

**Center for International and Cultural Education
Strategic Plan
May 1, 2009**

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Section 1: Description

The Center for International and Cultural Education (CICE) is staffed by one director, one assistant director, a study abroad advisor, an international student recruiter/advisor, and a finance manager. We are assisted by about 15 work study students and two interns each semester, and 3 student summer workers.

Each academic year our office works with approximately 140 students participating in semester or year-long off-campus study programs, between 150 and 300 students participating in January Interim off-campus study, and about three dozen international students. During 2008-09, Gustavus students studied in 30 different countries and 35 international students (out of about 130 international student applicants) represented 15 different countries. In addition, we work closely with faculty who are proposing or leading off-campus study courses or programs, both before, during, and after the program is conducted. We also work closely with over 30 study abroad program providers, in addition to administering three of our own, in offering over 120 semester and year-long programs. We work with academic departments to provide research and learning opportunities at Gustavus for international faculty and scholars, in particular assisting with immigration and government regulations, as well as procedures regarding temporary travel and work applications.

1.1.1 Mission

The Center for International and Cultural Education (CICE) implements the mission of Gustavus Adolphus College to develop culturally and globally engaged students.

1.1.2 Vision

Gustavus Adolphus College has the potential to be a national leader in developing culturally and globally engaged students. A cross-cultural and internationalized perspective, both on campus and in off-campus environments, is essential to a quality education, to building scholarly standing, to augmenting service to society and to developing a critical awareness of the common problems facing the world. Internationalized education at Gustavus moves students to understand the richness of culture; the complexities of religion, economics and ethnicity; the nuances of power; and the histories of many people, which results in different worldviews. We value diversity and cohesion, and acknowledge that there are many different ways of knowing. Our goal is to prepare students who can communicate freely with others in the realm of ideas, think critically, and who can act as responsible, concerned citizens of an ever-changing world.

1.1.3 Goals

- Serve as a campus leader and resource for ensuring our graduates are equipped to interact effectively and proactively across racial, ethnic, cultural, linguistic, and national borders.
- Guarantee excellence and expertise in all the work undertaken by the Center.
- Establish a substantial endowment to extend and support the mission of the office.
- Form the core of Gustavus cultural/global commitments through expanded physical space at the heart of campus.
- Establish a critical mass of international, U.S.-born underrepresented, and immigrant students and faculty to ensure a rich, dynamic environment marked by intercultural diversity.
- Provide only the highest quality short- and long-term academic and cross-cultural off-campus study programs through a mixed portfolio of Gustavus-sponsored and provider off-campus programs.
- Ensure maximum student participation in off-campus study.
- Utilize technology to identify, track, assess, and implement cultural/global initiatives.

- Collaborate in comprehensive faculty and staff development for cultural/global competence.
- Emphasize lifelong cultural/global learning and reinforce connections with our graduates and other friends of the College.
- Work integratively with other interdisciplinary Centers of Synergy on campus in order to enrich existing programs and identify new collaborative initiatives.

1.2 Programs and Services

- Over 120 approved off-campus study programs for semester or year-long study. These include a variety of program models (direct enroll, theme/group based, faculty-led, internship and service learning options, as well as hybrids) and are offered in collaboration with over 30 professional and university-based off-campus program providers. For a complete list of the 2009-10 approved programs, see the CICE [website](#).
- Three Gustavus-operated semester programs: Semester in Germany (fall), Semester in India (fall, in collaboration with Concordia College/Moorhead), and Semester in Sweden (January/spring).
- Seven exchange programs, including:
 - China – United International College
 - France – Centre de Linguistique Appliquee/Besançon
 - Japan – Kansai Gaidai University
 - Malaysia – Universiti Sains Malaysia
 - Sweden – Mora Folkhögskola
 - Sweden – Uppsala University
 - Sweden – Växjö University
- Two off-campus student teacher programs, administered in collaboration with the Department of Education.
- A variety of January Interim off-campus travel courses. For a complete list of the January 2009 courses, see the CICE [website](#). The number of Gustavus courses offered each year varies.
- Participation in two consortia which offer courses available to our students:
 - HECUA (Higher Education Consortium for Urban Affairs – semester, year, summer, and January opportunities)
 - UMAIE (Upper Midwest Association for International Education – January course opportunities)
- Additional programs and services of the office include student recruitment, student advising, pre-departure and re-entry programming, embassy registration, semester program development, visa and immigration support for both international students and faculty, international student advising, faculty course development support, and risk management oversight.

1.3a Support Relationships on Campus

The Center for International and Cultural Education relies heavily on all of our academic departments and programs to collaborate in our efforts to engage students in off-campus study.

In addition, we work closely with the following campus offices, programs, or resources:

Academic Advising	Disability Services
Career Center	Diversity Center
Center for Vocational Reflection	Finance Office
Community Service Center	Financial Aid Office
Counseling Center	Gustavus Technology Services

Institutional Advancement
Kendall Center for Engaged Learning
Marketing and Communication
Office of Admission
Office of the Dean of Students

Office of the Provost
Printing Services
Registrar's Office
Residential Life

1.3b Support Relationships off Campus

Our work would not be possible without the collaboration with and resources from many off-campus partners and information services. What follows is only a partial list.

EIIA (Educational & Institutional Insurance Administrators, Inc.) and AIG (American International Group, Inc.)
IIE (Institute of International Education)
iJET Intelligent Risk Systems
NAFSA: Association of International Educators
OSAC (Overseas Security Advisory Council)
SECUSS-L (Section on U.S. Students Abroad)
The Forum on Education Abroad
UMAIE (Upper Midwest Association for Intercultural Education)
Program providers and exchange partners (see Appendix).

Section 2 – Strategic Review

2.1 Strategic Issues

Over the past five years, the Center for International and Cultural Education has undergone an external review (Brockington & Herrin, 2006) and had three different directors (Cha, Quade, O'Grady). In the last three years, procedures and policies for off-campus study have been significantly changed (first under Quade, continued under O'Grady). These changes were essential but also extensive, and have affected the number of programs, method of application, risk management approaches, and the way in which off-campus study is funded.

To prepare this strategic plan, the entire CICE staff held a retreat in December 2008. Several other documents were also consulted, including archived office files from the last 20 years, strategic planning documents prepared by former director John Cha in 2005, the external review from 2006, and articles on best practice published by national organizations within the field of international and cultural education.

2.1.1. Strengths (internal):

- A professional, experienced and collaborative staff who have a wide range of experiences over many years in international education;
- Campus support for off-campus study in the form of a 60% contribution of student tuition toward the cost;
- A wide variety of off-campus study programs, in a range of geographic regions and academic interests;
- Significant student interest in off-campus study, indicated by participation rates of more than 50% of the student population;
- High quality off-campus study courses designed and led by Gustavus faculty during January Interim;
- Signature semester programs led by Gustavus faculty (Sweden, Germany), and one in consortium with Concordia/Moorhead (India);

- The history of a 40-year campus commitment to academic off-campus study and/or exchange as an important component of students' education;
- More than 30 years of College commitment that financial aid should follow students as they studied abroad, a commitment many colleges and universities have been unwilling to make;
- A current director appointed from the senior Gustavus faculty who understands and can work effectively within Gustavus academic culture and faculty governance;
- Wide support among academic programs about the value of off-campus study. Most departments or programs include information about this on their web page or in advising.

2.1.2. Weaknesses (internal):

- A rotating director system, which may mean that a director will have no prior experience in the field of international education or will only serve for a 3-year appointment;
- A disconnect between majors and off-campus study. Students may choose to do an off-campus study program and are rarely or never asked to integrate that experience with any of their on-campus coursework;
- Insignificant funding to recruit and support international students;
- Limited institutional resources for design and support of software or web-based applications limits our ability to maintain records and share information;
- Inadequate student re-entry services due to lack of staff, insufficient funds, and the Gustavus academic structure (e.g. since a re-entry course does not have general education designation, students have no incentive to fit it into their schedules).
- The office space is too small for the number of people who work in it, has structural elements that inhibit sight lines and movement, has no storage capacity for office files, and is entirely environmentally inefficient;
- We are understaffed for current workload. Over the past two years, there have been several major policy and program changes. While one new position was added (finance manager) to address the increases in the billing/financial area, administrative support was lost in the staff reorganization. There continues to be a need for additional staff to cover workload increases from addition of new programs (Semester in Sweden, student teacher abroad programs, logistics management of January Interim off-campus travel courses) and in keeping up with the standards in our field and with student expectations (increased number of forms to provide and track, website and on-line forms submissions, student applicant vetting, and student health issues, risk management and liability, etc.);
- Any increase in the Gustavus comprehensive fee has a direct effect on our budgeting model for both off-campus study and international student recruitment;
- The change in the funding structure for off-campus study (from 100% tuition directed to program costs, to the current 60%) has had a lingering and detrimental effect on off-campus study enrollments. Students and parents familiar with the old structure have expressed concern about motivations for the new structure. Resentment of students who were financially caught in the change (there was no transition period) has trickled through the student population. The perception is that we are now less supportive of international education. Once seen as a leader in study abroad, both in terms of number of students sent abroad and in financial support for them, we now risk having fewer current students study away and losing prospective students to institutions that provide more financial support.

2.1.3. Challenges (external):

- The downturn in the economy will continue to have a significant impact on off-campus study. Travel costs are higher and there are fewer loan or scholarship sources. More students need to take part-

time jobs to underwrite their education, which can mean less time available to them for off-campus study.

- The academic, financial, logistic, and legal issues involved in off-campus study have all become significantly more complicated in the last decade. Our educational, professional, and fiscal responsibilities are significant, requiring office staff who are well-versed in the field and engage in frequent professional development to stay up-to-date.
- Risk management requires increasing time and attention. Violence anywhere in the world can affect our students, with legal and moral implications for Gustavus. Lack of attention to liability and risk management issues can threaten our reputation, livelihood, and programs.
- Some regional competitor colleges are in a better financial position to fund off-campus study, and recruit/retain international students, and consequently can out compete us for students. Several colleges substantially underwrite off-campus study at a greater percentage than Gustavus.
- Our students are increasingly technology savvy and utilize networking tools such as Facebook, MySpace, blogs, etc. While this presents opportunities (see below), it also means we must keep up our own tech proficiency and try to devote precious staff time to maintain a networking presence.
- The character of today's "typical" college student poses challenges that affect the work of our office. Off-campus study and engagement with issues of diversity require comfort with ambiguity and risk-taking. While many of today's students appear to be more confident in general, they also frequently suffer from anxiety and depression, are fearful about not having the "right" answer or making a mistake, and want to feel they are in control. More students have diagnosed learning, emotional, or physical disabilities and students in general have shorter attention spans. They tend to have a consumer mentality and expect instant gratification. All of this affects their expectations of how we will work with them as well as their attitudes toward cultural or global study.
- The parents of today's college students tend to be very engaged with their child's academic life and, thanks to technology, can be in contact with their child even across the globe. These parents tend to be more anxious about their child's safety, and expect frequent contact from our office, often inappropriately. As a consequence, the kind of personal growth and independence that should be one result of off-campus study is sometimes compromised – with all best intentions – by over involved parents.

2.1.4. Opportunities:

- More students have had some international or domestic travel experience before arriving on campus. They have a high expectation of engaging in off-campus study at some point during their college career. Their parents have also traveled or studied internationally and believe this is an important aspect of education.
- Students' networking capacity provides opportunities in regard to recruiting, information sharing, and contacts with our office while off-campus.
- Increasing globalization makes internationalization of curriculum more important. It is evident daily that we are all interconnected, and that off-campus study and cultural/global competence enhances opportunities for international careers or jobs.
- The downturn of the economy may be an opportunity for us to design our own semester programs. These would be more affordable and could enable us to harness our creativity and faculty expertise.
- Since there may be fewer jobs for graduates, students will look to make themselves more marketable through off-campus study and/or opportunities to engage with cultural diversity.
- While many "typical" students are uncomfortable with ambiguity and risk-taking (see "Challenges"), we also have many students who want to give something back to the world, to be of service. There is

a palpable interest in social justice issues among many of our students, as well as foundational religious/spiritual values, which can be harnessed effectively for cultural/global study.

- Increasingly, our students want to study in more “exotic” and challenging sites rather than going to Europe or more comfortable locations. This provides them an opportunity for more intensive cultural learning.

Section 3 – Strategic Initiatives

Goal 1: Serve as a campus leader and resource for ensuring our graduates are equipped to interact effectively and proactively across racial, ethnic, cultural, linguistic, and national borders.

Strategic Initiative 1.1 – Engage faculty and staff to articulate the cultural/global student learning outcomes (knowledge, skills, and attitudes) we expect of all our graduates. Align these outcomes with the commitments articulated in our mission (to social justice, leadership, service, and global perspectives).

Strategic Initiative 1.2 - Enrich curricular and co-curricular offerings to ensure there are ample opportunities at multiple points for students to develop the expected cultural/global outcomes.

Tactic 1.2.1 – Establish a cultural/global general education requirement.

Tactic 1.2.2 – Reinvigorate the Crossroads Program as a showpiece for Gustavus global/cultural education commitments and/or develop additional learning/living communities for students focused on cultural/global themes.

Tactic 1.2.3 – Create a “Global Studies Major” that is interdisciplinary and includes off-campus study.

Tactic 1.2.4 – Expect all students to achieve competency in a second language.

Tactic 1.2.5 – Design a required sophomore-level course, “Culture 101,” that would include course content on global issues and systems, and knowledge of diverse cultures, coupled with off-campus study.

Goal 2: Guarantee excellence and expertise in all the work undertaken by the Center.

Strategic Initiative 2.1 – Manifest the highest standards and ethics in the work we do. Utilize *Standards of Best Practice for Education Abroad* and *Code of Ethics for Education Abroad* from The Forum on Education Abroad, as well as other guiding documents within the field of international education.

Strategic Initiative 2.2 – Scrupulously attend to best practices in risk management to ensure the highest degree of safety and program integrity for our students.

Strategic Initiative 2.3 – To enhance their expertise and ensure on-going intellectual vitality, provide CICE staff with annual professional development opportunities and the time and financial support for engagement with state and national organizations and initiatives.

Goal 3: Establish a substantial endowment to extend and support the mission of the office.

Strategic Initiative 3.1 – Seek a transformational gift(s) of \$8 million or more to generate approximately \$300,000 income per year. (The Center to be named in honor of a major donor.)

Strategic Initiative 3.2 – Fund an endowed chair in Cultural/Global Studies (similar to the Sponberg Chair).

Strategic Initiative 3.3 – Invite prospective donors to fund scholarships to enable students to study off-campus and to support international students.

Strategic Initiative 3.4 – Secure funding for faculty travel, pilot projects, conferences, and release time for projects related to global/cultural initiatives.

Goal 4: Form the core of Gustavus cultural/global commitments through expanded physical space at the heart of campus.

Strategic Initiative 4.1 – Construct a building that houses the Center and includes classroom space, faculty and staff offices, research center, meeting rooms, and exhibition space. This building will be a hub of campus life, offering space for colloquia, seminars, guest speakers, and space to meet and mingle.

Strategic Initiative 4.2 – Physically link the Center for International and Cultural Education and the Multicultural Programs Office to underscore the imperative for students to understand both the local and global dimensions of racial, religious, and ethnic legacies.

Strategic Initiative 4.3 – Create even greater synergy among campus Centers by physically linking (either in a common space or in closely connected campus buildings) CICE, Multicultural Programs, Kendall Center for Engaged Learning, Center for Community Service, Center for Vocational Reflection, and Folke Bernadotte Memorial Library. This would ensure a “commons” that physically manifests the interdisciplinary commitments of the College to the intellectual and cultural life of students and faculty.

Goal 5: Establish a critical mass of international, U.S.-born underrepresented, and immigrant students and faculty to ensure a rich, dynamic environment marked by intercultural diversity.

Strategic Initiative 5.1 – Hire an admissions officer whose sole responsibility is recruitment of international students with a budget that enables regular international travel.

Strategic Initiative 5.2 – Utilize Fulbright Visiting Scholars program and other existing avenues to identify and fund international faculty.

Strategic Initiative 5.3 – Build relationships with secondary schools that serve predominantly immigrant populations and with international secondary schools that can serve as feeder institutions in our recruitment efforts.

Goal 6: Continue to provide only the highest quality short- and long-term academic and cross-cultural off-campus study programs through a mixed portfolio of Gustavus-sponsored and provider off-campus programs.

Strategic Initiative 6.1 – Select and promote our approved programs less on geography and more on themes related to our mission, academic program, and the global/cultural student outcomes we expect. (Themes might include environmental sustainability, health and wellness, human rights, diasporas, justice, decolonization, religion in local/global contexts, transglobal identities, global citizenship, etc.)

Strategic Initiative 6.2 – Adopt guiding principles for study away that ensure it (a) is a graduation requirement for all students, (b) includes civic engagement opportunities, (c) is closely coupled to our mission as a college, (d) is academically rigorous with measurable outcomes, (e) is cost neutral for students, and (f) addresses the developmental needs of undergraduate students.

Strategic Initiative 6.3 – Ensure a continuum of connection and support for study away participants through required pre-departure, on-site, and re-entry opportunities (courses, seminars, forums for sharing).

Strategic Initiative 6.4 – Partner with institutions, businesses, and universities abroad to tackle major social issues and create off-campus study opportunities for our students (as well as avenues for recruiting international students and faculty).

Strategic Initiative 6.5 – Develop more Gustavus-operated semester programs that balance our current offerings (Germany, Sweden, India) and enhance our mission and strategic goals.

Strategic Initiative 6.6 – Increase staff by .5 FTE to meet these goals (see strategic initiative 8.4).

Goal 7: Ensure maximum student participation in off-campus study.

Strategic Initiative 7.1 – Expand programs in underrepresented fields (e.g., public health, business, media, sports programs) to attract students who may not “see themselves” in off-campus study.

- Strategic Initiative 7.2 – Ensure off-campus study is “cost neutral” for students – either through an increase in the College’s financial support, or through increased scholarships, grants, rotating loans, etc.
- Strategic Initiative 7.3 – Work closely with academic programs to identify programs that most closely match the needs and interests of their majors. Assume off-campus study is normative and expect all students to participate.
- Strategic Initiative 7.4 – Provide incentives to attract students currently underrepresented in off-campus study, especially students of color and working class students.

Goal 8: Utilize technology to identify, track, assess, and implement cultural/global initiatives.

- Strategic Initiative 8.1 – Employ effective data management practices through on-line record keeping, application procedures, and form storage.
- Strategic Initiative 8.2 – Utilize technology to enhance sustainability in our work and reduce consumption of materials.
- Strategic Initiative 8.3 – Continue to develop and maintain an effective web presence accessible to students, faculty, parents, and professionals in the field.
- Strategic Initiative 8.4 – Increase staff by .5 FTS to meet these goals (see strategic initiative 6.6).

Goal 9: Collaborate in comprehensive faculty and staff development for cultural/global competence (and see Goal 11).

- Strategic Initiative 9.1 – Provide incentives and recognition to faculty and staff who participate in teaching, research, learning, and outreach in culturally diverse and/or international settings.
- Strategic Initiative 9.2 – Provide funding and release time to allow administrators and hourly staff to serve as back-up leaders of January Interim off-campus study.
- Strategic Initiative 9.3 – Provide funding and release time to support course development that contributes to global/cultural competence.

Goal 10: Emphasize lifelong cultural/global learning and reinforce connections with our graduates and other friends of the College.

Strategic Initiative 10.1 – Utilize the expertise of Gustavus faculty to develop academically focused off-campus study programs for alumni, friends of the College, and other adults who want to broaden their knowledge of the world.

Strategic Initiative 10.2 – Increase the CICE staff by 1.0 FTE to coordinate and promote these programs, recruit interested faculty, and reach out to alumni in collaboration with the Office of Alumni Affairs.

Strategic Initiative 10.3 – Focus on the income generating and advancement/development opportunities inherent in this goal. Prospective donors will understand first-hand the benefits to students of off-campus academic study, have the opportunity to learn from faculty who are experts in their field, and will feel more connected to and engaged by the College.

Strategic Initiative 10.4 – Actively engage alumni who have had international experiences to be mentors for off-campus study students, recruiters for international students, supervisors for international internships, and advocates for global/cultural initiatives on campus.

Goal 11: Work integratively with other interdisciplinary Centers of Synergy on campus in order to enrich existing programs and identify new collaborative initiatives.

Strategic Initiative 11.1 – Collaborate with the Johnson Center for Environmental Innovation to ensure environmental stewardship and sustainability in the work of CICE and in off-campus study.

Tactic 11.1.1. – Commit to sustainable practices in office management, including paperless application and enrollment processes, use of recycled materials, less reliance on printed handbooks and programs guides, etc.

Tactic 11.1.2. – Educate students regarding their carbon footprints while on study away and encourage them to travel in environmentally and socially responsible ways when they travel on their own or with the group. Encourage less travel and more locally based exploring.

Tactic 11.1.3 – Develop programs that allow students to pursue internships, volunteer positions, research, and service learning opportunities with programs or NGOs working on environmental and social issues such as climate change and sustainable development.

Tactic 11.1.4 – Give students resources/info on how to get involved in advocacy campaigns related to local environmental and social issues upon returning to their home campus/community.

Strategic Initiative 11.2 – Collaborate with the Kendall Center for Engaged Learning to enhance faculty development for global/cultural issues (and see Goal 9).

Tactic 11.2.1 – Organize an on-going series of faculty colloquia, lectures, and other events that speak to the topic of what internationalization means at Gustavus.

Tactic 11.2.2 – Collaborate with faculty and staff on interdisciplinary research, seminars, classes, and assessment focused on cultural/global initiatives.

Strategic Initiative 11.3 – Collaborate with the Center for Vocational Reflection and the Career Center to assist students in pre-departure and re-entry reflection on vocation and cultural/global commitments.

Strategic Initiative 11.4 – Collaborate with a (future) Center for Leadership Development on initiatives to increase students' leadership skills in cultural and global arenas.

Strategic Initiative 11.5 – Collaborate with the Community Service Center to enhance current and develop new faculty development programs and student off-campus study programs with international service learning.

Strategic Initiative 11.6 – Continue to work collaboratively with the First Term Seminar Director and FTS instructors in providing resources and support for FTS classes.

Section 4: Assessment

Internationalization of a campus or curriculum is notoriously difficult to measure quantitatively. The College experience is more than just skills development. It also involves personal development as manifested through physical, mental, and emotional changes over time. Quantitative data do not measure these outcomes, yet qualitative measurement is likewise limited when it attempts to measure experiential learning outcomes or students' intercultural sensitivity. Since internationalization of the campus or curriculum is multi-faceted, outcomes must be analyzed at the student level, the program level, and the institution-wide level. Until the College grapples as a community with defining outcomes for cultural/global study, we will struggle in identifying appropriate measurement strategies. We must also be cautious about focusing too much on measuring outcomes, and thereby effectively narrowing or negatively influencing both campus and curricular innovation. Nevertheless, there are a number of assessment measures that can be used to monitor progress toward goals articulated in this strategic plan. These measures include:

- Formal and informal feedback from faculty and students
- IES consortium statistics (Institute for the Int'l. Education of Students)
- Physical manifestation of specific goals (e.g., new programs, new building, etc.)
- NSEE senior data
- Open Doors report on international education exchange (IIE)
- Senior Survey data and comments
- Statistics on number of students who study off campus
- Statistics on percentage of international students

Signatures

Jeff Anderson _____

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Gustavus Center for International and Cultural Education
Off-Campus Program Providers and Exchange Partners

ACTR - American Councils for International Education
AJY at Heidelberg University
AIRC - American Institute for Roman Culture
Antioch- Buddhist Studies
ARCADIA- Arcadia, Center for Education Abroad
BARD - Bard College
CLA - Centre de Linguistique Appliquée – FRANCE - EXCHANGE
CGE - Center for Global Education- Augsburg College
CIEE - Council on International Educational Exchange
CMRS - Center for Medieval and Renaissance Studies
CYA - College Year in Athens
DIS - Danish Institute for Study Abroad
Fordham University London Dramatic Academy
HECUA - Higher Education Consortium for Urban Affairs
ICCS - Duke University Intercollegiate Center for Classical Studies
IES - Institute for the International Education of Students
IFSA - Institute for Study Abroad, Butler University
Kansai Gaidai University - JAPAN - EXCHANGE
LAC- Learning Abroad Center- University of Minnesota
Mora Folkhögskola – SWEDEN – EXCHANGE
NTI- National Theatre Institute- Moscow Art Theatre Semester
Oregon Extension
Oxford University, Harris Manchester College
Round River
SACI - Studio Art Centers International
SIT - School for International Training (part of World Learning)
St. Olaf Budapest Semester in Mathematics
Study Abroad Italy
SUNY- State University of New York – in S. Korea @ Yonsei University
Umea University, Sweden
United International College (UIC) CHINA – EXCHANGE
University of Aberdeen, Scotland
University College-Cork, Ireland
University of Lancaster, United Kingdom
Universiti Sains Malaysia – MALAYSIA – EXCHANGE
Uppsala University – SWEDEN – EXCHANGE
Växjö University – SWEDEN – EXCHANGE
Washington Internship Institute
Washington Semester @ American University

rev. 2-5-09