

Embedding EAP into the Curriculum of the University of California Campuses

The academic integration of EAP results in EAP programs and courses being embedded in the academic programs of the University of California. Because EAP courses are taught abroad by faculty associated with foreign universities or providers, in some cases using pedagogies quite different from those used at the University of California, EAP programs and courses provide unique, valuable academic experiences for UC students, expanding their academic horizons while meeting the spirit of their academic requirements, allowing them to make normative progress towards their academic degrees. An ultimate goal of academic integration is to have academic units on the campuses view EAP courses as similar to their own, fulfilling breadth and major requirements and becoming part of course sequences or integral building blocks in academic programs, as well as being included in outreach, promotional, and advising activities. Furthermore, EAP internships and independent study projects provide students with extensive hands-on experience that prepare and position them for fruitful careers.

EAP has provided numerous, valuable, transformational experiences for UC students, adding extraordinary value to their UC academic programs and setting the course for their career paths. EAP's value to UC students and, by extension, the University of California and the State of California, will be maximized by thoroughly integrating EAP into the academic curriculum of students, providing them with the skills they need to thrive in an increasingly globalized world. As a consequence, academic integration has become one of the highest priorities for EAP and increasingly pervades EAP's planning, research, development, academic oversight, and management efforts.

Academic integration in planning and program life cycle processes

Because the academic integration of EAP is integral to maximizing EAP's value to students, the University, and the State, it has become a focus and foundation for planning efforts and steps in the life cycle of EAP programs. Currently, administrators at the Universitywide Office of EAP (UOEAP) are involved in strategic planning efforts which will provide visions and goals for EAP over the next five years. After extensive discussions, senior administrators at UOEAP are in the process of developing four basic plans, including tracts on academic integration, operational efficiencies, pedagogical visions, and relationships between the Office of International Academic Affairs in the Office of the President and EAP, which will guide program development and oversight and UOEAP-campus relationships. These plans, when combined with research on state demographic trends, the characteristics of UC students including their disciplinary foci, and the international education needs of campuses, as well as ongoing reports on the status of, and plans for, EAP programs in different countries will be used by the UOEAP Planning Committee to determine where, when, and how EAP programs will be delivered to students. Final UOEAP strategic plans, then, will be vetted with numerous faculty and staff groups, such as the Senate's University Committee on International Education (UCIE), the UC Senior International Leader's Group, campus committees dealing with international education, the Council of [EAP] Campus Directors (CCD), [EAP] Campus Administrative Directors (CAD), and other groups involved or interested in EAP.

Besides becoming a lynchpin for strategic planning efforts, academic integration will play an increasingly important role in the steps which constitute the life cycle of EAP programs, including program initiation, development, implementation, management, academic oversight, remediation, and termination. In general, academic integration through program life cycles will be achieved by expanding the roles of faculty, advisors, and other academic unit personnel in life cycle steps. UOEAP researchers plan to poll targeted departments and students across the UC to determine their international education needs and desires, becoming the foundation for the development of new programs. Faculty and departments have been increasingly involved in the design, development, and implementation of EAP programs. Under new policies, faculty advisory groups with representation from all UC campuses will be set up for all new EAP programs under development and, in many cases, these faculty advisory groups will design, develop, monitor, and, in some cases, even teach in these new programs. Academic integration, then, will be a focus of faculty advisory groups involved in program development, insuring that these new programs fit into the academic curriculum of appropriate academic units on the campuses. As in the past, UCIE plays an extremely important oversight role in reviewing and approving new programs, monitoring the academic performance of ongoing programs through periodic academic reviews, and in providing advice on general EAP policies and on determining programs which need to be remediated or terminated based on academic criteria. In addition, UCIE plays a key role in selecting UC faculty for the Directorships of EAP Study Centers abroad, and these Study Center Directors play a key role in academic oversight, as well as program development and implementation. As part of an expanded role of faculty oversight for EAP programs, questions on academic integration have been included in all UCIE formal reviews of EAP programs, and academic quality and integration have become an increasing focus of these formal reviews. Furthermore, UOEAP will continue to work with UCIE to develop a process for monitoring the academic quality of EAP programs and providing advice on programs that need to be remediated or terminated based on academic quality criteria. These latter efforts will augment constant UOEAP staff vigilance in insuring the academic quality of EAP's programs. Because academic integration efforts are founded on the premise that EAP programs have high academic quality, academic quality and integration are totally intertwined.

Increasingly, OIAA and EAP are coordinating efforts to develop centers abroad, such as London House and the Casa de California, that provide facilities and a focus for synergistic efforts that combine UC research, outreach, and teaching activities. For example, faculty conducting research at the Casa de California under the auspices of UC Mexus also can provide guest lectures for EAP classes and act as mentors for students conducting research projects. EAP, in consultation with campus faculty and staff, will continue to explore ways to make EAP more useful to graduate students, including expanding EAP graduate course offerings, increasing teaching assistant and resident director programs, using EAP Study Centers as headquarters for graduate student research activities, and reducing the impediments to graduate student participation in EAP. EAP also plans to expand its faculty exchange programs, which are currently limited to Europe and Chile, because these programs increase faculty involvement in EAP and increase research and teaching linkages between UC and foreign universities. As part of these efforts, UOEAP and campus personnel are beginning to revamp EAP's faculty database, so that appropriate faculty for EAP advisory and review committees, Study Center Directorships, and faculty exchange scholarships can be identified easily. In general, then, EAP also is

concentrating on efforts to increasingly involve faculty in EAP and to integrate UC research, teaching, and outreach activities abroad.

The organizational structure of EAP has been revamped to support EAP's emphasis on academic integration and quality. The Director, Associate Director, and Academic Dean of EAP are all UC faculty members and academic integration is a central part of the Associate Director's purview. The Academic Dean provides academic oversight of UC programs by reviewing and approving new course approval requests, grades, and student petitions. In the future, the Academic Dean will either report to the Associate Director or the Dean's duties will be subsumed into the job duties of the Associate Director, thereby consolidating activities related to academic quality and integration. UOEAP's Program Development Unit has been restructured to form a new unit of Academic Development and Cross-Regional Support and includes staff that support academic integration, cross-regional programs and issues, and program development, implementation, and oversight. Furthermore, the support staff in UOEAP's Director's office provide logistical support to senior UOEAP administrators, including support for reports dealing with the performance of EAP programs. At the campus level, the EAP Campus Administrative Directors and Campus Faculty Directors have become formalized groups that provide advice to UOEAP on policy, development, and management issues, act as a liaison between UOEAP and the campuses, and deal with students and faculty on the campuses. The Campus Faculty Directors, which primarily are responsible for academic integration efforts on the campuses, receive course release funding from UOEAP so that they have the time and resources needed to complete academic integration projects. Campus Faculty Directors receive staff support from personnel in campus EAP offices and advice from campus Senate committees dealing with EAP, campus EAP staff, and, in some cases, EAP Liaison Officers that link campus EAP offices with campus academic or service units.

In short, campus faculty, staff, and academic units are becoming increasingly involved in central EAP processes associated with strategic planning and program initiation, development, management, and oversight, and EAP's structure and functions increasingly reflect academic integration and quality as EAP priorities.

Academic integration and the campuses

Because campus academic units, such as departments and colleges, create, implement, and administer UC's academic programs, they are the major focus of EAP's academic integration efforts. EAP Campus Faculty Directors are the major liaisons between EAP and campus academic units, faculty, and staff, and are responsible for campus academic integration efforts, with support and advice from UOEAP, appropriate Senate and administrative committees, campus EAP offices, and Liaison Officers. In many cases, Campus Faculty Directors are working with appropriate Senate and/or administrative committees to develop campus-specific academic integration plans. Initially, Campus Faculty Directors and their support staff are concentrating on informing academic units about EAP programs and student recruitment, selection, advising, and orientation processes, on insuring that EAP courses fulfill major and breadth requirements, and on integrating EAP into advising and informational materials for departments. More specifically, Campus Faculty Directors are using discipline-specific Powerpoint presentations, Web sites, brochures, and fliers developed by UOEAP or campus EAP

offices to inform colleges and departments about EAP programs and ways to integrate these programs into their curricula. In addition, Campus Administrative Directors and their staff are using, or plan to use, workshops or training sessions to inform college or departmental advisors about EAP processes for recruiting, selecting, advising, and orienting students for EAP programs. Of particular importance in this context are the academic planning forms that students complete and that are reviewed and approved by academic advisors. Used properly, these forms will not only let departments know which of their students plan to study abroad and what courses they plan to take, but also can assure students that planned coursework will fulfill major or breadth requirements.

Campus Faculty Directors working with campus support staff and appropriate faculty committees are embarking on a variety of projects to insure that EAP courses count for breadth or GE requirements. In some cases, Campus Faculty Directors are supporting the efforts of departments or academic programs to require study abroad experiences as part of their general major requirements. Campus Faculty Directors have worked or are working with appropriate faculty committees or advising staff to insure that courses offered in EAP General Education Programs, such as those at Sussex, London, Paris, and Rome, fulfill specific breadth requirements on each of the campuses. After providing departments with general information on EAP and academic integration issues, Campus Faculty Directors and their support staff also are working with departmental administrators, faculty, and staff to insure that EAP courses count towards major requirements. As a first step in this process, the Directors and their staff are trying to recover and compile information from departments which show which EAP courses have been approved to fulfill specific major requirements in the past, information which will be archived by UOEAP and which can be used by departmental and EAP advisors and, in some cases, by EAP students directly to develop coursework plans. As part of operational efficiency efforts, UOEAP has developed a centralized database of EAP courses and course descriptions, which can be accessed by students and departmental and EAP advisors, and which eventually will have the capacity to automatically capture and archive departmental approvals of EAP courses for specific major or breadth requirements. Where departments are willing, Directors also are working to obtain pre-approvals to have specific EAP courses count for specific major requirements. In these cases, UOEAP can provide lists of courses in particular disciplines in EAP programs targeted by specific departments, or more generic lists of all EAP courses taken in specific disciplines or of all courses in EAP programs that have been identified as particularly strong for particular disciplines. Campus Faculty Directors and their staff, then, work with departmental advisors and faculty to have the courses on these lists designated as fulfilling specific major requirements.

Using templates developed by the UC-Davis EAP office, Campus Faculty Directors and their staff are starting to work with departmental advisors and faculty to develop comprehensive, discipline-specific advising Web sites that indicate why, when, and where students should participate in EAP programs tailored to their specific disciplines. These Web sites, which are linked to departmental Web sites, also will eventually show which EAP courses fulfill which major requirements and how specific EAP experiences fit exactly into a student's academic program. Campus Directors and EAP campus staff have worked with Liaison Officers or departments to insure that EAP opportunities are mentioned in departmental handbooks and catalog entries. Finally, campus EAP offices and UOEAP strive to be responsive to campus

requests for international education information or programs, matching campus requests to ongoing EAP programs, developing new exchange programs where matches cannot be found, and modifying contracts with existing partners to accommodate the course or program requests of specific academic units. In the future, EAP will modify its student selection procedures to give priority to students whose proposed EAP programs have been integrated into their campus academic programs.

In the future, EAP hopes to work closely with academic units developing new majors or programs insure that EAP is integrated into these majors or programs from the outset. Besides continuing and expanding the efforts outlined above, EAP proposes to work closely with departments to make EAP an integral part of their academic programs, including part of course sequences. EAP hopes to encourage departments to develop courses which provide a foundation and orientation for EAP programs for departing students and which build on EAP experiences after students return from stays abroad. In some cases, generic courses, such as the Freshmen Seminars, can be structured to dovetail with EAP programs. Furthermore, EAP can work with departments to develop and offer more internship and independent study options in foreign countries which provide students with hands-on experiences, augment formal coursework, and prepare students for productive careers. Eventually, our goal is to integrate EAP into the academic curriculum of the campuses, perhaps leading to ambitious international education efforts related to new pedagogies, distance learning, communication networks, teaching collaborations, and the infusion of new international materials into UC courses and programs.