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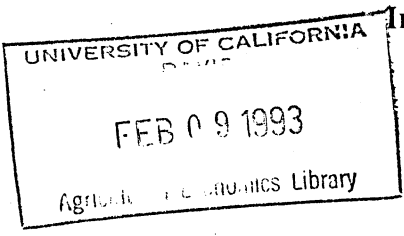
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21506



Internationalizing Agricultural Economics Curricula: The Current Situation¹

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Introduction

Interest in international activities by American universities has been increasing recently, after several years of a relatively low level of interest. Others have adequately described the reasons and need for a greater emphasis on global issues in our curricula (see also Henson, Schuh). My task is to provide information on the current status of international issues in agricultural economics curricula. I became somewhat aware of the variety of international activities in Colleges of Agriculture (by whatever name they are now called) as we at West Virginia University struggled with efforts to enhance the international components of our curricula (see also White). While this process resulted in an awareness of many of the activities in use throughout the country, it also indicated that relatively little information existed with respect to the extent and nature of internationalization programs, especially in agricultural economics. There are a number of publications that provide some general or case study information about University and College of Agriculture internationalization efforts, but none that provide the specifics for agricultural economics or that indicate the extent of such programs (North Central Curriculum Committee Project, International Program Development Office).

To help fill the gaps in our knowledge base, a survey was conducted of Agricultural/Natural Resource/etc. Economics Departments in Colleges of Agriculture at land grant and a few selected other universities. The survey form was a one page questionnaire to elicit information on current activities and plans for future activities (see Appendix A). It consisted of eight questions with a yes or no response; if the response was yes the respondent was requested to provide additional, descriptive information. The survey was mailed to 59 institutions in May of 1992 with a return deadline of June 15; 42 responses (72.9 percent) were received. A followup letter was mailed to non-respondents in early July and 13 additional forms were returned for a total response of 93.2 percent.

Results of the Survey

The eight questions on the survey form elicited information for undergraduate curricula on (1) language requirements, (2) study abroad programs, (3) specialized international courses, (4) courses with international content as a portion of the course, (5) existence of an international specialization in the curriculum, (6) other internationalization activities in their college, (7) other internationalization activities in their university, and (8) plans for future internationalization activities. A summary of the yes/no responses is given in Table

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AAEA 1992

1992

Education

1 with the details by respondent reported in Appendix B (the questionnaire was not confidential). Results for each question are given in the following subsections; where appropriate, text tables provide summary information while appendix tables are used for details by university.

Table 1. Summary of Questionnaire Responses

Question	Yes	No	Percent Yes
Language Requirements	12	43	21.8
Study Abroad	36	18	66.2
Specialized Courses	42	13	76.4
Partial International Courses	35	19	64.8
International Specialization	18	37	32.7
Other College Activities	32	22	59.3
Other University Activities	40	12	76.9
Plans for Future Activities	37	17	68.5

Language Requirements

Less than one fourth (21.8 percent) of the departments reported a general language requirement for their undergraduate students, although a few others require language training for their international specialization students. Several of those who require a language permit the substitution of high school language training for the university requirement. A fairly typical requirement of this group is two years of high school or one year of university languages. The language requirements are summarized in Table 2.

Study Abroad

Two thirds of the departments indicated that their undergraduate majors have some type of formal opportunity to study abroad (see Appendix C). Generally these are through university wide programs such as a year or semester abroad at one or more foreign institutions where the university had some type of formal arrangements or exchange programs. These varied from arrangements with one or two to many places to carry out such programs. Some of the programs were handled by colleges and a few departments had some type of arrangements although these latter tended to be practicums or internships. The majority of the programs were at European universities although several were with various Latin American countries and a few in Asia, mainly Japan, the Pacific area and Africa. Some departments without formal programs indicated that students could and were encouraged to make their own arrangements for study overseas.

Table 2. Language Requirements for Undergraduate Agricultural Economics Students

University	Requirement
Connecticut	3 years in high school or one in college
Hawaii	2 years (4 semesters)
Illinois	General ed requires 4 years high school or 2 of college level
Kentucky	2 years in high school or 1 year college
Michigan State	8 semester credits or test equivalency
Minnesota	2 years high school for admittance
Puerto Rico	6 hours of Spanish (English and Spanish are official languages of the University)
Tennessee	2 years in high school
Texas A&M	2 year entry requirement
Texas Tech	2 years in high school for admission but can make up for deficiency with 1 year college
Virginia Tech	3 years in high school or one in college
Wisconsin	2 years of high school as an admission requirement

Purdue, Oklahoma State, Oregon State and South Dakota require students in their international specialization/minor to take a language. Ohio State requires ten hours of international experience that can include languages or cultural courses.

Specialized International Courses

A large percentage (76.4) of the departments indicated that they offer one or more specialized undergraduate courses on international topics, i.e., those with a 100 percent international content. Thirty nine of the fifty five departments offer a total of 84 courses.² These are categorized as World Food and Agriculture, Trade, Development, Marketing, and Policy, plus a miscellaneous group. This latter group consisted of courses in European Agriculture and Policy, Comparative Economic Systems, International Economics, Agriculture in Planned Economies, Agricultural Project Planning and Special Topics.³ Some courses cover two of the categories used as, for example, trade and marketing; these were classified by the name that appeared first in the title. Development courses were most common with 33 courses offered by 27 departments (Table 3). There were 17 world food and agriculture type courses, 22 trade courses, 5 marketing courses and Table 3. Specialized

²A number of departments also listed graduate courses but these were not counted unless they are open to undergraduates.

³Some of the departments combine economics and agricultural economics and thus offer courses that would be offered in the economics departments at other institutions. Since names do not always indicate precise contents no attempt was made to separate the courses with more explicit or pure economics content.

International Courses by Type and University^a

Development	Trade	Food & Agr.	Marketing	Policy
CT CO DE IA	AL CO DE	AZ CT CO	NE NV NY	MN NC VT
IL ID IN KS	FL GA IL	IN KY MA	WA WI	
MA MD MI MN	IN KS KY	MD MI MN		
MO MT NC NV	LA MN MO	MO NE NH		
NY OH OR PA	MS NE NJ	NM OH PA		
S ^b VA VT UT	NY OK PA	VT WI WY		
WA WI WY	TX T ^c	UT VA		

a. State abbreviations are used for all Land Grant Universities.

Thus, IN = Purdue, NY = Cornell, etc.

b. Southern University c. Texas Tech

3 policy courses. Most departments offered two or three specialized courses while Minnesota listed eight, Illinois 5 and Cornell, Missouri, Ohio State and Vermont each listed three.

Most of the courses were upper division, junior and senior level, but several lower division courses also were taught. Many of the upper division courses also carried graduate credit. Enrollments varied from 5 to 200; most of the courses with high enrollments were lower division and tended to be in the World Food and Agriculture category, i.e., were introductory survey courses. The average for the 70 courses for which enrollments were reported was about 35. This means, allowing for duplication and graduate enrollments, that over 2,000 undergraduates are exposed to international courses each year.

Courses with International Components

Nearly as many departments indicated that they also taught courses that had international issues as components of courses that were basically domestic in content (see Appendix D).⁴ These included a wide variety of courses and also large variations in the proportions of the courses devoted to the international components. The latter varied from 5 to 50 percent, with 15-20 being typical.⁵ The two types of courses that more commonly

⁴The results for this question may not be completely reliable, since some respondents appear to have misinterpreted it, probably due to the way it was worded. They listed the same courses as for the specialized courses and/or listed other courses with 100 percent international content. Most respondents, however, appear to have responded appropriately.

⁵Several respondents did not indicate the proportions of the international components of these courses. Others indicated that some small percentage of most courses contained or that instructors were encouraged to include international aspects in all courses.

included international components were policy (15) and marketing (11). Others with more than one response were food and fiber systems (4), introductory agricultural economics (5), finance (2), prices and price analysis (2), rural economic development (2). Additional courses offered included agribusiness operations; general agriculture; modernization, senior seminar; growth, man and environment; forestry management; and money and banking.

International Agricultural Specializations

Eighteen departments indicated that some type of option for an international specialization was available for their students. Typically these were in International Agriculture as a College of Agriculture program rather than as a specialization under Agricultural Economics, although some departments do offer majors, minors or other specializations in International Agricultural Economics. Many, but not all, require a foreign language as part of the specialization. The specializations include a B.S. degree in International Agricultural Economics (Wisconsin, Wyoming), a major in International Trade and Development (Minnesota, Virginia Tech), minors (Missouri, Oregon State, Penn State, Purdue, Virginia Tech), and a Certificate in International Agriculture (Georgia). Other specializations include options (Illinois, Kentucky, Maryland, Oklahoma), concentrations (Vermont), area of emphasis (Iowa State) and a specialization (Penn State). Two, Utah State and Nevada, indicated that specializations were available but did not indicate the type. Specific topics of the specializations could be in International Trade and/or Development, International Agriculture, Foreign Agriculture, International Business, International Trade and Marketing, Food Policy, Trade and Development, and International Agricultural Economics.

The requirements for these specializations varied as widely as their titles, from just three or four to several courses, foreign languages, living experiences, practicums, and/or internships. The curricula varied from well designed plans with checklist forms specifying the requirements to vague descriptions specifying the number of hours of international courses. Several of the programs were run either by the College or an International Programs or International Studies unit of the College or University. Several departments have graduate specializations but not undergraduate programs.

Other College and University Programs

Within the Colleges of Agriculture, it appears that Agricultural Economics Departments tend to have international curricular activities more frequently than other agricultural units or the Colleges. A number of departments reported having activities but indicated that their Colleges did not have any other international curricular activities. Many Colleges, however, do have such activities and encourage other units to participate. Many of the specializations described in the preceding section are College rather than departmental programs.

Other university programs, however, are apt to exist more frequently than agricultural economics or College of Agriculture programs. This is due in part to the widespread existence of study abroad programs that have been operated for many years as university projects or as an activity of Colleges of Arts and Sciences. Colleges of Business and

Economics also are frequently involved in international types of studies and programs.

Plans for Future Activities

Over two thirds of the respondents indicated that their universities have plans for further internationalization of their curricula, at the university, college and/or departmental level - often at all three (see Appendix E). A number indicated that they have had or currently have committees or other groups that have the function of promoting internationalization of their undergraduate curricula. Some are in the process of implementing previously developed plans; others are developing new or additional procedures and approaches to internationalization. Several indicated that instructors are being encouraged to incorporate international issues into their courses as well as to develop specialized courses on international topics. Others stated that their curricula were being revised constantly and that further internationalization was an aspect of the revisions. One institution, Minnesota, indicated that they had revised their curriculum in 1989 to give a greater emphasis to its international content, but that the revisions had not been as effective as desired. They are, therefore, planning to study and further revise the curriculum to make the international component more effective.

Internationalization Requirements

While this topic was not covered by the survey, some respondents provided information on internationalization requirements. Except for foreign languages at some universities there are few requirements that result in all students being exposed to international issues. Some required courses, such as introductory agricultural economics, may have an international component but, in general, students who take international courses do so voluntarily by taking such courses as part of the electives or taking international courses that meet other requirements. A few schools now require an exposure to international issues or are in the process of implementing such a requirement. Typically this is a requirement for one or two courses out of the many that might be taken. These may be part of the broadening requirements that many universities have been adding to their curricula in recent years. The plans discussed in the previous section included the implementation of international by four institutions, Michigan State, Nebraska, Oregon and Purdue.

Conclusions

The survey results contain some good news. As a profession we seem to be aware of the importance of international issues and problems. The extent to which these are being addressed is somewhat greater than I had realized and the coverage is growing. It appears that a large number of our undergraduate students get some exposure to global problems, issues and approaches either in specialized courses or as portions of other courses. Opportunities for additional exposure and experience exists at the majority of the Land Grant and related universities that offer agricultural/resource economics programs.

Despite this good news, the survey results were somewhat disheartening. Relatively few

universities require any language training or exposure to international issues. Many do not even provide very much of an opportunity for student exposure to international issues; a "no" response to most or all the questions on the survey was all too common. In the majority of our institutions the typical graduate with a B.S. degree probably still knows relatively little about the world in which we all must function and, thus, does not appear to be prepared to meet the global challenges that most will be facing in their professional careers. While there appears to be considerable support for internationalization, the process is apt to be slow due to the inertia of people and organizations, the slowness of institutions to adapt to changing circumstances. Furthermore, there is still some overt resistance to internationalization; one respondent, for example, stated that they had no plans for future activities because their current dean did not favor internationalization.

Fortunately the latter view is not typical and, despite the existence of institutional inertia, considerable progress is being made in providing increased opportunities for exposure to and education about the international issues facing the agricultural economics profession. And while most of us have been moving slowly a number of institutions are providing leadership in the internationalization process, These include, but are not limited to, Michigan State, Minnesota, and Ohio State. As the data from the survey shows, however, a great many institutions are making contributions to the process although more remains to be done than has been accomplished to date.

The survey results indicate that about one fifth of the departments have very substantially internationalized their curricula, while another one fifth have no or very little international aspects in their programs. The other three fifths have some degree of internationalization, generally through course offerings and study abroad opportunities.

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1. Are your undergraduate students required to take a foreign language? Yes No. If yes, what is the requirement? _____

2. Do your undergraduate students have a formal opportunity to study abroad? Yes No. If Yes, please specify: _____

3. Does your department offer any specialized undergraduate courses in international agriculture, development or related areas? Yes No. If yes, please give the title, level, and average enrollment for each international course offered, _____

4. Does your department offer any courses that include specific international components as a portion of the course? Yes No. If Yes, please give the title, percentage of the course devoted to international topics and average enrollment in each course. _____

5. Does your department offer a specialization in international agriculture, development or a related topic? Yes No. If yes, please describe. _____

6. Does your college have any other specific undergraduate international activities? Yes No. If yes, specify: _____

7. Does your university have any other specific undergraduate international activities? Yes No. If yes, specify: _____

8. Does your department/ college/university have plans for internationalizing the undergraduate curriculum? Yes No. If yes, Please describe. _____

Appendix B. Survey Responses by University

University	Language required?		Study Abroad?		Special Courses		Partial Courses?		Internat. Special.?		Other Int. College?		Acts. Univer?		Future Plans?	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
ALASKA		.	.		.		.		.		.		.		.
ALCORN STATE		.	.	.	.		.		.		.	.	.		.
ARIZONA		.	.		.		.		.		.	.	.		.
ARKANSAS		.	.	.	.	.	.		.		.	.	.	.	.	.
AUBURN		.	--		.		.		.		.	.	.		.
CALIFORNIA - D		.	.		.		.		.		.	.	.		.
CLEMSON		.	.		.		.		.		.	.	.		--
COLORADO		.	.		.		.		.		.	.	.		.
CONNECTICUT	.		.		.		.		.		.	.	.		.
CORNELL		.	.		.		.		.		.	.	.		.
DELAWARE		.	.		.		.		.		.	.	.		.
FLORIDA		.	.	.	.		.		.		.	.	--		.
GEORGIA		.	.		.		.		.		.	.	.		.
HAWAII	.		.	.	.	.	.		.		.	.	.		.
IDAHO		.	.	.	.		.		.		.	.	.		.
ILLINOIS	.		.		.		.		.		.	.	.		.
IOWA		.	.		.		.		.		.	.	.		.
KANSAS		.	.		.		.		.		.	.	.		.
KENTUCKY	.		.		.		.		.		.	.	.		.
LOUISIANA STATE		.	.		.		.		.		.	.	.		.
MAINE		.	.		.	.	.		.		.	.	.		.
MARYLAND		.	.		.		--		.		.	.	.		.
MASSACHUSETTS		.	.	.	.		.		.		.	.	.		.
MD E. Shore		.	.	.	.	.	.		.		.	.	.		.
MICHIGAN	.		.		.		.		.		.	.	.		.
MINNESOTA		.	.		.		.		.		.	.	.		.
MISSISSIPPI		.	.	.	.		.		.		.	.	.		.
MISSOURI		.	.		.		.		.		.	.	.		.
MONTANA STATE		.	.		.		.		.		.	.	.		.
NEBRASKA		.	.		.		.		.		.	.	.		.
NEVADA		.	.	.	.		.		.		.	.	.		.
NEW HAMPSHIRE		.	.	.	.		.		.		.	.	.		.
NEW MEXICO		.	.	.	.		.		.		.	.	.		.
NORTH CAROLINA		.	.		.		.		.		.	.	.		.
OHIO		.	.		.		.		.		.	.	.		.
OKLAHOMA		.	.		.		.		.		--	--	--		.
OREGON	.		.		.		.		.		.	.	.		.
PENN STATE		.	.		.		.		.		.	.	.		.
PUERTO RICO	.		.		.	.	.		.		.	.	.		.
PURDUE		.	.		.		.		.		.	.	.		.
RHODE ISLAND		.	.	.	.		.		.		.	.	.		.
RUTGERS		.	.		.		.		.		.	.	.		.
SOUTH DAKOTA		.	.		.		.		.		.	.	.		.
SOUTHERN UNIV		.	.	.	.		.		.		.	.	.		.
S. ILLINOIS		.	.	.	.		.		.		.	.	.		.
TENNESSEE	.		.		.	.	.		.		.	.	.		.
TEXAS A&M	.		.	.	.		.		.		.	.	.		.
TEXAS TECH	.		.		.		.		.		.	.	.		.
UTAH		.	.	.	.		.		.		.	.	.		.
VERMONT		.	.		.		.		.		.	.	.		.
VIRGINIA	.		.		.		.		.		.	.	.		.
WASHINGTON		.	.	.	.		.		.		.	.	.		.
WEST VIRGINIA		.	.	.	.		.		.		.	.	.		.
WISCONSIN	.		.		.		.		.		.	.	.		.
WYOMING		.	.		.		.		.		.	.	.		.
SUMS	12	43	36	18	42	13	35	19	18	37	32	22	40	12	37	17
PERCENT YES	21.8		66.7		76.4		64.8		32.7		59.3		76.9		68.5	

Appendix C. Study Abroad Opportunities

University	Type(s) of Program(s)
ALASKA	Yes, with Japan, Russia, Canada, Venezuela, Mexico, Denmark, Norway, England, France, Germany and Italy
ALCORN STATE	None listed
ARIZONA	University Programs in Mexico and Europe
ARKANSAS	General Study Abroad Program (Japan, Finland, Honduras)
AUBURN	None listed
CALIFORNIA - D	University Program (USSR, Japan, UK, Ireland, New Zealand, Mexico, Costa Rica)
CLEMSON	Yes (no description of activity given by respondent)
COLORADO	Exchange Program with Wye College (London) and Lincoln University (New Zealand)
CONNECTICUT	Through existing University Programs
CORNELL	Semester or year abroad under College of Agriculture exchange programs
DELAWARE	Semester abroad (London, Madrid, Vienna, Granada, Paris, Caen, Beyreuth, Denmark, Scotland, Costa Rica)
FLORIDA	None listed
GEORGIA	None listed (are University of Georgia Programs - from Catalog)
HAWAII	None listed
IDAHO	None listed
ILLINOIS	Campus wide program & College through Office of Academic Programs
IOWA STATE	Several College and University Programs; also work abroad and cultural exchange
KANSAS STATE	French and Costa Rican exchange programs with language training required
KENTUCKY	Study Abroad Office assists students
LOUISIANA STATE	Through University and College programs
MAINE	With two technical universities in England
MARYLAND	Has a Study Abroad Office on campus
MASSACHUSETTS	None listed
MD Eastern Shore	None listed
MICHIGAN STATE	Several General University Programs
MINNESOTA	Several Opportunities and some funding to help support activities
MISSISSIPPI STATE	None listed
MISSOURI	University program, developing program with Costa Rica
MONTANA STATE	Exchange program through Office of International Education
NEBRASKA	None listed
NEVADA - Reno	None listed
NEW HAMPSHIRE	None listed
NEW MEXICO	None listed
NORTH CAROLINA	University Programs (Spain, England, Germany, Toga and others)
OHIO STATE	University programs in many locations
OKLAHOMA STATE	Arts and Sciences program; also at OSU campus in Japan
OREGON STATE	To a limited extent; has had an internship in Malawi
PENN STATE	University wide programs are open to agricultural students
PUERTO RICO	Three hour summer practicum can be done abroad
PURDUE	Several programs
RHODE ISLAND	Exchange programs
RUTGERS	Several university exchange programs - France and England
SOUTH DAKOTA	Yes, no description
SOUTHERN UNIV	None listed
S. ILLINOIS	None listed (but students are encouraged to do so)
TENNESSEE	Through existing university programs
TEXAS A&M	None listed
TEXAS TECH	General university program 7 through London semester in Business Administration
UTAH	None listed
VERMONT	Through University program and Departmental practicum
VIRGINIA Tech.	University and College programs
WASHINGTON STATE	None listed
WEST VIRGINIA	University programs
WISCONSIN	With a British University and Trinidad & Tobago
WYOMING	Several exchange programs (Brazil, France, Mongolia and others)

Appendix D. Courses with Partial International Content

University	Courses, Percentage of International Content, Enrollment
ALASKA	Conservation of Natural Resources (5-10%, 100); Range Management (20-25%) Soils (10%); Forest Management (10%)
ALCORN STATE	None listed
ARIZONA	Intro. to Agr. Marketing (15%), Market Price Analysis (5%)
ARKANSAS	None listed
AUBURN	Agricultural Policy
CALIFORNIA - D	Yes, number of course and names not listed
CLEMSON	None listed
COLORADO STATE	Agricultural Policy (15%, 35)
CONNECTICUT	Food and Agricultural Policy (30%, 30)
CORNELL	Food and Agricultural Policies (20%, 75)
DELAWARE	Food and Agricultural Policy (20%, 50)
FLORIDA	None listed, but are working on issue
GEORGIA	None listed separately from specialized courses
HAWAII	No undergraduate courses listed
IDAHO	None listed
ILLINOIS	None listed
IOWA STATE	Agribusiness Operations (5%, 100); Agr., Food & Trade Policy (20%, 100)
KANSAS STATE	None listed
KENTUCKY	Quite a few courses with 5% or less international content
LOUISIANA STATE	Introductory Agricultural Economics (2 lectures, 40)
MAINE	None listed
MARYLAND	None listed, but several courses included in international option
MASSACHUSETTS	None listed
MD Eastern Shore	None listed
MICHIGAN STATE	All instructors are expected to integrate where appropriate
MINNESOTA	Int. topics incorporated in many courses, especially marketing, finance & policy
MISSISSIPPI STATE	Very limited extent in some courses
MISSOURI	None listed
MONTANA STATE	None listed
NEBRASKA	Advance Agr. Marketing (40%, 30); Agr. Policy (20%, 25)
NEVADA	None listed
NEW HAMPSHIRE	None listed
NEW MEXICO	Agr. & Resource Policy (20%, 50); Marketing Agr. Products (15%, 150); Financial Futures and Options Markets (10%, 80)
NORTH CAROLINA STATE	Agricultural Markets (15%, 20)
OHIO STATE	15 Course Listed (Principles, Marketing - 2, Finance, Prices, Environment and Resources, Rural Development, Food and Fiber Econ., Contemporary Issues, Domestic and International Agr., plus courses in rural sociology)
OKLAHOMA STATE	Agr. Econ. Principles (5%); Jr. level Marketing (10%); Senior Seminar (5%)
OREGON	No undergraduate courses listed
PENN STATE	Many courses contain some international components
PUERTO RICO	None listed
PURDUE	Several, specific courses not listed
RHODE ISLAND	Problems in Modernization (with Political Science)
RUTGERS	Economics of World Food Problems (15%, 75); Economic Growth, Man and the Environment (10%, 75); Agricultural Policy (15%, 20)
NORTH DAKOTA	Money and Banking (5%)
SOUTHERN UNIV	None listed
S. ILLINOIS	Agr. Development (sometimes emphasizes international aspects)
TENNESSEE	Intro. to Agr. Econ. (20%, 70); Agr. & Trade Policy (25%, 20)
TEXAS A&M	Economics of Agribusiness (5%, 140)
TEXAS TECH	Principles of Agr. Marketing (1-%, 90); Agr. Policies & Organizations (5%, 22)
UTAH STATE	None listed
VERMONT	None listed separately from specialized courses
VIRGINIA Tech.	Food & Fiber System (10%, 220); Marketing Agr. Products (10%, 60); Sustainable Development Seminar (5%, 5); Agr. & Resource Policy (10%, 10)
WASHINGTON STATE	None listed
WEST VIRGINIA	Marketing; Policy
WISCONSIN	Many, especially: Introduction (15%) and Commodity Markets (20%)
WYOMING	None listed

Appendix E. Future Plans for Internationalization Activities

University	Plans and Activities Planned
ALASKA	Curriculum is being evaluated and revised
ALCORN STATE	Developing and International Agriculture Degree Option
ARIZONA	University plan that relies on departments for implementation
ARKANSAS	None listed
AUBURN	None listed
CALIFORNIA - D	None listed
CLEMSON	None listed
COLORADO STATE	University Administration has plan, new courses being developed
CONNECTICUT	New course in international trade
CORNELL	Is one of six thrusts of College of Agriculture and Life Sciences
DELAWARE	None listed
FLORIDA	Faculty member with international experience is in charge
GEORGIA	None listed
HAWAII	Considering an International agribusiness/marketing option
IDAHO	None listed
ILLINOIS	No, are already internationalized to considerable extent
IOWA STATE	Implementing plans, instructors are encouraged to cover international issues
KANSAS STATE	Has a strategy of international travel to enhance understanding among teachers and to continue exchange programs and international courses
KENTUCKY	Implementing new option and may add course in International Marketing
LOUISIANA STATE	College has challenge grant program, Dept. encourages faculty to add international content to existing courses
MAINE	Planning stage, will require students to take international courses
MARYLAND	University has committee developing plan, report due in fall
MASSACHUSETTS	None listed
MD Eastern Shore	Yes, but no description
MICHIGAN STATE	Will require international course for graduation, faculty workshops used
MINNESOTA	Revising Liberal Arts requirements and encouraging international topics, College is considering revisions to its 1989 internationalization program
MISSISSIPPI STATE	College Committee is considering internationalization activities
MISSOURI	Department is the process of defining and developing undergraduate curriculum
MONTANA STATE	Under discussion, action still awaited
NEBRASKA	Will require more courses, offer more options, develop major
NEVADA	None listed
NEW HAMPSHIRE	None listed
NEW MEXICO	College has plan for internationalizing
NORTH CAROLINA STATE	College has new Asst. Dean for International Programs, in planning stage and will be given increased emphasis
OHIO STATE	Currently revising curriculum and internationalizing it
OKLAHOMA STATE	Have begun with international marketing option
OREGON	Will require international exposure (3 hours)
PENN STATE	Minor & Specialty being used, exploring exchange programs
PUERTO RICO	Will have International Agricultural Study Tour during summer session
PURDUE	Course requirement added; faculty adding international content to many course
RHODE ISLAND	None listed
RUTGERS	None listed
SOUTH DAKOTA	Will add at least one course - International Economics or Marketing
SOUTHERN UNIV	None listed
S. ILLINOIS	Making gradual changes in curriculum, more trade in marketing courses
TENNESSEE	None listed
TEXAS A&M	Plan to expand globalization of biological systems and their management
TEXAS TECH	Department, yes but no description (University and College, no)
UTAH STATE	Are now in development stages
VERMONT	None listed
VIRGINIA Tech.	Continue with integration of international courses in curriculum
WASHINGTON STATE	None listed
WEST VIRGINIA	College plan developed by committee with strategic planning grant, developing four new course, faculty travel grants, student travel course (to Mexico)
WISCONSIN	Planning to increase international coverage especially in natural resources, development and trade
WYOMING	None listed