

UNIVERSITY OF MINNESOTA
Study Abroad Curriculum Integration

International Education for Undergraduates

Internationalizing the Curriculum Conference Sessions

Friday, April 16, 2004 8:30-10:00 a.m.

Best Practices for Internationalizing Business Curricula

Christina Linhoff, University of Minnesota, Twin Cities

Tammy Orahood, Indiana University

Alan Roline, University of Minnesota, Duluth

Mark Scullion, University of North Carolina, Chapel Hill

Four top U.S. business schools offer varied strategies for internationalizing the undergraduate student experience. The BSBA Global Scholars Program at UNC's Kenan-Flagler Business School promotes a greater awareness of international issues not just by integrating them with the curriculum, but by integrating the curriculum with residential life. Two University of Minnesota business schools (the Carlson School of Management on the Twin Cities campus, and the Labovitz School on the Duluth campus) provide examples of how faculty and advisers have collaborated closely with the central study abroad office to identify ways study abroad can "fit" more seamlessly into the curriculum. The Kelley School of Business at Indiana University encourages students to participate in the rich international components of the curriculum.

Redefining Study Abroad for the Liberal Arts

Lynn C. Anderson, University of Minnesota, Twin Cities

Bev Atkinson, University of Minnesota, Twin Cities

Tami Brown, University of Minnesota, Twin Cities

John Christian, CAPA London

Lance Kenney, Villanova University

Holly Zimmerman, University of Minnesota, Twin Cities

Andrew Williams, Butler University

What happened to Shakespeare in London, Art in Florence, and Music in Vienna? Now it's creative writing, gender studies, and actor training in London; book binding in Florence; and music ethnography in Ghana. Let's talk about the changes and the future potential plus the challenges associated with these "new" students.

Creating A New Culture: International Programs and Study Abroad as Partners in the Campus-wide Contextual Learning Curriculum

Steven Shirley, University of Minnesota, Crookston

Mary Ann Hollinger, Messiah College

This session highlights curriculum integration at two institutions: Messiah College and the University of Minnesota, Crookston (UMC). Messiah has brought off-campus contextual and experiential learning programs, including study abroad, under one administrative umbrella. While each retains its identity, a new synergy has developed among these "External Programs." UMC has been sending students abroad for only two years. A new campus culture has been created to not only accept processes to internationalize, but now embraces those efforts.

Internationalizing On-Campus Courses, The Minnesota Course Development Model

Program Facilitators

Victoria Mikelonis, University of Minnesota, Twin Cities

Kathleen O'Donovan, University of Minnesota, Twin Cities

Shelley Smith, University of Minnesota, Twin Cities

Faculty Panelists

Bert Ahern, University of Minnesota, Morris

Akosua Obuo Addo, University of Minnesota, Twin Cities

Simran Sahi, University of Minnesota, Twin Cities

In this session, participants will learn about an innovative approach to internationalizing undergraduate courses that is now in its third year at the University of Minnesota. This effort is a component of the University's "Internationalizing the Curriculum" project. Using personal reflection, information and insights from panel presenters, as well as small group discussion, participants will learn about designing, presenting, assessing and evaluating an internationalized course to undergraduate students.

Successful Integration of Core Curriculum with Cultural Immersion Programs: A Multi-Phase Core Course for Study Abroad Students

Gabriele Bosley, Bellarmine University

Graham W. L. Ellis, Bellarmine University

Beth Laux, Aquinas College, Grand Rapids, Michigan

Kris Lou, Willamette University

Lorraine Straw , Aquinas College, Grand Rapids, Michigan

The session focuses on linking core curriculum requirements with the intercultural immersion experience of study abroad through the vehicle of a credit-bearing course common to all study abroad participants. Presenters from three private liberal arts institutions examine successful development, approval and implementation processes, and discuss excellent student learning outcomes.

International Correspondents: Using Study Abroad Students as Long-Distance Classroom Resources

Janis Perkins, University of Iowa

Ryan Wells, University of Iowa

Participants will take part in a discussion about the concept of International Correspondents - study abroad students serving as long-distance learning resources for classes in the US via the Internet. Study abroad students receive credit for posting weblogs and discussions, chatting, and emailing with a professor and his/her students in the US.

Academic Integration of Study Abroad Programs at the University of California

Scott Cooper, University of California Education Abroad Program (UOEAP)

Dennis Dutschke, University of California-Davis

William Lacy, University of California-Davis

Andreas Pinterits, University of California Education Abroad Program (UOEAP)

Peter Schiffman, University of California-Davis

Bill Lacy will introduce the session and give the Administrative overview, including the challenges/opportunities of integrating centralized programs (EAP) and campus-originated programs. Scott Cooper will then talk about EAP's goals for Academic Integration (AI). Andreas Pinteras will talk about EAP's IT innovations for delivering these AI goals. Peter Schiffman will talk about how UCD is trying to

implement AI on our campus. Dennis Dutschke will talk about other UCD programs for study abroad and internships.

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Curriculum Integration on a Shoestring

Julie Friend, Michigan State University

John Keller, Pennsylvania State University

Cheryl Lochner-Wright, University of Wisconsin-Eau Claire

Susan Lochner, University of Wisconsin-Eau Claire

Chip Peterson, University of Minnesota, Twin Cities

Two large grants have contributed mightily to the University of Minnesota's progress on curriculum integration. But what about the great majority of institutions that have no outside sources of support? This highly interactive session will solicit low-cost curriculum integration models from panelists and audience alike. Bring your ideas!

Academic and Study Abroad Advisers Team Up: Integrating Academic and Program Selection Advising

Stacey Aronson, University of Minnesota, Morris

Jim Galvin, University of Minnesota, Twin Cities

Amy Greeley, University of Minnesota, Twin Cities

Bill Solheim, University of Minnesota, Twin Cities

Christine Swanson, University of Minnesota, Twin Cities

The curriculum integration project challenged many advisers and faculty to learn how to integrate study abroad into advising with students. Additionally, the study abroad office had to learn how to better integrate the curricular components into program selection advising. We will highlight collaborative and unique ways that this integration was accomplished.

Executive Leadership for Curriculum Integration

Doug Knowlton, Dakota State University

Vince Magnuson, University of Minnesota, Duluth

John F. Schwaller, University of Minnesota, Morris

Craig Swan, University of Minnesota, Twin Cities

Study abroad, internationalizing on-campus courses, and site visits for faculty and advisers helped our university realize its mission to internationalize the undergraduate experience and transform each undergraduate. Executive support and leadership have been crucial to these efforts and the campus culture is changing. We'll share lessons learned, obstacles overcome, and pitfalls to avoid.

Students of Color and Study Abroad

Thuy Doan, University of Minnesota, Twin Cities

Rickey Hall, University of Minnesota, Twin Cities

Rudy Hernandez, University of Minnesota, Twin Cities

Joe Hoff, University of Minnesota, Twin Cities

Patrick Troup, University of Minnesota, Twin Cities

Gayle Woodruff, University of Minnesota, Twin Cities

Nationally, less than 10% of the students who study abroad are students of color. This session will present an initiative undertaken at the University of Minnesota to encourage students of color to study abroad. The audience will have a chance to reflect upon barriers and benefits of study abroad for students of color on their campus or within their organization.

Science and Engineering Study Abroad

Michelle Cumming, University of Minnesota, Twin Cities

Peter Hudleston, University of Minnesota, Twin Cities

James Cotter, University of Minnesota, Morris

David Wyrick, University of Minnesota, Duluth

Study abroad participation among students in engineering and biological and physical sciences continues to increase. This session will explore successful models that address these disciplines' unique curricular needs and ask participants to consider a plan for their own institutions.

Holistic Strategies for Addressing Student Finances

C. Eugene ("Gene") Allen, University of Minnesota, Twin Cities

Santiago Fernandez-Gimenez, University of Minnesota, Twin Cities

Stephanie A Kearley, University of Minnesota, Twin Cities

Jodi Malmgren, University of Minnesota, Twin Cities

University of Minnesota evaluation has shown that the cost of study abroad consistently ranks among the top barriers to participation. This session will explore strategies to address both the perception of cost as a barrier, and also the many benefits offered by addressing the resource side of the issue through scholarship development and partnership with the financial aid office.

Bringing it Home: Follow Up Courses for Study Abroad Returnees

Greg Downey, University of Notre Dame

Margit Johnson, Carleton College

Elaine Meyer-Lee, Saint Mary's College

In this session described three different courses for returnees designed to scaffold deeper intellectual integration of their study abroad experience, and then host an interactive roundtable to discuss key issues for such courses, share other ideas, field questions, present new relevant websites, and discuss inherent research potentials.

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Applying Courses for Major/Minor Requirements: A Case Study from France

Francoise Chaton, University of Minnesota, Twin Cities

John Keller, Pennsylvania State University

Eileen Sivert, University of Minnesota, Twin Cities

Heidi Sonesson, University of Minnesota, Twin Cities

This session examines the process for successfully aligning overseas coursework for departmental major and minor requirements. Using the example of the University of Minnesota's program in France, presenters will discuss the challenges encountered and processes undertaken to blend overseas coursework with on-campus requirements.

Expanding and Promoting Learning Abroad Opportunities for Health Science Students

Linda Baumann, University of Wisconsin, Madison
Jim Galvin, University of Minnesota, Twin Cities
Kathleen Newell, University of Minnesota, Twin Cities
Kathie Peterson, University of Minnesota, Twin Cities
Sarah Smith, University of Minnesota, Twin Cities
Anders Uhrskov, Denmark's International Study Program

This session will explore the unique benefits of study abroad for health science students, including cultural awareness, professional schools admission prospects, and new and diverse perspectives on health care. The panel will also discuss particular barriers to learning abroad for health science students as well as methods to overcome these barriers. We will incorporate the perspectives of faculty, advisers, and career counselors on learning abroad and discuss strategies for creating consistent messages. We will provide several exciting examples of learning abroad opportunities for health science students and conclude with a facilitated discussion.

Integrating Integration: Strategies for Collaborating and Communicating on Integrated Study Programs

Bill Davies, Lancaster University
Irene Gawel, InterStudy
Martha Johnson, University of Minnesota, Twin Cities
Dru Simmons, Arcadia University

Integrated study sites are incredibly useful in providing a wide range of curricular options and specific course work at an array of levels. But despite the many commonalities shared by degree programs around the world, many challenges arise in communicating across faculties and matching coursework. This session will discuss some of the challenges and successful strategies offices and programs use in preparing and supporting students in integrated study.

True Confessions: C. I. Anonymous

Chip Peterson, University of Minnesota, Twin Cities

Any institution attempting curriculum integration (CI) inevitably wanders into more than one blind alley. If we were starting again, what would we do differently? How can we learn from each other's experiences? Presenters and audience confess mistakes and share insights and warnings. Come prepared to bare your CI soul.

The Forum on Education Abroad Survey on Curriculum Integration

Jane Edwards, Harvard University
Peter Wollitzer, University of California

In 2003-04, the Forum Advisory Council's Committee on Curriculum Development and Academic Design conducted a pre-test (on 5 institutions), a Pilot Survey (on 12 institutions) and, finally, a comprehensive survey of curricular integration at a large set of leading universities and colleges. This presentation provides a summary of the findings of this important national survey.

Bringing the International Home: Kalamazoo College's Program in Intercultural Communications

Joseph Brockington, Kalamazoo College
Jan Solberg, Kalamazoo College

As part of Kalamazoo College's initiative to reclaim international studies for the benefit of the campus, the Kalamazoo Project in Intercultural Communication (KPIC) pilot program offers a pre-departure/post return course for study abroad students focusing on a required cultural research project. Students share their experience with the community during as well as following their time abroad.

Undergraduate Research, Study Abroad and Internationalizing the Curriculum

Rebecca Hovey, School for International Training
Simone Schlichting-Artur, Drexel University

Undergraduate research stimulates inquiry-based learning and engagement of students in a meaningful dimension of their field of study. Inclusion of faculty in off-campus research design, mentoring of students while in the field, and support of ongoing analysis and presentations of results will provide ways in which knowledge of international topics can be re-integrated in the home campus learning environment.

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Using Folio Thinking to Help Students in the Re-entry Process and Optimize Career Success.

Kathie Peterson, University of Minnesota, Twin Cities
Christine Swanson, University of Minnesota, Twin Cities
Paul Treuer, University of Minnesota, Duluth

All students returning from an experience abroad go through a readjustment process. In this presentation, we consider re-entry for science students and how assembling a portfolio can help students make the transition home. Science and health science students have particular concerns about placing what they have learned into the context of their future careers. We demonstrate a portfolio tool and consider how the "folio thinking" involved in creating a successful portfolio helps students sort through an international experience. "Folio thinking" prompts students to reflect on their new competencies and accomplishments, and guides them to describe their successes and why they matter now that they are back home. We offer exercises to help students develop their folio thinking skills.

International Experience in Teacher Education: Rationale, Legitimacy, Procedures

Darrell Bloom, National Louis University
Craig Kissock, University of Minnesota, Morris
Judy Kuechle, University of Minnesota, Morris
Soo-Yin Lim-Thompson, University of Minnesota, Crookston
Gayle Woodruff, University of Minnesota, Twin Cities

Why has there has been so little action and focus on how teacher educators can integrate a global perspective into programs of teacher education and within the profession of teacher education? This session will present the national dialogue surrounding this issue. Examples from the University of Minnesota will be used to demonstrate how this issue is being addressed.

The Role of Cohort Models of Study Abroad and Curriculum Integration

Lynn Anderson, University of Minnesota, Twin Cities (UMTC)
Jack Bowman, University of Minnesota, Duluth (UMD)
Jennifer Cushman, University of Minnesota, Morris (UMM)
David Larsen, Arcadia University

How does sending large groups of Americans abroad to study one subject in one place fit with our goal of helping students integrate study abroad into the fabric of their undergraduate education? We'll discuss the values and pitfalls of three different institutions' models and engage in a lively discussion.

Round Pegs/Square Holes: Integrating Experiential, Interdisciplinary Learning Programs into Mainstream Departments

Lori A. Citti, Georgetown University

Michael Eaton, HECUA (Higher Education Consortium for Urban Affairs)

Jacquelyn Geier,

HECUA (Higher Education Consortium for Urban Affairs)

Christa Olson, HECUA (Higher Education Consortium for Urban Affairs)

Students returning from academic, community-based learning programs often struggle to connect their experiences to learning on their home campus. This session looks at the social and curricular goals of community-based learning initiatives and explores the challenges of integrating experiential learning into the international curriculum on campus and overseas. The two perspectives offered will be from the Higher Education Consortium for Urban Affairs (HECUA) and Georgetown University. HECUA, a provider of experiential, interdisciplinary off-campus credit-bearing study programs for over 25 years, has developed a curriculum integration process that encourages a shared sense of ownership of programs through a focus on relationship-building with faculty. Georgetown University will inaugurate a pilot program in community-based learning in spring and summer 2004 at seven study abroad sites overseas.

Cracking the Hard Nut: Integrating Education Abroad into the Liberal Arts Curriculum of a Large Research University

Jan Jacobs, Pennsylvania State University

John Keller, Pennsylvania State University

Sylvia Neely, Pennsylvania State University

Kristi Wormhoudt, Pennsylvania State University

Penn State has found integrating study abroad into the liberal arts curriculum of a large research institution one of the hardest nuts to crack. Liberal Arts students should encounter few obstacles to education abroad. Their requirements are generally more flexible than those in more technical programs. They study subjects that are available in most institutions of higher learning. And yet, we discovered at Penn State that the rate of participation in study abroad by Liberal Arts students was not as high as might be expected. It was not clear, however, how to remedy the situation. This panel will describe the problems encountered in promoting education abroad in a college of diverse and independent departments, give a preliminary report on attempts to achieve curriculum integration in the College of Liberal Arts, and discuss models of curriculum integration that have worked in different departments.

Learning from Learning to Enhance International Learning

Brenda Ellingboe, Be Globally Focused

Josef Mestenhauser, (emeritus) University Of Minnesota, Twin Cities (UMTC)

Let us elevate study abroad to a higher level by relating it to other components using a system perspective focusing on transferring knowledge. Research from cognitive sciences about learning, teaching, and

knowing about culture will make this field academically acceptable and will motivate students, prepare them for intercultural learning experiences, and help them integrate their learning.

Interdisciplinary Learning, Internationalization, and Study Abroad

Phil Camill, Carleton College

Clint Cowan, Carleton College

Orv Gingerich, Augsburg College

Helena Kaufman, Carleton College

Linda Lewis, School for International Training (SIT)

Study abroad programs unavoidably bear the mark of the institutional "culture" that designed them. Can fostering interdisciplinarity on and off-campus, both as theory and as method, facilitate internationalization?

- Theoretical perspectives on interdisciplinarity and internationalization
- Interdisciplinarity and curriculum integration in study abroad program design
- Off-campus interdisciplinary programs and on-campus interdisciplinary curriculum

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Internationalizing the Undergraduate Experience for Agriculture and Natural Resources Students

Melvin Baughman, University of Minnesota, Twin Cities

Sophie Gladding, University of Minnesota, Twin Cities

Aziz Rahman, University of Minnesota, Crookston

Michael Stitsworth, Purdue University

John Vreyens, University of Minnesota, Twin Cities

One of the central goals of curriculum integration is to identify and expand the opportunities for study abroad beyond the liberal arts, which has been the traditional strength of study abroad. This session will explore the multiple approaches to internationalizing the undergraduate experience for agriculture and natural resources students.

Integrating Language and Culture Learning Strategies into the Classroom at Home and Abroad

Andrew Cohen, University of Minnesota, Twin Cities

Margaret Demmessie, University of Minnesota, Twin Cities

Holly Emert, University of Minnesota, Twin Cities

Rachel Shively, University of Minnesota, Twin Cities

The session deals with language and culture learning strategies in the classroom both at home and abroad, focusing on the Maximizing Study Abroad series of guides for students, language instructors, and study abroad professionals. The theory and application of the strategies and initial research findings will be presented.

Materials, Modes, and Motivation: Curriculum Integration as a Communications Strategy

Santiago Fernández-Giménez, University of Minnesota, Twin Cities

Rae French, University of Minnesota, Crookston

Joan Gore, Denmark's International Study Program

Holly M. Hatch-Surisook, University of Minnesota, Twin Cities

John F. Schwaller, University of Minnesota, Morris
Andrew Svec, University of Minnesota, Crookston
Anders Uhrskov, Denmark's International Study Program

A holistic communications strategy is one of the hallmarks of the SACI effort. Many modes are needed to communicate the value of international educational experiences to students. The central strategy for reaching students is to use faculty, staff, and advisers on campus to set the expectation and assumption that students can and will study abroad—call it the “plan for study abroad” message. The desired outcome is to facilitate student planning for study abroad as part and parcel of their academic and career planning process. From upper-level administrators to departmental advisers to program providers, multi-modal communications materials are fundamental support for this effort. In this session you will identify resources and brainstorm a set of communications strategies that fit for your institution.

Evaluating Campus Efforts to Internationalize the Curriculum

Thomas Dohm, University of Minnesota, Twin Cities
Michael Vande Berg, Georgetown University
Rhiannon Williams, University of Minnesota, Twin Cities
Gayle Woodruff, University of Minnesota, Twin Cities

This session will introduce the qualitative and quantitative methods used by the University of Minnesota to evaluate the efficacy of efforts to internationalize the campus and undergraduate curriculum. Methodologies include on-line surveys of faculty and students, focus groups, and workshop evaluations. Results from the evaluation efforts will be presented. Audience dialogue will include a discussion on the challenges and rewards of evaluating internationalizing efforts.

Curriculum Integration: Cultural Challenges on the Home Campus

Kathleen Fairfax, Michigan State University
Julie Friend, Michigan State University
John K. Hudzik, Michigan State University
Ed Ingraham, Michigan State University
William Johnsen, Michigan State University

At institutions where administrative support is strong, it may not necessarily be widespread; top-level support does not always translate into mid- or bottom-level activity. Therefore, how do you proceed with curriculum integration when the culture in which you operate is as diverse as your study abroad program options?

Curriculum Integration of Study Abroad at Indiana University

Catherine Larson, Indiana University
Patrick O’Meara, Indiana University
Kathleen Sideli, Indiana University

Indiana University has a long tradition of integrating study abroad into the curriculum. Since overseas study was originally a faculty-based initiative, going back to the 19th century, multiple systems have been put into place to involve faculty at every level--from program development through ongoing program quality assurance--, to incorporate overseas courses and programs into general as well as major requirements throughout the 8-campus system and to facilitate the integration of study abroad into degree programs through cooperative institutional mechanisms.

Measurable Gains, Immeasurable Benefits: The Short- and Long-term Outcomes of Language Immersion Programs

Bruce Broerman, IES

Joan Gillespie, IES

This session focuses on short- and long-term outcomes assessment for students enrolled in language-immersion programs abroad. It also presents the program elements that apparently correlate with progress in language learning. Findings are drawn from quantitative research of students enrolled in semester and full-year programs and major survey of alumni.

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Site Visits: An Educational Tool

Amy Greeley, University of Minnesota, Twin Cities

Harriet Guerrero, University of Minnesota, Twin Cities

Doug Knowlton, Dakota State University

Steve Shirley, University of Minnesota, Crookston

Laurie Slaght, University of Minnesota, Twin Cities

David Wyrick, University of Minnesota, Duluth

The unique characteristic of these site visits is the goal to educate colleagues who are not study abroad professionals about the variety of program models. Learn about the pedagogical approach, the insights gained by faculty and advisers, and by study abroad professionals about their colleagues and departments.

Major-Specific Advising Materials: Collaboration, Production, and Use

Santiago Fernandez-Gimenez, University of Minnesota, Twin Cities

Sophie Gladding, University of Minnesota, Twin Cities

Holly Hatch, University of Minnesota, Twin Cities

Kim Hindbjorgen, University of Minnesota, Twin Cities

Soo-Yin Lim-Thompson, University of Minnesota, Crookston

A central outcome of the curriculum integration initiative at the University of Minnesota has been the development of Study Abroad Major Advising Sheets. These advising tools serve as a driving force in integration efforts, and they are critical in assisting students, faculty, and advisers with program selection and academic planning.

Obtaining and Managing a Grant

C. Eugene (Gene) Allen, University of Minnesota, Twin Cities

Al Balkcum, University of Minnesota, Twin Cities

Michael Stitsworth, Purdue University

Michelle Cumming, University of Minnesota, Twin Cities

This session will deal with all aspects of grant fundraising for international education. Topics will include: developing an idea; finding funding sources; cultivating support on campus; developing and managing partnerships; the writing process. Audience members will be asked to develop a mini-plan for seeking funding for an international education project.

Study Abroad in Non-Traditional Study Abroad Disciplines: The IES Example

Christopher Comer, University of Illinois-Chicago

Nancy Kenyon, IES

Michael Steinberg, IES

This session will be devoted to a discussion of programs for students in disciplines that are not commonly studied abroad. The session will look at what students from non-traditional disciplines study when they attend semester or year programs overseas, approaches to study abroad for science students, and approaches for students in non-traditional disciplines in short-term programs.

Information Management Systems for Curriculum Integration: Not just for Geeks!

Lynn Anderson, University of Minnesota, Twin Cities

Lawrie Davidson, Murdoch University, Perth, Australia

Christopher Stordalen, University of Minnesota, Twin Cities

Carol Threinen, University of Minnesota, Duluth

As we strive to increase the diversity and number of our students studying abroad, systems and technology on our home campuses must support our efforts. Course evaluation databases, student tracking, and web-based application processes are essential. Let's talk about the challenges, budgetary implications, and some of the solutions.

Curriculum Integration at all levels - multiple strategies to achieve a common goal.

Janet Kalunian, Boston College

Melissa Polasik, Boston College

Maryelise Suffern Lamet, Boston College

Presentation of a variety of projects & programs for Curriculum Integration based on the experiences of two universities in Massachusetts - one private & one public. These examples reflect how Curriculum Integration can and should be pursued on multiple levels in order to fully impact the experience of students. Attendees will have an opportunity to share models from their campuses during the session.

Developing and Integrated Discipline-specific Study and Intern Abroad Programs into the Academic Curriculum On Campus

Paul Brown, Clark Atlanta University

Eduard Izraylovsky, Knowledge Exchange Institute

Developing overseas programs that focus on specific academic disciplines and professional development has certain challenges that do not exist or are not as relevant to traditional study abroad programs focusing on humanities and language study. The first portion of the presentation discusses issues that are essential to a successful program. The second portion of the session discusses essential components of internationalizing a University.