

ACADEMIC PROGRAMS' PERSPECTIVES ON STUDY ABROAD

OPPORTUNITIES WITHIN CURRICULA

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ABSTRACT

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Many students choose to engage in international study abroad opportunities during their time in college. Research on study abroad motivations and benefits and integrated curricula was reviewed for this study. The purpose of this study was to examine Cal Poly Departments that have integrated or incorporated study abroad programs into their curricula. Eight face-to-interviews were conducted from April to May of 2013 regarding Cal Poly Departments' international program structure and logistics. Results indicated that exposure, understanding of the international and global world, understanding cultural diversity, new perspectives, and personal awareness were benefits of students' international experience. The findings show that programs differ depending on the unique needs to each department and that there is no structure common among all programs. The study's findings display the importance of providing students with international opportunities and provide Cal Poly professionals with a sample of the current study abroad programs available for students within each department's curricula.

Key Words: study abroad, integrated curricula, benefits, international course

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Chapter 1

INTRODUCTION AND REVIEW OF LITERATURE

Background of Study

According to Vars (1991), “Educators once more are seeking ways to help students make sense out of the multitude of life’s experiences” (p. 14). In order to do so, educators have developed new ways to deliver educational content. According to Stack, philosophical and psychological information regarding integrated core curricula can be traced as far back as the 1800s (as cited in Vars, 1991). An integrated core curriculum combines multiple core courses into one course for an extended period of time. One benefit of an integrated core is that students are introduced to multiple topics simultaneously and can see how various subjects fit together.

A more recent development in education is the integration of study abroad experiences into core curricula. Though many students choose to study abroad, there is often confusion about which program to choose, whether or not going abroad will put students behind academically, and how much these programs will cost. Integrated study abroad programs decrease the decisions students have to make regarding their study abroad experience and reduce uncertainty about how study abroad experiences will impact their academics.

Cal Poly’s International Education and Programs’ website has developed its own motto, “Learn by Going” to echo the Cal Poly motto, “Learn by Doing” (International Education and Programs, 2012). Currently at Cal Poly, numerous departments have integrated study abroad programs into their core curricula. It goes without saying that

study abroad experiences are valuable for students, but how department's adapt their curricula in order to incorporate this type of learning is the challenge.

The Recreation, Parks, and Tourism Administration Department has recently become interested in integrating a study abroad experience into its own curriculum. This study is extremely valuable to the RPTA Department and any other Cal Poly department interested in making this change to their curricula. Because each university has unique policies and regulations regarding curricula, it is most beneficial to examine Cal Poly programs that have already met the requirements of the university.

Review of Literature

Research for this review of literature was conducted at Robert E. Kennedy Library on the campus of California Polytechnic State University, San Luis Obispo. The following online databases were utilized: Academic Search Elite, ERIC, and Hospitality and Tourism Complete. This review of literature is organized into the following topic areas: university study abroad program participant motivations and benefits, and integrated core curricula.

University study abroad program participant motivations and benefits. Study abroad programs have given students an opportunity to learn and grow in new environments. Each study abroad student who experiences this type of learning is motivated by different factors. Though motivational factors may be unique to every student, there are some overriding similarities among all participants.

The four main factors that have motivated students to participate in study abroad programs include: desire for international travel, need for escape, academic growth, and

the need to be social (Nyaupane, Paris, & Teye, 2010; 2011). According to Lusby and Bandaruk (2010), students were also motivated by their need for adventure and desire to experience new cultures. These motivational factors drive students to engage in international opportunities and are significant to understand when determining what type of programs to create. Van Hoof (2005) claimed students were more strongly motivated by personal desires than academic desires. There was no significant pattern between students' study abroad motivations and their individual major, further suggesting that these motivations were universal among all students no matter what their educational background (Ning & Chen, 2010). This idea also suggests that all students should have access to international study abroad opportunities regardless of their college major.

Lusby and Bandaruk (2010) noted significant changes among students' outlooks after they returned from their study abroad experiences. They found students felt an increase in: social awareness, leadership skills, confidence, personal growth, introspection, and a desire to make lifestyle changes (Lusby & Bandaruk, 2010). Van Hoof (2005) found students most commonly felt that they returned to their home country with a better understanding of different cultures and a new perspective. A majority of students also felt their study abroad experience would be relevant during their future careers in addition to being applicable to their university education (Van Hoof). Freestone and Geldens (2008) suggested students felt that they had engaged in a much more authentic experience living abroad than they had only traveling abroad.

Integrated core curricula. An integrated core curriculum is a relatively modern approach to a traditional curricular system. According to Vars (1991), an integrated core curriculum combines content from multiple subjects and is taught by one instructor over

an extended period of time and is designed based on the needs of the students. Oller (1978) stated that an integrated core presents a broad overview of multiple disciplines without going into great depth in one particular area. Though the research has shown many benefits associated with an integrated core curriculum, creating this type of education environment can be challenging. According to Mckinney and Yoos (1998), “Preparing students to think differently, to think and learn integratively, and to take greater responsibility for their own learning in today’s complex organizational environment are profound challenges confronting all learning institutions” (p. 619).

Many researchers have identified issues related to the integration of core curricula. Roper (1978) pointed out the potential of communication problems between faculty members, current students, and incoming students. Staffing the program presents an additional challenge for administrators (Kelly & Sokuvitz, 1996). Casey (2005) identified potential risks associated with the integration of core curricula such as: students missing key concepts, issues with transfer students, an increase in work load, additional instructor time commitment, additional faculty meetings, and an overall increase in program costs for the institution. Generally however, programs with integrated core curricula are perceived positively by students and university faculty (Casey, 2005; Roper, 1978; Mckinney & Yoos, 1998).

Many researchers have noted the benefits of an integrated core curriculum. Casey (2005) categorized these into student, faculty, and institution benefits. These benefits include: the elimination of curricula overlap, faculty awareness of student’s learning exposure, faculty cross-disciplinary collaboration, positive feedback from potential employees, and an overall improvement in college image (Casey, 2005). Because

material is not being repeated, there is room for additional curricular content that was previously excluded (Casey, 2005; Kelly & Sokuvitz 1996). Kelly and Sokuvitz (1996) stated, “Integrated courses force students to think cross-functionally and thus creates synergy among functional areas” (p. 58). An integrated curriculum also gives students performance standards that stress the important goals and values of a program (Kelly & Sokuvitz 1996).

According to Mckinney and Yoos (1998), an integrated curriculum passes the responsibility of learning course material from the faculty to the students. Students become more aware of their educational weaknesses and how to be in control of their own learning (Mckinney & Yoos). Mckinney and Yoos also found that an integrated core learning environment can mirror the structure of an organization as well as improve critical thinking, teamwork, and communication skills. This curriculum helps students learn to approach and solve ill-defined issues (Mckinney & Yoos). These issues, such as solving problems and completing projects without set goals and objectives, emulate challenges that students are likely to face in their future careers (Mckinney & Yoos).

A standardized language is also developed from this curricular structure (Casey, 2005; Mckinney & Yoos, 1998). This happens because students use the same vocabulary in different course contexts. According to Mckinney and Yoos, “Instruction, development, and use of the vocabulary and concepts of the domains shift from domain centered to student centered” (p. 663).

Summary. Study abroad programs have been shown to provide students with significant educational and personal benefits. Students return from their experience with increased confidence, social awareness, leadership skills, introspection, a desire to make

lifestyle changes, and an understanding of a new culture. Integrated core curricula gives students the opportunity to synthesize different educational subjects and recognize course cross over. Though there are noted concerns with an integrated core curriculum system, generally students and faculty support the change in curricula because of its outweighing benefits. Significant research has been conducted regarding study abroad programs and integrated core curricula separately; however, little research has been done examining the integrated core curricula that incorporates a study abroad experience.

Purpose of the Study

The purpose of this study was to examine Cal Poly Departments that have integrated or incorporated study abroad programs into their curricula.

Research Questions

This study attempted to answer the following research questions:

1. Are certain colleges more likely to have international program integration into their curricula than others?
2. Do majors that have integrated study abroad programs into their curricula use external programs or do they create their programs internally?
3. How do these majors fund the study abroad programs?
4. What are the general structures and logistics of these integrated study abroad programs?

Delimitations

This study was delimited to the following parameters:

1. Information on integrated study abroad programs at Cal Poly was gathered from Cal Poly major faculty and staff.
2. Cal Poly integrated study abroad program structures, logistics, curricula, staffing, and funding were analyzed
3. The data were collected during the spring of 2013.
4. Information for this study was gathered using a person-to-person interview method.

Limitations

This study was limited by the following factors:

1. The instrument used in this study was not tested for reliability or validity.
2. Faculty members were only available to meet to conduct the interview for a limited amount of time.
3. Because the researcher was not able to meet with every department head, some important data regarding structure, funding, or programming may be missing.
4. Only Cal Poly Departments that currently have integrated or incorporated study abroad experiences were examined.

Assumptions

This study was based on the following assumptions:

1. It was assumed that subjects answered all questions honestly and to the best of their ability.
2. It was assumed that subjects would not exaggerate their responses or provide inaccurate answers to please the researcher.
3. It was assumed that subjects did not feel obligated to provide positive answers that would represent their departments well.
4. It was assumed that all subjects were knowledgeable about the topic area.

Definition of Terms

The following terms are defined as used in this study:

Incorporated study abroad experience. A course offered by a department that takes students abroad but is not necessarily part of an integrated core.

Integrated core curricula. The combination of multiple core courses into one course taught for an extended period of time.

Study abroad. Students visiting another country for educational purposes.

Chapter 2

METHODS AND PROCEDURES

The purpose of this study was to examine Cal Poly Departments that have integrated or incorporated study abroad programs into their curricula. This chapter contains the following: description of subjects, description of instrument, description of procedures, as well as the method of data analysis.

Description of Subjects

The subjects of this study were Cal Poly Department Heads, department chairs, and other faculty whose departments have integrated study abroad programs incorporated into their curricula. These were members of either the Baby Boomer Generation or Generation X. Members were highly educated and considered experts in their field of study. The sample size was between 10 and 20 subjects. The department heads and chairs were selected using nonprobability theoretical sampling. These participants were qualified to be in the sample because they were the heads of a Cal Poly Department that had an integrated study abroad program incorporated into their curricula.

Description of Instrument

Data were collected using a face-to-face interview method. The instrument (see Appendix A) was composed of 20 interview questions that were grouped into the following five categories. The first category, questions one through two, consisted of demographic questions necessary to describe the participants. Question three addressed

how the departments benefited from the incorporation of an integrated study abroad experience. The third group of questions, questions four through seven, focused on identifying how departments created their international programs. The fourth category of questions, eight through 10, regarded funding of the programs and finally, questions 11 through 20 helped the researcher better understand program logistics and structures.

The questions were designed as open-ended with the exception of the questions regarding demographic information; demographics questions were categorical. The instrument also consisted of a script used to introduce the purpose of the interview (see Appendix B). The instrument was developed by the researcher and pilot tested with Dr. Bill Hendricks, the head of the Recreation, Parks, and Tourism Administration Department on April 8, 2013. The Human Subjects Committee approved the instrument and Informed Consent letter prior to data collection (see Appendix B).

Description of Procedures

The first step in the study was to set up a meeting with Monica Schechter, the Associate Director of the Study Abroad office at Cal Poly. The Associate Director provided the researcher with a master list of all Cal Poly Departments who had integrated study abroad program in their curricula.

Once this list was obtained, the researcher sent an email to each of the department heads and chairs requesting an interview. This email included the purpose and description of the study. The data were collected using a face-to-face semi-structured interview method. Once interviews were arranged, they were conducted inside the department head's office. The researcher provided the interviewee with a consent form and explained

the purpose of the data collection. The researcher also followed a script explaining participation voluntary and confidential.

The interviews were recorded using a digital voice recorder. The recorded interview was then transcribed into a Microsoft Word document. Data collection was scheduled during April 2013. The researcher sent a follow up email one week after the interview thanking the department head for their participation in the senior project.

Method of Data Analysis

Once all interviews were completed, the data were transcribed and examined in order to help the researcher answer the study's research questions. Research questions were answered using open-ended questions regarding the following topic areas: the likelihood of certain colleges to have incorporated study abroad programs in their curricula, benefits of international programs, the use of internal and external organizations to create programs, funding of programs, and logistics of the programs. The data were analyzed using the Constant Comparison Method. A protocol was created to

Chapter 3

PRESENTATION OF THE RESULTS

In order to examine Cal Poly Departments that have integrated or incorporated study abroad opportunities into their curricula, face-to-face interviews were conducted. Seven department heads and one faculty member were interviewed between the dates of April 22nd and May 7th, 2013. The researcher then transcribed the data in order to present the results. This chapter is organized into the following categories: faculty demographic information and likeliness to provide study abroad opportunities, benefits of international programs, external vs. internal programming, funding, and general structures and logistics of study abroad program.

Faculty Demographic Information and Likeliness for Departments to have International Opportunities

Demographic information including faculty members' gender and college was collected. Of the eight faculty members interviewed, males ($n = 7$, 87.50%) outnumbered females ($n = 1$, 1.25%).

The Cal Poly college that the faculty member represented was also recorded. Of the eight faculty members interviewed, faculty from the College of Architectural and Environmental Sciences ($n = 5$, 62.50%) outnumbered the other colleges represented, College of Agriculture, Food, and Environmental Sciences ($n = 1$, 1.25%), the College of Liberal Arts ($n = 1$, 1.25%), and the Orfalea College of Business ($n = 1$, 1.25%).

Benefits of International Programs

A question regarding how the program benefits from international program integration into their curricula was asked. After transcribing the data, five common themes emerged including: exposure, increase in international and global connections, understanding cultural diversity, new perspective, and personal awareness. See table 1 for frequency and percentages of subject's responses regarding benefits of international programs.

Table 1
Department Benefits of International Programs According to Frequency and Percentage

College	<i>f</i>	%
Exposure	2	25.00
Increase in International and Global Connections	3	37.50
Understanding Cultural Diversity	3	37.50
New Perspectives	5	62.50
Personal Awareness	2	25.00

Twenty five percent of respondents ($n = 2$) felt that student's *exposure* was a major benefit. Participant #5 stated, "From a business perspective it exposes them to a big area to where global business is happening, in China."

The theme of *increase in international and global connections* ($n = 3, 37.50\%$), was highlighted by respondent #1, "We're becoming more international, more global in everything that we do; our work is being shipped over seas. We're going to have to integrate and communicate with people from different countries to a greater extent."

Similarly, respondent #3 pointed out the departments' commitment to international understanding by saying, "The whole faculty believes internationalization is important for planners...every faculty in our program has had international experience and they feel a commitment to it." Respondent #6 expressed the importance of understanding international and global connections,

[An international opportunity] provides students with cultural awareness and the ability to understand tourism from a global and international perspective and understand how impacts of tourism vary based on social cultural economic factors that are directed related to that particular destination...

The theme of *understanding cultural diversity* was expressed by many of the respondents ($n = 3, 37.50\%$). Respondent #2 felt confident saying, "[study abroad helps] students understand cultural diversity and perspective, different attitudes about nature, public space, approach to design..."; respondent #4 echoed this idea by saying, "The social sciences are all about developing respect for people and cultures other than your own and so there's no other way to develop that respect than to sort of live in a different cultural situation."

Over half of subjects ($n = 5, 62.50\%$) felt that students returned from their international experience with a *new perspective*. Respondent #7 highlighted this point by saying, "The main benefit is that it gets the students to see an international perspective."

The final theme among responses was *personal awareness*. Twenty-five percent of respondents ($n = 2$) felt students returned with more personal awareness. Respondent #2 stated, "And just kind of personal awareness... how to be a citizen, how to operate, how to travel..."

External vs. Internal Programming

Participants were asked a series of questions regarding the use of internal and external organizations to create their program. Of the eight respondents, seventy five percent ($n = 6$) use internal programs such as the Cal Poly International Education Office or Cal Poly Extended Education to create their programs. Some faculty members reported using solely external programs or a mix of internal and external organizations to create their programs ($n = 3$, 37.50%). Twenty five percent ($n = 2$) reported feeling frustrated with having to run their programs through Cal Poly offices. Two faculty members (25.00%) stated they liked running their department's programs through Cal Poly offices and felt that the consistency among programs was positive.

Funding

Respondents were asked a series of questions regarding program funding in order to determine how much the students and departments each contributed to the program. One hundred percent ($n = 8$) of respondents were unable to provide exact percentages for resource allocation. Also, one hundred percent of respondents ($n = 8$) stated that students fund their own trips. Fifty percent of respondents ($n = 4$) stated that their department supplemented student's funds minimally with scholarships, absorbing administrative costs, providing seed money, or by giving some financial support. One faculty member ($n = 1$, 12.50%) noted that they pay external programs a fee for their services.

Faculty was paid depending on the quarter in which the study abroad opportunity took place. If the program took place during the fall, winter, or spring quarters, the faculty was paid their normal salary though state funding. However, if the program took

place during the summer or during a Cal Poly break, the faculty was paid using student funds run through Cal Poly Extended Education. Respondent #7 provided insight on the motivation for departments to run programs during the summer, "...courses that can be taught self support over seas are sections [of a course] I don't have to teach here." "It is part of how we stay within sight of budget." Respondent #7 explains that since summer programs abroad are funded using student money, less money from the department's budget is used. Basically, respondent #7 stated that summer programs save the department money.

General Structures and Logistics

A series of questions was asked to determine program logistics and structure regarding program length, quarter of study, number of units, level of coursework, number of students, number of faculty and their length of stay, number of locations, program changes, and additional information. The number of departments that offered their students faculty led programs that counted for credit within their major ($n = 6, 75.00\%$), outnumbered the programs that offered curricular credit for international program not led by faculty members and not directly associated with their departments ($n = 2, 25.00\%$).

Of the eight respondents, 3 (37.50%) had programs that lasted one quarter in length, 1 (12.50%) had programs lasting one year, and 5 (62.50%) had programs that lasted less than one quarter. Of the eight respondents, 5 (62.50%) had programs that took place in the summer, 1 (12.50%) had a program that took place in the spring, and 3 (37.50%) had programs that took place during Cal Poly breaks. In addition, 3 (37.50%) respondents reported to having a preparatory course prior to departure.

When asked about number of units the program allowed, 5 (62.50%) respondents reported having programs that were under five units and 3 (37.50%) respondents said their programs are over five units. One hundred percent ($n = 8$) of respondents stated that their programs were 300 level or above. Three faculty (37.50%) reported that their programs allowed 20 students or below and 4 (50.00%) faculty members said that their programs allowed for 20 students and above. One department that does not run their own faculty led program but offers study abroad credit in its curricula stated that 85.00% of students go abroad during their time at Cal Poly. Many faculty members reported sending one faculty member on the program that stay for the duration of the course ($n = 3, 37.50$). Twenty five percent ($n = 2$) of respondents said that they send one to two faculty members that stay for the duration of the program. One respondent (12.50%) noted that their department sent 2 faculty members who split the program abroad and a course taught at Cal Poly.

Out of the eight respondents, 5 (62.50%) stated that their courses took place in only one country but that travel within the country was frequent. Three respondents (37.50%) said that their courses were held in multiple countries. Many of the respondents believed their program stayed consistent from year to year with minor changes ($n = 5, 62.50\%$) while some faculty noted that change in location meant major program changes ($n = 2, 25.00\%$).

Some of the department heads and faculty also made a point to recognize the amount of work their faculty has to put in to be able to create these programs. According to respondent #1, "Something like this requires a champion. And it needs someone that says, 'I want to do this and is going to go develop a program'." Respondent #8

mentioned, “It’s really important that the faculty have a clear idea of what they’re doing at the beginning, have a good, clear budget, and an understanding of how many students they need to make it work.”

Summary

The results presented in this chapter showed that international program integration or incorporation in Cal Poly Department’s curricula took many forms and were tailored to the unique needs and requirements of each department. Many of the departments funded their programs using Cal Poly Extended Education. A majority of the programs lasted one quarter or less and half of the respondents (n = 4) said the programs allowed 20 students or above. Many of the faculty expressed the important role the faculty members played in the development and execution of the programs. All respondents felt that the students who attended the international program received meaningful benefits. A discussion and summary of the findings will be provided in Chapter 4.

Chapter 4

DISCUSSION AND CONCLUSIONS

This study sought to understand the structure, benefits, and process of creating and executing international courses offered by Cal Poly Departments. This concluding chapter will include the following: a summary of the study, a discussion of the findings, limitations, conclusions based on research questions, implications of the findings, and recommendations for future research.

Summary

There are six colleges and 62 departments at Cal Poly; of those 62 departments, eight were known by the professional in the Cal Poly Extended Education and International Center to have an integrated or incorporated study abroad program built into their curricula. These departments represent less than 12.00% of the departments on campus. Cal Poly's motto "Learn by Doing" is highlighted by those departments that feel an international experience provides their students with crucial information to be successful after their time at Cal Poly. The purpose of the study was to examine Cal Poly Departments that have integrated or incorporated study abroad programs into their curricula. Research regarding the benefits of study abroad programs and integrated curricula helped provide the researcher with a basis to conduct research.

Subjects for this project were Cal Poly Department Heads and faculty who facilitated international program anytime between 2010-2013. Subjects were determined using convenience sampling and data were collected using a face-to-face interview

method. Eight interviews were conducted, recorded, and transcribed in order to report and analyze the data between April and May of 2013. The Constant Comparison Method was used to analyze the data and a protocol was created to sort the data using common themes.

Results showed that the College of Architectural and Environmental Design was the most likely college to have an international program. Exposure, understanding of the international and global world, understanding cultural diversity, new perspectives, and personal awareness were documented results of students' international experience. A vast majority of programs were funded exclusively with student money and were run through internal programs. Results found that each department creates its programs specific to its unique curricular requirements and department's resources.

Discussion

A majority of the subjects were department heads or faculty members from the College of Architectural and Environmental Design. A reason for this was because within that particular college, international experiences are more valued or that more of the faculty had international backgrounds and the ability to introduce an international program to the department. It could assert that supplementing the material with an international experience is more beneficial for the courses taught within the College of Architectural and Environmental Design than other colleges. It could also be related to budget, number of faculty, and curricula requirements. Further research would need to be conducted to identify the reason for the majority.

Data regarding the benefits of international program integration was very meaningful. All of the respondents stated that they believed their programs benefitted from students having an international experience. This data affirmed the ideas discussed in chapter one on study abroad participant motivations and benefits. Data collected confirmed Lusby and Bandaruk's (2010) idea that students return from their international experience having experienced personal growth. The data also supported Van Hoof's (2005) research showing that students gain an understanding of cultural diversity and develop new perspectives after going abroad.

Until recently, departments worked with Extended Education, or used external agencies to create their international program. However, new regulations require that all international programs be run through the Cal Poly International Center exclusively. The new regulations were introduced to help create consistent, legitimate, and safe programs that recognize the risks associated with international learning. There were a variety of responses when the department heads and faculty were asked about the new regulations. Some expressed frustration with having to "jump through hoops" while some liked the idea of having more consistency. Some respondents expressed a sense of protectiveness over their programs and did not like the idea of having to work so closely with the Cal Poly International Center. It is unclear how these regulations will impact the departments that currently offer international programs.

All of the respondents reported that their programs are almost completely funded with student money. Only half of the departments contribute some sort of resources to the program, most of which was minimal financial support. All of the departments thought their programs were valuable but none actually contributed any sort of significant

financial support. This could be because of budget restraints within departments and an overall lack of sufficient funding. One department head shared that teaching courses internationally in the summer allowed him to save the money he would have spent on additional courses during the school year. Under this mindset, international programs can be thought of as a department's livelihood and means to stay within budget constraints. Study abroad then becomes something of extrinsic value.

Data regarding the general structure and logistics of international program is inconclusive. Very little commonalities among program length, quarter of study, and number of students was found. However, all of the programs offered 300 and/or 400 level coursework. When answering the researchers interview question regarding level of course work, many of the faculty added that most freshman and sophomore students are not mature enough for an international experience. Another important point many of the subjects added was that the introduction of the program would not be possible without a faculty member willing to step forward and create and execute the program. Many of the respondents hoped to develop new international courses and even identified faculty members who could lead future programs. Time constrains and busy schedules impede department head's progress in developing new international programs. Because the faculty is responsible for the program and sometimes the department head is disconnected from the development, faculty members need to be encouraged to step forward and take control of the planning process if they are capable and willing to execute this type of program.

This study had several limitations. One major challenge the researcher faced was having an unknown population. After meeting with professionals in the Extended

Education office and the Cal Poly International Center, it was discovered that there was no record of the international programs that had taken place between 2010 and 2013. The professionals at these offices provided the researcher with eight known departments that had integrated or incorporated study abroad programs into their curricula. Another challenge the researcher faced was scheduling meeting with the department heads and faculty. Because the researcher had to work around the schedule of the subjects, data collection took longer than expected and provided less time for data analysis.

Though the researcher was able to interview the entire known population of eight department heads and faculty, the small sample size created challenges during the data analysis portion of the study. More data could have lead to clearer themes. Another challenge of the study was working with the Extended Education Office and International Center. This study was conducted concurrent to the transition period between Extended Education and the International Center, creating additional barriers for the researcher. Because departments are no longer allowed to use external programs, research questions two was extraneous.

A research question regarding program benefits to international program integration should have been added to the list of research questions. Additional interview questions regarding study abroad benefits could have provided the researcher more thorough data and allowed the researcher to identify more connections between the findings and the literature reviewed. Research question one, regarding certain colleges being more likely to have international program integration into their curricula than others, was ambiguous and the use of “likely” should have been clarified.

This study provides Cal Poly Department Heads and the Cal Poly International Center with meaningful information regarding international programs. Future studies can draw on the information presented in this senior project and conduct additional research regarding the benefits of international program and the impact of the International Center's role in the planning and execution of the programs. Cal Poly Departments that have a desire to create an international program can use this information as a tool to better understand the requirements and development progress of an international course. Finally, this study shows the importance of incorporating international experiences into curricula and calls on Cal Poly faculty and staff to help increase the number of international opportunities available to students.

Conclusions

Conclusions were drawn based on the data collected during this study.

1. The college of Architectural and Environmental Sciences was more likely to have international program integration into their curricula than other colleges.
2. A majority of majors that have integrated study abroad programs into their curricula created their program internally.
3. All international programs were funded with student fees, most with minimal resource contribution from the department.
4. There was no general structure or logistics of these programs; each department creates their program based on the unique needs of the curricula.

Recommendations

Based on the conclusion of this study, the following recommendations are made:

1. Further research needs to be conducted regarding program structure and logistics once all programs are functioning under the regulations set by the Cal Poly International Center.
2. Cal Poly should encourage more departments to develop international learning opportunities into their curricula.
3. Department heads should call for international program proposals and encourage capable faculty members to develop international opportunities.
4. Faculty should begin working with the Cal Poly International Center early in order to ensure the programs are successful.
5. Further research should be conducted regarding international program integration.

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APPENDIXES

Appendix A

Interview Questions



Academic Programs' Perspectives on Study Abroad Opportunities Within Curricula

Script read to all participants:

The purpose of this study is to examine Cal Poly Departments that have integrated or incorporated study abroad programs into their curricula.

Completion of this interview is voluntary and responses will remain confidential.

Thank you for your participation.

1. What major(s) do you represent?
2. Where was/were the program(s) held (include all programs 2010-2013)?
3. How does your program benefit from international program integration into your curricula?
4. Does your department use external organizations to create your international program (Yes or No)?
5. If yes, which companies does your department use?
6. If no, how does your department create these programs?
7. If no, are internal programs such as continuing education or the study abroad office used or does the faculty create the programs?
8. How are these programs funded (student, department, both, etc.)?
9. What percentage is funded by each source?
10. What percentage do other organizations charge for their services?
11. What is your program length?
12. When does your program take place?
13. How many units is your program?
14. What level of courses does the program offer (100, 200, 300, 400 level, or above?)
15. How many students attend the program?
16. How many faculty members attend the program?
17. Does the faculty stay for the duration of the program?
18. How many locations does your program visit?
19. Does your program change from year to year, or does it stay the same?
20. What else can you tell me regarding the general structures/ logistics of the program?

Appendix B
Informed Consent Letter

Informed Consent Form

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT ABOUT ACADEMIC PROGRAMS' PERSPECTIVES ON STUDY ABROAD OPPORTUNITIES WITHIN CURRICULA

A senior project on the examination of academic programs' perspectives on study abroad opportunities within curricula is being conducted by Camille A. Balasek in the Department of Recreation, Parks, & Tourism Administration at Cal Poly, San Luis Obispo under the direct supervision of Dr. Marni Goldenberg. The purpose of this study was to examine Cal Poly Departments that have integrated or incorporated study abroad programs into their curricula.

You are being asked to take part in this study by participating in the following interview. Your participation will take approximately 10 minutes. Please be aware that you are not required to participate in this research and you may discontinue your participation at any time without penalty.

There are no risks anticipated with participation in this project. Your confidentiality will be protected by securing your personal information in a password-protected file. Your responses and personal information will be destroyed after completion of the project.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Camille A. Balasek at cbalasek@calpoly.edu or Dr. Marni Goldenberg at (805) 756-7627, mgoldenb@calpoly.edu. If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Steve Davis, Chair of the Cal Poly Human Subjects Committee, at (805) 756- 2754, sdavis@calpoly.edu, or Dr. Dean Wendt, Interim Dean of Research, at (805) 756-1508, dwendt@calpoly.edu

If you agree to voluntarily participate in this senior project as described, please indicate your agreement by signing below. Please keep one copy of this form for your reference, and thank you for your participation in this research.

Signature of Volunteer

Date

Signature of Researcher

Date