

WORLD education NEWS & REVIEWS

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TRENDS

The Impact of the New Immigration Law on International Education

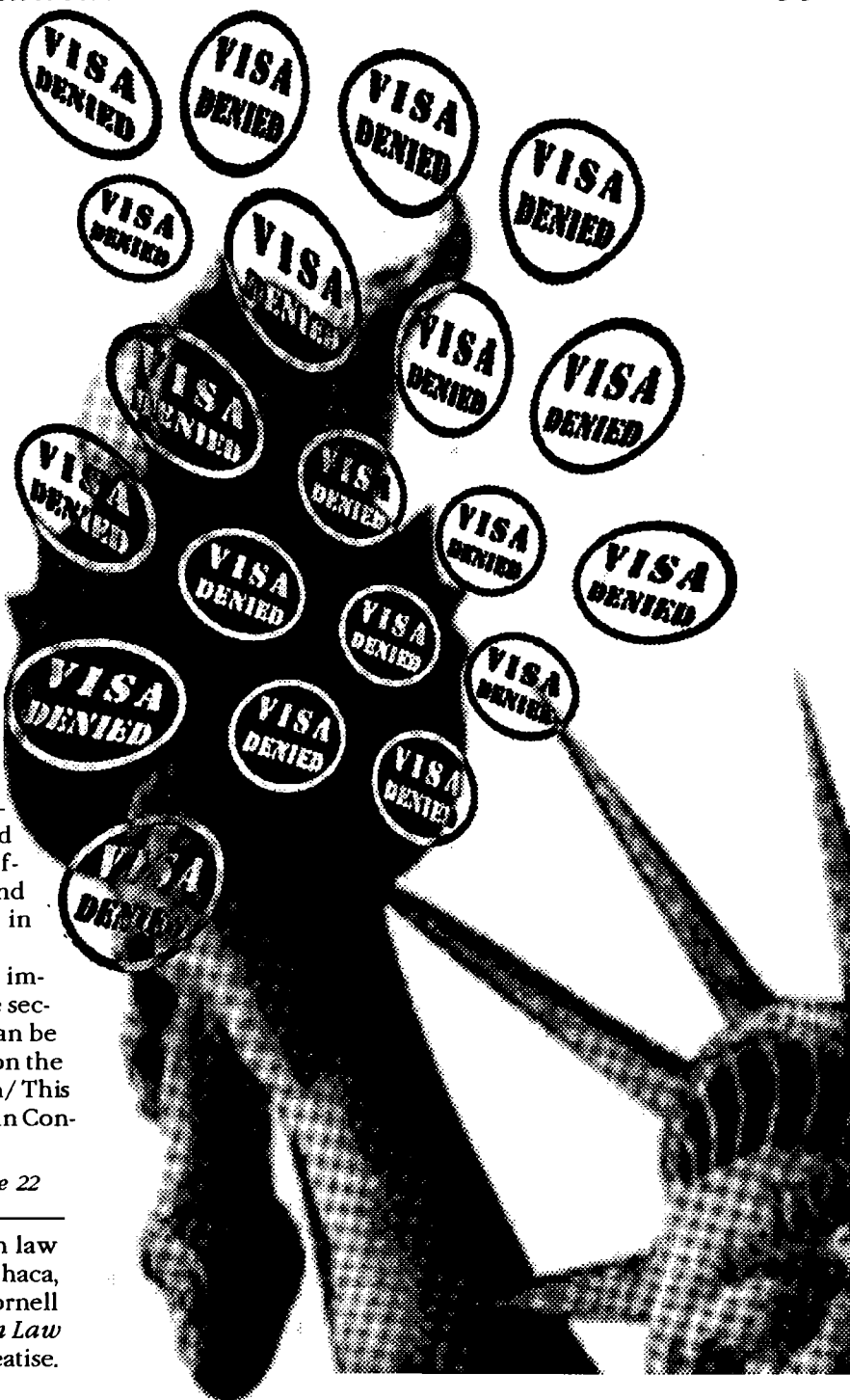
By Stephen Yale-Loehr

President Clinton recently signed into law one of the most comprehensive immigration laws in years. The new law, called the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, is targeted primarily at illegal immigrants, but also affects legal immigrants, foreign students and other nonimmigrants, refugees and others in surprisingly many ways.

This article summarizes the new law's impact on international education. A complete section-by-section summary of the new law can be found at the True, Walsh & Miller Web site on the Internet, which is <http://www.twmlaw.com/> This article also surveys possible developments in Congress on immigration issues next year.

continued on page 22

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A U S T R A L I A

**Sunshine Coast University College
Opens Doors**

Sunshine Coast University College, Australia's newest university, opened in February 1996 in Queensland. The college expects an enrollment of 1,200 students in 1997 and plans to grow to 20,000 within three decades.

The Sunshine Coast is a popular holiday destination, and courses offered will address interests of particular significance to the region. Specializations will include sports and recreation, environmental studies, tourism, information technology, health and lifestyles, urban planning, international and small business, communication and the arts.

The 250-acre campus is within a short driving distance from beaches, forests, and Queensland's capital, Brisbane. Although several administrative and teaching structures have been built, there is no on-campus housing as yet.

Australian Education Office Newsletter

C A N A D A

**Provinces Overhauling
Post-secondary Education**

A reorganization of post-secondary education and an examination of program relevance and accessibility are being undertaken by a number of provinces.

- In **Ottawa**, the focus will be on quality of education, greater accessibility of students to institutions in regions of the country other than their own, student aid, research funding, and international opportunities for Canadian universities and colleges. Hearings began this fall and a report will be presented in the spring.

- In **Manitoba**, the government has introduced legislation which will bring a formal coordinated system of planning and budgeting to its seven higher education institutions through a new council.

- The **Ontario** government has created the Advisory Panel on Post-secondary Education. Questions to be studied are 1: What is the most appropriate way to share costs among students, the private sector and government? 2: In what ways can colleges, universities and the secondary school system cooperate and reduce duplication? and 3: How can we best meet the

expected levels of demand for post-secondary education? The key issue is whether Ontario should allow private universities or colleges.

- **Alberta** has targeted over \$45 million over the next two years to reward performance by colleges and universities which meet key goals. A "report card" will be implemented in April 1997 to assess institutions' response to "the needs of learners and to Alberta's social, economic and cultural needs." The minimum reward to each institution will be 1.5% of its general operations grants.

- **Newfoundland** merged its five regional colleges into a single provincial college on April 29, 1996, a merger expected to save \$3.5 million. Under the new system, there will be 19 campuses throughout Newfoundland and Labrador, with particular campuses taking on a provincial coordinating role for specialized areas of programming.

- **British Columbia's** government is committed to increasing the number of available post-secondary spaces by 7,000 this year and to maintain affordability through a tuition freeze. The government has established a new \$5.5 million partnership envelope to provide matching funds for innovative partnerships between business, labor, communities and post-secondary institutions to provide workplace-based training. *Canadian Education Association Newsletter 9/96*

CHINA Teachers' Universities Prove A Magnet for Applicants

Teachers' colleges and universities, often ignored in the past, have become a hot draw for applicants. China now has 1,133 teachers' schools with an enrollment of 1.4 million.

Last year, 62 percent of applicants across the country made teachers' colleges or universities their first choice.

Students of teachers' colleges are exempted from tuition fees and can also receive monthly subsidies from the government, a big attraction for students from poor families.

The government is determined that primary and middle school teachers should have college or university degrees, but there is still a long way to go. More teachers will be needed if the government is to be successful in implementing a plan for nine years of compulsory education by the end of the decade.

Teachers suffered humiliation during the ten years of the Cultural Revolution (1966-76) when their status fell to its lowest. Because of their treatment, teachers' schools could not fill their enrollment quotas during the 1980s. Preferential policies regarding teachers' salaries and housing also were not applied evenly by the government. *China Daily 11/04/96*

China Toughens Language Proficiency Requirements

New regulations issued by the State Education Commission stipulate that, beginning this year, foreigners who want to study in Chinese colleges and universities can register only after achieving a minimum score of C or C- on the Chinese Proficiency Test *Hanu Shuiping Kaoshi/HSK*.

The test, first launched in 1984, demands knowledge of at least 3,000 commonly-used Chinese words for non-native speakers. Previously, the test was not a requirement for entrance.

According to the new regulations, foreigners who apply to study Chinese literature, history, philosophy, and traditional Chinese medicine must score at least a C. Applicants for other subjects, including Chinese language, must earn at least a C-. The certificates issued will be valid for two years.

China has set up Chinese Proficiency Test offices in 15 countries and regions, including Singapore, Japan, Australia, the United States, France, Hong Kong and Russia.

Statistics show that more than 57,000 people in 114 countries and regions have taken the test, and that one-third of the 1,000 colleges and universities in China now enroll foreign students.

China also is sending more teachers abroad to teach Chinese, one of the world's oldest and most complex languages. Modernization of the Chinese language has included introduction of *pinyin*, a phonetic alphabet, and simplified Chinese characters. *China Daily 8/19/96*



FINLAND Major Reforms Will Introduce More AMK Institutions

The most significant reform in the Finnish education structure in the 1990s is the founding of the AMK institutions. These institutions of vocational higher education can be seen as a Finnish version of the German *fachhochschulen* or the Dutch HBO Institutes.

The aim is to have around 30 such institutions by 2000. The AMK institutions offer high quality education oriented towards the technical and commercial fields, as well as most fields

of the service sector and primary production. The AMK degree will be a three- or four-year higher education degree in accordance with the European higher education standard (bac+3).

The AMK institutions will not all be new. Approximately 150 of the present vocational institutions or parts of them will be formed into new, high quality units by raising the level of education. *Le Magazine Issue 5/96*

ITALY War Being Waged Against Mega Campuses

The coming year should see radical changes for Italy's state university system. Luigi Berlinguer, minister for schools, universities and scientific research since April, has warned that the system is in a state of "emergency" and is pushing a series of reforms which should shake it to its foundations.

"We are dealing with a university system in which only a third of the students ever get a degree," said Professor Berlinguer. "Consequently, it is enormously wasteful of resources, not to mention the terrible cost in human failure for thousands of young people who crowd the universities and then fail to graduate."

He said, "We are working on three main fronts: a reform of the mechanism for assigning academic posts, an increase in the academic and economic autonomy of each university, and a breaking up of a few university behemoths, like Rome, into smaller and more efficient units."

Professor Berlinguer's recipe will have to overcome the natural resistance to change of a heavily centralized university ministry and of a caste of academics, the *professori*, who until now have enjoyed unparalleled freedom, good pay, cast-iron job security, and the opportunity to teach and carry out research as little or as much as they liked.

Berlinguer said, "The law does not allow us to sack a professor who lectures twice a year and spends the rest of his time taking care of his own business."

Legislation now working its way through parliament and the senate establishes that each university will choose its academics, rather than having them assigned by the ministry. Each university will be responsible for its own productivity, academic standards and curricula, and will compete for students and funds.

Professor Berlinguer's war on the mega-universities is part of his battle against the staggering 70 percent drop-out rate. Rome's La Sapienza has about 200,000 students, and Milan and Naples are not far behind, even though an existing law forbids universities of more than 40,000 students. *The Times Higher 10/11/96*

Postgraduate School of Economic and International Relations Created in Milan

Alta Scuola di Economia e Relazioni Internazionali/ASERI, (the Postgraduate School of Economics and International Relations), was launched in Milan in January, 1996. Its purpose is to produce elite professionals who will be experts on issues related to the globalization of markets and political systems, and capable of operating at senior levels within corporations and international institutions.

The institution is a joint venture of the Catholic University of Milan and the Milan Chamber of Commerce. The yearly student intake is limited to 25. English and Italian are the languages of instruction.

Admission requires passing both a written examination and an interview. A bachelor's degree is required in a field relevant to the school's curriculum, and foreign students are subject to a quota system.

ASERI offers a one-year program leading to a master's degree in globalization, and a two-year program leading to a Diploma of Specialization in Economics and International Relations. At the end of the first academic year, students undertake a two-month external project, generally a research activity within an international corporation or institution.

Correspondence from ASERI of 7/02/96

JAPAN Korea University, Celebrating 40th Anniversary, Keeps Ties with North Korea Alive

Korea University, the only North Korean-affiliated higher education institution in Japan, has educated about 10,000 Koreans since its founding in April 1956 by the General Association of Korean Residents in Japan (Chongryun).

Chongryun established the university to train prospective teachers for Korean schools in Japan. Chongryun is the umbrella organization for Korean residents who identify themselves as North Koreans, believed to number about 200,000 of the nearly 600,000 Koreans in Japan with permanent resident status.

The university, now located in the Tokyo suburb of Kodaira, offers four-year programs in literature, history and geography, political science, economics and business management. It also offers two- and three-year teacher training programs, a postgraduate course, and is affiliated with four research institutes. Its 1,500 students live in dormitories. Classes are conducted in Korean.

Japan's Education Ministry does not recognize Korea University as a college or university. Although many Koreans praise the institution

for helping to preserve their ethnic identity, critics say that it should be de-emphasizing North Korea as the "mother country" and training students to coexist in Japanese society.

Japan Times Weekly 8/5-11-96

Paradise Lost for Aging Professors

With many professors teaching well into their golden years, it was once common to call universities a "paradise for the aged." Not anymore. Many institutions of higher learning are now trying to force wage cuts and/or retirements on older faculty members.

At Tenri University in Nara Prefecture, for example, the university's board announced the dismissal of all professors over age 65 in April. Although the mandatory retirement age at the university was 60, the unofficial policy was to allow professors to keep working until they were 70, with the understanding that anyone over age 60 would not receive a wage increase.

Among Japan's private universities, Waseda has a reputation for treating its faculty well. By age 64, professors can expect an annual income of \$139,000, a sum that remains unchanged until retirement at age 70. But with 34 percent of its full-time faculty in their 60s, Waseda's coffers are feeling the strain.

Last December, Waseda's board of trustees proposed a 30 percent cut in pay for professors over 65, a proposition that set off endless and fruitless negotiations between the university and the teachers' union.

While it is difficult enough to push through changes in personnel and wage policies in the corporate world, universities, with their autonomous faculty councils, are even more resistant to change.

Japan Times Weekly 11/4-10/96

KUWAIT

No Transfer Credit for Coursework At Training Centers

The Kuwaiti Ministry of Education has recently confirmed its decision to deny transfer credit for work done at the country's postsecondary training centers. This decision applies to Kuwait University as well as to foreign institutions. The ministry will not certify degrees from US institutions if transfer credit for work at a Kuwaiti training center appears on the US transcript, even if the US institution itself is among those approved by the Kuwaiti government for Kuwaiti student enrollment. Degree certification is a prerequisite for employment in the public sector and throughout much of the private sector as well. Kuwaiti students whose applications are being handled

by the Cultural Division of the Kuwaiti embassy will be informed of this policy, but students applying independently may not be aware of it.

US colleges and universities are advised to consider transfer credit for work done at only Kuwait University, the College of Basic Education, the College of Business Studies, the College of Health Sciences, and the College of Technological Studies. If you award transfer credit to Kuwaiti students for coursework at any of the country's training centers—including the Telecommunications and Air Navigation Center—the student will be denied certification of his or her US degree and may be unable to work in Kuwait.

AMIDEAST Membership 11/08/96

MEXICO UNAM Launches Shoebox-size Satellite to Boost Student Interest in Research

A satellite built by professors and students at the National Autonomous University of Mexico/UNAM was launched successfully from a site in Russia in October. Last year, the university's first attempt to send a satellite into space ended when the launch rocket exploded.

The satellite, called UNAMSAT-B, was launched from the Cosmodrome at Plesetsk, Russia. About the size of a shoebox and weighing only 25 pounds, it will link the university to its research outposts, studying earthquakes, volcanoes, and other phenomena.

UNAM is said to be one of only three universities in the world to have its own satellite, which is expected to give a boost to research at the institution, which has already opened a new technology center where information collected by the satellite will be received and analyzed.

University officials hope the satellite and the technology center will encourage more students to study science. Only about two percent of the university's students now major in a scientific discipline.

The Chronicle of Higher Education 10/18/96



NIGERIA **Striking Academic Staff Union** **Under Fire; 38 Universities Closed**

Nigerian security agents are harassing lecturers and leaders of their banned union in an attempt to break a strike that has closed the country's 38 universities since March.

Assisi Assobie, national president of the Academic Staff Union of Universities, and other union leaders have gone into hiding, fearful of arrest under a decree that threatens at least three years of imprisonment and a fine of over \$1,200 for any lecturer who refuses to go back to work.

Lecturers went on strike for better pay and conditions. Now, leaders of the union are being detained or barred from entering campuses at Bayero University in Kano, the University of Ilorin, and Delta State University.

Acting on orders from General Sani Abacha, Nigeria's military leader, education minister Mohammadu Liman ordered vice chancellors to list academic staff willing to go back to work. If fewer than half of lecturers and students of any one university department did not return, the department would be closed for two years.

Many, but not all, of the country's 7,000 lecturers indicated their willingness to go back to work, but most have adopted a work-to-rule strategy. Only skeletal teaching and minimal practicals are being undertaken because books and other supplies are not available.

"The strike has now turned into a cold war," Joe Obilom, vice chairman of the union at Jos University, said. "Real commitment has gone. You hardly see a department that is functioning."

University lecturers at the University of Ibadan, Nigeria's oldest university, said, "For years we have been 'managing' disaster and falsehood. We cannot keep propping up a collapsing edifice called the university. Standards of education are international."

Youths are now said to be roaming the streets, some engaging in crimes of serious dimension. The homes of thousands of staff who have not been paid since March are distressed, and their families suffering.

The Times Higher 10/11/96

able work. Even today, only from 3 to 38% of nationals in the individual Gulf nations are in the nursing workforce.

Bahrain was the first Gulf State to formally offer nursing education in 1959, followed by Saudi Arabia in 1960. It wasn't until the 1970's that the Gulf nations began to work collaboratively to address the practice of health care.

Nursing today is monitored and regulated by an arm of the Gulf Cooperation Council/GCC, consisting of six member states: The United Arab Emirates, Bahrain, the Kingdom of Saudi Arabia, the Sultanate of Oman, Qatar and Kuwait. The GCC Ministers of Health Council, as it is called, was established in 1975 and places high priority on the practice of nursing.

Currently, nursing education in the region consists of two- to four-year programs of study based in large part on Western medical models—primarily English, French and American. Few teaching materials are available in the languages of the countries in the region, and the curriculum generally does not address or recognize the sociocultural and religious values of the population being served.

The prerequisites for formal nursing education do not universally mandate 12 years of combined primary and secondary education.

Saudi Arabia, Qatar and Kuwait offer three-year Certificates in General Nursing which require only nine years of primary and lower secondary education as a prerequisite for entry. All six nations offer either a bachelor of science in nursing or a diploma in general nursing, both of which do mandate 12 years of primary and secondary education as prerequisites.

Bahrain and the United Arab Emirates have developed licensure and registration systems generally patterned after those in the West. Oman is currently conducting a pilot project in nursing regulations which will be evaluated in 1997, while Qatar, Kuwait and Saudi Arabia are in the process of reviewing their current regulatory systems.

CGFNS International Evaluator Spring 96

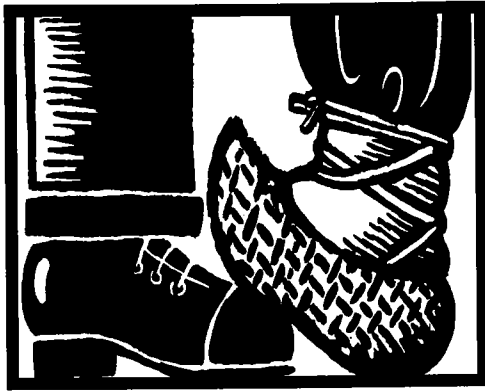
RUSSIA **Business Education Already in Crisis,** **Suffering from Lack of Academic Standards**

It has barely begun, but business education in Russia is already in crisis according to an article in *Izvetsia* magazine (#88, 1996). There are today some 350 private business schools offering programs in commerce, finance, marketing, management, etc., but only ten percent can be said to maintain any academic standards. Other suffer from lack of methods and competent teaching.

PERSIAN GULF **Nursing Education Still** **Being Developed in Gulf States**

Although the practice of nursing has existed for many thousands of years in the Islamic world, it has traditionally been viewed as menial labor, to be engaged in only by those who could not hope to do more socially accept-

According to the article, marketing courses are being taught by former professors of scientific communism. Any institution that has ad-



equate facilities is granted a license to operate. The accreditation of private institutions (which exempts them from the value-added tax) is still in its early stages and, to become eligible, an institution must have been in existence for a minimum of four years.

The competition with public institutions, such as Moscow State University, the Academy of Finance, and the *Ordjonikidze* Academy of Management, dubbed "state dinosaurs," is fierce. The heads of private institutions are beginning to complain that, unlike the rest of the world, the Russian state does not give their institutions any subsidies. *Le Monde de l'Education* 11/96

SOUTH AFRICA

New Distance Education Body Poised to Become Major Force

The National Association of Distance Education Organizations of South Africa (NADEOSA) was launched in August with a conference held at the University of South Africa and attended by more than 150 delegates representing various distance education institutions.

The new association will address issues of quality, national policy, networking and capacity building in distance and open learning. The representing organizations serve in excess of 500,000 distance learners, and NADEOSA is positioned to become a major force in educational transformation.

Jennifer Glennie of the South African Institute for Distance Education (SAIDE) was elected president.

NADEOSA can be contacted at PO Box 31822, Braamfontein, 2017; tel. 011 403 2813; fax 011 403 2814.

ACU Bulletin of Current Documentation 10/96

THAILAND

Sakon Nakhon College Ordered to Stop Enrolling Students

Sakon Nakhon College, notorious for its sub-standard education, has been ordered to stop enrolling students beginning the second semester of the 1996 academic year.

Chantavit Sujatanond, director of the Private Higher Education Bureau, said a committee of the bureau investigating accusations against Sakon Nakhon College reached the decision.

The University Affairs Ministry, said Mrs. Chantavit, may consider issuing degrees to 125 students who have taken all the required courses, but first, second and third year students have been recommended to transfer to other colleges or private universities. Several thousands of students are enrolled at the college, she said, but the ministry doesn't have the exact number because of lack of cooperation from the management. Deputy Permanent Secretary for University Affairs Pramote Chotimongkhon said the ministry will only think of closing down the college as a last resort.

In June the University Affairs Ministry sent a committee to take control of policy and management of the college because it was not producing quality graduates. *Bangkok Post* 11/16/96

UNITED KINGDOM

Ministers Want Universities to Forge Stronger Links with Business

Universities would be transformed into advanced training academies if ministers have their way. They want a dramatic increase in the proportion of employer-friendly subdegree programs, especially two-year courses which prepare people for work. They also want to tie state funding to job-related benchmarks as an "incentive" for universities to forge stronger links with business. These proposals mean that the traditional academic degree would cease to be the norm.

In a formal submission prepared by the Department for Education and Employment, ministers note "that degree-level courses have become the norm in higher education and it has been implicitly assumed that this should continue." They question this orthodoxy, doubting whether "higher education is meeting national and student needs." An option would be French-style sandwich courses such as those which operate in the *grandes écoles* where students work for six months a year and spend the rest of the time at university. The cost of the scheme would be shared between public funds and employers. Several schemes have been proposed to encourage universities to be more responsive to employment needs. *The Times Higher* 10/18/96

We Can't Do Business, the Dons Tell a Big Donor

What university would turn down a gift of \$34 million for a new business school? Hardly any—except, that is, Oxford, the oldest university in the English-speaking world.

The dons of Oxford, to which the bright and well born have flocked since the 12th century, recently said no to the money of Wafic Said, a Saudi billionaire of Syrian origin.

Mr. Said proposed to build a "world-class School of Business Management" at a cost of \$64 million—the university would raise the rest of the money.

The issue is not so much business studies—which already exist at Oxford—but enshrining business management in a majestic new school destined to become a major center for management research in Europe. Mr. Said proposed to build the school in the center of Oxford on a 400-yard-long field which is one of the sole remaining patches of grass.

Prevailing views at the university are that education should prepare people for public service, not profit. As one director of a huge investment firm said, "Most British institutions are not going to worship an MBA. Unlike Wall Street, this is not, yet, a major qualification to enter into business."

The New York Times International 11/26/96

Anna Freud Centre Linked to University College London

The Anna Freud Centre, a clinical, educational and research institution specializing in the psychological treatment of children and young adults, has become part of the Psychology Department at University College London.

It offers a one-year Msc degree in Psychoanalytic Developmental Psychology, open to holders of a bachelor's degree in psychology from an approved institution and to those holding a degree in another discipline and possessing comparable qualifications. Applications for the Msc course are processed by the College and degrees are awarded by London University.

The Master's course is divided into three terms of approximately 12 weeks and consists of lectures in Basic Psychoanalytic Concepts, Infant and Child Observation, Research Seminars and a Project.

Graduates of the Master's program are invited to pursue four years of clinical work, training and research, the most intensive training program in child psychoanalysis and psychotherapy in the UK.

Communication from the Anna Freud Centre 11/96

UNITED STATES Women Make Substantial Progress In Education over Past Two Decades

The National Center for Education Statistics has found that over the past two decades, women have made substantial educational progress. The large gaps between the education levels of women and men that were evident in the early 1970s have essentially disappeared for the younger generation.

Although they still lag behind males in mathematics and science achievement, high school females on average outperform males in reading and writing, and take more credits in academic subjects. Females also are more likely than males to attend college after high school and are as likely to graduate with a postsecondary degree.

Both female and male students are following a more rigorous curriculum than they were a decade ago, with the percentage of high school graduates earning 4 units of English and 3 units each of science, social studies and mathematics rising from 13 to 47 percent between 1982 and 1992.



Female students are as likely as males to take advanced math and science courses in high school, and are more likely to study a foreign language.

In college, women were about three times as likely as men to graduate with degrees in education at the bachelor's level. Women were also more likely than men to major in English, modern foreign languages, communications, psychology and the health sciences. They were much less likely than men to have taken courses in the physical sciences, mathematics, computer science, and engineering. In the social and behavioral sciences, women were more likely than men to have taken psychology and sociology, and less likely to have taken political science and economics. At the graduate level, the tendency of women and men to choose different fields of study has declined in many major fields.

When compared to their counterparts in other countries, females in the US generally have higher educational attainment. Among US women 25-64 years old in 1992, 84 percent had completed high school—far more than their counterparts in Japan, West Germany, the United Kingdom, France, Italy and Canada. However, in several

countries the educational attainment of women is increasing rapidly. The percentage of 25-34-year-old females completing both secondary and higher education in 1992 was 23 percent in the US, 16 percent in Canada, 12 percent in Japan and France, 11 percent in both West Germany and the United Kingdom, and seven percent in Italy. Moreover, in 1987 the percentage of women who were awarded university degrees in science and engineering fields was much higher in the US than in other highly industrialized countries, including Japan and West Germany.

These gains in educational attainment are not rewarded in the marketplace. In 1993, the average earnings of female high school graduates aged 25-34 were more than one-third lower than those of male graduates of the same age. Similarly, female college graduates earn, on average, salaries that are 80 percent of what their male counterparts receive.

US Department of Education NCES96-768

Record Number of Foreign Students Enrolled at US Colleges Last Year

A record-setting 453,787 foreign students were enrolled in US colleges and universities last year—1,152 more than in the previous year. However, the 0.3 percent increase in the foreign student population was the smallest rate of growth in a quarter century.

In some instances, the flow of foreign students to the United States has slowed markedly in the 1990s. The number of students coming to US institutions from several countries that for years had sent the largest contingents has either grown minimally or declined.

"The numbers are quite worrying," says Richard M. Krasno, president of the Institute of International Education. "If you believe, as I do, that foreign students coming to the United States is in our national interest, then we have every reason to be concerned."

The statistics come from the institute's annual study of international educational exchange, the results of which were released in December. This year's report, "Open Doors 1995-96," is based on a census of the foreign student population at 2,715 accredited US colleges and universities, 96 percent of which responded to the institute's questionnaire. The study is supported by the United States Information Agency.

The report also shows an increase of almost 11 percent in the number of Americans studying in other countries. A total of 84,000 US students did academic work for credit abroad in 1994-95, the most recent year for which statistics are available.

Foreign students accounted for 3.1 percent of the total enrollment in US higher institutions last year. One of every five was here to study business,

the most popular field. Engineering also attracted a large number of foreign students, 16 percent. Research universities enrolled 42 percent of all foreigners.

The primary source of financial support for 67.8 percent of the foreign students was personal and family funds. Only one percent of the students relied on the US government for support.

Other countries also are becoming attractive to foreign students. Growing numbers of students from Asia, the region that continues to account for the majority of foreign students in the US, are either enrolling in institutions at home or pursuing educational opportunities in other countries, often closer to home than the United States. Australia and Japan have been particularly active in recruiting foreign students.

The Chronicle of Higher Education 12/6/96

Survey Discovers Surface Tranquillity Belies Undercurrent of Change

The preliminary results of the 1995 CGS/GRE Survey of Graduate Enrollment indicate that the slowdown in overall graduate enrollment, first observed in the Fall of 1994, has turned into a pattern of apparent stability. This calm surface, however, belies a strong undercurrent of demographic change.

Groups which once impelled the growth of the 1980s and 1990s are now in decline, and their numbers are offset by continued increases in the enrollment of other groups. Increases in the number of women and minorities continued in 1995. Women now constitute the majority of graduate enrollment—54 percent of the total.

One of the most notable shifts in enrollment patterns is the reversal of the growth trends for international students. From 1986 to 1992, foreign student enrollment grew rapidly, averaging four percent per year. The first shift in this trend occurred in 1993 with decreases of one to three percent between 1992 and 1994. From 1994 to 1995, the number of non-US citizen temporary visa holders decreased by about one percent.

The only substantive growth in graduate enrollment occurred in the health sciences, which increased by two percent from 1994 to 1995, slowing from the five to six percent range seen in previous years. This increase is coming from two sources: an increase in the number of students interested in careers in the health sciences and an upgrading of credentials of individuals already practicing in that area.

On the domestic front, there is considerable concern about the difficult labor market facing PhD recipients. This is already being felt in physics, where data from the American Institute of Physics indicate that first-year graduate physics enrollment has decreased by 25 percent since 1992.

CGS Communicator 11/96

FEATURE

"Anecdotal evidence suggests that students transferring into US institutions as juniors have performed extremely well."

EDUCATION IN BELIZE: A PROFILE

by C. Tracy Harrington & Adrian Leiva

Belize is a small Central American country on the Caribbean Sea bordered on the north by Mexico and on the west and south by Guatemala.

With a population of approximately 200,000 in an area roughly the size of Massachusetts, it is a sparsely populated, geographically diverse country with coastal savannahs, mountains, rain forests, and the second largest coral barrier reef in the world.

Belize is a political democracy with a stable two-party system that has comfortably accommodated a striking cultural and ethnic diversity: historically dominant Euro-African creoles, located principally along the coast and its hinterland; Spanish-speaking mestizos who occupy the north, extreme west, and coastal islands; two distinct groups of Mayan Indians; Afro-Carib Garifuna peoples in the extreme south of the country; two groups of European Mennonites; East Indians; a small but visible minority of North Americans and Europeans; and a growing population of recent Chinese immigrants.

An eclectic mix of internal traditions and external linkages, Belize defies easy categorization. It is part of the English-speaking Caribbean and an active member of the Commonwealth group of Caribbean countries with which it shares a history of British overrule. A Caribbean tempo and flavor distinguishes the main city and cultural center, Belize City. At the same time, strong and expanding connections with the United States have dramatically

affected cultural, economic and educational institutions. US economic alliances are paramount, cable television brings US sporting and cultural events into virtually every Belizean home, expanding tourism attracts growing numbers of Americans interested in eco-tourism and Belize's rich Mayan resources, and tertiary education is strongly US-influenced in structure and approach. While committed to its English-speaking heritage, Belize is increasingly hispanic in tone and complexion, pursuing stronger links with its Central American and Mexican neighbors.

PRIMARY AND SECONDARY EDUCATION

The education system of Belize reflects the eclectic, diverse nature of the larger society. The historical grounding in British educational practice is reflected in a continuing emphasis on a system of external examinations as certification and selection devices and both primary and secondary systems that disproportionately serve the minority of academically talented children and youth. At the end of primary school, students must pass the National Selection Examination in order to gain access to secondary school. Secondary school students take external examinations set and administered by the regional Caribbean Examinations Council (CXC); results from these examinations weigh heavily in students' admission to any post-secondary education.

Approximately 80% of children are enrolled in primary school, yet only slightly more than half of them complete the full eight years. About two-thirds of students entering secondary education complete the four-year cycle, and

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only a small percentage are able to continue their education at the tertiary level. In the 1995-96 school year, slightly over 56% of children 12-16 years of age were enrolled in secondary education throughout Belize.

While the general quality and effectiveness of education places Belize among the most successful of Caribbean and Central American countries, there remain wide discrepancies across the country. Schools in cities and towns have better qualified teachers, more resources, and better results; almost twice as many urban as rural children pass the entrance examination for secondary school.

POST-SECONDARY EDUCATION

In the modern era, post-secondary education in Belize began in the 1950's with the introduction of programs leading to Cambridge A-Level examinations in arts and sciences. Today, ten institutions offer post-secondary programs to approximately 2,900 students. Among these programs, four patterns of post-secondary education are discernible: programs and curricula governed by external examinations, principally British or British-based; programs modelled on the American lower division, associate of arts or science degrees; programs shaped and moderated by Commonwealth agencies in the Caribbean; and programs designed to respond to specific Belizean educational needs and concerns.

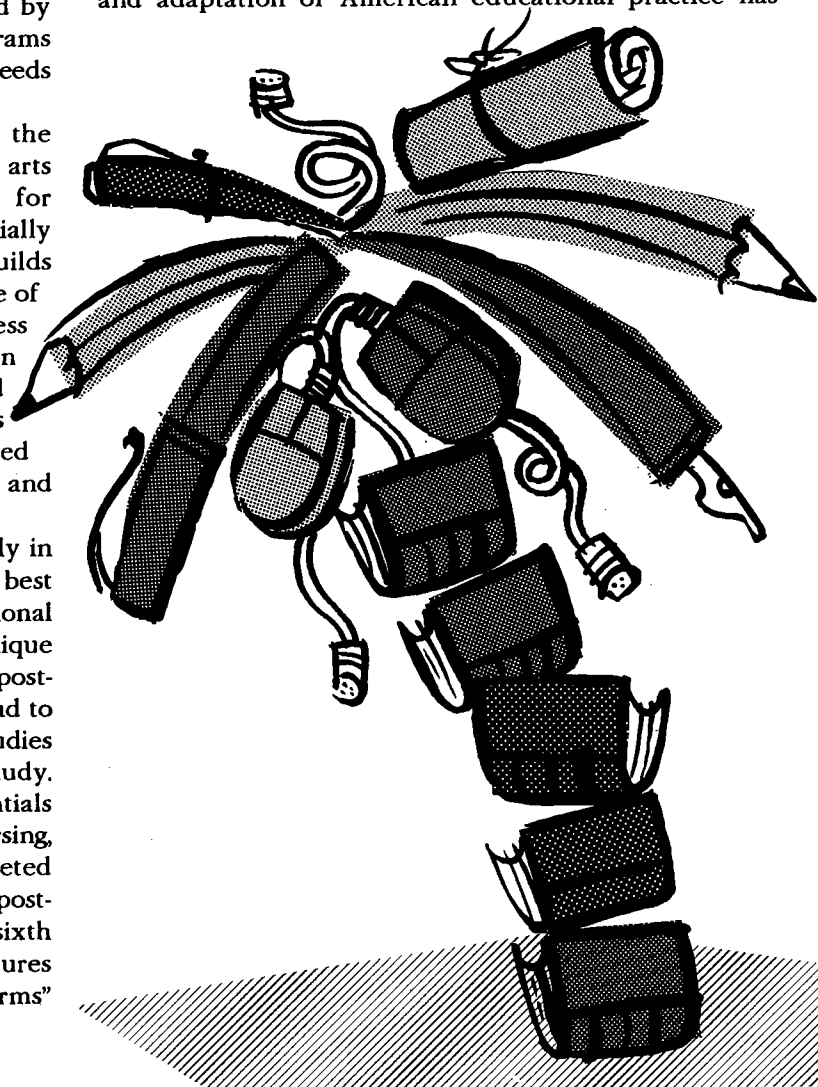
Seven institutions offer programs leading to the associate of arts degree; as part of their associate of arts programs, four institutions include opportunities for students to prepare for external examinations, especially the GCE A-Level examinations or the City and Guilds examinations. One institution, the University College of Belize (UCB), offers baccalaureate training in business administration and secondary school teacher education as well as certificate and diploma programs and associate degrees in specialized fields. Other institutions offer certificate and diploma programs in specialized professional preparation areas including teaching and nursing.

The eclectic nature of the larger society is clearly in evidence in higher education in Belize. Perhaps the best illustration of this eclecticism is the mixed educational nomenclature which employs familiar terms in unique ways. A "college" may be either a high school or a post-secondary institution. An "A-Level" program may lead to external examinations or merely describe a general studies curriculum of the first two years of post-secondary study. "Certificates" or "diplomas" typically refer to credentials awarded for specific, pre-professional training like nursing, teaching, or accounting; but a successfully completed secondary program also yields a "diploma." Two-year post-secondary academic institutions are often called "sixth forms," echoing British and Commonwealth structures leading to external examinations—but these "sixth forms"

generally offer standard two-year college curricula with few if any students preparing for external examinations. Even terms like junior college and community college can mislead: Corozal Community College is a high school, while Corozal Junior College is a post-secondary, two-year institution. Even more problematic for the American attempting to comprehend Belizean higher education is the fact that junior colleges in Belize are academically oriented institutions with selective admissions policies and strict requirements for program completion.

Despite the mix of approaches and terminology, what is clear is that post-secondary education in Belize is moving increasingly towards a US-oriented, junior college-based tertiary system in conjunction with very targeted, nationally relevant baccalaureate programs.

The majority of Belizean students enrol in higher education programs designed not to prepare them for A-Level examinations but to prepare them for jobs or for transfer either to the University College of Belize or to US institutions for completion of their baccalaureate degrees. All high school students who wish to matriculate at Belizean "Sixth Form" institutions must now submit either ACT or SAT scores. Throughout post-secondary education in Belize, a clear trend towards the adoption and adaptation of American educational practice has



emerged over the past decade. Since the late 1980's, four new institutions offer two-year curricula preparing students to transfer to upper division programs either in Belize or abroad. These institutions and others have focused increasing attention on continuous (as opposed to terminal) assessment through such mechanisms as regular testing and work assignments, required grade point averages, admissions standards that weigh personal references and typical academic progress as well as examination performance, and credit-hour accumulation as avenues to program completion.

Perhaps the clearest evidence of the trend towards a US-oriented system is the decreased emphasis on the A-Level examinations as the central credential for post-secondary study. As mentioned earlier, only four institutions offer A-Level programs. (In May of 1993, a fifth, Muffles College Sixth Form, began offering students the option of taking what is known as the A-Level "General Paper," a test principally of general knowledge and skill in English language. Muffles introduced the general paper as a means of external assessment of their own English language program; fewer than 20 students have opted for the examination since it was introduced, and performance data on these students were unavailable at the time of writing. The general paper is one option offered at the other institutions listed, and figures for students enrolling in and passing the general paper at these institutions are included.) The chart below shows the number of students in each of the four institutions, apart from Muffles, that offered A-Level examinations in 1995-96, along with the numbers who sat and the number who passed A-Level examinations.

Thus, of the total of 2,465 students enrolled in tertiary education in 1995-96, fewer than 400 sat the A-Levels and

INSTITUTIONS OFFERING A-LEVEL EXAMINATIONS 1995-96			
Institution	Total Number of Students	Number Sitting A-Level Exams	A-Level Passes
Corozal	265	140	92
St. John's	566	140	30
Stann Creek	67	53	20
Bze Technical	411	60	34

fewer than 200 achieved A-Level passes in any subject. Approximately 540 of the total 2,465 students were pursuing degrees at UCB; virtually all the remaining students, as well as most of those who sat A-Level exams, were pursuing associate degrees or professional certificates of one sort or another.

Clearly, the A-Level credential is neither sought nor attained by many Belizean students. At the same time, however, its value is deeply rooted in educational traditions in the country. Each year, the government offers two coveted "open scholarships," which cover the full costs of

the recipients' studying abroad in Britain, the US, or the Caribbean. The scholarships are awarded to the two top Belizean scorers on A-Level examinations—no alternative means exist to compete for the open scholarships.

GOVERNANCE AND COOPERATIVE EFFORTS

Of the ten post-secondary institutions in Belize, two (Belize Teachers' Training College and Belize Technical College) are operated directly by the Ministry of Education; one, the College of Agriculture, by the Ministry of Agriculture; one, the Belize School of Nursing, by the Ministry of Health, although negotiations are underway to integrate the School of Nursing with the University College of Belize (UCB); three, Muffles College Sixth Form, St. John's College Junior College, and Stann Creek Ecumenical College, by religious bodies; one, Corozal Junior College, by a local governing board; and two, UCB and UCB/Belmopan Junior College, by an independent Council created under the UCB Act of 1988.

Differing administrative authorities and funding sources have contributed to contrasts in institutional climate, resources, and outcomes. At the same time, however, a recognized need for a coherent and cooperative development across the educational community has undergirded significant efforts towards collaboration. Most important among these efforts is the Association of Tertiary Level Institutions in Belize (ATLIB), a group comprised of all post-secondary institutions in the country that meets regularly and works to regularize, among other things, admissions procedures and record-keeping, curricular development, and professional standards. External efforts at cooperation include involvement by most institutions in various Caribbean and Commonwealth organizations as well as active participation in the Consortium for Belize Educational Cooperation (COBEC). Including all post-secondary Belizean institutions as well as all major US colleges and universities engaged in cooperative programs in Belize, COBEC is an association that supports efforts at tertiary development in Belize through the sponsorship of specific projects, the offering of scholarships for Belizeans at US institutions, and assistance to Belizean institutions in curricular and professional development ventures.

INSTITUTIONS

BELIZE COLLEGE OF AGRICULTURE

Located in the rich farming country of Cayo District, the College of Agriculture offers a two-year Associate of Arts program in general agriculture that blends practical work with classroom study. Students' backgrounds are diverse, but all must have completed secondary school to be admitted.

BELIZE SCHOOL OF NURSING

The School of Nursing offers a three-year program, heavily clinical, that is shaped by the *Blueprint for Regional Examinations* developed by the Caribbean Council of

Nurses. Admission standards include three CXC passes, including English, mathematics, and a science, as well as an entrance examination. Curricula lead to a certificate in practical nursing or a diploma in professional nursing. Midwifery and rural health nursing programs also lead to the award of certificates after one or two years' training, respectively. As mentioned earlier, discussions are currently underway regarding the possible merger of the School of Nursing with the University College of Belize.

BELIZE TEACHERS' TRAINING COLLEGE

BTTC provides professional training and certification for primary school teachers. A two-level program culminates in a Certificate in Education. Level One involves 36 weeks of instruction followed by a 14 week practicum; students with two years of prior teaching experience and a B grade in the practicum are eligible to enter Level Two, which consists of 36 weeks of instruction and four weeks of student teaching. Students without prior teaching experience must complete the requisite two years of teaching before entering the Level Two program. BTTC also provides a variety of in-service training programs for teachers and administrators to prepare them for teachers' examinations. It recently introduced a distance education program to provide training for primary school principals as well as for the Level II teacher qualification. The teacher training program, with strong historical roots in the Caribbean Commonwealth system, is currently in transition and increasingly reflects the US experience of many of the BTTC faculty. Most of the students are on study leave from schools where they are teaching as "unqualified" (non-certified) teachers.

BELIZE TECHNICAL COLLEGE

BTC awards associate degrees in arts and sciences and in applied science upon the successful completion of a two-year course of study. Curricula are organized under departments of building, business studies, engineering, and sciences. Paralleling the associate of arts and sciences curricula are courses preparing students for the external City and Guilds examinations for building and engineering and A-Level examinations in the sciences; about 15% of students sit the A-Levels. Many students enter employment directly upon completion of their two-year associate degrees.

COROZAL JUNIOR COLLEGE

Founded in 1986, CJC provides two-year courses of study leading to associate degrees in business, arts and/or sciences, and secretarial science. Admission requirements include high school completion, a passing score on an entrance exam and passes in CXC English and mathematics. Specific course requirements in relevant fields are also required for admission to the business and secretarial programs. Once admitted, all students take support courses in English and Mathematics. The arts and sciences program utilizes Cambridge A-Level syllabuses in biology, chemistry, economics, English literature, mathematics, physics and Spanish, and approximately half the students take A-Level

examinations. Business and secretarial curricula are comprised of a set program of courses.

MUFFLES COLLEGE SIXTH FORM

Muffles was established in 1992 in response to a growing need for post-secondary education in the Orange Walk district. Students may be admitted to associate degree programs in business, secretarial, or general studies; each program includes courses in a support core, which is equivalent to a general education requirement; a professional core, which involves courses in the major field; and electives.

Clearly, the A-Level credential is neither sought nor attained by many Belizean students.

The general studies degree is closely parallel to the two-year general education program at most US institutions. Since 1995, Muffles students have been able to sit the A-Level "general paper," a measure of general knowledge and English language skills. Applicants to Muffles must have a high school diploma or its equivalent, rank in the upper half of their graduating classes, and submit "acceptable" scores on the ACT and CXC math and English examinations. Since 1993, Muffles has administered its own entrance examination, required of all students. Students must also submit two recommendations.

ST. JOHN'S COLLEGE JUNIOR COLLEGE

The oldest and most prestigious of Belizean educational institutions, St. John's was established by Jesuits in the 1880's as a boys' secondary school. Since 1952, it has been offering post-secondary education; since 1964, it has been co-educational. St. John's offers curricula in business, arts, arts and sciences, general studies, secretarial science, and sciences leading to associate degrees in its day programs, and an associate degree in business administration in an evening program. Students may combine study towards the associate degree with the narrower and more specialized syllabuses preparing them to sit the advanced level examinations, which about 25% do. All courses of study include required support courses in English, theology, and mathematics as well as a professional core in the areas of specialization.

Applicants to St. John's must submit high school transcripts, two references from high school, an ACT score, and CXC scores in mathematics and science, for arts and sciences, as well as scores in the subjects in which they plan to specialize. Students must stand in the upper half of their high school graduating class to be considered for admission. To reflect its emphasis on the associate degree curricula over A-Level preparation, St. John's College

changed its name in 1996 from "St. John's College Sixth Form" to "St. John's College Junior College."

STANN CREEK ECUMENICAL COLLEGE

Established in 1986 as a distinct entity of the Anglican-Catholic Ecumenical College providing secondary education in the southern coastal center of Dangriga, Stann Creek offers associate degree programs in business, science and mathematics, arts and sciences, arts, and general studies; actual offerings vary from year to year depending on availability of faculty and student demand. While about 80% of students sit A-Level examinations, only about a third receive passes in A-Level subjects. Admission requirements include completion of high school, ACT and college placement scores, CXC general level English scores, CXC math scores (for science students), and CXC scores in the subjects of their specialization.

UNIVERSITY COLLEGE OF BELIZE

The University College of Belize (UCB) was established in 1986 as a replacement for the Belize College of Arts, Science and Technology, a first initiative towards comprehensive tertiary level education in the country. UCB was established as Belize's baccalaureate institution offering upper division courses that would build on the

*...most Belizeans go
abroad for advanced
post-secondary study.*

lower division, associate of arts programs offered elsewhere in the country.

While in its early years UCB was closely linked with a US institution and offered programs paralleling those at that institution, in 1990 it became independent under the authority of its charter, the University College of Belize Act of 1988. Since then, it has grown both in numbers of students served and in the range of programs it offers. Today, UCB offers B.Sc. degrees in business administration and in certain fields of secondary education (biology, business education, chemistry, and mathematics), B.A. degrees in English Education (secondary), certificates in English as a Second Language and Paralegal Studies and professional education, and associate degrees in laboratory technology and pharmacy.

Admission to baccalaureate programs requires completion of the associate degree or its equivalent with a 2.5 or better GPA, program specific courses, a matriculation examination set by UCB, and two recommendations. Applicants to the associate programs must have passes in four CXC subjects, a high school diploma, an "appropriate"

ACT score, high school transcripts, two references, and a pass on a matriculation examination set by UCB. Admission to certificate or diploma courses requires a high school diploma or its equivalent, program specific courses, a passing score on a placement examination, and two references. Since its founding a decade ago, UCB has steadily grown in the range of programs it offers and in its efforts to respond to Belizean needs for higher education. At the same time, its emphasis on upper division baccalaureate offerings has sparked a parallel emphasis in the sixth form and junior college institutions on expansion of the associate degree programs. Limited resources have prevented the institution's expanding its range of baccalaureate offerings, so that students who pursue degrees other than business or secondary education must study outside Belize.

UCB-BELMOPAN JUNIOR COLLEGE

In 1992, a new junior college was initiated under the aegis of UCB as part of a larger plan for a multi-functional, multi-campus UCB. Located in the nation's capital, BJC provides Belize's western district with academic tertiary education as part of the larger UCB administrative structure. BJC offers courses leading to the associate degree in general studies with concentrations in mathematics, English, business studies, business administration or secretarial studies; these programs are designed to articulate smoothly with the baccalaureate programs at the Belize City campus of UCB. For the associate of arts programs, approximately half the credit requirements are in a general core of courses in humanities, mathematics, natural sciences, and social sciences. BJC also offers a one-year certificate program in accounting.

Entry requirements to BJC include completion of high school, submission of a high school transcript, an "acceptable" ACT score, two recommendations, and a passing score on an entrance examination. Applicants should have either five years of relevant work experience or four CXC results at designated pass levels.

THE TRANSFER ISSUE

Because of the paucity of opportunities for baccalaureate-level programs in Belize, most Belizeans go abroad for advanced post-secondary study. Even with the development of UCB, this pattern continues, since UCB offers limited programs and is unlikely to expand the number of programs significantly in the near future. Traditionally, students went either to the University of the West Indies or to Britain for further studies. Since the early 1980's, however, Belizeans have increasingly sought higher education in the United States; today the vast majority travel to the US for baccalaureate and post-graduate work. Both the absolute numbers and the percentage of Belizeans seeking US degrees has increased, and most of these students attempt to enter US institutions as transfer students after completing "sixth form" or associate degree programs in Belize.

The evaluation by US admission offices of credits awarded from Belizean institutions thus becomes a key issue in the educational progress of Belizean students. Confusion over the mixed terminology of education in Belize and, until recently, the difficulty of accessing information on admission standards, course content, and program completion standards have made the evaluation of credits for transfer a challenge. For the past decade, a complicating factor in evaluating transfer credit has been the 1987 PIER report which recommended transfer of arts, arts and sciences, or science courses following A-Level syllabuses of a "maximum of 30 semester units determined on the basis of external examination results rather than the record of courses and grades" (emphasis added). For associate of arts in general studies, business, and secretarial sciences based on internally developed syllabuses, the PIER report recommended "special caution" with "possible transfer credit up to a maximum of 30 semester units." Given the low percentage of students taking and passing A-Level examinations, a common result of these recommendations has been the award of minimal or no credit for post-secondary academic work. Ironically, the movement in Belize towards an American-style junior college curriculum has often meant penalties for Belizeans transferring to US institutions.

An update of the PIER report was issued in 1996. While it recognizes the shift in post-secondary education to associate-level programs patterned after US junior colleges and lower division curricula, it makes no revision in the 1987 recommendations and in fact refers admission officers to the 1987 report for detailed discussion of Belizean post-secondary education. It seems unlikely that admissions officers unfamiliar with the complexity of post-secondary education in Belize will be inclined to award adequate credit for associate-level work on the basis of the PIER update.

The more important issue is, of course, whether students transferring to US institutions who DO receive maximum credit for work in Belize are adequately prepared to complete US baccalaureate degrees. Many Belizeans have studied in the US, and many of those have received advanced placement for work completed in Belizean institutions. How have they fared?

Anecdotal evidence suggests that students transferring into US institutions as juniors have performed extremely well. Between 1986 and 1996, 433 Belizeans studied for undergraduate degrees under the Central American Peace Scholarships (CAPS) program. CAPS personnel at the USAID office in Belize report that only a tiny percentage of these students failed to maintain superior records and complete their degrees. A random sample of 10 students from 81 for whom complete records were available showed that, of nine admitted as juniors, all completed degrees and all but one maintained grade point averages at their US institutions of 3.4 or better.

In a survey conducted in 1996 by the co-authors of this article, US institutions having experience with numbers of Belizean transfer students were asked to respond to a series of questions regarding these students, including:

- the number of Belizeans admitted to undergraduate programs, the number who completed degrees, and the number who left without finishing degrees
- the percentage receiving transfer credit, the number admitted as juniors, and the average number of credit hours transferred from Belizean institutions
- the grade point averages of students admitted to junior standing from Belize

Eleven institutions were sent the survey and five responded. Of the five institutions that responded, one was a large,

Belizean students who receive maximum transfer credit for associate programs in Belize are usually well prepared to excel in upper division work at US institutions.

publicly supported research university, two were medium-sized regional state institutions and two were small liberal arts colleges. A total of 90 students had been admitted as undergraduates to these institutions, with 77 having completed their degrees and only four having left without finishing. All of the institutions awarded transfer credit, and 68 of 84 students were admitted as juniors (data on class rank were unavailable from one institution with 16 students). Semester transfer credit hours ranged from a minimum of 30 to a maximum of 63; the average was 60. Grade point averages of students admitted as juniors ranged from a 2.0 to 4.0, with the average a 3.26.

While this is not a comprehensive survey, the results strengthen the conclusion, based on anecdotal evidence, that Belizean students who receive maximum transfer credit for associate programs in Belize are usually well prepared to excel in upper division work at US institutions. There seems to be reason at least to consider post-secondary, associate-level work in Belize for transfer credit apart from external examinations.

For admission officers or transcript evaluators, general conclusions are not helpful in determining exactly what credit to give for specific courses or programs. Fortunately, information on courses, course content, admission and grading standards at Belizean institutions is much more accessible than it was a few years ago. All of the tertiary level institutions now publish detailed college catalogues or bulletins that describe academic programs, admission criteria, grading systems, and criteria for award of degrees. For current courses, detailed syllabuses are available from most institutions. The two associations described earlier—ATLIB and COBEC—can be useful sources of information on programs and institutions. Israel Cano, Dean of Belmopan Junior College, is currently chairman of ATLIB. He can be contacted by mail at P.O. Box

340, Belmopan, Belize, by fax at 501-8-23735, or by e-mail at ICAN@AJC.edu.bz.

The current chairman of COBEC is the co-author of this article, Tracy Harrington. He can be contacted at Valdosta State University, Valdosta, Georgia 31698. His fax is 912-245-3849; e-mail is tharring@grits.valdosta.peachnet.edu

By any measure, Belize is a small country that fits only awkwardly into the various categories available for convenient

classification. It is Caribbean and Central American, British in its traditions but increasingly American in its external affiliations and—most important—uniquely Belizean in its cultural, social, and educational blending of traditions and influences. It is a country worth understanding on its own terms and for its own sake.

ASSOCIATE DEGREE REQUIREMENTS (May, 1993)

Program Requirements	Business Admin.	Mathematics	English Studies	Business Studies	Secretarial Studies
Total credits	70	70	70	70	70
General Core	37	37	37	37	37
Concentration	24	24	24	24	24
Education	6	6	6	6	6
Elective	3	3	3	3	3
Non-credit	2	2	2	2	2

GRADUATION REQUIREMENTS

Quality Standards:	GPA of 2.5 overall
English Competency:	A minimum grade of C (2.0) in core English courses taken (Engl 111 and 112)
Spanish Competency:	A minimum grade of C (2.0) in core Spanish courses taken (Span 111 and 112)
Humanities:	(Included in General Requirements)
Social Sciences:	(Included in General Requirements)
Benefits:	Easy transfer into UCB

GENERAL REQUIREMENTS (Core Requirements) 46 Hours

AREA I Course ID	HUMANITIES Description	18 HOURS Credits	AREA III Course ID	SOCIAL SCIENCES Description	15 Hours Credits
Eng 111	College English I	3	Soc 121	Introduction to Sociology	3
Eng 112	College English II	3	P'syc 121	Introduction to Psychology	3
Span 111	Intermediate Spanish	3	Econ 221	Principles of Economics I	3
Span 112	Advanced Spanish	3	Educ 140	Introduction to Education	3
Hist 201	Belizean History	3	Educ 240	Educational Psychology	3
Phil 210	Ethics	3			
AREA II Course ID	MATHEMATICS & NATURAL SCIENCES Description	10 HOURS Credits	AREA IV Gstu 101	OTHER Study Skills	Credits 0
Math 121	Intermediate Algebra	3			
Cmps 140	Introduction to Computer Studies	3			
Nasc 210	Natural History of Belize	4			
			AREA V	Free Elective Chosen from any of the above areas	3

ENGLISH

Aim: The BJC Associate Degree-English concentration curriculum is designed upon the principle that life and language are bound together. A thorough study of the language should enable students to master the technical skills of language and allow them to secure facts and feelings that will empower them to adeptly communicate in formal and informal situations. This empowerment will enable the student to contribute positively in the personal, social, political and psychological development of our democratic society.

Semester 2

Course ID	Description	Credits
Nasc 210	Natural History of Belize	4
Phil 21 0	Ethics	3
Litr 280	Literature of the Americas	3
Engl 221	Advanced Composition	3
Litr 240	Caribbean Literature	3
	Elective	3
		19

Total number of credits for Associate Degree in General Studies with Concentration in English: 70

MATHEMATICS

Aim: The BJC Degree in General Studies with specialization in Mathematics is designed to adequately prepare students to enter fields which require mathematics as a major component. The curriculum also ensures that the student who wishes to enter the field of teaching is equipped to impart the concepts which underlie the topics taught at the secondary school level. Since the program provides a firm foundation for all fields of mathematics, the student who wishes to pursue a further degree in mathematics or desires to pursue a career in applied mathematics would have been provided with the necessary foundation to do so.

Quite often, an Associate Degree is only a minor indication of the student's field of interest. It is therefore important that students be afforded the best possible look at all subject matter he/she encounters. The mathematics program makes a serious attempt to give students a look at a good representation of the scope of mathematics they can and might encounter as they pursue further study. The practical applications which are planned as part of every course are designed to make students aware of the many careers open to the person who, through a careful study of mathematics, has learned to think in a systematically analytical form and to work in a *consistently accurate* manner.

Course ID	Description	Credits
Math 124	Trigonometry	3
Math 125	Advanced College Algebra	3
Math 210	Differential Calculus	4
Math 220	Integral Calculus	4
Math 230	Probability and Statistics	3
Math 250	Applied Mathematics	3
Cmps 240	Computer Programming	4

Total number of credits for Associate Degree in General Studies with Concentration in Mathematics: 70

Course ID	Description	Credits
Litr 150	Survey of Literature I	3
Litr 210	British Literature	3
Litr 240	Caribbean Literature	3
Litr 260	Survey of Literature II	3
Litr 270	African Literature	3
Litr 280	Literature of the Americas	3
Engl 123	Grammar and Usage	3
Engl 221	Advanced Composition	3

ENGLISH PROGRAM SEQUENCE
FIRST YEAR

Semester 1

Course ID	Description	Credits
Engl 111	College English I	3
Span 111	Intermediate Spanish	3
*Soc 121	Introduction to Sociology	3
Math 121	Intermediate Algebra	3
Cmps 140	Introd. to Computer Studies	3
Gstu 101	Study Skills	0
		15

*Anth 111 (Introduction to Anthropology) may be offered in place of Soc 12 1.

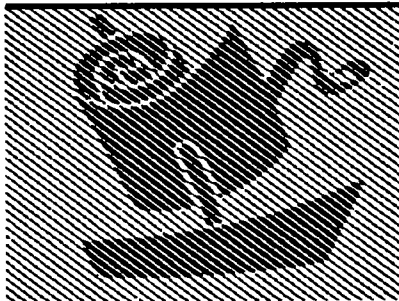
Semester 2

Course ID	Description	Credits
Engl 112	College English II	3
Span 112	Advanced Spanish	3
Psyc 121	Introduction to Psychology	3
Litr 150	Survey of Literature II	3
Engl 123	Grammar and Usage	3
Educ 140	Introduction to Education	3
		18

SECOND YEAR

Semester 1

Course ID	Description	Credits
Hist 201	Belizean History	3
Econ 221	Principles of Economics I	3
Litr 260	Survey of Literature II	3
Litr 270	African Literature	3
Litr 210	British Literature	3
Educ 240	Educational Psychology	3
		18



STUDY ABROAD

by CLAIRE COCCIOLE

CONTRIBUTING EDITOR:
SUSAN ANSARA

No Longer So Exotic Destinations: South and Southeast Asia

The latest survey by the Institute of International Education finds that more American college students are studying overseas, and more are venturing further afield. The number of American students studying abroad in 1994-95 rose 10.6 percent, to 84,403, continuing a ten-year upward trend.

In a recent interview in *The New York Times*, Richard M. Krasno, IIE President said, "As recently as a decade ago, studying abroad was considered a luxury. I think it's now considered a more instrumental part of undergraduate education."

He believes American students are reacting to exposure to other cultures on their own campuses, and recognizing the importance of a second language and international experience in competing for jobs.

In earlier times, a semester in Great Britain seemed exotic to most American students. This still remains the most popular choice, with 23 percent, or 19,410 students, going there. But today students can choose from an ever-growing array of programs located just about anywhere, including South and Southeast Asia.

Southeast Asia is generally regarded as the region comprised of Indonesia, the Philippines, Singapore, Malaysia, Thailand, Myanmar (formerly known as Burma), Laos, Cambodia and Vietnam. South Asia con-

sists of India, Pakistan, Nepal, Bangladesh, Bhutan, and Sri Lanka. At the moment, India, Nepal and Thailand seem to be the hot destinations for semester or academic year programs, judging from the number of programs being offered in these countries.

While some past descriptions of this part of the world as "remote" and "distant" may linger, the truth is that today no major city is truly isolated. Modern technology brings even remote areas within easier reach. Students have grown increasingly aware of this, and have used this argument to convince many an anxious parent.

Perhaps one of the more difficult things to learn for study abroad students is the ethnic, linguistic, and religious diversity, and the resulting ramifications, found in the region. In many of these countries social classes and social groupings have long remained separated. Despite their immensely mixed populations, the concept of heterogeneity, as it is viewed in North America, is unknown. Rather, there is a recognized hierarchical system based on ethnic background and mother tongue that provides social stability but also serves to perpetuate the relative political and social stratification.

Some of the formats for these South and Southeast Asian programs are not of the garden variety. Many institutions have come up with extraordinary itineraries, while a large number of them place students in direct contact with the local communities, offering an even greater chance of learning about the host environ-

ments. A sampling of some programs is mentioned below.

■ **The Council on International Educational Exchanges** offers programs at IKIP Malang, Indonesia; Khon Kaen University, Thailand; and Vietnam National University, Vietnam. The program in Indonesia allows students to gain knowledge of the Indonesian language and to grasp a meaningful understanding of contemporary Indonesian society. Students also participate in a three- to four-week field study, during which they live in an East Javanese village. The CIEE program in Thailand emphasizes the Thai language and culture, with required electives in development studies, environmental studies, Thai literature in translation, Thai writing, or an internship. Students at Hanoi University take courses in Vietnamese language, culture and civilization.

■ **Michigan State University will launch a new program in Nepal** in the spring. It maintains a unique, multidisciplinary approach among the colleges of Agriculture and Natural Resources, Social Sciences, and Arts and Letters. The program is based in Pokara, with a week-long orientation in Kathmandu.

■ **An Asian Cultural History Tour is sponsored by Eastern Michigan University**, with visits to China, Hong Kong, Indonesia, India, Nepal, Thailand, and Vietnam.

■ **Friends World** offers a two-semester program in comparative religions and culture, including travel to Japan,

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Thailand, India, Nepal and Israel. Included are an area studies program as well as independent study in each of the countries.

■ **The School for International Training** has long been active in the region, with programs in Nepal and India. For the past decade they have hosted a Tibetan Studies Program at sites in Nepal, India, Tibet and Bhutan. SIT also has programs in Bali, Indonesia and northwest Thailand. As Chris Deegan, the Regional Director for Asia/Oceania Programs, put it, SIT tries to disillusion students of the concept of 'exotic' so that they can begin to blur the lines between themselves and the 'other', i.e. the culture in which they are living and studying. This is accomplished through direct immersion, forcing students to leave behind their cultural baggage and focus on what is in front of them.

Some of the more interesting programs are highlighted below. This list is by no means inclusive of all semester or academic year programs, and does not touch on summer or short-term programs offered in the region.

INDIA

■ **SUNY Oneonta's** long-established program is offered every two years. From orientation and departure in June until the return at the end of November, participants are kept on the go. They visit sites throughout India and are engaged in community service and research projects, including work in the Mother Theresa Home, in orphanages, and with battered women's groups.

■ **Brethren Colleges Abroad** runs a program in Kerala, India, where students study at the Cochin University of Science and Technology. The program offers a unique Peace Studies component through the host university's College of Gandhian Studies. Participants also study the notable success which has been achieved in economic development by the linking of the economy to literacy and gender equity.

■ **The Global Campus at the University of Minnesota** offers the Minnesota Studies in International Development

(MSID) program in Pune, India, 100 miles southeast of Bombay. Course-work, language instruction, internships, orientation and home stays are arranged in cooperation with a wide variety of non-governmental social service, environmental and development agencies in Pune and nearby rural areas.

In addition, just a few of the other sponsoring institutes in India include:

■ **College Consortium of International Studies** offers a program at Mount Carmel College of Bangalore University in South India;

■ **Colgate University** can be found in Madras with their program entitled "India Study Group;"

■ **Davidson College** sponsors a fall semester program in Madras; and

■ **Antioch College** sponsors a Buddhist Studies program, which is based in Bodhi Gaya.

NEPAL

■ **Cornell University** has teamed up with Tribhuvan National University in Kirtipur, Nepal to run a program which focuses on the study of Nepali language and Nepalese studies. At the same time, it also offers field study in either environmental and ecological diversity of the cultures and peoples of Nepal. The semester is organized around an orientation, two months of coursework, one additional four-credit course and a study tour.

MALAYSIA

■ **Western Michigan University** has established a joint program with Sunway College near Kuala Lumpur, Malaysia, whereby Malaysian students can transfer to WMU after five semesters of study to complete their baccalaureate degrees. American students can spend a semester at Sunway and apply credits earned directly to their WMU degree as the courses offered are clones of the WMU curriculum, taken directly from the WMU catalog, and are based on WMU grading standards.

■ **The University of Minnesota - Twin Cities** has an exchange with Universiti Malaysia, in Penang. Students in Malaysia are free to enroll in English

courses offered in the curriculum as well as in language classes.

THAILAND

■ **Antioch College** holds its spring semester Thailand program in Prachuab Kiri Khan, south of Bangkok, for the first three weeks, and then in Chiang Rai, northern Thailand, for the remaining 12 weeks. Participants study the Thai language, culture, history, and community development. They also observe first-hand the impact of industrial forces on the culture and environment of Thailand.

VIETNAM

■ The University of Hanoi is the site for **Hobart and William Smith Colleges'** "Vietnam Term Abroad." The focus of this program is Vietnamese civilization, culture, economics, political science, and Vietnamese language.

■ **The Oregon State System of Higher Education** will begin a program in the winter in Hue, Vietnam. The first half will be devoted to intensive language study and the second half will be an internship. Candidates for the pilot run have interests which include native clothing and costume design, sports, and nutrition.

The vast cultural differences existing between North America and South and Southeast Asia mandate that the student prepare far in advance and be well aware that the experience of a study abroad program in this region will be like no other.

Social mores may serve as strong barriers to integration by the outsider. What is considered acceptable behavior by many North Americans may prove to be impolite in the host country. Bea Szekely, of Cornell University's Study Abroad Office, tells of the difficulties students encounter in adjusting to Nepal, for example. Men and women are housed in separate hostels with Nepali roommates. Women must never expose their arms or feet or go out alone at night. Students also must be careful not to violate certain practices governing eating. While these restrictions may seem limiting at first, Szekely says, many students come to view them as liberating in the sense that they draw them closer to Nepali culture.

Accredited National Four-year Colleges & Universities in Korea

Name of Institution	Year established	City	Fax
Andong National University	1947	Kyungbuk	0571-50-5599
Anseong National Polytechnic University	1939	Kyunggi-do	0334-73-2704
Changwon National University	1979	Kyungnam	0551-83-2970
Cheju National University	1952	Cheju-do	064-55-6130
Cheju National University of Education	1962	Cheju-do	064-55-5061
Cheongju National University of Education	1962	Chungbuk	0431-67-7343
ChinJu National University	1910	Kyungnam	0591-745-8741
Chinju National University of Education	1940	Kyongnam	0591-52-9554
Chonbuk National University	1947	Chonbuk	0652-70-2188
Chonju National University of Education	1962	Chonju	0652-81-0102
Chonnam National University	1952	Kwangju	062-524-6714
Chungbuk National University	1951	Chungbuk	0431-63-0612
Chuncheon National University of Education	1939	Kangwon-do	0361-261-4328
Chung Ju National University	1962	Chungbuk	0441-853-1236
Chungnam National University	1952	Taejon	042-823-1469
Gyeongsang National University	1948	Kyongnam	05191-54-8061
Inchon National University of Education	1962	Inchon	032-541-0580
Kangnung National University	1979	Kangwon-do	0391-43-7110
Kangwon National University	1947	Kangwon-do	0361-51-9556
Kong-Ju National University of Education	1962	Chungnam	0416-54-1578
Kong Ju National University	1948	Chungnam	0416-53-3157
Korea National Open University	1972	Seoul	02-744-5882
Korea National University of Education	1984	Chungbuk	0431-60-2966
Korean Maritime University	1945	Pusan	051-414-2475
Korean National College of Physical Education	1977	Seoul	02-418-1877
Kumoh National Inst of Tech	1979	Kyungbuk	0546-461-0136
Kunsan National University	1979	Chonbuk	0654-62-5334
Kyungpook National University	1946	Taegu	053-954-6806
Kwangju National University of Education	1938	Kwangju	062-528-2622
Milyang National University	1923	Kyungnam	0527-355-3186
Mokpo National Maritime University	1950	Mokpo City	0531-42-5176
Mokpo National University	1979	Chonnam	0636-52-4793
National Fisheries University of Pusan	1941	Pusan	051-625-9947
Pusan National University	1946	Pusan	051-512-3368
Pusan National University of Education	1962	Pusan	051-505-4908
Pusan National University of Technology	1924	Pusan	051-621-2821
Samchok National University	1938	Kangwon-do	0397-72-8620
Sangju National Polytechnic University	1921	Gyeongbug	0582-32-6005
Seoul City University	1918	Seoul	02-244-5301
Seoul National University of Education	1946	Seoul	02-885-5272
Seoul National University	1948	Seoul	02-885-5272
Seoul National Polytechnic University	1910	Seoul	02-970-6088
Suncheon National University	1982	Chonnam	0661-50-3117-8
Taegu National University of Education	1962	Taegu	053-651-5369
Taejon National University of Technology	1927	Taejon	042-625-1485
University of Incheon	1979	Incheon	032-762-1548
Yosu National Fisheries University	1917	Chonnam	0662-41-5520



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Impact of New Immigration Law

continued from page 1

Summary Exclusion

Section 301 of the new law grants Immigration and Naturalization Service (INS) inspectors at the border power to remove a foreign national if the inspector decides that the individual does not have the proper visa or has made a misrepresentation in attempting entry. There is no appeal or recourse from such an order, and imposition of a removal order will result in the foreign national being barred from the United States for five years.

While many people think that summary exclusion affects only people entering the country illegally, its scope is actually wider. For example, someone from overseas may be entering the United States to speak at a university. If the INS inspector finds that the individual lied about his intentions, or merely failed to get the right visa, the inspector can order the foreign national removed. Your visitor is now barred from entering the United States for the next five years.

Visa Overstayers

In addition to creating summary exclusion, section 301 of the new law punishes foreign nationals who are "unlawfully present" in the United States. A foreign national unlawfully present for more than 180 days but less than one year is ineligible for admission or reentry to the United States for three years; a foreign national unlawfully present for one year or more is inadmissible for ten years.

Section 301 defines "unlawfully present" as being present in the United States after the expiration of the period of stay authorized by the Attorney General or being present in the United States without being admitted or paroled. This could affect a lot of people. For example, a foreign student from India may have overstayed his visa and then found a job with an employer. The employer sponsors the foreign national for permanent resident status, and the foreign national goes overseas to the U.S. embassy in New Delhi to obtain the green card. By leaving the United States, the foreign national will not be able to return to the United States for three or ten years!

Another example is an individual who enters the United States on a one-year visa, but the INS inspector accidentally issues an I-94 card at the border that is valid for only one day. If the individual does not notice the error and stays for six months and one day, he would not be able to return to the United States for three years once he leaves the country. Under the language of the statute, it would appear that there is no exception to the three- and ten-year bars for *de minimis* overstays or for errors that are not the fault of the

individual. However, this problem might be fixed by regulation.

The definition of "unlawfully present" in section 301 does not indicate whether individuals who are present in the United States in a variety of quasi-immigration statuses, such as voluntary departure, are in a status "authorized by the Attorney General" and thus are not subject to the three- or ten-year bars. Much will depend on how the INS interprets "unlawfully present" in its implementing regulations. Enforcing a bar to admission to individuals who are in the United States under a grant of voluntary departure would be unduly harsh. Many individuals in voluntary departure have presented themselves to the INS, and the INS has determined that while no other status is immediately available to them, these individuals nonetheless should be able to remain in the United States. Frequently, voluntary departure is granted to individuals because they have a reasonable likelihood of qualifying for immigrant status in the future. Granting voluntary departure would be mean-

ingless to these individuals if they are subject to the bar to admission contained in the new law. Much the same can be said for foreign nationals permitted to remain under provisions for temporary protected status, deferred enforced departure, or deferred action.

Section 301 contains certain limited exceptions for minors, asylees, family unity beneficiaries, and battered spouses and children. In addition, the bars can be waived for an im-

migrant who is the spouse or son or daughter of a U.S. citizen or lawful permanent resident if extreme hardship would result to the qualifying relative. These exceptions will be hard to obtain, however.

A separate provision (section 632) penalizes people who stay too long in the United States by even just one day. Nonimmigrants who overstay their period of admission for any length of time will have their visa automatically voided. Moreover, they must go back to their home country to obtain a new nonimmigrant visa, absent "extraordinary circumstances." Unlike the three- and ten-year bars discussed above, which take effect April 1, 1997, section 632 is already in effect. Thus, individuals who have already accidentally overstayed their period of authorized stay in the United States may now hold invalid visas.

This section is more draconian than it may seem at first blush. For example, if a person with a five-year multiple entry tourist visa is admitted for six months, and then overstays the date noted on the I-94 card and seeks to reenter the United States on the original visa, the INS may deny him readmission.

Moreover, while the statutory language is unclear, the State Department takes the position that once individuals have overstayed their authorized period of stay, they must

...once individuals have overstayed their authorized period of stay, they must *always* obtain their non-immigrant visa stamps in their country of nationality...

Section 632