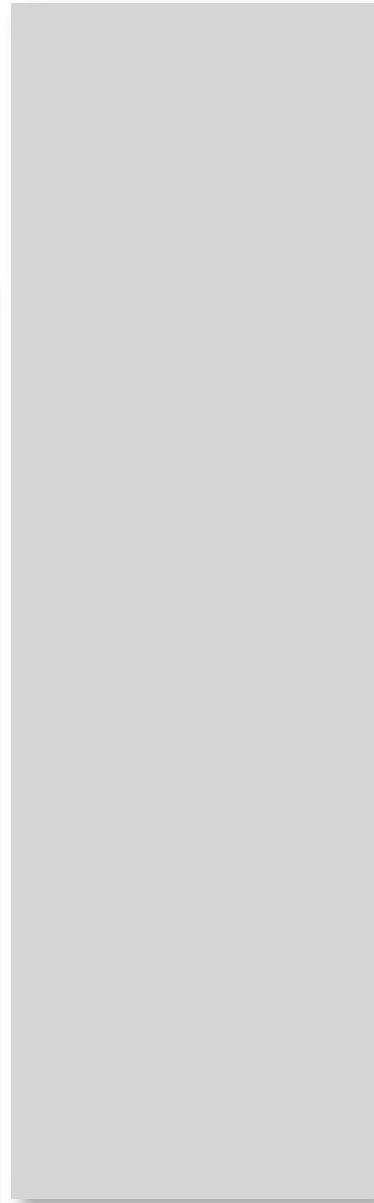
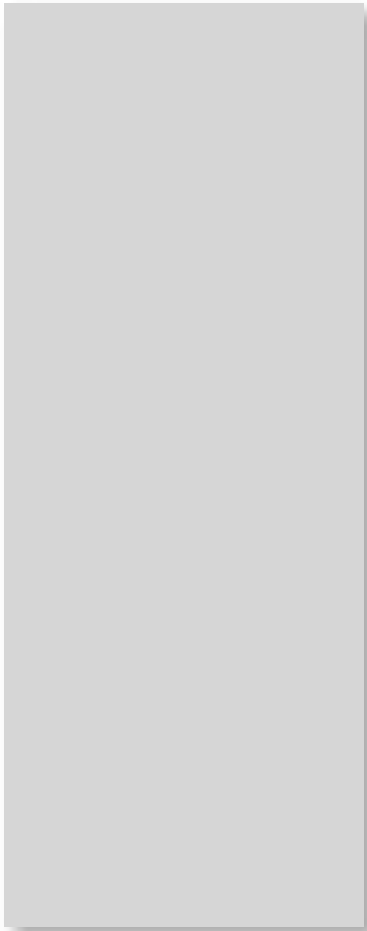


# THE FORUM ON EDUCATION ABROAD



an international  
network of  
professionals  
engaged in a global  
dialogue about  
education abroad



## A BASELINE SURVEY OF CURRICULUM INTEGRATION IN EDUCATION ABROAD

Analysis of data from *The Forum on Education Abroad*  
2003–2004 Survey of Curricular Integration

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# THE FORUM AND CURRICULUM INTEGRATION

*The Forum on Education Abroad* was launched with five principal areas of substantive interest. One of its most important has always been the integration of education abroad into the curriculum. Integration is critical to the process of reaching out to professional school students, but it is also vital to the establishment of education abroad as something much more than an embellishment to traditional curricula.

As part of this *Forum* agenda, the Curricular Development and Academic Design Committee of *The Forum* has conducted a broad, introductory survey of curriculum integration practices in a range of different institutions. This report provides a summary of these findings.

The survey had its origins in the committee's first formal meeting in Indianapolis in September 2002. An informal and "Preliminary Survey" was conducted in five institutions in the summer of 2005 (Harvard University; The University of California; the University of Michigan; the University of Minnesota; and The Pennsylvania State University.) Following this, and learning from direct experience at their home institutions, the committee launched in the Fall of 2003 a "Pilot Survey."

The Pilot Program enrolled eleven institutions and the survey was distributed in Fall 2004 by *Forum* staff and compiled and executed by the helpful staff of the Education Abroad Program (EAP) of the University of California. The

Pilot included Boston University; Georgetown University; Kalamazoo College; Northwestern University; Rice University; Smith College; the SUNY System; Trinity University; the University of Colorado; the University of Richmond; and Yale University.

In addition, scores of members of the profession were engaged in providing guidance and feedback at the CIEE conference in Atlanta, November 2002, and at *The Forum's* First Annual Conference in Santa Fe in November 2004.

In January 2004, *The Forum* invited 109 U.S. university and college members to participate in the survey. This report contains an analysis of the findings of this baseline study, and *The Forum* would like to express its sincere thanks to all the institutions which participated in the pre-test trials, and the many individuals who helped design and administer the survey. Not the least, we are grateful to the authors of the study who picked up a difficult task in late stream and made sense of the results of this analysis. As usual in a *Forum* activity, it took many people working together to produce the results. They represent a significant step forward in a long march toward better placing education abroad in its proper role in undergraduate liberal and professional education.

**Geoffrey Bannister, Ph. D.**  
President and Executive Director  
*The Forum on Education Abroad*

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## PEOPLE AND PROCESS BEHIND THE SURVEY

**T**his report, “A Baseline Study of Curriculum Integration in Education Abroad,” results from a multiple-year effort by the Committee on Curricular Development and Academic Design of *The Forum on Education Abroad*. True to the participatory and collaborative practices of our profession, the effort reflects the work of many people, both within the United States and beyond its borders.

Al Balkcum, University of Minnesota, led the initial effort as the first head of the committee in 2002. He was followed in this role by Jane Edwards, Harvard University, and most recently by Kristi Wormhoudt of The Pennsylvania State University. Today, we have an ambitious agenda for our future work and we intend to build upon the accomplishments already achieved under their leadership.

Peter Wollitzer, University of California, helped the project by bringing extremely well qualified research professionals from EAP into the process. Jacqueline Bedard provided a broad perspective and the keen eye of a research professional to the process, and Gordon Schaeffer helped turn our initial questions into a structured survey. He, along with Josh Armentrout and Jason Brown of the IT staff at EAP, also processed the results for later interpretation by education abroad professionals. Melody Knutson of EAP provided a key link between the origins and final completion by serving as a co-author of the study.

It is noteworthy that the other three authors hail from the University of Minnesota. The University is playing a lead role in curriculum integration in education abroad, as reflected in their substantial conference on the topic in April

2004. This group’s experience in the practical application of curriculum design and integration gives them a powerful perspective from which to analyze the results. The Forum’s committee is especially grateful to Gayle Woodruff, Sophie Gladding and Elizabeth Stallman of Minnesota’s Learning Abroad Center, and to Al Balkcum for providing encouragement to his staff to serve the profession in this way.

We also owe a debt of gratitude to our colleagues who allowed us to “experiment” with the survey instrument through two distinct stages of pre-testing. In the “Preliminary Survey,” my colleagues went well out of their way to test the instrument at their own institutions. At the University of Michigan, we found this to be an instructive and useful process. Through the subsequent “Pilot Program,” another group of colleagues stepped forth to help refine the process, the instrument and the committee’s overall approach.

Last, and by no means least, we wish to thank all of our colleagues who participated at meetings in Atlanta, Budapest (both with CIEE) and Santa Fe, as well as through electronic communication via The Forum’s discussion boards and, of course, via the ever-present e-mail that so dominates our lives today.

To all of you, we express our sincere thanks, while accepting that the responsibility for the process lies entirely with the committee. We have learned a good deal in the process and we expect that this first baseline study will help guide and shape the great amount of work that still needs to be done in this important area of education abroad.

**Carol Dickerman, Ph. D.**

Chair, *Forum’s* Committee on Curricular Development and Academic Design  
University of Michigan

A BASELINE SURVEY OF

# CURRICULAR INTEGRATION PRACTICES

IN EDUCATION ABROAD  
AT SELECT U.S. UNIVERSITIES

Gayle Woodruff (University of Minnesota, Learning Abroad Center)  
Sophie Gladding (University of Minnesota, Learning Abroad Center)  
Melody Knutson (University of California, Education Abroad Program)  
Elizabeth Stallman (University of Minnesota, Learning Abroad Center) (August, 2005). <sup>1</sup>

*The Committee on Curricular Development and Academic Design of The Forum on Education Abroad has as a goal the promotion of coherent conceptualization and effective implementation of curriculum design for education abroad. As one of its tasks, the committee organized and coordinated the development of a survey that would collect and share information about models of curriculum integration (CI) across the US. As noted in the introduction to the survey instrument, the committee “is working to raise the awareness of, and promote the most effective integration of, education abroad into the home curriculum.” This survey is a first step of the committee toward this goal.*

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<sup>1</sup> We wish to thank Rhiannon Williams (University of Minnesota, Learning Abroad Center) for assistance with data analysis and Geoffrey Bannister (*Forum on Education Abroad*) for his initial review of the survey results.

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## THE OBJECTIVES

At the outset, **the objectives of the survey** were to:

- **identify** the broadly varied conceptualizations and definitions of **curriculum integration**,
- **describe the methods** used to implement the model(s), and
- **describe challenges** that have been encountered with the models and integration methods.

From these broad objectives, a brief survey was designed. The survey development team decided to limit the focus of questions to the curriculum, or academic design, rather than include the various ways in which education abroad programs are structured and administered. After months of development, the survey was made available online to *Forum* members.<sup>2</sup>

This report is an analysis and discussion of the data obtained from *The Forum on Education Abroad 2003–2004 Survey of Curricular Integration*. We encourage the profession to view the following analysis as a baseline upon which to draw for future research or case studies, as the data represent a snapshot in time of institutions' views and practices regarding education abroad and curricular integration.

## SURVEY CONSTRUCTION, SAMPLE, AND RESPONSE

The body of the survey consisted of nine questions about curricular integration at the respondent's college or university, with respondents also being asked to provide information about the institution's public or private status and Carnegie category. The first question of the survey was designed to elicit information about institutional practices so that the committee might learn how curriculum integration was being practiced on campuses across the U.S.. Questions two through seven touched on many of the points raised in the first question, but

requested greater detail. Question eight sought information on potential obstacles to curriculum integration, and question nine asked respondents to identify departments or programs at the respondent's institution that successfully integrate education abroad into the curriculum.

For each question, respondents were asked to select from six categorical responses (Likert Scale): Never, Rarely, Sometimes, Usually, Always, and Not Applicable. Several questions also included text boxes to allow for additional short comments of up to 150 characters in length.

*Forum* member universities and colleges within the U.S. were asked to complete the survey voluntarily; confidentiality was assured. The survey instrument was sent on January 13, 2004, from the central *Forum* office to a pool of 109 *Forum* member institutions. This elicited 46 responses to the survey, with responses from 25 small institutions (defined as less than 6,000 students for purposes of this analysis) and 21 large institutions. Responding institutions ranged from large Research I universities to small, private liberal arts colleges, and represented geographic locations from East Coast, Midwestern, Southern, and West Coast states.

## ANALYSIS

Initial exploration of the data prior to this report showed no significant difference in responses between institutions based upon private or public status, or Carnegie categories. Therefore, a suggestion was made to analyze the data according to institutional size. We conducted this analysis and found there was no significant difference in responses between small and large institutions, with the exception of those less significant items noted in the analysis of each question below. We also would note that all findings should be viewed with caution due to the small sample size (46 responses), incomplete responses, and the general nature of the questions.

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<sup>2</sup> The survey was developed by the full membership of the Forum's Committee on Curricular Development and Academic Design in a series of conference calls and meetings, in consultation with Gordon Schaeffer and Jacqueline Bedard, staff members at the University of California's Education Abroad Program (EAP) with expertise in survey design and administration. The survey was hosted on the EAP's website and administered by Gordon Schaeffer.

# 1

*The following is an item analysis of the survey questions.*

**QUESTION 1** Which of the following does your institution include in its approach to undergraduate “curriculum integration”? Please factor in the broad approach of your institution, ignoring for now that some departments will approach this differently from others. Choose as many as are relevant.

The elements of curriculum integration from which respondents could choose for this question included the following statements:

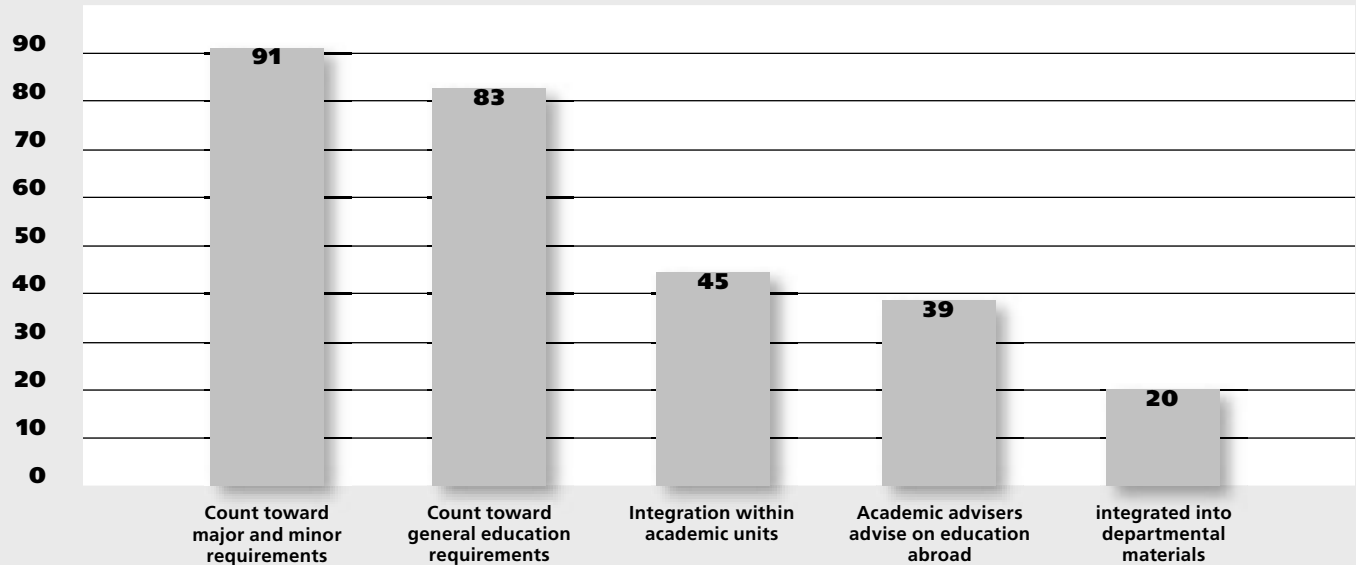
- **Education abroad credits are required** to complete an undergraduate degree at your institution.
- **Education abroad credits can count** for major and minor requirements.
- **Education abroad credits can count** for general education (GE) requirements.
- **Advisors (faculty and/or staff) include education abroad** when advising students on major, minor and GE requirements.
- **Information about majors and minors**, as posted on websites and on departmental handouts, **includes education abroad possibilities.**
- **Some courses** taught at the institution **require** a short **education abroad experience.**
- **Education abroad is considered in one or more of the following:** curriculum committees, creation of new academic programs, academic program reviews.
- **Students going abroad are required** to take for credit a pre-departure or reentry course.
- **Other elements of Curriculum Integration for education abroad** are employed at my institution. [Respondents selecting this were allowed to provide a short explanation.]

*(continued)*

# 1

(continued from previous page)

## WHICH FACTORS DOES YOUR INSTITUTION INCLUDE IN ITS APPROACH TO UNDERGRADUATE CURRICULUM INTEGRATION? (REPORTING "USUALLY" AND "ALWAYS")



Analysis of responses to this question shows rather consistent approaches to undergraduate curriculum integration of education abroad, on several key factors. Ninety-one percent (91%) of respondents “usually” to “always” count credits that students earn through education abroad toward major or minor requirements, and 82.7% “usually” to “always” count education abroad credits toward general education requirements. Conversely, 76% of respondents “never” to “rarely” require education abroad credits for their students to complete an undergraduate degree at their institution, and 80% “never” to “rarely” have courses that are taught at the institution that require a short education abroad experience.

Eighty-nine percent (89%) of the institutions “never” to “rarely” require students who are going abroad to take for credit a pre-departure or reentry course.

Regarding approaches to curriculum integration within the academic units at the institutions responding to the survey, 45% “usually” to “always” consider education abroad in one or more of the following: curriculum committees, creation of new academic programs, or academic program reviews, while 47% “rarely” to “sometimes” consider education abroad in these academic bodies or activities.

By contrast, 39% of the institutions reported that academic advisers “usually” to “always” include education abroad in advising students on major, minor, or general education requirements, while 45% reported that advisers “sometimes” do. Similarly, only 20% of the institutions stated that information about majors and minors, as posted on websites and on departmental handouts, “usually” to “always” includes education abroad possibilities.

There is a difference between small and large institutions for this latter approach, however. At large institutions, 30% of respondents stated that information about majors and minors, as posted on websites and on departmental handouts, “usually” to “always” includes education abroad possibilities, while at small institutions, only 12% reported that this information is included “usually” or “always.”

Several respondents added comments to this question, noting an additional approach to curriculum integration as to how faculty members internationalize on-campus courses:

- Professors have international experience and include this perspective in course content.
- Faculty are offered grants for development of courses with a significant international component.

# 2

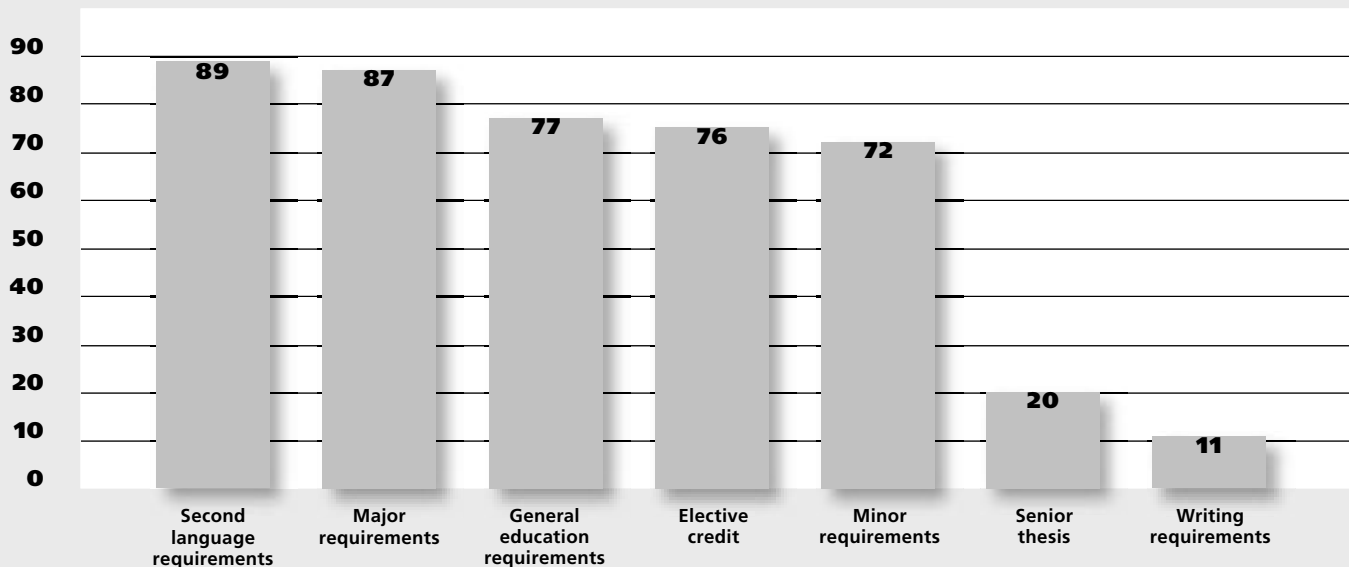
**QUESTION 2** On your campus, credit completed abroad MAY be used to meet the following degree requirements: major, minor, second language, liberal or general education, senior thesis, writing, elective credit, other.

Responses to this question were consistent: Credit from education abroad may “usually” to “always” be used in meeting major requirements (87%), minor requirements (72%), second language requirements (89%), general education requirements (77%), and elective credit (76%).

There is a wider range of practices with regard to counting credit from education abroad for senior thesis and writing requirements. Regarding senior thesis

credits, 35% of institutions “never” to “rarely” use credits earned abroad toward senior thesis credits, 35% “sometimes” do, and 20% “usually” to “always” do. (This question was not applicable to 10% of the institutions reporting.) Regarding writing requirements, 55% of institutions “never” to “rarely” use credits earned abroad for writing requirements, 11% “sometimes” do, and 11% “usually” to “always” do. (This question was not applicable to 23% of the institutions reporting.)

**CREDIT COMPLETED MAY BE USED TO MEET THE FOLLOWING DEGREE REQUIREMENTS (REPORTING “USUALLY” AND “ALWAYS”)**



# 3

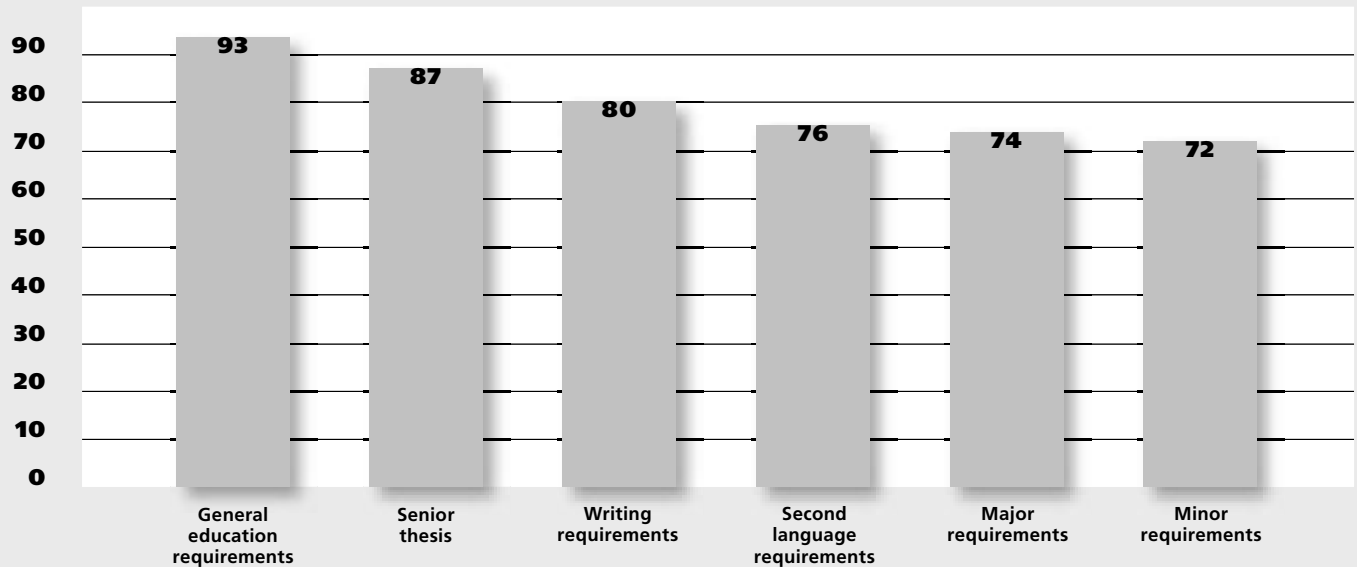
**QUESTION 3** On your campus, study abroad is required for the following degree components: major, minor, second language, liberal or general education, senior thesis, writing, other.

Practices across the institutions are quite consistent with regard to requiring study abroad for various degree components. Of the institutions reporting, 74% “never” to “rarely” require study abroad for major requirements. This is also true in the case of minor requirements (72%), second language requirements (76%), general education requirements (93%),

senior theses (87%), and writing requirements (80%).

In the optional commentary, only two institutions reported degree programs that require study abroad. These programs are certificate programs with an international focus, such as Global Health or International Business. Others noted that credits earned abroad may be used for degree requirements but are not required.

**EDUCATION ABROAD IS REQUIRED FOR THE FOLLOWING DEGREE REQUIREMENTS (REPORTING “RARELY” AND “NEVER”)**



# 4

**QUESTION 4** Credit completed abroad for the following activities can be used to meet required components of your majors: internship abroad, research abroad, student teaching abroad, honors programs completed abroad, other activity.

There was no consistency in the responses regarding the applicability toward degree requirements of credits earned abroad from the following activities: internships, research, honors programs, or other activity.

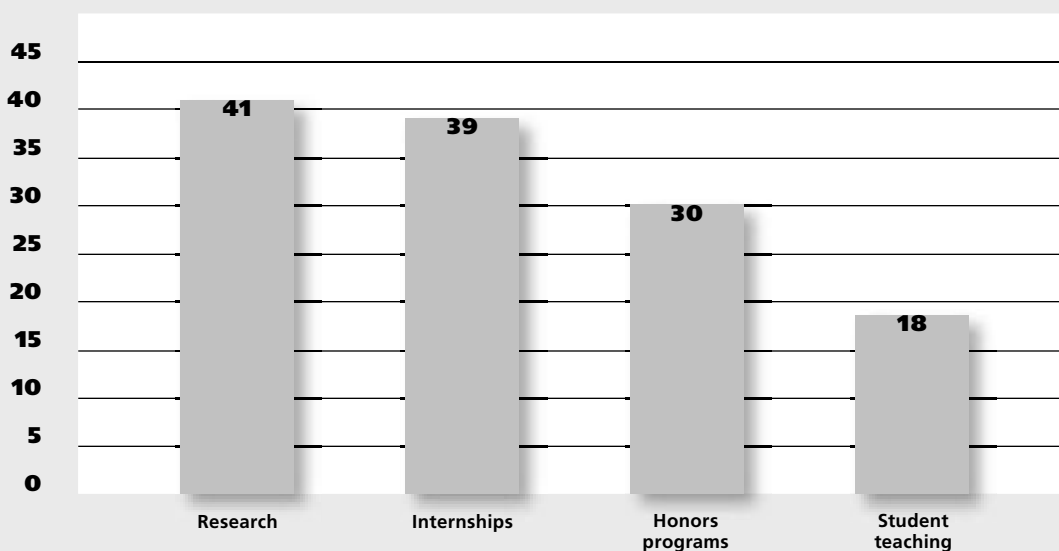
Credits completed on internships abroad are used to meet major components to the following extent: 28%, never to rarely; 30%, sometimes; 39%, usually to always.

Credits completed from research abroad are used to meet major components to the following extent: 20%, never to rarely; 35%, sometimes; 41%, usually to always.

Regarding honors programs abroad, of the thirty-three institutions responding, 39% never to rarely use these credits to meet requirements of the major, 30% sometimes do, and 30% usually to always do.

There are consistent practices, however, across institutions regarding the applicability of credits from student teaching abroad toward major requirements. Among the thirty-four institutions responding, credits from student teaching abroad are used to meet major components never to rarely for 65%, sometimes for 18%, and usually for 18%. Small institutions are stricter with applying credits completed from student teaching abroad toward degree requirements: 60% stated that they would “never” or “rarely” use credits from student teaching abroad toward major requirements, in comparison to 33% of large institutions that “never” or “rarely” use credits from student teaching abroad toward major requirements.

**CREDIT COMPLETED ABROAD FOR THE FOLLOWING ACTIVITIES CAN BE USED TO MEET REQUIREMENTS FOR THE MAJOR (REPORTING “USUALLY” AND “ALWAYS”)**



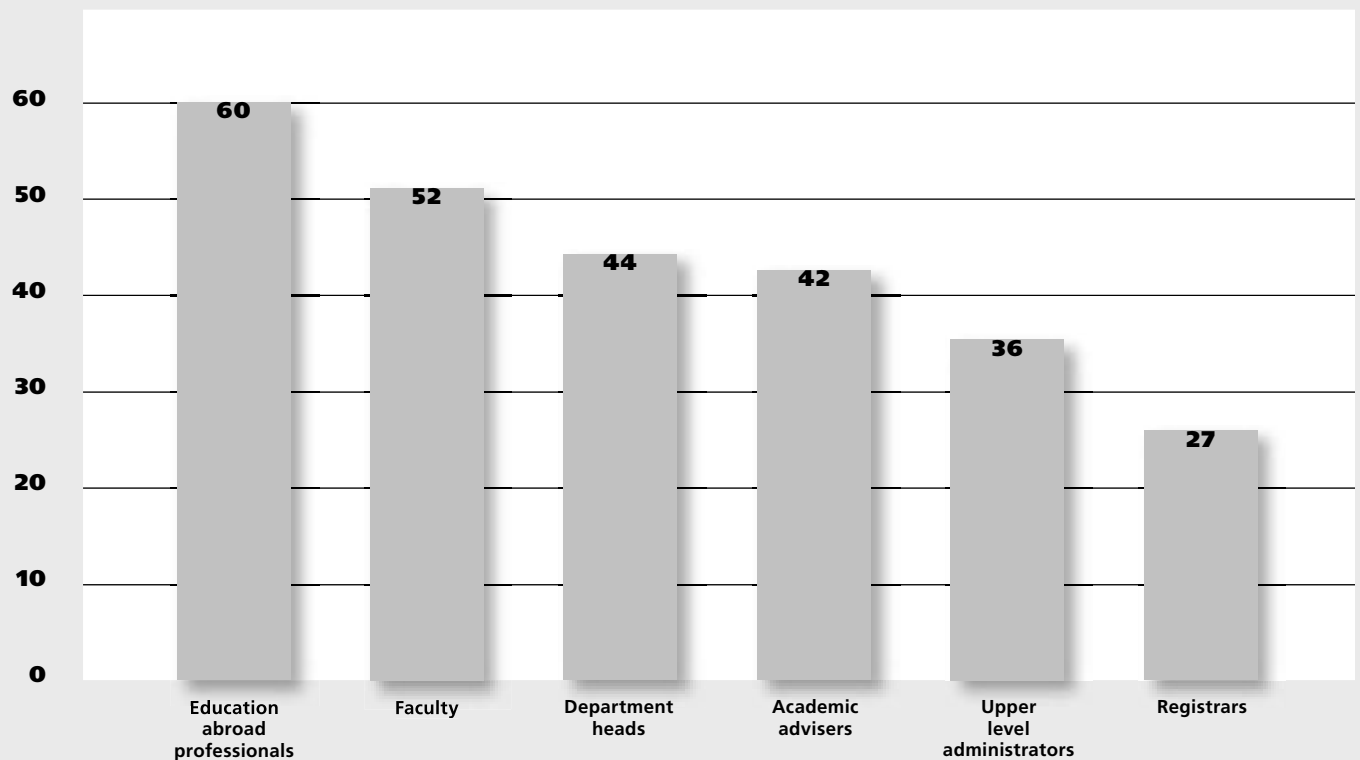
# 5

## **QUESTION 5** On your campus, who is RESPONSIBLE for the integration of education abroad into curricula?

The responses to this question show that a range of members of the campus community are responsible for curriculum integration. Specifically, the responses indicate that the persons most often either “usually” or “always” responsible for curriculum integration are education abroad professionals (60%), followed by faculty members (52%), department heads (44%), academic advisers (42%), upper level administrators (36%), and registrars (27%). Seven institutions indicated that no one on their campus is responsible for curriculum integration.

There appear to be differences between small and large institutions in regards to the role of upper-level administrators and registrars: 44% of small institutions reported that their upper-level administrators are “usually” or “always” responsible for curriculum integration as compared to 26% of large institutions. In addition, 56% of small institutions stated that their registrars are “usually” or “always” responsible for curriculum integration, as compared to 16% for large institutions.

**WHO IS RESPONSIBLE FOR THE INTEGRATION OF EDUCATION ABROAD INTO THE CURRICULA?  
(REPORTING “USUALLY” AND “ALWAYS”)**



# 6

## QUESTION 6 On your campus, who takes an ACTIVE ROLE in the integration of education abroad into the curriculum in addition to the education abroad professionals?

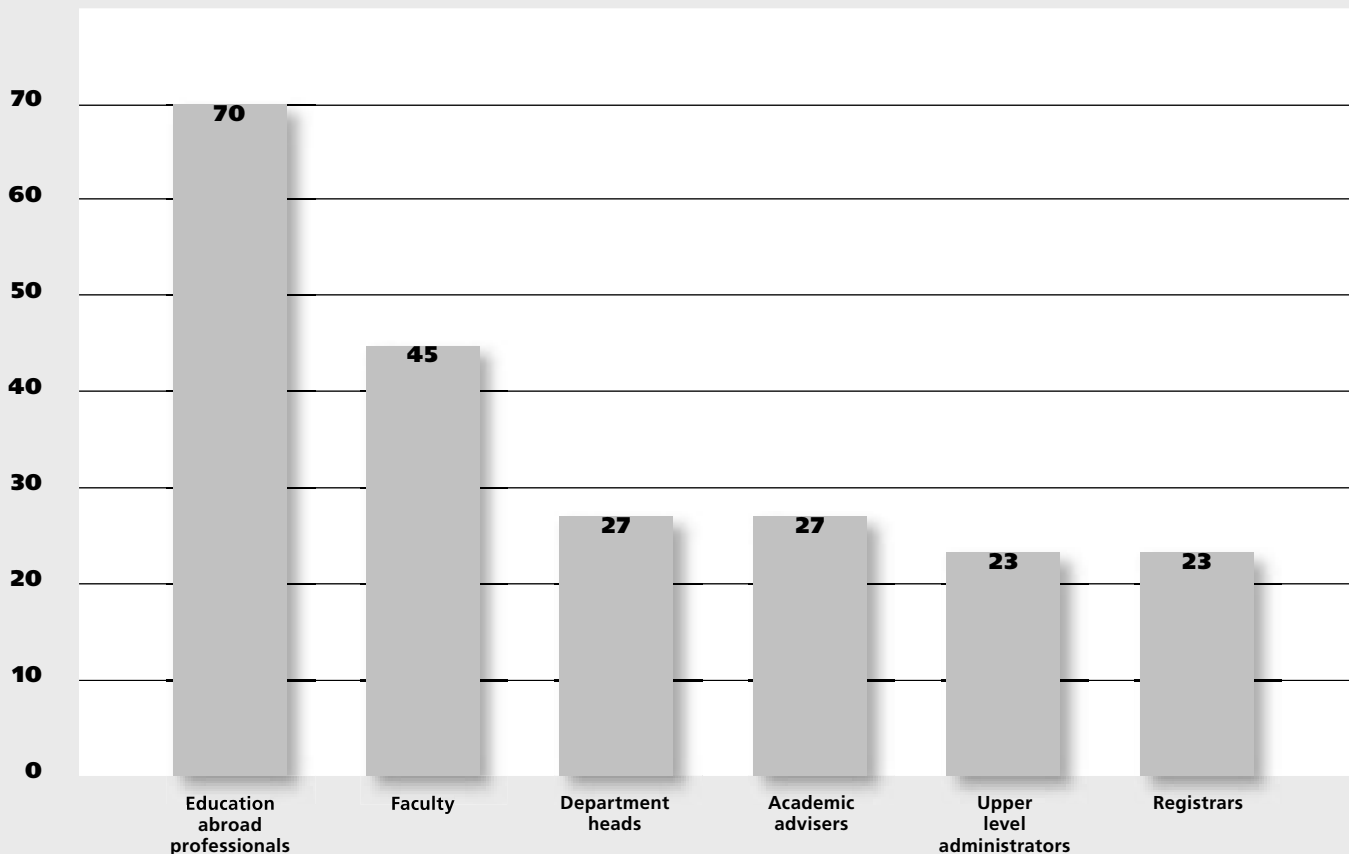
The responses to this question suggest that education abroad professionals are the ones who most often either “usually” or “always” take an active role in curriculum integration (70% of institutions), with faculty members second most active (45%), followed by both department heads and academic advisers (27%), and by upper-level administrators and registrars (23%).

The only statistically significant positive correlation (Pearson coefficient) in the data is seen in the relationship between faculty involvement in curriculum integra-

tion and the application of credits from abroad toward students’ majors ( $p < .05$ ). This correlation is positive when faculty members are “usually” to “always” actively involved in curriculum integration.

There is little difference in the responses of small and large institutions to this question except in regards to the role of department heads; 46% of small institutions reported that department heads “usually” or “always” take an active role in curriculum integration, as compared to 5% for large institutions.

**WHO TAKES AN ACTIVE ROLE IN THE INTEGRATION OF EDUCATION ABROAD INTO THE CURRICULA? (REPORTING “USUALLY” AND “ALWAYS”)**

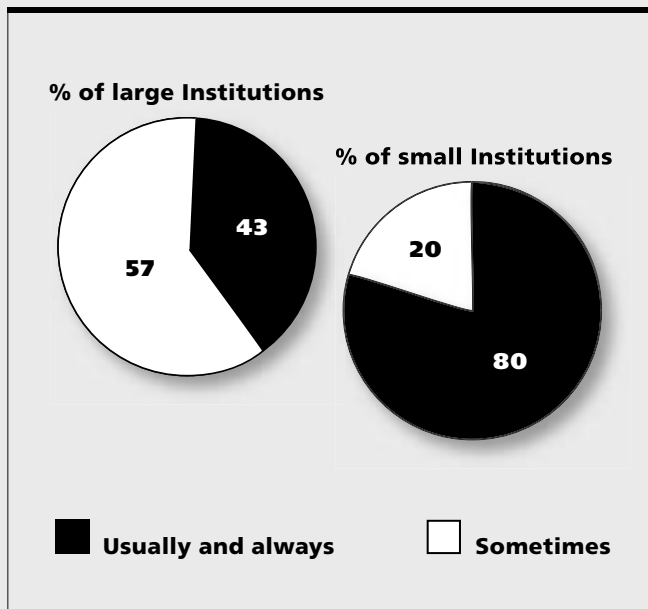


# 7

**QUESTION 7** Please assess the role of the faculty on your campus in relation to the following matters: • Faculty actively encourage students to participate in education abroad • Faculty set limitations on education abroad • Faculty perceive education abroad as a way to address enrollment management concerns.

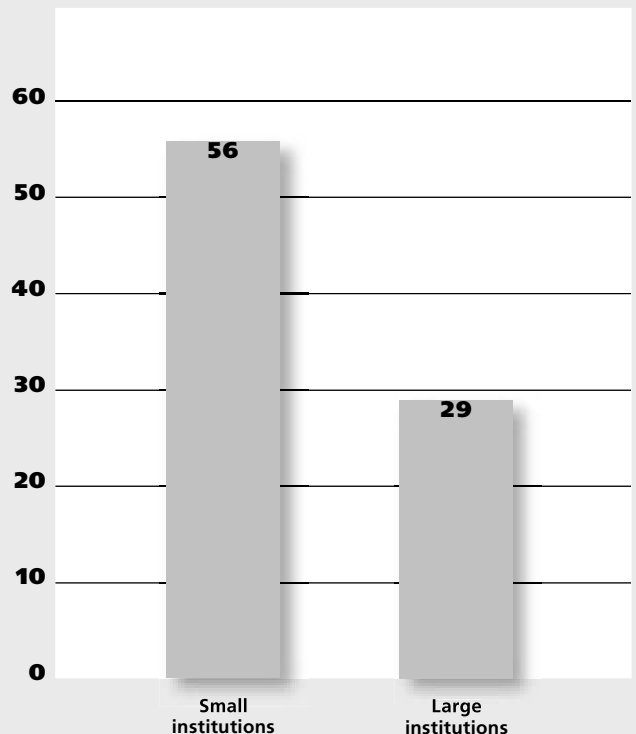
The responses to these questions indicate that faculty members are largely supportive of education abroad, with 63% of all institutions reporting that faculty members “usually” or “always” encourage students to study abroad. The support is greater at small institutions than at large ones, with 80% of small institutions reporting that faculty members “usually” or “always” encourage students to study abroad compared to 43% at large institutions.

Faculty encouraging students to study abroad at:



In terms of faculty setting limitations on education abroad—e.g., limiting the number of credits from education abroad that can be used toward the degree—responses indicate that at 43% of institutions the faculty are “usually” or “always” involved in setting these limits. There is a marked difference between small and large

**FACULTY SETTING LIMITATIONS ON EDUCATION ABROAD (REPORTING “USUALLY” AND “ALWAYS”)**



# 7

institutions with 56% of small institutions responding that faculty members are “usually” or “always” engaged in setting limitations compared to 29% of large institutions.

Responses to this question also indicate that faculty members largely do not perceive education abroad as a way to address enrollment management issues. Only 7% of institutions reported that faculty members “usually” or “always” perceive education abroad as a solution, while 77% stated that their faculty members “rarely or “never” perceive education abroad in this way.

## **Comments from small institutions regarding faculty influence on education abroad include:**

- Each department sets maximum number of credits abroad to count towards major.
- Language professors appreciate enrollment management help of overseas programs.
- Faculty in general support study abroad, as does the College as a whole, but there is no faculty body overseeing it. Instead, the registrar has the final say over program approval and credit transfer.
- Faculty in most cases are extraordinarily supportive of study abroad and are alert to the ways in which study abroad can enhance or even be part of the major requirements.
- Faculty influence in support of study abroad has evolved and will continue to evolve as more faculty studied abroad, were educated abroad and conduct research abroad.
- Within the demands of the student’s academic program, faculty support and encourage students to go abroad in every major. Support and cooperation approaches 100%.

- Some faculty are reluctant to let students take “their” courses abroad. Others try to channel students to go to programs they themselves direct, to the detriment of other options.

## **Comments from large institutions about faculty influence on education abroad include:**

- Faculty interest in education abroad has increased over the past few years. More faculty are encouraging as well as scrutinizing studying abroad.
- Faculty are very supportive of study abroad. Historically, study abroad has been a faculty-initiated activity at this institution.
- Faculty promotion of study abroad varies greatly across disciplines. In the sciences and technological areas, there is little encouragement. In other fields, like business and liberal arts, faculty are more likely to incorporate promotion of study abroad.
- We have faculty who, for the most part, strongly support study abroad and are very interested in having it integrated into the curriculum.
- Only in Spanish do faculty consider education abroad as a partial solution to enrollment management.
- Faculty are supportive. However, in many disciplines the number of required courses and sequencing required of majors make longer-term study abroad difficult.
- Most of our study abroad programs have been initiated by individual faculty members. However, these programs are administered by our team of study abroad professionals who work closely with faculty throughout the year on curriculum design.

# 8

**QUESTION 8** Please assess, in respect to your institution, the significance of the following potential obstacles to integration of study abroad into curricula: • Financial aid • Campus/University fee structure • Central administration perceptions • Registrar’s Office/Credit evaluator • Program or degree design requirements • Student attitudes/perceptions of study abroad • Faculty attitudes/perceptions of study abroad.

Financial aid is seldom a significant obstacle to the integration of study abroad into curricula, with only 6 % of institutions reporting that it is “usually” or “always” an obstacle and 53% of institutions reporting “rarely” or “never.”

Equally, the campus/university fee structure is not a significant obstacle to the integration of study abroad into curricula: only 11% of institutions reported that campus/university fee structure is “usually” or “always” an obstacle, while 63% indicated “rarely” or “never.”

Central administration and registrar’s office/credit evaluator also do not appear to be significant obstacles according to the responses as in both cases only 2% of institutions indicated that either is “usually” or “always” an obstacle. For 71%, central administration perceptions are “rarely” or “never” an obstacle, and 76% of institutions indicated that the registrar’s office/credit evaluator is “rarely” or “never” an obstacle.

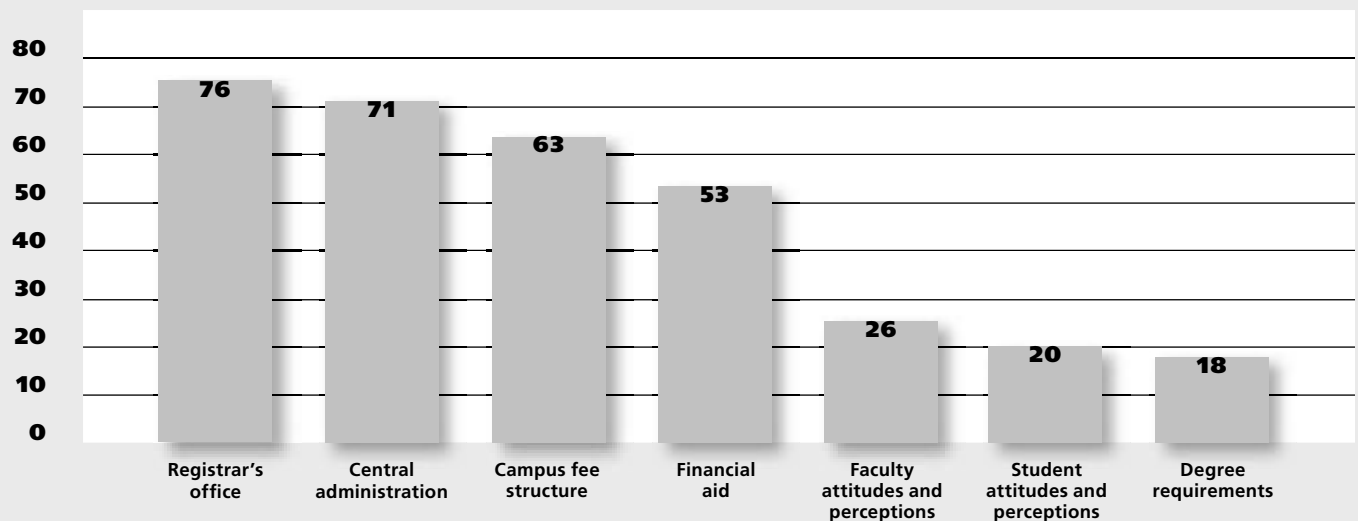
In regards to program or degree design requirements, for 13% of institutions, program or degree design

requirements are “usually” or “always” an obstacle, while for 18% they are “rarely” or “never” an obstacle. The majority of institutions (69%) fall into the middle range, indicating that program or degree design requirements are “sometimes” an obstacle. Interestingly, no (0%) small institutions reported that program or degree design requirements are “usually” or “always” an obstacle, compared to 29% of large institutions.

For student attitudes and perceptions of study abroad, 18% reported that student attitudes are “usually” or “always” an obstacle, while 20% indicated that they are “rarely” or “never” so. For the majority of institutions (62%), then, student attitudes are “sometimes” an obstacle.

Responses concerning faculty attitudes and perceptions of study abroad indicate that for 6% of institutions faculty attitudes are “usually” or “always” an obstacle, while 26% report that faculty attitudes are “rarely” or “never” an obstacle and most (67%) consider that they are an obstacle only “sometimes.”

**SIGNIFICANCE OF POTENTIAL OBSTACLES TO INTEGRATION OF EDUCATION ABROAD INTO CURRICULA (REPORTING “RARELY” AND “NEVER”)**



# 9

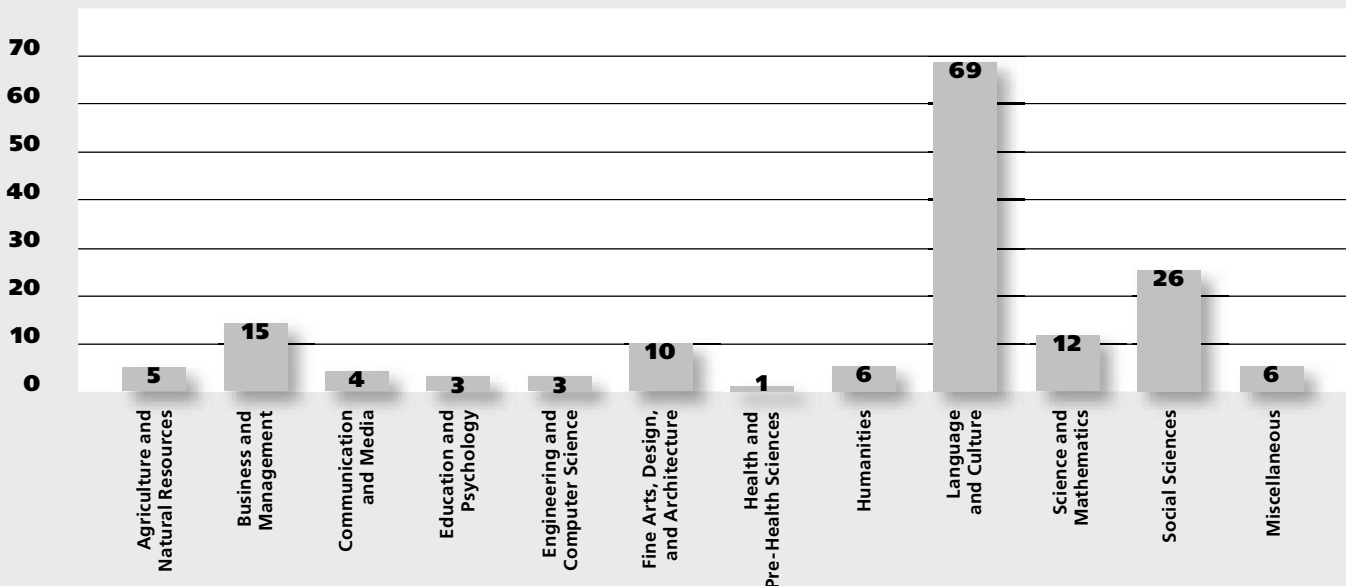
**QUESTION 9** Please identify up to four departments or interdisciplinary programs at your institution that you feel successfully integrate education abroad into the curriculum. With respect to these departments/programs, please answer the following questions for each (i.e. each question will be repeated four times). Where possible, include as broad a sampling of departments/programs as is appropriate.

**F**orty-four (44) institutions (small = 25, large = 19) responded to these questions. Based on traditional disciplinary groupings created by the University of Minnesota, these programs and departments can be assigned to twelve Academic Clusters, as shown in the table below.

Not surprisingly, programs abroad in Languages and Cultures (n = 69) and Social Sciences (n = 26) are the most successfully integrated into the curriculum. Still, programs in Business and Management (n = 15); Fine Arts, Architecture, and Design (n = 10); and Science and Mathematics (n = 12) seem to be increas-

*(continued)*

**ACADEMIC CLUSTERS THAT SUCCESSFULLY INTEGRATE EDUCATION ABROAD INTO THE CURRICULUM INCLUDE:**





*(continued from previous page)*

ingly incorporating education abroad. No programs in Education and only one in Health/Pre-Health Science program were identified. (The three programs shown in Education and Psychology in the table above are in Psychology.)

Regarding course evaluation and approval, faculty/staff advisers “usually” or “always” evaluate courses taken abroad as equivalent to or in lieu of a home campus course. At small institutions, 91% reported that this is “usually” or “always” done by faculty, and among large institutions, 93.0%. As to timing, it is more likely done at a small institution before the student leaves (95.5% indicated “usually” or “always”) than at a large institution (60.0%).

Precedence is not viewed in the same way at small and large institutions. When asked whether the faculty member’s evaluation of a course sets a precedent for future students, 81.2% of large institutions selected “usually” or “always,” while only 57.3% of small institutions did so.

The responses to the sub-questions regarding major and minor design show minimal to some focus on edu-

cation abroad. When asked about designing a major, 21.3% of small institutions stated that faculty “usually” or “always” structure the major to require education abroad, while only 12.3% of large institutions indicated that this is true. Minors are even less likely to incorporate education abroad as a requirement, with small (7.9%) and large (7.0%) institutions noting practices comparable to those for majors.

When asked from the opposite perspective, of designing education abroad programs for curriculum fit, responses are more positive. Among large institutions, 52.1% reported that faculty and departments design education abroad programs that can “usually” or “always” meet major or minor requirements, while 29.2% of small institutions indicated that this occurs.

Finally, more than half of all respondents (small = 58.5%; large = 59.4%) reported that faculty “usually” or “always” identify and assess a variety of education abroad programs that are then matched with on-campus major and minor curricula so that students and faculty know in advance that education abroad will fit seamlessly into the major and minor.

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## SUCCESSFUL EXAMPLES OF CURRICULAR INTEGRATION

In addition to the quantitative data collected, the survey allowed respondents to comment further on successful examples of curriculum integration at their institutions. Their responses should be viewed with some caution, however, as while most respondents listed up to four departments/schools at their institution as “successful” examples of curriculum integration, over half of those respondents provided no information as to what comprised that success, what/who made it possible, and how success was being measured. The relative absence of comments on successful language departments is particularly noticeable.

Still, in a survey designed to provide a snapshot of practices as they exist in a moment in time, the comments provide a small window on changes under way or under consideration. “New” majors, major requirements, courses, and research opportunities, all with an international/overseas focus, are “in the process” of being considered, planned, and implemented. Universities are described as being “in a state of flux” regarding curriculum integration.

The comments also provide additional insight into the institutional and departmental goals and strategies for curriculum integration. For example, regarding policies and procedures that affect the process or mechanics of study abroad, one respondent wrote, “Standing exceptions to policy allow study abroad credit to be counted in the final 30 hours of the degree.”

Policy makers such as deans and department heads often hold the key to enabling or enhancing the recognition of study abroad coursework. It is therefore potentially significant when deans are described as being “in the process of outlining long-term plans for expanding numbers of their students to study abroad” at an institution. Similarly, another respondent’s comment that “flexibility for study abroad was considered in the process of designing a new Common Curriculum” suggests recognition of the merits of study abroad at the institutional level. At still another institution, the College of Arts and Sciences was reported to be “completing a systematic survey of departments and their attitudes [and] practices in planning for *and crediting* study abroad [italics added].”

Comments from respondents regarding successful business programs demonstrate how education abroad coursework can enhance in different ways study within the same discipline. One institution’s business school allows students to fulfill language requirements only and rarely awards credit for business courses taken abroad, while another institution is reported to have become “very flexible” in evaluating education abroad course substitutions which complement the major. (In the latter case, this transformation occurred when the business school “moved from a rigid template in which students were required to take exact matches” for home campus business courses.) A third business school has approved a new business major that requires students to spend a semester abroad.

Among the encouraging signs of how study abroad coursework can be integrated into the home curriculum are comments regarding engineering and the sciences. For example, one respondent highlighted the success of a biochemical sciences department, which has designed a lab research program abroad to fulfill an important research component for its majors. Another reported on the success of an engineering program, in which engineering students participate in an “integrated fieldtrip” designed in cooperation with the same institution’s business college.

Institutions can situate study abroad as a central part of the learning environment. For example, workshops can be designed to complement required pre-departure orientations or opportunities developed for students to continue as active cross-cultural learners during and/or after their time abroad. One respondent mentioned that optional programs or field trips abroad are attached to regular campus courses as a way to bring a study abroad component into the home curriculum.

Another institution links its students abroad with relevant on-campus classes via the web and email, with the students abroad serving as “International Correspondents” for the home campus classes. In another institution’s innovative approach, an international studies department offers upper-division coursework in the social sciences (e.g., economics) in a foreign language. Those classes “attract returned students interested in pursuing disciplinary study in a language other than English.” The same department also offers an interdisciplinary colloquium that “often serves as a forum for returned students to share perspectives gained abroad on a variety of international topics.”

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## DISCUSSION AND RECOMMENDATIONS

In 2004, Geoffrey Bannister, Executive Director of the Forum on Education Abroad, provided commentary on the survey results by highlighting several recommendations and suggesting future courses of action by *Forum* committees and *Forum* member institutions.<sup>3</sup> His comments are summarized in the paragraphs which follow.

Given the fact that credit toward the degree is “usually” or “always” widely awarded for study abroad coursework, and leaving aside whether credit is awarded specifically for the major, it is disappointing that only 38% of advisers “usually” or “always” include education abroad in advising students on their major, minor and general education requirements. This suggests that informed and consistent advising is a problem area that deserves more attention by the Advocacy committee.

Only 19% of respondents reported that their institution’s publications and websites regularly highlight education abroad opportunities, suggesting a point of focus for campus Advocacy as well as for the Standards committees.

Preparation for and reflection on the study abroad experience are critical, and it is unfortunate that the majority of institutions surveyed do not require pre-departure or re-entry courses. This suggests that the issue should be taken up by the Standards committee’s work on best practices. The Curricular Integration committee should look into making a case for (or at least strongly recommending) a required pre-departure course rather than brief orientation sessions. The Data committee could examine the frequency and duration of non-credit pre-departure and re-entry activities.

The study abroad implications for second language study remain strong, and some 90% of respondents reported that credit is regularly awarded for coursework toward second language requirements. However, it remains unclear whether or how study abroad generates or sustains interest in less commonly taught languages, particularly those targeted by federal policy and business manpower needs.

The fact that several institutions accept education abroad credit towards the senior thesis and award credit for research done abroad suggests that *The Forum’s* stu-

dent research awards would benefit from greater promotion, with particular attention paid to increasing awareness of the award among faculty (a possible subject for the Advocacy committee).

Since the majority of institutions surveyed accept credit earned from internships abroad, and since student interest in internships is strong and growing, the Data committee might consider monitoring trends in international internships and communicate those trends to appropriate program providers. Developing a system to track internships abroad would be a helpful first step.

Given the need for school teachers to have greater global competency, it is disappointing that study abroad credit for student teaching is “rarely” or “never” accepted by a large fraction of institutions (47%). Some investigation into the accrediting and training requirements for education majors would seem in order, and the Advocacy committee might want to initiate contact with accrediting organizations to further explore the issue.

It appears that the responsibility for integrating education abroad resides more frequently with education abroad administrators, faculty, and department heads than with senior administrators. Similar patterns emerge with respect to active participation in curriculum integration. However, given that curricular decisions of the magnitude needed to further curriculum integration would likely require strong upper administrative support and encouragement, the Advocacy committee might want to focus on compiling materials that would encourage the involvement of deans and provosts.

Faculty at the institutions surveyed actively encourage and set limitations on education abroad participation. It is unclear from the survey whether this is a problem or not. More detailed information on the types and purpose of faculty-imposed limitations might be a further point of interest for the Data committee to investigate.

Finally, it is encouraging that financial aid, university fee structures, and the registrars’ offices/credit evaluators do not seem to pose significant obstacles for potential study abroad participants. In fact, no single factor was considered highly significant. However, the finding that for the majority of institutions, program/degree design requirements, student attitudes, and faculty attitudes are sometimes obstacles needs to be further explored. Do the obstacles coincide along disciplinary lines (for example, are student and faculty attitudes more likely to be an obstacle for those degree programs with stringent

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<sup>3</sup> Geoffrey Bannister, “Some Observations from the CI Survey,” November 2004 communication to the Curricular Development and Academic Design Committee.

requirements)? Given the discrepancy between professed student interest in study abroad before matriculation and the fraction of students who actually go abroad to study, the data suggest that the barriers are either not well understood or fall outside of the questions asked on this survey. Further research is needed on this critical issue and either the Advocacy or Data committees might consider recruiting graduate student research on this question.

## CONCLUSION AND LIMITATIONS

The survey sought to provide a snapshot of curriculum integration practices as they existed in 2003. The findings show that there are many approaches to curriculum integration, and it appears

that a clear definition of curriculum integration has not yet emerged. The only statistically significant positive correlation in the data is seen in the relationship between faculty involvement in curriculum integration and the application of credits from education abroad toward students' majors ( $p < .05$ ). This correlation is positive when faculty members are "usually" to "always" actively involved in curriculum integration. A Pearson correlation reveals this information.

In conclusion, the survey, despite certain limitations—of sample size, response rate, and broad-phrased questions—provides *The Forum on Education Abroad* with findings to begin its next stage of inquiry into practices of education abroad curriculum integration. Continued inquiry by the Forum into practices of curriculum integration, inquiry which it already perceives as necessary, is highly recommended as a means to further establish standards of practice and a clearer definition of curriculum integration.

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# WHAT IS THE FORUM ON EDUCATION ABROAD?

*The Forum* is a global institutional membership association whose exclusive purpose is to serve the field of education abroad. It was created by experts in the field specifically to meet the needs of the profession. *The Forum* is a network of professionals engaged in a global dialogue about education abroad. *The Forum* is not just talk. It is action. It is participation. It is change. It is growth. It is policy. It is momentum.

Its members worldwide are educational institutions, consortia, agencies, organizations, and individuals that provide, direct, manage or support education abroad opportunities. *The Forum* members represent over 60% of the U.S. student population studying abroad. Its policies are guided and set by the Board of Directors whose only interest is to further the mission of *The Forum* to promote the greater good of the field of education abroad, without fear or favor of any one group or particular constituent. No other association provides the services and products provided by *The Forum*.

By offering opportunities for dynamic discourse and up-to-the-minute information sharing, *The Forum* promotes high quality and effective programming through:

- Advocating **standards of good practice**,
- Promoting the integration of education abroad into high-quality **curricular development** and **academic design**,
- Encouraging **outcomes assessment**,
- Conducting research and **data collection**,
- **Engaging in advocacy** of education abroad at all levels.

Participation in *The Forum* is appropriate for professionals at all levels of experience who are interested in contributing to the growth of knowledge and understanding about education abroad and its impact on learning and skills development. The Forum invites active participation by university and non-university-based education abroad administrators, advisors and faculty members from all disciplines and all nations in shaping and carrying out the purposes of the organization.

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## FOR MORE INFORMATION ABOUT THE FORUM...

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