

**Elena Zhukova**

Novgorod State University, Veliky Novgorod, Russia  
English Language Department  
Chair, Associate Professor  
Host University: California State Polytechnic University

## International Relations: A Case Study of California State Polytechnic University

*I am convinced that cultures that live in isolation perish  
and it is only cultures that communicate and give things  
to one another that thrive, that live ...*

*I think having an identity means that you can accept  
challenges and influences from everywhere.*

Carlos Fuentes

The following case study represents the work of International Center in California State Polytechnic University. Data for this case was collected in Fall 2004. Our goal here was to observe how operates its international office. We liked to investigate its structure, what services it provides to students, to the faculty, and to the university administration as a whole. We were also interested in how these offices are managed, who staffs these offices, what education the staff has and what responsibilities they hold. We intended to investigate possibilities and types of grant opportunities for international projects as well.

International relations have become one of the most challenging areas during the last few years. Many threatening events, domestic and international, changed our concept of the world in general and of different countries and people in particular. People became more suspicious, going abroad – more complicated and scary. But education remains the main field of people’s interaction where we learn how to understand each other better, how to be Humans. That’s why international relations within educational institutions became more important than any other time. From the other side all Russian institutions go through the challenges of changes and transitions. Vague future and unstable financial situation make our universities seek new possibilities for surviving. One of such possibilities is the development of international relations with foreign universities, recruiting foreign students and grant and projects participation.

International Offices exist in all American universities, state or private. They have different names and their staff members differ in their duties and numbers. We’ve got a chance to observe not only the International Center in Cal Poly Pomona but international offices on other campuses of California State University: Center for International Education at Cal State Long Beach, International Institute at Cal State San Bernardino and International Place at Claremont Colleges (private but very popular and prestigious schools in California). So we had the opportunity to compare the work of these offices and realize that the things they are doing are very similar and all of them trend to incorporate internationalism into American school life and activities. But before describing the work of the International Center in Cal Poly Pomona we would like to present California Polytechnic State University Pomona in general.

## Introduction

*More than 150,000 U.S. college and university students earn academic credit each year through study postsecondary institutions in other countries. The top five destinations are the United Kingdom, Italy, Spain, France and Mexico, and the most popular fields of study are the social sciences, business and management, and the humanities. Conversely, more than 500,000 foreign students study in the United States each year. The top five countries of origin are India, China, South Korea, Japan and Taiwan, and the most popular fields of study are business and management, engineering, and math and computer sciences\*.*

California State University in general is a leader in high-quality, accessible, student-focused higher education. With 409,000 students, and 44,000 faculty and staff, it is the largest, the most diverse, and one of the most affordable university systems in the country. It offers unlimited opportunities to help students achieve their goals. It prepares graduates who go on to make a difference in the workforce. And it plays a vital role in the growth and development of California's economy. The CSU is dedicated to comprehensive undergraduate and master's level education, with an emphasis on teaching rather than research. Classes are taught almost exclusively by faculty or lecturers with a terminal degree and/or extensive industry experience, and there are no graduate-student teaching assistants. California State University makes great efforts in international and global education. It grows considerably from year to year, in terms of learner services available, depth and scope of academic study agreements and consortia, and finally, student participation in international and global education.

**California State Polytechnic University, Pomona** is one of 23 campuses of the California State University system. In a national study of nearly 4,000 college-bound students, Project Connect 2003, California State Polytechnic University is the most under-rated university in the 15-state West region of the United States, according to the market research firm Carnegie Communications. The survey focused on the opinions of students, the primary consumers of higher education. Cal Poly Pomona ranked 3<sup>rd</sup> overall in the Top Public Schools (private and public) category for the West Region and ranked 8<sup>th</sup> overall in popularity. Its motto is *Instrumentum Disciplinae* (Application of Knowledge) and its philosophy is "Learn By Doing". One of only six polytechnic universities nationwide, Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines and to prepare students for lifelong learning, leadership and careers in a changing, multicultural world.

Cal Poly Pomona opened in the fall of 1938 as the Voorhis Unit of California State Polytechnic College with an all-male enrollment of 110 students. The campus was located on the 150-acre site of the former Voorhis School for Boys in San Dimas. In 1949, breakfast cereal magnate W.K. Kellogg deeded 813 acres of Land located three miles south of the Voorhis Unit to the state of California. In 1956, 508 students and 44 faculty and staff moved from San Dimas to the Kellogg property. Five years later, in a first for the all-male campus, 329 women joined the student body. In 1966, Pomona separated from the San Luis Obispo campus and became California State Polytechnic College, Kellogg Campus and the 16<sup>th</sup> member of the California State

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\* Institute of International Education, *Open Doors 2002*. Washington D.C.: Institute of International Education, 2002.

College system. University status was granted in 1972. Today Cal Poly Pomona is located on a scenic 1,438-acre campus 27 miles (40 km) east of downtown Los Angeles and is the second largest in area of the California State University's campuses.

The University enrolls over 19,804 (undergraduate: 17,650, graduate: 1,231, credential: 923)\* full- and part-time students in seven Colleges (Agriculture; Business; Engineering; Environmental Design; Letters, Arts and Social Sciences; Education; and Science) and one School (Collins School of Hospitality Management). The University is accredited by the Western Association of Schools and Colleges, National Association of Schools of Art and Design, individual Colleges and Schools, individual programs and departments are accredited by the governing bodies for their subject areas. Cal Poly Pomona offers degree programs in 93 fields of study (undergraduate: 65, graduate: 20, credential: 8).

Cal Poly Pomona is a Minority Serving Institution (MSI) and a Hispanic Serving Institution (HSI) with Asian-Americans (29.6%), Hispanic (27.9%), Filipinos (7.7%), African-Americans (4.1%) and American Indians (0.5%) constituting the majority. Cal Poly Pomona is ranked among the top 21 universities nationally in granting bachelor's degrees to minority students by Black Issues in Higher Education.

As one of only six polytechnic universities in the United States, Cal Poly Pomona is distinguished by its heritage of applied knowledge and "learning by doing" philosophy of education. This approach to education has won the university accolades, including being listed as one of the top three public master's granting universities in the Western U.S., according to the U.S. News and World Report 2002 College Rankings.

Cal Poly Pomona has the following **Academic Programs**:

- College of Agriculture
- College of Business Administration
- College of Education and Integrative Studies
- College of Engineering
- College of Environmental Design
- The Collins School of Hospitality Management
- College of Letters, Arts, and Social Sciences
- College of Science
- College of the Extended University

On different campuses of CSU international offices belong to different subdivisions, mostly they are under the direct supervision of the Vice-President of Academic Affairs. But in Cal Poly Pomona the International Center is a part of the College of the Extended University, the Director of The College is the Associate Vice-President for Executive Affairs and reports directly to the University President.

**College of the Extended University** is one of the university's outreach tools formed to link Cal Poly Pomona and diverse world communities. The college is dedicated to stimulating the generation of programs in order to serve its customers in new and innovative ways. It offers solutions to domestic and international training needs and provides its communities with the combined support of a professional staff and the many resources of the campus. The college supports the business community with educational programs in the areas of career enhancement and industrial education.

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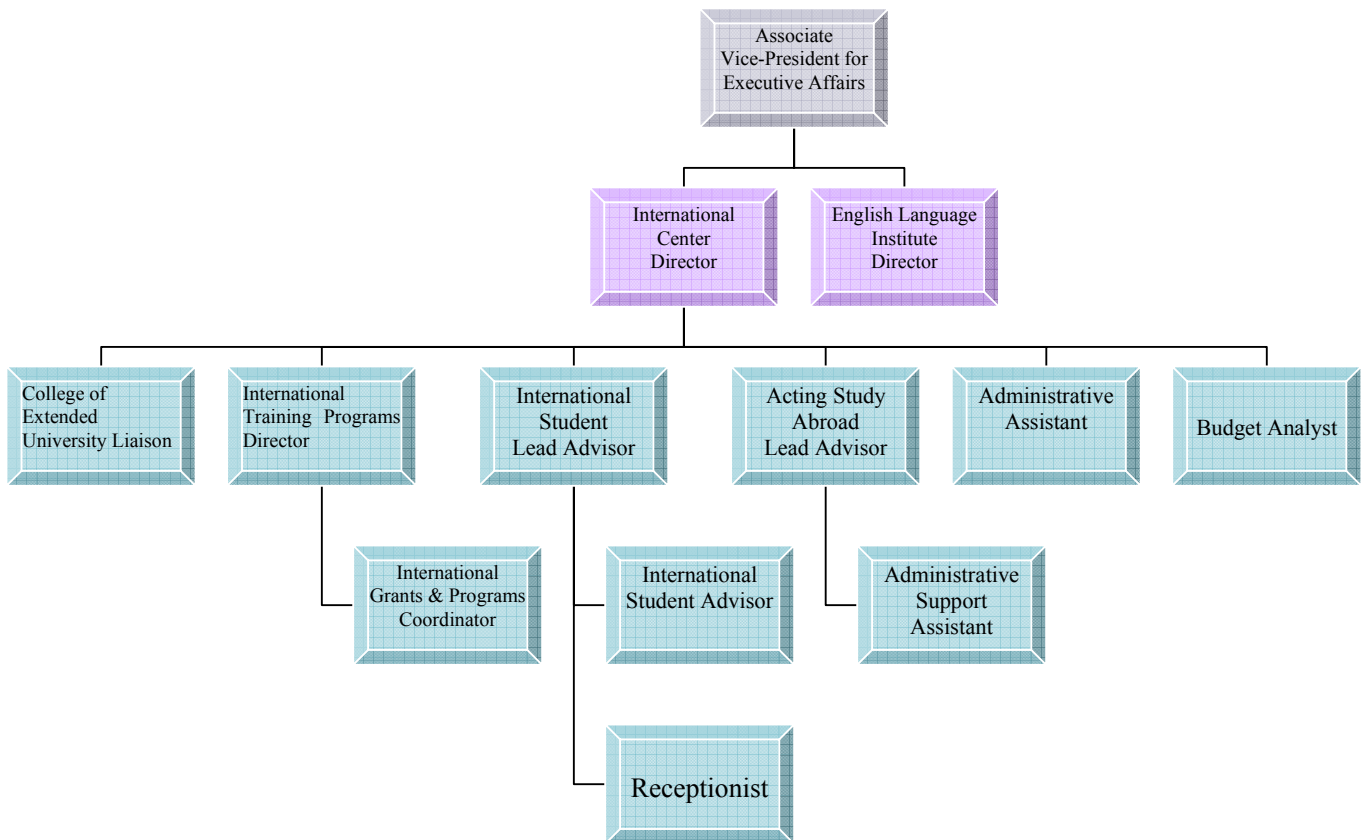
\* based on latest figures from Fall 2003

The college is also able to create new programs and tailor existing programs to meet changing needs. It has the following subdivisions:

- International Center
- Cal Poly English Language Institute
- Center for Advanced Computer Technology
- Nasa Commercialization Center

In our case study we are going to describe the work of two subdivisions of the College of the Extended University: International Center and Cal Poly English Language Institute as their activities are based and closely connected with international relations which are the topic of our research (See *Chart 1*).

*Chart 1*



## **The International Center of Cal Poly Pomona**

*We don't have to engage in grand, heroic actions to participate in the process of change. Small acts, when multiplied by millions of people, can transform the world.*

-Howard Zinn  
writer and professor

**The International Center (IC)** is the focal point for international activities at Cal Poly Pomona. The Center is a resource for

- international students,
- students wishing to study abroad,
- faculty members interested in international professional development, and
- outside groups seeking customized training.

The Center has the Director (whose position is vacant now) and 8 staff members who serve in different areas international relations:

- International Training Programs Director → International Grants & Programs Coordinator;
- International Student Lead Advisor → International Student Advisor;
- Acting Study Abroad Lead Advisor → Administrative Support Assistant;
- Administrative Assistant;
- Budget Analyst.

In the past all the employees of the IC were grant-funded, now all of them get their permanent salaries.

The Center works with faculty members and colleges to internationalize courses, programs, and curricula. The International Center also manages university partnerships with institutions abroad. The International Center maintains a small library for those interested in international travel or collaboration.

Cal Poly Pomona offers top-quality and affordable academic programs in many fields for international students wishing to pursue a degree in the United States. They have over 700 visa-bearing students at Cal Poly Pomona studying in every field the university offers. Some enter as first-year students, while others transfer from other institutions to complete their bachelor's degrees or come to Cal Poly Pomona as graduate students. The majority of their international students come from Asia, but they also have students from countries as diverse as Mexico, Russia, Morocco, Germany, and Zimbabwe.

### **International Students Admissions Requirements**

Academic requirement for admission varies depending on whether international applicants have attended and are transferring from institutions within the US or are applying directly from abroad.

All applicants should have outstanding academic qualifications and satisfactory TOEFL (Test of English As a Foreign Language) scores. Applicants are required to certify that they agree to purchase the University's health insurance policy each year of enrollment at Cal Poly Pomona. Health insurance premiums (approximately \$500 per year) will be part of the student's first quarter billing.

All admitted students are required to submit proof of measles and rubella immunizations before the beginning of their second quarter and obtain immunizations free of charge from the Student Health Center. All undergraduate students must complete testing requirements unless exempt.

Financial Requirements: Applicants must provide certification of financial eligibility to meet the cost of education at Cal Poly Pomona as part of the admission process in order to be issued an I-20 immigration form.

The approximate estimated cost for one academic year of education is currently **\$19,200** for undergraduates and \$17,100 for graduates. These figures include living expenses based on three quarters of coursework. Applicants with dependents are required to have the following additional funds available each year: \$5,000 for a spouse and \$3,000 per child. Looking at the following numbers we can compare the cost for California residents-undergraduates for one academic year of education at Cal Poly Pomona:

Total fees	– \$2,500
Books and supplies	– \$1,224
Food and housing	– \$8,172
Transportation	– \$990
Personal	– \$1,899
<b>TOTAL</b>	<b>– \$14,785</b>

Last year also brought Severe Acute Respiratory Syndrome (SARS), an insidious viral infection just as disruptive as terrorist attack. In its own way, this disease has dramatically affected international services and programming, causing people to make painful decisions regarding trips to and from affected countries. In terms of international students enrollment in domestic programs, we might see as much as a 20 to 30 percent short-term drop from this one factor alone. Moreover, we know that American national and California state financial shortcomings have struck the university a potentially harder and more long-lasting blow. The university administrators are being required to manage enrollment by limiting growth, a drastic measure meaning that they must choose which categories of students will or will not be included in admissions process. International students are, of course, the subject to debate in contention with domestic students population. The number of international students at Cal Poly Pomona reduced in the fall of 2004 because of the general enrollment reduction for 5%.

### **Immigration and registration regulations**

Over 1,000 students on visas currently study at Cal Poly Pomona, approximately 650 of them on F-1 (student) and J-1 (student or scholar) visas. Students at the University are subject to all federal, state and local laws as are other citizens. Of particular importance are regulations established by the State of California through its Education Code. In addition, Board of Trustees and local University regulations directly affect students life on campus. Students are responsible for their behavior on and off campus and are expected to comply with all policies and regulations that are posted and printed in University publications. As international students on either F-1 or J-1 visa it is their personal responsibilities to comply not only with the laws that regulate the

conduct of U.S. citizens, but also with those that relate specifically to them as international students. Failure to do so may result in deportation.

The International Center provides comprehensive visa support to these students and scholars, and tries to help them adjust to life at Cal Poly Pomona and in the United States, if they are new to the country. There is a lead advisor who is responsible for this kind of work in the Center.

Many obstacles appeared in this area during the last few years. After the fall 2002 the Immigration and Naturalization Service (INS) was transformed into the Bureau of Citizenship and Immigration Services (BCIS) under the direct control of the newly-created Department of Homeland Security. In addition the complicated system of tracking international students has become operative under the acronym SEVIS (Student and Exchange Visitor Information System). This system requires careful adherence to all immigration regulations and allows for very few “forgivable” infringements. The process of getting American visas became worse for foreigners after September 11, 2002. We know that now all international students and scholars are required to undergo security checks and personal interviews at American consulates and embassies. These processes can be lengthy and greatly prolong the period of time a student or a scholar must wait for visa approval. These processes can argue against making the attempt to come to the United States.

The International Center is also deeply concerned with the new regulations and protocols the students must follow to maintain their immigration status. The Center has a highly professional and proactive staff dedicated to providing the students with quality service and critical information. The Center is in the forefront of all those centers struggling to implement the new student tracking system. Again, they see their goal very simply as the welfare and well-being of the students, and they take this responsibility seriously. They are aware that there no longer any “small” mistakes in immigration matters, so they are hard at work to forestall any infraction.

International students come from different countries but mostly from “developing” ones, their financial situation makes them find some employment. There are five categories of employment available to international students: 1) On-campus employment; 2) Employment authorized because of severe economic hardship employment categories; 3) Special Student Relief program employment, which is based on the on-campus and economic hardship employment categories; 4) Certain employment sponsored by international organizations; 5) Practical Training (curricular and optional practical training).

1) International students must have attended Cal Poly Pomona for at least one quarter to be eligible to apply for on-campus job. Students employees may not more than an average of 20 hours during any week in which classes are scheduled and nor more than 40 hours per week during authorized vacation periods. They are usually paid \$8 per hour.

2) International students must have been in F-1 status for at least one full academic year. They must prove to BCIS that employment is necessary due to severe economic hardship caused by circumstances beyond his or her control that arose after obtaining F-1 status. This category is also limited to 20 hours per week in which classes are scheduled and nor more than 40 hours per week during authorized vacation periods.

3) This employment benefit allows international students to work for recognized international organizations within the meaning of the International Organization Immunities Act.

4) The student must have been in F-1 Status since June 10, 1998. Students must be able to show that his or her financial support comes from one of the five designated countries (Indonesia, South Korea, Malaysia, Thailand, and the Philippines), and that the employment is necessary due to severe economic hardship due to the economic circumstances in that country.

5) There are two types of practical training: curricular practical and optional practical training. Curricular practical training (CPT) must be “an integral part of an established curriculum”. They define CPT as “alternative work/study, internship, cooperative education, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreement with the school. Optional practical training (OPT) is defined in the regulations as “temporary employment for practical training directly related to the student’s major.

### **International Student & Scholar Services**

Internationalizing the Cal Poly Pomona Campus is an important university goal. International students who can enroll each year are essential to the diversification of the cultural environment and perspectives on campus. The International Center leads efforts to recruit international students and provides comprehensive services for students once they are enrolled. International scholars regularly visit Cal Poly Pomona for periods ranging from a few days to a year or more

The majority of international students come to Cal Poly Pomona from Asia, with the "top ten" countries represented being Taiwan, Indonesia, People's Republic of China, Hong Kong, Vietnam, South Korea, Japan, Mexico, Thailand, and the Philippines.

The International Students and Scholar Services staff do the following:

- Help students and scholars in compliance with federal immigration laws and registration requirements
- Provide an orientation program to assist international students and scholars in the adjustment to life at Cal Poly Pomona
- Coordinate programming throughout the year for the international community, including on-campus activities and excursions to places of interests

The International Center tries to provide their international students and scholars with a real “center”. It provides an inviting location for domestic and international students and scholars to meet, obtain information about overseas study, read about current events in the U.S. and the world, and share their experiences. During the last year a welcoming and comfortable lounge area was created in the Center. There the students can gather and relax; there they can meet others from their own countries; and there they can share their ideas and customs with those of other countries. Audio-visual and computer equipment is available, as well as a small library of information related to international education topics. This area is also used for internationally-themed events. We’ve never found such a big space for international offices in Russian universities: usually they are just two or three small offices for staff members.

The International Center also sponsors on- and off-campus activities for international students (birthday parties, holidays parties such Halloween, Thanksgiving Day or Christmas, excursions to places of interests, International Film Festivals, Culture Weeks) all of which aim to bring them into closer contact with each other and with the various cultures on the campus and in the surrounding communities. This

international dimension adds a very real and personal perspective to the lives of resident students, allowing them an intimate glimpse of the world that they will most likely not get from American print or broadcast news.

The Center has sponsored such events as the Latin American Culture Week and Luncheon, the Middle Eastern and Arab Culture Week and Luncheon, the Annual Bring Your Favorite Professor to Lunch Event and the Teach Around the World seminar, a workshop on teaching opportunities overseas.

Linkages to the community and interactions with the community help foster the positive image of Cal Poly Pomona, as well as opening up community resources to the University. Community linkages, especially with schools (including International Polytechnic High School – I-Poly), also educated the next generation about the world beyond the United States. The Center works with private and public organizations in surrounding communities to expand intercultural understanding and contacts in both directions.

The staff of the International Center takes part in all these activities but there is also the advisors' group, which is formed by international students who were once new to the country and to the university. They are committed to help new international students in all social and academic endeavors. Staff members encourage international students to meet these advisors, as they are a source of invaluable help throughout the whole stay in Cal Poly Pomona. These advisors are a real help for the Center staff. Without them no activities can be organized, no work can be fulfilled. Unfortunately, in Russian universities it's impossible to hire students even for copying papers and hanging flyers. You have to carry a university degree to work at the university. Otherwise the work of international office would become easier, the staff members would get more opportunities to concentrate on their direct duties and international students would get real advisors with whom they would feel free to talk about the problems they can not discuss with staff or faculty members.

### **Faculty Professional Activities and Development**

*You can't be neutral on a moving train*

-Howard Zinn  
writer and professor

The university faculty members are a key group in the promotion of international interests on the campus. They visit other countries, teach or conduct research in institutions abroad, make contacts with fellow professors in other lands, and participate in government assignments in foreign areas. Upon their return to the United States they lecture and write about their foreign experiences, they teach courses based on certain geographical areas they have personally examined, and they may plan panels and meetings on international subjects. They may serve as members of a faculty committee for foreign students or as foreign student advisers.

The International Center supports faculty members in all areas of international activity, often in close collaboration with the Faculty Center for Professional Development. The Faculty Center for Professional Development, established in September 1990, provides individual assistance and sponsors campus discussion groups and workshops on exploring alternative teaching strategies, learning uses of new technologies, improving classroom instruction, and advancing research and scholarly activities. These workshops, offered throughout the year and conducted by Cal Poly faculty, enhance collegial relations and promote a multidisciplinary

exchange of insights and support for efforts at improvement and innovation. The Faculty Forum provides an opportunity for faculty to present their research or creative work to colleagues. The Center also helps faculty prepare proposals and applications for campus and CSU programs and for extramurally supported fellowships and awards. Bulletins from the Center inform faculty of development opportunities, awards and fellowships, conferences and workshops, etc.

Specifically, the International Center provides assistance in

Applying for international research or teaching grants, awards, and scholarships (including Faculty Academic Seminars Abroad, DAAD (Germany), National Security Education Program and Study Abroad Funding, Fulbrights, residents directorships at CSU abroad locations, faculty exchange grants, and fellowships from both government and foundation sources).

- Developing an international perspective for a course or program,
- Editing and publishing scholarly work in the annual journal *Global Cal Poly Pomona*,
- Coordinating international seminars, the International Research Forum, and other events.

We had the opportunity to participate in the First Annual CSU -wide International Research Forum and Festival. This event combined a scholarly research forum with a campus-wide international students festival to raise awareness of interculturalism and international programs. It brought together faculty, students, and staff to explore international education as a key component in the creation of a community of critical thinkers and world citizens. This forum also provided an opportunity for faculty exchanges across disciplinary and campus lines. The forum opened with a plenary session featuring Sarah Anderson, director of the Global Economy Project Institute for Policy Studies in Washington D.C. with her presentation “Globalization: Facts and Fantasy”. Individual sessions continued throughout the day with presentations by faculty from five CSU campuses. These presentations included innovative faculty research on international issues and explorations of current international issues and their implications to higher education:

– Perspectives on China and Africa: “The World of La Sape: An Ethnographic Understanding of Dakar Youth Fashion” (examination of the power of clothing as it moves across social, cultural, and national boundaries, using Senegalese youth fashion as a case study); “The Legacy of Pearl S. Buck: Literature and the Writer as A Force to Cultivate Understanding and Shape World Citizenry” (discussion of literature as a tool for cultural understanding);

– Conversations on Human Rights, Culture, Public Diplomacy, and Global Citizenship: “Human Rights and Culture” (philosophical analysis of human rights as universal versus culture specific); “Building Bridges of Mutual Understanding: A Case for Public Diplomacy in International Education” (focus on the role of public diplomacy education in promoting global security and citizen diplomacy).

Presentations also included discussions of successful international programs that can serve as models for CSU campuses:

– The Arts and Global Citizenship: “The Prague Quadrennial: International Cultures Expressed in the Visual Arts of Contemporary Theatre” (presentation on international theater as a tool for cultural insight and imagination); “Cultivating Aesthetic Appreciation: Art and Cultural Criticism Abroad” (discussion of aesthetic appreciation as an opening to the range of the human experience);

– Learning Through Exploration” (presentations by Cal Poly Pomona students an opportunities for and student experiences in study abroad programs).

- Global Ecologies of Film: Film Studies in the Context of Critical Global Cultures (dialogue on American and international film as reflection of the globalization discourse);
  - New Tools for International Programs: “Integrating Field Research and an International Program for Undergraduates: The Soconusco Ethnoecology Project” (discussion of archaeological and ethnohistory research as tools in an undergraduate international program); “CPP-CETLALIC Program in Cuernavaca, Mexico: An Assessment of Faculty, Staff, and Students” (demonstration of integrating service-learning and international experiences, identifying opportunities to participate in international development and training programs, either abroad or at Cal Poly).
- Identifying opportunities to participate in international development and training programs, either abroad or at Cal Poly Pomona.

The International Center at Cal Ploy Pomona leads several faculty professional development seminars each year in Mexico, England and China and supports the Council’s Faculty Development International Seminars. It welcomes input and suggestions for activities from faculty members and a faculty Advisory Council selected by the Academic Senate.

The International Center took a leading part in the 1988 University-wide study on internationalizing the curriculum, and it continues to be an advocate of and participant in broadening the University’s international educational experience.

In addition to offering faculty development opportunities, the Center collaborates with colleges and departments to develop area and language studies, intercultural education, international relations and other programs with an international or global perspective. The Center also works with colleges to integrate overseas coursework into the curriculum, through small grants and overseas academic programs.

For example, professors teaching courses on International Business and Marketing try to give their students international perspectives of their field. We also found out an interesting course taught in Cal State San Bernardino for those students whose native language is not English, who attended school outside the US, and whose English Placement Test score is 141 or below. The course is called Introductory Composition for Multilingual Students and is taught by an Associate Professor of English Department. This course focuses on reading, writing, vocabulary and grammar issues important for students who speak more than one language. These students need this course as practically all of their assignments at the university are written.

We also found out an interesting, from our point of view, Program called “Professors Across Borders”, which is an international faculty professional development grant in Cal State San Bernardino. It has the goal to strengthen internationalization process by facilitating faculty travel that will internationalize the curriculum; develop and promote opportunities for students to study and wok abroad; support professors’ international research, publications, conference presentations, and grant writing; encourage the development of professors’ foreign language skills; as well as strengthen relationships with partner institutions outside of the U.S. Tenured and tenure-track faculty in any college are eligible to apply. Interdisciplinary projects are especially encouraged. Grants in the amount of \$500 to \$2,500 are awarded based on the quality of the proposals and their potential for contributing to the campus’ internationalization process.

### **Problems**

One problem concerned with the university faculty member who goes overseas is the lack of an administrative policy, which encourages and permits such foreign leave. Summer travel, sabbatical, reward for outstanding teaching, recognition of years of service, government appointments, and attendance at international meetings are some ways through which the administration may plan, schedule, and budget faculty participation in foreign affairs.

### **Study Abroad**

*The world is like a book, and those that never leave home read but one page*  
-St Augustine

The Cal Poly Pomona student has many opportunities to take part in foreign affairs. Well organized extracurricular activities, association and even living with students from other countries, learning a second language, contact with a visiting foreign professor or with an American professor who has been overseas, travel abroad in the summer, study abroad in the summer or in the junior year, and the assignments to write term papers, articles for the university journal, or editorials for the student newspaper are representative tasks open to the student. And, of course, the main opportunity is to study abroad.

The International Center facilitates many different study abroad programs. These include the California State University International Programs, Cal Poly Pomona curriculum-based programs, and collaborative programs with other institutions.

#### *1. CSU International Programs*

International Programs (IP) is the systemwide study abroad program of the CSU. IP is affiliated with over 35 distinguished universities and other institutions of higher education in 17 countries: Australia, Canada, Chile, China, Denmark, France, Germany, Israel, Italy, Japan, Korea, Mexico, New Zealand, Spain, Sweden, Taiwan and the United Kingdom. Students register at the home campus, and all credit is recorded by the participating campus.

Currently in its 41st year of continuous operation, the academic excellence of IP has been recognized by respected organizations such as the Council on Learning and the Western Association of Schools and Colleges. IP provides international academic opportunities in the framework of a California State University degree program. With a focus on academic year studies, IP offers an array of study options related to specific degree and career objectives. Some of IP's special features are:

- No overseas tuition or administrative costs are charged.
- Students earn resident credit for all overseas course work.
- All campus financial aid, with the exception of work study, is applicable overseas.
- IP assists students in arranging the details of their year abroad, including academic planning, transportation, visas, and housing.
- Once overseas, students receive assistance from a CSU resident director and/or local staff.

<b>Academic Year</b>	<b>Number of Participating Campuses</b>	<b>Students</b>	<b>Credit Hours</b>	<b>FTE*</b>
1996 - 1997	20 CSU Campuses	401	13,233	442
2001 - 2002	20 CSU Campuses	561	18,510	617

The FTE growth in OIP, over the five-year period, was 39,6 percent.

## 2. Semester or Academic Year Abroad Programs

11 of the 23 CSU Campuses provided “Semester or Academic Year Abroad” programs. Italy, Spain, France and England are the most common destination for academic year abroad programs. Other countries prominent in semester-length programming were the People’s Republic of China and Mexico. Semester abroad programs have a number of different academic formats. Most semester-length programs are led by campus faculty members. Most include format instruction, coupled with a variety of tours and field trips. Some semester-length programs include trips to neighboring countries.

<b>Academic Year</b>	<b>Number of Participating Campuses</b>	<b>Students</b>	<b>Credit Hours</b>	<b>FTE</b>
1996 - 1997	12 CSU Campuses	461	4,792	159
2001 - 2002	20 CSU Campuses	796	9,242	308

The FTE growth in semester-length or academic year abroad programs, over the five-year period, was 93,7 percent.

Study abroad programs at Cal Poly Pomona draw great interest from the campus community and beyond, it makes these programs among the most diverse and popular of all those offered in the CSU system. The International Center works with colleges and departments to offer Cal Poly Pomona curriculum abroad that can be fully integrated into the curriculum at home. Quarter-long programs in London, China, Korea, Cuba, Italy, Germany and Greece provide instruction by Cal Poly Pomona faculty members while taking advantage of the unique opportunities presented by the particular location. Other Cal Poly Pomona-sponsored programs offer instruction in France, Spain, Mexico, and Costa Rica.

Cal Poly Pomona semester and academic year programs, which include such destinations as London, China, Korea, Paris, and Madrid, are taught by Cal Poly Pomona faculty members in English. Other programs (Australia, Lyon (France), Germany, Greece, Italy, Japan, Mexico, Scotland and Zimbabwe) are taught in English or the local languages. All programs are provided state-support enrollment options.

Studying abroad, of course, costs money, but this cost is within the financial reach of most CSU students. Since 1963 over 15,000 CSU students have successfully managed

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\* *Full-time equivalent (FTE) is simply a way to aggregate student credit hours of instruction. One FTE = 15 credit hours.*

to study abroad. Before going abroad CSU students must take into account the length of the academic year both at home and overseas. Some IP programs run nine months, while others run as long as 12 months. *Chart 2* shows the estimated IP program costs:  
*Chart 2*

	Australia	Canada	Chile	China	Denmark	France		Germany		Israel	Italy	Japan
						Paris	Aix	Regular	Advanced			
State university fee	\$2,160	\$2,868	\$2,868	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274
Ins. & dep. processing	220	226	226	226	226	226	226	226	226	226	226	226
Group activities			200	800		275	300	300	300	1,000	1,350	2,500
Roundtrip transportation	1,350	525	800	925	1,100	1,150	1,250	1,275	1,250	1,800	1,300	700
Room & board	6,000	7,525	5,300	5,000	10,570	8,860	7,405	6,975	6,000	6,740	7,625	9,000
Other	225		250					325	940		400	1,400
Personal	3,500	2,600	2,500	2,500	2,650	2,590	2,590	3,640	2,875	2,250	4,200	4,250
<b>TOTAL</b>	<b>\$13,455</b>	<b>\$13,744</b>	<b>\$12,144</b>	<b>\$11,725</b>	<b>\$16,820</b>	<b>\$15,375</b>	<b>\$14,045</b>	<b>\$15,015</b>	<b>\$13,865</b>	<b>\$14,290</b>	<b>\$17,375</b>	<b>\$20,350</b>

	Korea	Mexico	New Zealand		Spain		Sweden				Taiwan	United Kingdom
			Lincoln	Massey	Madrid	Granada	H&P/Anth.	Comm	BIO/Math.	FWE*		
State university fee	\$2,274	\$2,274	\$2,160	\$2,160	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274	\$2,274
Ins. & dep. processing	226	226	220	220	226	226	226	226	226	226	226	226
Group activities	200	125			625	625	200	1,000		300	300	
Roundtrip transportation	800	525	1,250	1,250	1,200	1,200	1,200	1,200	1,200	1,200	825	650
Room & board	5,300	4,175	4,650	4,425	7,550	6,125	7,200	7,200	7,200	7,200	3,000	6,300
Other	600		175	175			300	300	300	300		
Personal	2,500	3,000	1,750	2,300	3,450	2,275	3,000	3,000	3,000	3,000	3,000	2,000
<b>TOTAL</b>	<b>\$11,900</b>	<b>\$10,325</b>	<b>\$10,205</b>	<b>\$10,530</b>	<b>\$15,325</b>	<b>\$12,275</b>	<b>\$14,400</b>	<b>\$15,200</b>	<b>\$14,200</b>	<b>\$14,500</b>	<b>\$9,625</b>	<b>\$11,450</b>

For example, consider a student from Cal Poly Pomona who plans to study in Germany (Regular classes). The estimated cost of attending Cal Poly Pomona is \$14,785. After paying CSU fees (which is \$2,500), this is \$1,365 per month for the nine-month academic year. In Germany, the estimated cost is \$15,015. After paying CSU fees and round-trip transportation, this is just about \$1,249 per month for the 11-month academic year. Vacation travel is not included but is estimated to run an additional \$50 to \$200 per month.

To the greatest extent possible, the cost estimates are comprehensive and allow for all types of expenditures an IP student would normally make, except vacation travel. The budgets on *Chart 2* are broken down as follows:

*State university fee* – Same as the home campus

*Insurance and departure processing* – Includes orientation and materials sent to the students prior to departure and a comprehensive group health and accident insurance plan

\* H&P – History and Politics, Anth. – Cultural Anthropology, Comm. – Communication Studies, Bio. – Biochemistry, Math. – Mathematics, FWE – Freshwater Ecology.

*Group activities* (for most overseas centers) – Covers various social gatherings, such as Thanksgiving dinner; group excursions to familiarize students with the country in which they are studying; and/or academically related field trips.

*Round-trip transportation* – Includes the cost of transportation to the overseas center and back to California.

*Housing and meals* – Arrangements vary by overseas center.

*Personal expenses* – Includes such items as clothing, entertainment, books, postage, and incidentals. The actual amount each student spends in this category can vary considerably, although the estimate is a good figure for planning.

*Other* – There are changes in certain overseas centers for special items, such as instructional materials or temporary accommodations upon arrival. These items are specified in cost information. Vacation travel is not included in the total cost estimate because students' expenditures in this area vary too widely.

Students who will be accompanied by dependents (spouse and/or children) need to take special care in planning their finances. Obviously, two or more cannot live as cheaply as one overseas, and the single student's budget listed in *Chart 2* will need to be supplemented. The actual amount will vary by overseas center and the individual family situation. After acceptance to IP, students with dependents will receive revised costs and payment schedule information.

In addition to personal resources and campus financial aid, the students have to check with their major department or faculty advisor, sometimes local or national organizations involved in the academic field offer scholarships; to find out if their employer or their parents' employers offer loans or scholarships to employees or children of employees; to ask the civic groups in the campus or hometown communities if they offer scholarships; to look into the possibilities of aid through any church/religious organization or ethnic group associations to which you belong; to ask the IP Coordinator about IP scholarship opportunities. There are well-known IP scholarships, which were made possible through the generosity of former IP participants. The award is \$500. Approximately five awards are made each year. Applications are available from the IP Coordinator of IC. They are open to all IP participants except applicants for Japan, China and Taiwan. Studies in these three last countries are sponsored by different ways. The Ward Wallach Memorial Scholarship (\$500) and the Association of International Education, Japan (AIEJ) Scholarship are offered for those who wish to study in Japan. Every year ten \$4,000 Wang Family Scholarships are awarded to students for study in China, and ten \$4,000 Wang Family Scholarships are awarded to students for study in Taiwan. The following selection criteria are weighed: demonstrated academic interest in the mentioned above countries, academic record and financial need.

Study abroad advisors in the IC can explain how financial aid is determined for IP students, outline any specific procedures, and may offer additional suggestions about financing overseas study. All financial aid, with the exception of work-study is applicable overseas; in fact, 70 percent of all IP participants use some form of aid to help finance their year abroad. Whether or not the student has ever received financial aid, he should investigate this possibility if he needs additional resources to study overseas. The financial aid office administers government grant and loan programs, cooperates with banks in the loan programs they offer and, in addition, may handle

campus-based scholarships. Because campuses have limited funds, students who file earliest have the best chance of receiving awards.

IP collects money from students in advance only for those things that must be, or can best be, arranged on group basis. This amount varies from country to country. A \$500 deposit (\$750 for some countries) can be made with the balance paid at a later date. After the academic year ends, students will receive a full accounting of funds deposited with IP and, if appropriate, a refund of any funds not spent on their behalf.

### *3. Summer and Short-Term International Programs*

Unlike semester length or academic year abroad programs, “Summer and Short-Term International Programs” are often administered by campus self-support units. Most of the programs provide academic credit, and are designed to provide academically sound international experiences, in a short-term setting.

Twenty campuses provide summer and/or short-term international study programs, including Cal Poly Pomona.

<b>Academic Year</b>	<b>Number of Participating Campuses</b>	<b>Students</b>	<b>Credit Hours</b>	<b>FTE</b>
1996 - 1997	15 CSU Campuses	1,138	5,161	171
2001 - 2002	11 CSU Campuses	1,939	7,562	252

The FTE growth in summer and other short-term instructional programs over the five-year period, was 47,4 percent.

Cal Poly Pomona conduct different summer and short-term programs, all of them are administered by the Pomona International Center and provide state-support enrollment options. They are in China (24\*), Costa Rica (6), Cuba (13), Belize (18), Greece (22), Italy (19), London (45), Mexico (33), and Paris (18).

### *4. Internships, Independent Study and Exchange Programs*

Cal Poly Pomona conducts internship programs and exchange programs in different countries. During the internship each student cooperates with a company for credit and work experience.

Though SARS did indeed affect some of Cal Poly Pomona Asian projects, in summer 2004 all of the China programs were reactivated. CPP is also in the process of exploring other countries where to host programs and student exchanges, including Ghana, Japan, Korea and Vietnam. In this area the IC aims to provide the students, staff and faculty of Cal Poly Pomona with the widest variety of international opportunities and experiences.

#### **Problems**

One problem is the lack of big interest to other countries and the fear of being among foreign environment. Very often American students do not even leave their own town and for them to go abroad is a huge challenge. Central American, African and Asian countries are, of course, less popular than Italy, Spain and France. In Western Europe

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\* All the numbers are total all colleges and Programs for the 2002/2003 Academic Year

the American students feel safe and they know about many sights they are able to visit there. Sometimes there is another problem of concern to the American student. It's his lack of fluency in a second language. For those students who have a background of language development including both elementary and secondary schools the problem is not a difficult one. For the students who have little or no high school language the problem is more serious. Fortunately, in most countries they teach many courses in English, and, of course, very often their own American professor, who goes with them overseas, teaches them.

Evaluation of credits of students coming back from overseas is still a headache for the university. If the student is not sure that his/her credits, which he/she will get abroad, will be counted in his home university he/she will never go anywhere.

### **International Seminars and Activities**

The International Center is a willing co-sponsor of programs, seminars and events on campus that promote internationalization and intercultural understanding and experience. It seeks to work in partnership with colleges and departments to keep international perspectives and issues before the academic community. During spring 1998, the International Center and its Faculty Associates organized a Middle East Quarter – a full quarter of courses, lectures and events highlighting the history, peoples, cultures and accomplishments of the region. 2000 saw a year-long program on Cuba and the Circum-Caribbean area. Since 2000, the International Center has partnered with the Multi-Cultural Council to organize the annual “Colors of the World Cultural Show” featuring various regions of the world.

### **International Training & Development**

*There are no foreign lands. It is the traveler only who is foreign*  
Robert Louis Stevenson

Cal Poly Pomona has been providing training and managing international assistance and development programs for over a decade. They have worked in or with groups from many countries, including China, Bulgaria, Swaziland, Cyprus, Turkey, South Korea, and Vietnam. They have active university partnerships with institutions in Armenia, Bulgaria, and Russia. Their programs have spanned topics from agriculture to venture capital. These projects give faculty valuable experience in transferring their expertise across cultural boundaries. They also introduce faculty to the working environment for educators and professionals in other countries, which most faculty members find to be an enriching and broadening experience. Each year, 50 or more faculty members are involved in IC development and training projects.

#### ***International Training Programs***

Cal Poly Pomona has provided customized training programs for international groups and individuals in a wide variety of fields. Below there are some of the programs they have provided in the last few years:

- Advocacy Training for Bulgarian Local Government Officials and Associations, November 2000

- Teacher Training in Technical Subjects for South Korean Ministry of Education, July-August 2001
- Irrigation Management Training for Turkish Irrigation Engineers, April 2002
- Venture Capital Legislation Training for Bulgarian Parliamentarians, June 2002
- Curriculum and Textbook Development for Vietnamese Ministry of Education, October-November 2002
- Association Management Training for the Macedonian Food Retail Association, March 2003

The Center has coordinated with colleges and departments to provide training in water management, computer and electrical engineering, career counseling, labor relations, business and management topics, hotel and restaurant management, and other topics. The International Center also arranges training programs, such as courses in English language and engineering for Korean college students; training of Korean high school teachers in engineering and agriculture topics; training of Bulgarian local government association officials in advocacy and lobbying; and teacher training curriculum development in Vietnam. The International Center has coordinated with colleges and departments to provide training in water management, computer and electrical engineering, career counseling, labor relations, business and management topics, hotel and restaurant management, and other topics. Trainees come from Cyprus, Japan, Turkey and many other countries in addition to those mentioned above.

The Center negotiates and administers agreements involving student and faculty exchanges, research collaboration, and related activities. Linkages help promote Cal Poly Pomona's stature abroad and bring to Cal Poly Pomona individuals and resources that benefit students, faculty, and the academic program. The most successful linkages have broad faculty, student, and even community interest, and they are backed by a commitment to activity on both sides. The International Advisory Committee reviews proposals for agreements before being recommended to the President for signing. This Committee, which meets once in a quarter (or sometimes once in a month), plays an important role in helping the International Center staff to organize its activities and getting the President approval.

Dozens of international scholars visit Cal Poly Pomona each year, some for a few days and some for much longer periods. The Center sometimes hosts these scholars directly and sometimes assists an individual college or department in hosting responsibilities, including advice on the appropriate visa type. Colleges and departments are especially encouraged to seek advice regarding arrangements that could involve cash or in-kind payments, as there are legal intricacies involved. The Center prefers to work with the colleges to ensure that the visiting scholar is able to be involved in and enrich the university community as much as possible. In recent years, the Center has also assisted in bringing U.S. public figures and academics as international political and intellectual leaders to campus.

### ***International Grants***

Cal Poly Pomona currently has many active university partnerships. This is a partial list of those partnerships, reflecting the partnerships for which the International Center has recently been involved in training and development activities.

*State Engineering University of Armenia*

Cal Poly Pomona and State Engineering University of Armenia (SEUA) have been cooperating since 1994, assisted by funding from three grants from the US Department of State, Bureau of Educational and Cultural Affairs. Cal Poly Pomona has been working with SEUA since 1994. The partnership is a natural fit due to the polytechnic nature of both institutions and the large Armenian population in Southern California. Major outcomes of the two universities' cooperation include development of a Strategic Plan at SEUA, creation of SEUA's first local-area computer network, support for SEUA in development of an engineering management specialization, and creation of a Faculty Development Center at SEUA. Currently, the two universities are working under a new State Department grant to develop SEUA's capacity in university outreach. Specific areas of focus include continuing education and university advancement (public relations, alumni relations, and development).

#### *New Bulgarian University*

Cal Poly Pomona, California State University, San Bernardino (CSUSB) and New Bulgarian University (NBU) in Sofia, Bulgaria, are working together under a grant from the U.S. Department of State, Bureau of Educational and Cultural Affairs. The main focus of the grant is improving the public administration curriculum at NBU. Two Bulgarian non-profit organizations, the National Association of Municipalities of Bulgaria and the National Association "Legal Initiative for Local Government," serve as project advisors. Activities under the State Department-funded project aim to develop the NBU public administration curriculum, particularly at the MPA level, and to introduce learning-centered teaching methodologies into the classroom. From April to June, 2002, five NBU lecturers visited California. They focused their energies on learning new teaching methodologies and developing and updating courses for the public administration curriculum. In June 2002, a series of four workshops in learning-centered teaching methodologies were held at NBU for lecturers in public administration and other departments. Three CSU faculty members travelled to Sofia in Spring 2003 to teach and collaborate with the NBU faculty members in developing case studies and workshops for local government practitioners.

#### *North China University of Technology*

Cal Poly Pomona and North China University of Technology have been partners for several years. Collaboration has mainly taken the form of faculty exchange. From November 2001 - February 2002, Cal Poly Pomona had the pleasure of hosting four senior administrators from North China University of Technology.

#### *Petrozavodsk State University*

Cal Poly Pomona and Petrozavodsk State University (PetrSU) have been cooperating since 1999. In 2001, the partners completed a project funded by the U.S. Department of State that increased PetrSU's distance learning capacity in business and education. They are now focusing their attentions on trying to collaborate in the field of tourism education, drawing on the resources of Cal Poly Pomona's nationally recognized Collins School of Hospitality Management. Thanks to support from the U.S. Department of State, CPP and PetrSU were able to increase PetrSU's capacity in distance learning, allowing PetrSU to find new ways to overcome the obstacles to effective learning presented by the distance between the main campus, where the majority of professors reside, and the branch campuses, which have become increasingly important in recent years as students can no longer afford to move to Petrozavodsk to pursue their education.

## **Representing Cal Poly Pomona**

Staff of the International Center represent Cal Poly Pomona at a number of professional venues and assume leadership roles in these organizations. Key organizations include NAFSA (National Association of Foreign Student Advisers)-Association of International Educators, the Association of International Education Administrators, the Fulbright program, the Consortium for International Development, and the Southern California Consortium for International Studies (SOCCIS). The Center also participates in programs of major Mexican and European international educational associations.

## **Cal Poly English Language Institute**

*Don't just English...  
Live it at Cal Poly English Language Institute!*

If students are seeking English language support before applying to a U.S. university, the Cal Poly English Language Institute (CPELI), which provides specialized ESL training to prepare students for study at U.S. university levels, is the best place to go. As it is closely connected with international relation of Cal Poly Pomona, which is the topic of our case study, we describe it here.

The CPELI is an independent unit of the College of Extended University. It has its own Director, faculty and staff members. They have been preparing students for university study since 1991, and their aim is to help students reach their goals. Students often enroll at CPELI before applying to the university or to another US educational institution in order to prepare for the TOEFL and the rigors of studying at the university level in English. The CPELI assists students in improving language skills. The CPELI has a comprehensive series of services. Students enrolled at Cal Poly Pomona have the opportunity to take enrichment courses targeted at non-native speakers of English to improve their listening, comprehension, reading, vocabulary, grammar, and writing.

The CPELI specializes in English-as-a-Second-Language (ESL) instruction and in academic preparation for international students who plan to continue their higher education in the United States. The courses are designed to develop the language and study skills necessary for success in an American college or university. They also enhance this instruction with a variety of opportunities for students to practice what they are learning, both in a formal "Conversation Club", and in more informal cultural settings like trips to museums, restaurants, etc. The belief is that a student learns by "doing" and by being challenged daily with new material and new ideas.

In addition, they consider it absolutely essential to go beyond these language skills by instructing their students on the "culture" of the classroom. This culture consists of how to study, how to take a test, how to use a computer, how to research and organize ideas and how to behave in the academic environment. The tactics that they teach are based on what they themselves have experienced as students and on what professors at Cal Poly Pomona require of their students. This is why they provide their students with basic computer training, TOEFL preparation, and credit-bearing classes for upper-level students. They strongly believe that no international student is completely prepared for university study without these academic skills. It is only through a combination of solid language skills and of responsible academic skills that a student

can achieve success. At the CPELI their focus is on the student, so staff members are always available to advise students on housing, health insurance, immigration laws, registration requirements, and college placement.

The ESL program consists of five levels of instruction (Beginning, Low Intermediate, Intermediate, Upper Intermediate, Low Advanced and Advanced). Course level placement is based upon Michigan Test scores and a writing sample. Testing commences upon arrival at CPELI. The programs are year-round, divided into four 10-week quarters, but the programs do not offer academic credit. Special short-term programs are also available. Classes consist of 20 hours per week of core instruction including listening, speaking, reading and writing skills, 10 hours per week of an elective such as TOEFL Preparation or American Culture and Cinema, and 8 hours per week of conversation groups with American students. The average number of students per class is 15. Students have free use of 25-station state-of-the-art computer lab with Internet access in CPELI and of the Cap Poly Pomona library.

- *Core Class #1*

This is an integrated English class that stresses communication and collaborative learning. The focus of this course is on grammar and writing skills. This is a required class.

- *Core Class #2*

This course is closely coordinated with Core Class #1, and focuses on reading, speaking, listening and vocabulary acquisition skills. This is a required class.

- *Elective Courses*

"American Pronunciation and Intonation", "American Culture and Cinema", "American Idioms and Slang", and TOEFL Preparation classes are offered as electives.

- *Computer Courses*

A computer course in basic word processing and other computing applications is offered as part of the regular curriculum. This course prepares students for the use of computers in both academic and everyday life. Students attend this course as a component of their regular ESL classes.

As it was mentioned above, the CPELI offers their students a great variety of different ***extra-curricula activities:***

- *Conversation Club and Caf *

A club sponsored by CPELI which offers English as a Second Language students an opportunity to engage in friendly conversation with American students and other students from around the world in various settings and atmospheres.

- *Holiday Celebrations*

The students can experience traditional holidays such as the 4th of July, Halloween, St. Patrick's Day, and Christmas, as they are celebrated in United States.

- *Field Trips*

CPELI organizes visits to beaches, mountains, deserts, theaters (plays, movies, ballet) sporting events, historical sites and amusement parks (Disneyland, Magic Mountain, Universal Studios) and more.

- *Intramural Sports*

The students are encouraged to join one of our intramural sports teams as they compete against other Cal Poly clubs and organizations.

The Cal Poly English Language Institute offers their students different possibilities of ***housing:***

### *Dormitory Living*

There are a number of available resident halls on-campus for students, the newest of which is conveniently located just next to CPELI's facility.

### *Off-Campus Living*

The university is surrounded by a number of small cities that offer safe and affordable rooms, apartments, condominiums, and homes for rent. These cities include Chino Hills, Chino, Claremont, Covina, Glendora, West Covina, Claremont, Diamond Bar, LaVerne, Pomona, San Dimas, Rowland Heights, and Walnut.

### *Homestay*

CPELI works with a company called Global Student Services, USA, which places international students in American family homes. This service allows the international student to have a uniquely "American" experience by living with an American family.

## ***Student Services***

### *College Placement Advising*

The ultimate goal of the program is to prepare international students for academic success in an American university. They have experienced staff at CPELI to help students with every step of the college application process. From finding the right school to completing an application, CPELI's staff will work with all students to ensure a smooth transition into the school of their choice.

### *Visa/Immigration Information*

Visa and immigration issues can be difficult topics to understand. CPELI staff are always willing to help educate the international students about their responsibilities with regards to their visa/ immigration status. Cal Poly Pomona issues the "I-20" to obtain the F-1 (student) visa.

### ***Financial Responsibility***

Students are responsible for expenses such as meals, housing, books, supplies, transportation, and personal items. Fixed quarterly costs for students include:

- A non-refundable application fee of U.S. \$100 (payable to CPELI)
- Academic tuition – of U.S. \$2,750 per 10-week quarter
- Health Insurance – of U.S. \$148, per 10-week quarter. All students are responsible for their own medical expenses. Therefore, it is mandatory for students to have health insurance

### ***Travel During the Break***

If the F-1 students want to travel outside the United States during the break, they should sign the documents and ensure their eligibility for travel.

\* \* \*

In conclusion it's possible to say that the International Center of Cal Poly Pomona works with students and professionals at every level of academic pursuit, whether it be in language training, academic degree programs, scholarly research, educational exchange or professional development.

In the days when the terrorism became international we as never before are reminded of the fragility of human life. In the face of terror we think of national as well as international unity. Bu at the same time many threatening things appear, such as intolerance of difference, increasing repression of opinion and control of individual life. Nations become more distant from one another. In this climate, it is imperative to expose the students to international educational experiences, and to support international students in their educational efforts. In such world of "new realities" the International Center is looking forward with expectation and hope, fully aware that they must work harder to attract and retain both the students and programs, they have to believe in the importance of internalization.

It's probably true for most international educators working all over the world, in the U.S., in Russia or in any other country. More than ever before, the people have come to realize that the most effective diplomacy must begin with the individual and that the individual is I, and you, and he or she, or any student standing in our doorway.