

# Minnesota curriculum integration

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## Minnesota Curriculum Integration

### Structured principles

University of Minnesota's offers abroad curriculum to the student which is enhanced by the effort of executive leaders, faculty, and academic advisers. Through the assistance of financial aid and others who partners with the institution, studying abroad has been integrated into undergraduate experience. The Minnesota model has structured principles that are followed, where partnership is a key model. Other partners are teachers and the students which indicate the reason why the learners and the teachers work together. Additionally, the principle of working within the set structures and long term impacts are emphasized by the executive leadership.

The faculty and the advisers are keen in the undergraduate curriculum since they work under the set and existing structures (Thurlow, 50). One of the structures that are emphasized a lot is the academic planning for the student in additional to the issues that face the student when studying. The executive leadership plays a major role in teaching the faculty and advisers on how they can study abroad and still emphasize student to partner with them abroad.

### The faculty governance

Since the institution is interested in long term impacts through transformation in the undergraduate curriculum, they work for it through structures that are followed by the advisers, faculty and the learners (Nussbaumer, 40). They still work to ensure that they can get the behaviors concerning the student studying abroad and how the institution will be depicted internationally.

### Leadership and structures for curriculum integration

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The executives of the institution are administrators, vice chancellors, vice provost, vice president, the directors and core curriculum team. They work together to make sure that the goals set are achieved within the stipulated time (Mitton, 45). For the purpose of curriculum integration the institution follows the principles set in along with discipline that is equipped to the learners. The set structures which exist are part and parcel of the institution model where they are followed to make sure that the student will benefit and study abroad without fear.

#### Goals of curriculum integration

One of the goals of Minnesota curriculum integration is to make changes in the institution, making sure that innovation is achieved where they are going to partner with others. Additionally, the goal of curriculum integration is to make sure that faculty or the advisers that are in abroad create well educated learners and global citizens that will contribute positively in the nation development (Hallinger, 32). Another goal is to make sure more increased scholarship abroad is achieved and also increase integration of the entire student fraternity.

#### Barriers to study abroad

Since many student fear that while studying abroad at Minnesota, delays may emanate before one graduate, learners think it costs too much to learn while in abroad. These are barriers that are perceived by the students widely though while studying at Minnesota the cost is low and no delays.

Through low cost, study can be acquired and other scholarships and also ensure that academic fit will be acquired so that coursework will be beneficial to the learners. Faculty and advisers are educated so that they can see the importance of studying abroad additionally fear is eliminated through <https://assignbuster.com/minnesota-curriculum-integration/>

conversation so that they can study well.

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