

INTERNATIONAL EDUCATION

N E W S L E T T E R

Spring 2001

Coast Community College District

Study Abroad Update

by Patricia M. Scarfone, International Education Coordinator

In February we said *aurevoir* and *adiós* to students and professors as they embarked on the Spring 2001 semester abroad programs to **Paris** and **Costa Rica**.

Orange Coast College Philosophy Professor, **Eleanor Katz** and Golden West College Music Professor, **Rose Ann Wood** are conducting the **Paris program**, with 29 students. The group is enjoying the new state-of-the-art facilities, which ACCENT, our contractor, in Paris is providing. These facilities feature classrooms equipped with the latest in audio-visual technology, a library and computer center. Students have selected classes in Music, Philosophy, Art, English, Humanities and French. In addition to concerts, ballets, operas and other musical events, the group will be visiting several Parisian museums and traveling to such cities as, Rouen, Giverny, Versailles, Amboise, and will spend a weekend on the beaches of Normandy.

GWC History Professor, **Tony Thorne**, conducts the program in **Costa Rica**. This is Professor Thorne's third venture to Costa Rica. The students participating in the program are profiting from his extensive expertise and knowledge of Costa Rican culture. In addition to the history classes, students are taking classes in Biology, Political Science and Spanish. These classes are taught by professors from ULACIT (Latin American University of Science and Technology). The Political Science class is taught by none other than the President of ULACIT, **Dr. Sylvia Castro**. The Biology class is taught by the renowned professor and guide, **Dr. Roberto Avilez**. He will also be conducting five weekend excursions. Students will have first-hand experiences on topics discussed in the classroom.

Our Fall 2001 semester programs to Italy and Spain are quickly filling up.

Florence, the most popular student destination is already closed with 49 students. GWC English Professor, **Michael Goodman** and Adjunct Professors, **Don** and **Jacque Powell** will conduct this program. All three professors have participated in our programs before and bring with them a great wealth of knowledge and experience. The program also includes Italian classes taught by on-site professors.

The program in **Spain** is very unique in that it includes two culturally diverse cities - **Madrid and Barcelona**. The group will be spending six weeks in Madrid and six weeks in Barcelona. The educational program will be the same in both cities since we are using the facilities of International House, in both. OCC Professors, **Victor Casados**, Art and **Juani Funez-Gonzalez**, History, will be conducting the program. In addition to courses in Art, Ethnic Studies, Comparative Government and History, students will be able to take Spanish classes from on-site professors. Both programs offer a variety of excursions, which enhance students' historical and cultural experience while studying abroad.

Professors of the **Summer 2001** programs to Dublin, Florence, Paris and the Art of Western Europe have been very busy recruiting students. To date, there are more than 100 students enrolled in the programs. Through classes and excursions, students will experience a complete immersion in the host countries' language, art, history and culture.

Presently, we are soliciting interested instructors for the **Fall 2002** programs to Florence, and Cambridge. All Adjunct and tenured faculty members have been encouraged to apply. A subcommittee of the District's International

Education/Study Abroad committee selects instructors from a pool of applicants. In order to give a greater number of instructors the opportunity to teach abroad, teaching abroad assignments are for one year only. The same instructors may reapply after a year's interim.

Coast Community College District has been offering study abroad programs since 1988. There are now five semester and Summer programs and two short-term programs.

Over the years these programs have broadened horizons and enriched the lives of more than 2300 students and 58 professors.

In the words of some of our participating students, CCCD Study Abroad Programs have:

"... allowed me to tune into a different level of experience."

"... added new dimensions to my academic and personal growth."

"... taught me to be open minded."

"... showed me to be respectful toward other cultures."

"... made me aware of my potential as a student, and as a human being."

We hope to be able to continue offering such excellent programs for our student and, with that in mind, we thank our **Chancellor, Dr. Bill Vega** and the members of our **Board of Trustees**, who share our objective by their unwavering strong commitment and generous financial support.

Summer in Barcelona 2000, a Spiritual Home

by Gale De Paemelaere

The 2000 Study Abroad Program to Summer in Barcelona was touted as "A once in a lifetime experience." Study Spanish in Barcelona, Spain, while living with a host family for a month, sounded simple enough. No one could ever have predicted the "Life changing experience" that actually occurred.

From the moment I met Carmen, a member of my host family, I felt right at home. Routinely, after a soft knock on my bedroom door and breakfast, the mornings were spent riding the Metro to Spanish class. The afternoons were filled with excursions throughout the city of Barcelona including the Gothic District, La Sagrada Família, and Gaudi, just to name a few. Dinner in the home was always inviting and delicious, as it was in the numerous restaurants in Barcelona.

Weekends were spent traveling to various parts of Spain, from the Mediterranean Sea, to the Sierras, all the while absorbing



the culture and history. It was during this time that I was filled with waves of emotions. This feeling of contentment and peace made me want to absorb as much of this country as I could. I believe Spain is magical, a "Spiritual home", it touched my heart and awakened a soul so unexpectedly. The month flew by and I was not ready to leave this feeling behind. I am returning to Spain next month for replenishment. I'll be living with a Spanish family that I met while participating in the Study Abroad Program.

Many times in life, opportunities are placed before us; something that sounds as simple as a Study Abroad Program, CAN become "A once in a lifetime, life changing experience." But you'll never know what you'll be missing, or shall I say, gaining, unless you grab that opportunity while it's in front of you and welcome the totally unexpected excitement of personal enrichment.

Money For Faculty/Staff

CDIIG: Coast District International and Intercultural Grants

The Coast District International Education Office has announced that funds are available for 2001–2002 academic year for faculty and staff interested in working to internationalize Coast District's three campuses. Two types of grants are available: Faculty Grants and Institutional Grants.

Faculty Grants: Faculty may apply for Coast District International and Intercultural Grants (CDIIG) up to \$3,000 for projects that will internationalize the curriculum and/or contribute to the cultural diversification of the campuses. Projects might include such things as adding international dimensions to existing courses, creating new courses and programs dealing with international issues, and using guest lecturers who would add an international or intercultural currency to the subject matter. International awareness and global competency can become part of the entire curriculum, not just those subjects that lend themselves in an obvious way to international/intercultural content.

Candidates may apply individually or in concert with colleagues from their own campus or from other District colleges. Adjunct faculty may apply if they are tenured in their projects with at least one full-time faculty member.

Institutional Grants: Individuals or groups who represent college bodies are

eligible for CDIIG grants up to \$7,000 for projects and events that will have campus-wide or even District-wide impact. These might include such projects as foreign scholars in residence programs, distance learning ventures, the establishing of international business contact, the development of international/intercultural programs, and the establishing of international, institutional linkages.

Projects not available for funding include personal travel, purchases of capital equipment, continuation of soft money projects, projects that are routine responsibilities of the colleges, projects that have been previously funded but are no longer innovative, or any project that does not directly contribute to the internationalization of the campuses.

For further information and application, contact:
Patricia M. Scarfone, International Education Coordinator
Coast Community College District,
(714) 438-4702 pscarfone@cccd.edu

CDIIG Grants Awards Update

The Coast Community College District International and Intercultural Grants Committee has awarded grants to faculty involved in four projects which will further internationalize the District's three campuses.

Amina Adan, Associate Professor of History at OCC was awarded \$3,000 to develop a course entitled, "Conflict and Peace." The course will examine the issues related to conflict and peace around the world.

Carol Burke, Professor of English at OCC, was awarded \$3,000 to develop a course entitled, "Curriculum Development, International Education Perspectives." The course will also comprise a cultural immersion module that will aid students in their study abroad experience.

Lee Gordon, Instructor of International Business at Coastline and OCC, was awarded \$7,000 for the implementation of a project entitled, "Phase II: Facilitation of OCC's International Business Certificate of Achievement with Emphasis on International Languages." The project will involve four intradepartmental faculty members: two from Foreign Languages and two from the Business Department.

Vinta Shumay, Librarian at OCC, was awarded \$3,000 for the purchase of videos, DVDs, and CD-ROMs to support international and intercultural curricula, international students, and faculty involved with international programs and issues at OCC.

Golden West College's International Rustlers Thriving

Janelle Leighton, Director of International Center, GWC

The International Student Program at Golden West College proudly welcomed over 40 new students from 23 countries for Spring 2001, with representation for the first time from Cameroon, Republic of Georgia, Peru, United Arab Emirates and Zambia. The College has enjoyed a growing proportion of international students achievement in Computer Science, Information Systems, Business Applications, Cosmetology, Music, Nursing and many other areas, while also welcoming more enrollment in the newly established Honors program. In addition to academic achievement, international students are making a splash (and headlines) on our championship water polo and swim teams, including key players from Australia, Kazakhstan, Poland, Serbia, and Slovakia.

Recent activities sponsored by the International Student Program, and in

coordination with the International Student Club, have included a trip to the Getty Museum in November, the Holiday/End of the Year Party in December, and a Welcome Back Open House in February. Special guest performance by our very own **Miles Shrewsbury** provided a mesmerizing tabla drum presentation for all who attended the Holiday Party. A captivated group of 50 watched silently as the talented Shrewsbury chanted in accompaniment to his rhythmic medley of this traditional music of India. In closing, Miles took questions and provided a brief talk about his formal training and influences as a musician. Shrewsbury continues his music studies in India for the spring semester.

In February, the International Students Program played host (once again) to ECC Kokusai College Planning Director, Mr. Shinji Naya. Second in a series of study

abroad videos, GWC and its International Student Program picked up where it left off last year to complete a twenty minute study abroad video for potential Japanese students of Kokusai College in Osaka, Japan. Camera crew, students, staff and faculty teamed up for three days of taping and interviews. Aside from the three-day downpour of less-than-typical Huntington Beach weather, we "wrapped" up the project successfully!

Coming up...ISP will sponsor a trip for its international students to Knott's Berry Farm on Saturday, March 24th and play an active role in celebrating Diversity Week April 16-20. Also, look for the ISP's third issue of International Student Focus due out this April.

To contact the International Student Program at Golden West College, call (714) 895-8146.

Study Abroad Programs Change Lives

Patricia Scarfone, with Lisa, in Florence

When we tell prospective study abroad students how their lives will change for the better after the experience of studying abroad, we are often amazed to find out that their lives change in ways we could never have imagined!

How could we ever have envisioned **Joanna Grasso** not only speaking Italian after a month's stay in Florence, but that she would also fall in love with a Florentine who would be her husband a year later? Today Joanna studies art at a local art institute and Alberto is an accountant for the family's firm.

Then there is **Lisa Liltz**. As a student at Orange Coast College, Lisa's love of foreign languages and cultures sent her on three study abroad programs through Coast Community College District—one to Spain and two to Italy. While in Florence, Lisa discovered her affinity for international studies and photography. Through her artistic imagination, she captured the beautiful sights of Florence and other Italian cities and compiled an exquisite photography portfolio.

Upon her return to the US, she continued with her international studies at California State—Long Beach. Recently, she graduated with an International Studies degree and has many prospects for employment. As she proceeds in her career, she hopes to use the knowledge gained in school, in Europe and behind the lens of a camera.

Not only have students' lives changed, but also the lives of the professors who go along with them. Arriving in Paris with his

wife and two daughters ages 3 and 4, **Kevin Parker**, English Professor at Orange Coast College, was surprised to find out how close-living quarters in a French apartment fostered the familial intimacy which they had lost in a two-story home in California. When they returned in the US, they decided to sell their two-story home and buy a smaller one-story. Their lives were changed by their experience abroad by bringing their family closer. They realized that family closeness was more important than owning a big home.

The changes that await you can never be ascertained, but one thing is for sure, they will happen. They cannot happen, unless you take the initiative to study abroad.

For more information on the CCCD Study Abroad Program, please call (714) 438-4702 or (714) 438-4704.



Young Italy

David Moore, History Professor, GWC

The notion that Italy might be younger than the USA perplexed some of my Comparative Government students participating in the Semester in Florence Fall 2000. Raised on a diet of New World presumptions about the Old World, their brows knitted. Hadn't they just walked through narrow medieval streets and alleys in the shadow of Brunelleschi's celebrated 15th century dome? Didn't the chronology confirm that North America wasn't even a glint in any European mother's eye when the Medici, patrons of the Florentine Renaissance, began their ascent to money and power? Anyway, what about the ancient Roman Empire?

I persisted. The proposition that Italy, as a nation-state, is an adolescent before fully matured Washington, DC does have some legitimacy, at least in terms of the body politic. When Andrew Jackson became the first American President to be elected by popular vote in 1828, Italy was still no more than a geographical expression. For more than a millennium the peninsula that resembles the leg of a footballer striking the ball of Sicily was overrun by foreign powerbrokers, which did not necessarily speak the local lingo. The names of the uninvited rulers who determined Italian political life read like a Who's Who of European History. Machiavelli—too much maligned and misunderstood Florentine we studied in Florence—wished to his dying breath, in 1527, that Italians could seize control of their own destiny. Only during the 1860's was that dream fulfilled. Italy finally became unified under one national government. Even then, only 3% of its population spoke a common language; and felt little in common. After all, the ordinary folk had sought Italy; a political and intellectual elite arranged it for them. The old joke that Italians only became Italians when they settle in the United States of America holds some truth. Italy's current constitution, penned in 1948—one that reinvented the country in its post-Fascist era—is younger than former-President George Bush Sr.

One of the most valuable lessons to be learned on a Semester Abroad program by students and faculty alike, is that foreign places are best understood on their own terms rather than on those of presumptive images conjured up in the country of origin. Textbooks cannot teach you this; it is all about going on location. Some things are just best learned through personal observation and experience. It wouldn't be difficult to present a picture of traditional Italy—its medieval walled cities, its art treasures,

its ancient piles, its terracotta roofs, the universal mother church of Rome; the way the past and the present seem to blur and blend into each other. Most people have some mental picture of Italian life—gondolas, sunny Capri, dinner on the terrace, la dolce vita. Foreigners have been charmed by it for generations, spellbound by what seemed to be a society impervious to change.

Yet Italy, at least in this snapshot, is a thoroughly modern state. Far from being ossified, its feet are firmly planted in the present. As a founding member of the European Union (EU) its economic instincts are in the forward thrust mode. Italians have one of the highest disposable incomes in the world (the kind of income we all enjoy). Italian goods are in high demand, especially in the field of fashion. A sure sign of the seductiveness of consumer capitalism is that Italy now has the world's lowest birth rate. Italian women seek economic rewards before they consider any of the other lifestyle options, quite a social revolution if you consider traditional Italian values.

Recently, *The Economist* ranked Italy as the world's fifth biggest economy in GDP terms, until it was discovered that the figures submitted were not strictly kosher since they included the *sommer-so* (hidden economy). No matter, they slipped only as far as sixth, this being some measure of the massive strides that nation has made since World War II. Sure it has problems. It has escalating debt, corruption in high places and a constitutional system that needs an overhaul but as visiting Americans we tend to moralize on those issues! It is no small irony that Italy, for so long a source of immigration (to places like the United States) has become the desired destination in its own right. Immigration is a rising phenomenon in recent years, the largest numbers coming from North Africa, Eastern Europe and from along the Mediterranean seaboard.

Old habits die hard. Italians still whiz round town on motor scooters and live with their parents until they are 34. A 1998 survey found that 58% of those ages 18-34 chose to stay home, although not necessarily for economic reasons. They still shut up shop at 2:00 p.m., just when they are making pots of money



and then head off for some serious R&R before opening up again around 5:00 p.m. Italians know how to enjoy themselves; they work to live, they don't live to work—a lesson that was not lost on the students or myself. This philosophical viewpoint was also shared by some of our college professors. It's part of "...doing as the Romans do."

What intrigued me though was altogether more astonishing—namely the way Italy is reinventing itself within the EU. Italians appear to be quite comfortable with the future prospect of immersion within a larger international community. A Europe of regions is appealing to them. Perhaps it is because, Italians are essentially regional in their sentimental affiliations—they are Romans, Florentines, Venetians, Neapolitans first and Italians second—so maybe it is an easier adjustment. In Italians national passions, it has often been said, erupt for the Italian soccer team and the fortunes of Ferrari in Formula One. What was new, for me, was the television news offering nightly glimpses of irritating young Italian Euro politicians in their snappy Armani suits. They were irritating because they were younger than me, and I don't own an Armani suit; but otherwise, I would have to concede they were quite impressive. Impressively bilingual and cosmopolitan in their political outlook.

Where it all will lead, we will have to wait and see. I was impressed that these young bloods, whose European forefathers invented nation-states, are now tearing up the old rulebook and thinking politics anew. The Italian national government in Rome and the EU government in Brussels both play an important role and Italians perceive the latter as the vehicle for change much more so than the former. Next year Italians will give up their currency, the *lire*, without a murmur and adopt the new *Euro-cash*.

I flew back to the United States of America thinking it really is a New World over there.

Orange Coast College International Center News

Saeeda Wali Mohammed, Director of International Center, OCC

The International Center is ranked 8th in the nation amongst 2000 community colleges. OCC is proud at having achieved this designation in a relatively short time frame. The Center was ranked 18th in 1995.

Under the aegis of the Association of International Educators Southern District, the International Center hosted and immigration and Tax workshop for some 85 international student advisors. The workshop's purpose was two-fold. The morning session focused on F-1 regulations. Various officials from the San Diego, Laguna Niguel and Los Angeles INS offices attended. The afternoon session focused on IRS regulations as they impact international students.

At the NAFSA/AIE Southern District conference March 16, 2001. **Saeeda Wali Mohammed**, Director of the OCC International

Center presented a session entitled "Designing an International Student Office." **Gary Lewis** presented a session entitled "Two Different Approaches to Homestay Programs."

On April 17th, 2001 the Center in conjunction with ASSOC, will celebrate an International day featuring various continents. Students will be setting up tables and exhibits highlighting their countries of origin. The Center will be joined by the District's Study Abroad office. Come join us for an afternoon of fun and also enhance your knowledge of things international!

The Center's new web page has been completed and can be viewed at www.occ.cccd.edu/intl_stud/index.html. Check out this site for an exciting overview of Coast's International Center.

<u>Rank</u>	<u>Institution</u>	<u>City</u>	<u>State</u>	<u>Total Foreign Students</u>	<u>Total Enrollment</u>
1	Northern Virginia Community College	Annandale	VA	2,984	37,411
2	Montgomery College	Rockville	MD	2,748	20,847
3	Santa Monica College	Santa Monica	CA	2,702	25,921
4	Houston Community College System	Houston	TX	2,466	51,464
5	Miami - Dade Community College	Miami	FL	1,401	59,807
6	City College of San Francisco	San Francisco	CA	1,325	90,000
7	CUNY Borough of Manhattan Community College	New York	NY	1,222	16,022
8	Orange Coast College	Costa Mesa	CA	1,118	22,703
9	Moraine Valley Community College	Palos Hills	IL	1,114	14,414
10	Pasadena City College	Pasadena	CA	1,067	22,967
11	Saint Petersburg Junior College	St. Petersburg	FL	1,024	56,370
12	Foothill College	Los Altos Hills	CA	1,021	21,745
13	Broward Community College	Fort Lauderdale	FL	986	24,881
14	CUNY La Guardia Community College	Long Island City	NY	953	11,139
15	Richland College	Dallas	TX	793	12,110
16	Pima Community College District	Tucson	AZ	787	28,316
17	Edmonds Community College	Lynwood	WA	753	10,649
18	Los Angeles City College	Los Angeles	CA	740	14,000
19	Nassau Community College	Garden City	NY	732	20,248
20	Grossmont College	El Cajon	CA	711	15,995

Jilin University of China at Coast Community College District

On March 13, 2001 Coast Community College District hosted visiting administrators and educators from Jilin University of China.

District International Education Coordinator, **Patricia M. Scarfone**, who organized the event, introduced CCCD Chancellor, **Dr. William M. Vega**, Board of Trustees member, **Dr. Paul G. Berger** and other administrators and faculty. Professor Scarfone gave an excellent

power point presentation, which introduced CCCD to the visiting dignitaries.

Following the presentation, Orange Coast College President, **Margaret Gratton**, welcomed the guests and everyone in attendance. President Gratton stressed the importance she gives to global education in making it part of the OCC mission.

On behalf of the visiting dignitaries, **Simon Tung**, President of the Chinese-

American Chamber of Commerce, thanked President Gratton and district administrators for the warm reception extended to the guests.

The purpose of the event was to encourage faculty and student exchanges between CCCD and Jilin University of China in areas mutually beneficial. The event ended on a promising note.

Coast Community College District International Education Office

Mike Finnegan and Chris Russell Retire

International Education Director, **Mike Finnegan**, and International Education/Study Abroad Staff Assistant, **Chris Russell** both retired from Coast Community College District—Chris effective 12/30/2000 and Mike, 01/06/2001.

Chris began her career in Orange Coast College's Community Service Department. In 1991, she transferred to the District's office where she helped establish the Study Abroad Program. As Staff Assistant, Chris has helped thousands of students pursue international studies through the worthwhile programs she assisted in creating. These programs provided learning opportunities in Cambridge, England; San José, Costa Rica; Dublin, Ireland; Florence, Italy; Paris, France and Madrid/Barcelona, Spain. We will miss the experience and knowledge she brought to the program, as well as her friendly persona. Chris plans to enjoy her retirement from the relaxed atmosphere of her home in Lake Elsinore. We wish her the very best.

James M. Finnegan, known by his colleagues and friends as Mike, joined the Orange Coast College faculty in 1966 as

instructor of English. He taught English for 30 years. In 1997, he was appointed Director of the Coast Community College District's International Education program. As Director, Mike was instrumental in founding new study programs in Europe and Latin America. His dedication to a diverse study abroad program for interested students, lead to the continuation of the Cambridge, England program and to the establishment of programs in France, Italy, Spain and Costa Rica. In his goal to internationalize programs at the three campuses and in order to compensate faculty who work on internationalizing the curriculum, he created the Coast District International and Intercultural Grants (CDIIG). We will miss Mike's jovial and calm demeanor. In addition to playing tennis, Mike plans to take up golf and cooking lessons. As he ventures into these new hobbies, we may see Mike competing with Emeril on TV cooking his favorite dishes.

International and Intercultural Media

By Vinta M. Shumway, Media Librarian and Coordinator of the Mac Lab/Media Center Orange Coast College

It has been exciting to watch Orange Coast College (and Coast Community College District) expand its international curriculum through the Coast District International & Intercultural Grant (CDIIG). The Library has always been active in acquiring innovative material to support the college's curriculum. An integral part of the library, the Mac Lab/Media Center has also been active in building a good media collection. Students today are more visually oriented in their learning and turn to media that includes videocassettes, DVDs, audiocassettes, and CD-ROMs. But educational media can be expensive.

As Media Librarian and Coordinator of the Library's Mac Lab/Media Center since 1997, I have worked with the faculty, staff, and students at Orange Coast College to expand the media collection. I have a special interest in international and intercultural issues due to my childhood in India and world travels with missionary-teacher parents. As a result, I am committed to build a varied collection, which includes international countries and themes.

To help expand the library's media collection, I requested and received two Coast District International & Intercultural grants, one in fall 1999 and a second one this spring. The grants have provided funds to purchase media that "help the college communities to become more aware and sensitive to cul-

tures other than their own, and to become more informed about global issues," one of the initiatives of the CDIIG.

When I asked for suggestions from the campus community, I received a welcomed responses from a wide variety of departments, including **Patricia Scarfone**, Chair of the Foreign Language Department and International Education Coordinator; **Saeeda Wali Mohammed**, Director of the International Students Center; **Carol Burke**, Chair of the International Education Committee; **Greg Conner** and **So Van Nguyen**, co-Chairs of the Multicultural Committee; **Gary Hoffman**, **Glynnis Hoffman**, **Lesley Danziger**, **Peg Langhans**, **Shain Graham**, **Sheila Koff**, and others from the English Department; **Sara Storm** and others in ESL; **Juani Funez-Gonzalez** in History; **Gena Hollander** and **Chris Bednarski** in Anthropology; **Doreen Vail** in Sociology; **Eve Luckring** in Photography; **Lois Attore** in Psychology; **Pat Anthony** in Airline Travel; **Angelika Nemeth** in Dance; and **Pat Arfsten** in Counseling.

As a result of these grants, the following are just a few of the media we have purchased in the following categories:

Study abroad:
Safety and Study Abroad

International and intercultural issues:
Valuing Diversity: Multicultural Communication, A Nation of

Immigrants: The Chinese-American Experience, Storytelling: A Cultural Bridge, Flamenco Women, Africans in America, A House on Fire, and Silences of the Palace.

World geography, travel, and cultures:
Human Geography: People, Places & Change (series of 10), *Super Cities* (series of 26), *Museum City Series* (set of 8), and *Millennium* (series on world cultures)

Foreign language films: *Cinema Paradiso, Babette's Feast, La Strada, Une Femme Douce, and Tampopo.*

With the help of Coast District grants presently the library, including the Mac Lab/Media Center, is actively supporting international and intercultural curriculum at Orange Coast College as well as supporting Coast District students studying abroad. We are looking into new ways to provide media via the Web (the current term is "video streaming"), which will make media available for classes at Orange Coast College and abroad. In addition to media, the library is working on making available to students studying abroad several databases for magazine and newspaper articles. From the library's Web page <http://www.lib.occ.cccd.edu/Library/LIBHomePage.html>, a student will eventually be able to search for full-text articles or watch a media program anywhere in the world.

Secretary of Education speaks on International Education needs for US students

On November 13, 2000, kicking off International Education Week in a speech at the Canadian Embassy in Washington, DC, the former Secretary of Education Richard Riley said, "We want to make international education as normal a part of American education as the senior prom. Americans must become more worldly-wise in every way."

Discussing former-President Clinton's April 19, memorandum establishing a national policy on international education, Riley said; "The memo is not simply a piece of paper set on a shelf to gather dust. Our work is urgent," he added. According to Riley, every American child should be encouraged to study one or even two foreign languages.

Apropos of Riley's argument for the expansion of internationalism, the Institute of International Education (IIE) reported significant increases in study abroad. The total number of American students receiving study abroad credit jumped 14% from 1995, reaching a record total of 129,700. The IIE collected the data from over 2700 institutions of higher education across the United States. The increase follows two previous years of double digit growth a 15% rise in 1997-98 and an

11% increase in the preceding year. Over the past four years, the number of students studying abroad has increased over 45 percent. Many experts in International Education attribute the increase to strong commitments on the part of many U. S. campuses, as well as a growing awareness by students that they

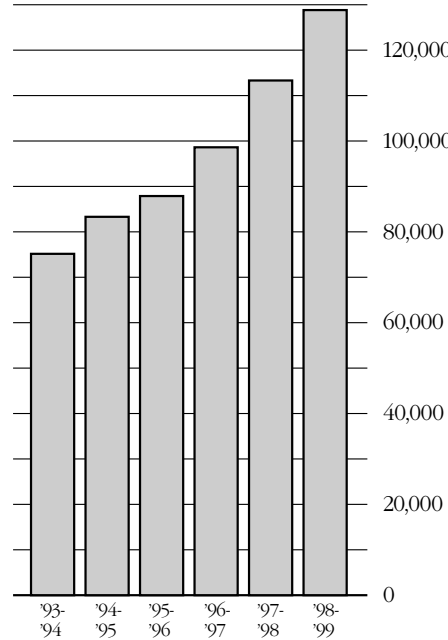
must have an international perspective if they want to succeed in an increasingly global economy.

The graph below shows country of study abroad destination, (courtesy L. A. Times, 11/14/2000).

Studying Abroad

The number of U.S. college students venturing overseas to study grew almost 14% last year to 129,770. The reasons include a robust American economy, a strong dollar, and increasing student interest in preparing for global economy.

U.S. Students Abroad



Ten Countries for U.S. Students Abroad

Destination	'97	'98	'99	% change
Britain	25,900	27,720		7%
Spain	10,393	12,292		18.3%
Italy	10,142	11,281		11.2%
France	9,776	10,479		7.2%
Mexico	7,574	7,363		-2.8%
Australia	4,355	5,368		23.3%
Germany	4,146	4,534		9.4%
Costa Rica	2,973	3,449		16.0%
Israel	1,988	3,302		66.1%
Ireland	2,522	3,073		21.8%
Japan	2,285	2,485		8.8%
China	2,116	2,278		7.7%
Austria	1,609	1,865		15.9%
Netherlands	1,090	1,466		34.5%
Greece	1,124	1,347		19.8%

Study Abroad

Destination U. S.

The Institute of International Education reported a five percent increase in international students studying in colleges and universities in the U. S. Specifically, the Open Doors 2000 data shows that the number of international students attending institutions of higher learning increased to a record total of 514,723, with most of the increase at the community college level. This is the second largest increase in the past 10 years.

The U. S. government has begun discussions of how to expedite foreign student access to U. S. higher education due to the increased awareness on international education resulting from the International Education Policy. On November 16, 2000 the State Department hosted a meeting between the I.N.S., the visa

office, the exchange visitor office and the exchange community to begin dialogue about ways to reduce or remove barriers to foreign student access to the United States.

We feel that international educational exchange is not only conducive to international understanding but a necessity in our increasingly globalized world. The next generation, as well as succeeding ones, needs to be as culturally aware as possible in order to understand common, as well as unique challenges faced by diverse societies around the world. By fostering awareness and understanding, the road to international harmony becomes a little bit more real with succeeding generations.

Coastline Community College Staff Members Visit The Autonomous University Of The Yucatan, Merida, Mexico

Sally Kurz, Computer faculty member from CCC, **Bob Plotkin**, CCC California Mexico Trade Assistance Center Consultant, **Shanon Christiansen**, CCC Dean of Instruction, and **Eugene Seeley**, International Business Faculty at Utah Valley State College visited with staff members and faculty of Autonomous University of the Yucatan, Merida, Mexico during the fall semester.

The purpose of the group visit was to establish a relationship with the University, identify UADY faculty who will work with Coastline Community College (CCC), and Utah Valley State College (UVSC) on Internet course interchanges and develop business export/import contacts that could be further facilitated by the California Mexico Trade Assistance Center.

While there Coastline staff also learned of the university's interest in working with our Distance Learning Department to develop courses in a multiple of delivery systems.

Sally Kurz and Eugene Seeley worked with **Juan Osorno Medina**, Computer Science Coordinator and **Glen W. Canto**, Coordinator of Business to develop Internet class connections with selected classes at the university and the colleges.

In addition to meeting with representatives from UADY, the visiting team met with numerous members of Merida's business community. This portion of the visit was coordinated by Bob Plotkin and



CCC & UADY meet Am. Consul

was linked to the California Mexico Trade Assistance Center (CMTAC) purpose of establishing import and export businesses between California and Mexico. Meetings were held with the President of COPARMEX Merida (Merida's National Association of Employers), **Luis Medina Cantillo**; Industrias Pecis, **Gustavo Cisneros Buenfil** and General Director of OIKOS, **Alfredo Castellanos Zoreda**, **Rafael Molina Zaldivar**, Bahamita, S.A. de C.V., **Alejandro Miery Teran Fortuny**, Director Ejecutivo, Kemix de Mexico. The visiting team had the opportunity to visit with **Dr. Raul Godog Montanez**, Rector (President) of the University as well as the official from the University School of Business and Accounting.

Orientation and planning meetings were held with **Luis A. Gamboa Avila**, Director, **Manuel Escofie Aguilar**, Academic Administrator, **Jorge Basulto Triay**, Coordinator de Licenciaturas, **Olivia**

Jimenez Diaz, Coordinator de Mercadotecnia. During these meetings, we discussed how we could work together to develop an academic cooperation agreement.

The Coastline staff's expenses were paid by a \$7,000 from Coast District International & Intercultural Grants (CDIIG).

Following were our accomplishments during the visit:

- Drafted a tentative work agreement.

- Obtained names of faculty members from UADY who will be working with us on the project.

- Agreed to begin an experimental class-to-class discussion on the Internet.

- Met with the president and members of the Merida's COPARMEX (National Association of Employers) to discuss the CMTAC programs.

- Visited numerous businesses and developed leads that will be coordinated by CMTAC.

- Developed a detail cooperative class project between business classes at UVSC and the University of Yucatan.

- Collaborated with Sally Kurz on a web page construction project between CCC, UVSC and UADY.

Coast Community College District



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