			Recom: Eligibility for ENGL 836	Yes	Yes	No	No	No



*Skyline College International Trade Program Review
Certification of Course Outline & Prerequisite Review*

Faculty Signatures

Hui Pate

Hui Pate

Date Submitted: April 1, 2008

Division Dean:

Margery Meadows