
THREE-YEAR BOLOGNA-COMPLIANT DEGREES: RESPONSES FROM U.S. GRADUATE SCHOOLS

BRIEFING OVERVIEW

Ten years ago, in June 1999, a group of 29 European Ministers signed the Bologna Declaration with the goal of establishing the European Area of Higher Education by 2010 and promoting the European system of higher education world-wide. In April 2009, 46 European Higher Education Area Ministers will gather for the fifth biennial EHEA Ministerial Conference, to take stock of this first decade and jointly define goals for the coming years. At this juncture, it is important to look at the changes that have occurred through the Bologna Process in the context of transatlantic exchange, and how they affect the way U.S. higher education institutions are approaching graduate admissions, awarding transfer credit and credit for study abroad, and advancing institutional linkages.

The Institute of International Education (IIE) conducted an online survey of U.S. doctoral-granting universities in early fall of 2008 to examine the following questions:

- What level of understanding of the Bologna reforms and recognition of Bologna-compliant credentials exists in the United States?
- More specifically, how are three-year undergraduate Bologna-compliant credentials viewed for admission to U.S. graduate study?

This snapshot survey shows relatively high levels of knowledge about the Bologna Process among survey respondents. Respondents also indicated that graduate admissions staff and graduate deans had a strong grasp of the Bologna reforms. More than half of respondents said their institutions had an official policy in place to guide the admissions response to three-year Bologna-compliant degrees; within this group, a third tended to view three-year Bologna-compliant degrees as equivalent to U.S. four-year degrees, and another third decided equivalency on a case-by-case basis. Respondents felt that the applicant's preparation for study in the specific field remained a much more important factor in academic faculty decisions than degree length. Yet despite the high levels of knowledge and formalized admissions procedures related to three-year Bologna-compliant degrees, most respondents said that at the moment, few applicants to their institutions hold these credentials.

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AN IIE BRIEFING PAPER
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Institute of International Education (IIE)

An independent nonprofit founded in 1919, IIE is among the world's largest and most experienced international education and training organizations.

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I. INTRODUCTION

We are just a year away from 2010, the target implementation date for a number of the key goals of the Bologna Process, a European-wide effort to create greater transparency across European national higher education systems and increase academic mobility within Europe and to Europe from other countries. In June of 1999 twenty-nine European Ministers signed the Bologna Declaration with the goal of “establishing the European Area of Higher Education by 2010, and promoting the European system of higher education world-wide.” This document grew out of the larger European context and built upon the ERASMUS program, which has promoted higher education cooperation and exchange since 1989. The Bologna Declaration affirmed the signatories’ intention to:

- Adopt a system of easily readable and comparable degrees
- Adopt a system with initially two main cycles and currently three main cycles (bachelor’s, master’s and doctoral)
- Establish a system of credits
- Promote mobility by overcoming obstacles
- Promote European cooperation in quality assurance
- Promote European (social) dimensions in higher education.”¹

This ambitious initiative to create transparency across diverse European national educational systems now has 46 signatory countries encompassing all of Europe, with the exception of Belarus. Collectively these countries represent nearly 25% of the world’s nations and a large portion of the developed world, and have nearly 4,000 higher education institutions within their borders. Further, they

represent 13% of the total international student population in the U.S., including degree, non-degree and intensive English students as well as those on academic training, with over 84,000 students.² The Bologna reforms are having a global impact, stimulating significant worldwide discussion on higher education collaboration and cooperation.

Bologna Signatory Countries

Since 1999

Austria • Belgium • Bulgaria • Czech Republic • Denmark • Estonia • Finland • France • Germany • Greece • Hungary • Iceland • Ireland • Italy • Latvia • Lithuania • Luxembourg • Malta • Netherlands • Norway • Poland • Portugal • Romania • Slovak Republic • Slovenia • Spain • Sweden • Switzerland • United Kingdom

Since 2001

Croatia • Cyprus • Liechtenstein • Turkey

Since 2003

Albania • Andorra • Bosnia & Herzegovina • Holy See • Russian Federation • Serbia (& Montenegro) • Former Yugoslav Rep. of Macedonia

Since 2005

Armenia • Azerbaijan • Georgia • Moldova • Ukraine

Since 2006

Montenegro

While much has been accomplished over the past ten years, the consensus is that 2010 will not see a final and full implementation of the goals identified in 1999, but rather will be a milestone in the ongoing evolution and expansion of these goals. As noted in the European University Association's *Trends V* report of 2007, which compiled data on the implementation of Bologna reforms in over 900 institutions, "far from reform coming to an end in 2010, the likelihood is that Europe has only begun to lay the initial foundation for a more permanent process of societal innovation and change, in which the role of higher education is fundamental."³

In the face of slight but significant declines in European enrollment at U.S. universities reported in IIE's *Open Doors* in recent years,⁴ the Bologna Process reforms take on particular meaning in the context of transatlantic exchange. Recognition of qualifications and periods of study is a particularly crucial aspect as it poses a number of challenges to U.S. higher education institutions related to graduate admissions, awarding transfer credit and credit for study abroad, and advancing institutional linkages.

This briefing paper focuses on the specific challenges posed for U.S. graduate admissions: in order to admit European students, U.S. universities must either recognize the equivalency

of three-year Bologna-compliant European undergraduate degrees—a key traditional measure was the reliance on a four-year bachelor's degree or its equivalent—or to identify other factors to weigh when considering an application. So, two key questions to explore as we near the 2010 Bologna Process benchmark are:

1. What level of understanding of the Bologna reforms and recognition of Bologna-compliant credentials exists in the United States?
2. More specifically, how are three-year undergraduate Bologna-compliant credentials viewed for admission to U.S. graduate study?

Based on responses from 120 U.S. institutions to an online snapshot survey conducted by IIE in early fall 2008, this briefing paper aims to identify trends in U.S. graduate schools' treatment of three-year Bologna-compliant degrees.

2. Level of Understanding of the Bologna Process at U.S. Universities

Just a decade ago, it would have been hard to imagine the breadth and depth of the European higher education reforms initiated by the Bologna Declaration and its growing global impact. One can argue that awareness of the Bologna Process came gradually to the attention of the U.S. higher education community, and at first was met with skepticism or confusion. It was only in 2003 that a growing number of professionals, primarily in U.S. admissions and international credential evaluation offices, began to discuss with concern the implications of the European implementation of the two-cycle bachelor's and master's degrees.

The debate in the U.S. on how and whether to recognize three-year Bologna-compliant degrees as equivalent to a four-year U.S. undergraduate bachelor's degree still continues. However, as understanding of the Bologna Process' evolution and implementation has grown, as tools promoting transparency have been implemented, and as Bologna's reach has expanded, there has been a significant movement from debates on degree "equivalencies" and even degree "comparability" to discussions and analyses of degree "compatibility" and academic preparation. Due to the determined efforts of a number of professional organizations on both sides of the Atlantic to encourage dialogue and advance a greater understanding of the Bologna Process, it is now widely understood in the U.S. that there will not be one European educational system, but rather unique national systems within the larger framework of the EHEA. There will not be just one Bologna degree, but rather a range of Bologna-compliant degrees of varied lengths.

Indeed, since 2006 there has been a steadily increasing awareness that the higher education reforms in Europe do not lend themselves easily to past categories and schemas. Further, there is a growing recognition that Europe is initiating a paradigm shift. This is not a change solely limited to a shift in degree structure based on years of study to a structure based on credits and terms, but also "... a shift from a teaching- to a student-centered approach and a shift from an input-based approach to learning outcomes."⁵ This shift is having global implications, and a broader range of key higher education constituents are recognizing this and entering the discussion. They include:

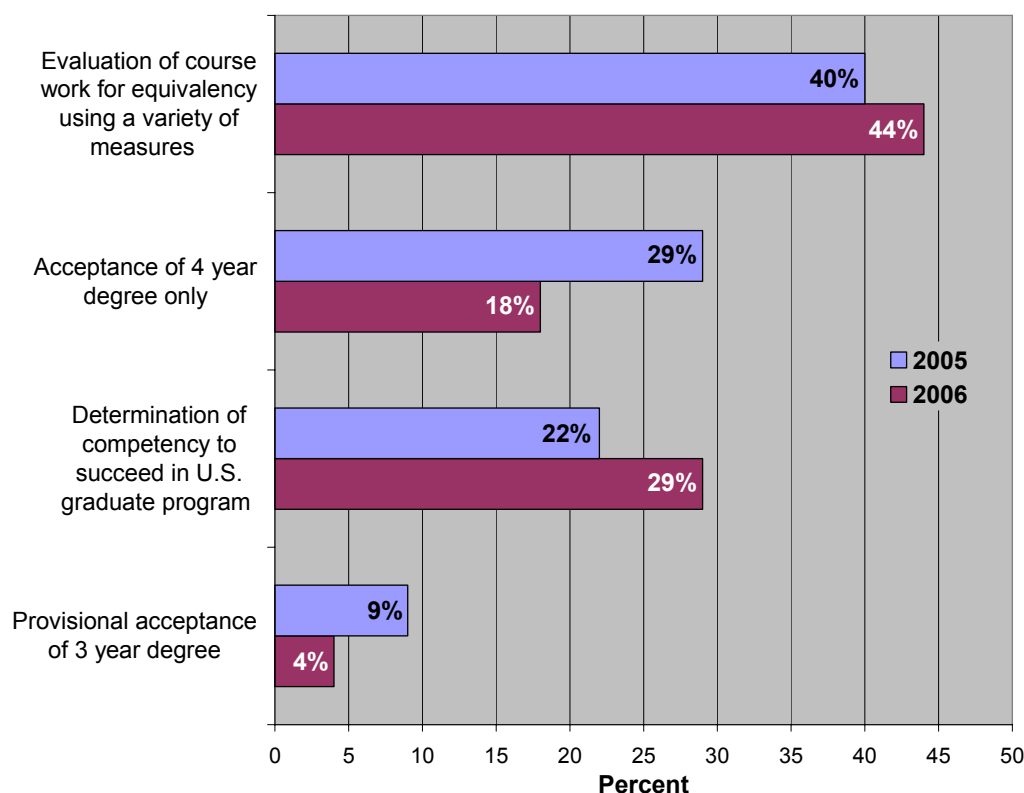
- **Graduate deans and international administrators** who wish to maximize international enrollments and exchange, and who are keen to address the global dimensions of higher education reform,
- **Study abroad officers** focused on maximizing students' undergraduate exchange experiences, both their ability to participate and their ability to advance to degree without losing time or credit,
- **Faculty** at both the undergraduate and graduate levels interested in exchange and development of joint programming at the discipline level, and
- **Government agencies.** A good example is the re-establishment in 2006 of the EU-U.S. Atlantis Program, a jointly administered program funded by the U.S.

Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture, geared to facilitating the development of transatlantic joint and dual degrees.

3. U.S. Graduate School Understanding of the Bologna Process and the Treatment of Three-year Bologna-compliant Degrees

Since 2005, efforts have been made to identify how U.S. graduate schools handle, or plan to handle, three-year Bologna-compliant degrees. In 2005 and 2006, the Council of Graduate Schools (CGS) surveyed its membership on this topic. The surveys engaged 125 respondents in 2005 and 177 in 2006, and the sample was heavily weighted toward institutions accepting the largest percentage of international graduate students. The CGS surveys identify in just one year an increased emphasis on evaluation of coursework and preparation to undertake graduate study rather than sole reliance on the length of the degree, as seen in the following results.⁶

Figure 1: CGS Survey Findings



In an effort to assess more recent trends in international graduate admission knowledge of Bologna reforms and practices, the Institute of International Education (IIE) conducted an online survey of doctoral research universities in

August and September of 2008. This brief snapshot survey aimed to assess overall knowledge of the Bologna Process among various stakeholders and to identify trends in handling three-year Bologna-compliant degrees. Nearly 500 surveys were sent to graduate schools of arts and sciences and professional schools at 226 doctorate-granting institutions to which IIE frequently submits applications on behalf of international graduate students.⁷

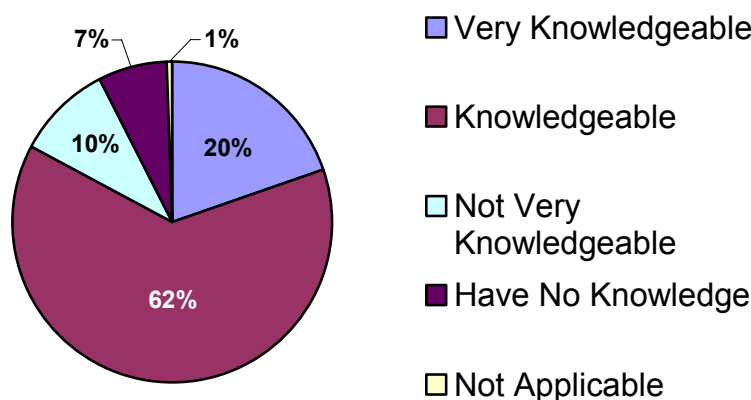
A total of 167 programs representing 120 institutions responded to IIE's survey. Seventy-two percent of the respondents represented graduate schools of arts and sciences; the remaining 28% represented programs in schools of business, law, fine or performing arts, public health, public administration and journalism. Most of the respondents worked in graduate admissions offices or in graduate deans' offices, with nearly 60% holding a director level position or above.

Knowledge of Bologna Process Reforms

The IIE survey shows relatively high levels of knowledge about the Bologna Process among survey respondents. Respondents also indicated that graduate admissions staff and graduate deans had a strong grasp of the Bologna reforms. More than half of respondents said their institutions had an official policy in place to guide the admissions response to three-year Bologna-compliant degrees; within this group, a third tended to view three-year Bologna-compliant degrees as equivalent to U.S. four-year degrees, and another third decided equivalency on a case-by-case basis. Respondents felt that the applicant's preparation for study in the specific field remained a much more important factor in academic faculty decisions than degree length. Yet despite the high levels of knowledge and formalized admissions procedures related to three-year Bologna-compliant degrees, most respondents said that at the moment, few applicants to their institutions hold these credentials.

According to the IIE survey results, the majority of survey respondents considered themselves to be knowledgeable on the Bologna Process, with 82% stating that they were "very knowledgeable" or "knowledgeable." Very few respondents (7%) professed a complete lack of knowledge of the Bologna process. Survey results suggest that the ongoing efforts of the past four years to raise the awareness level at the graduate level have been quite successful.

Figure 2: How would you rate your level of understanding of the Bologna Process?

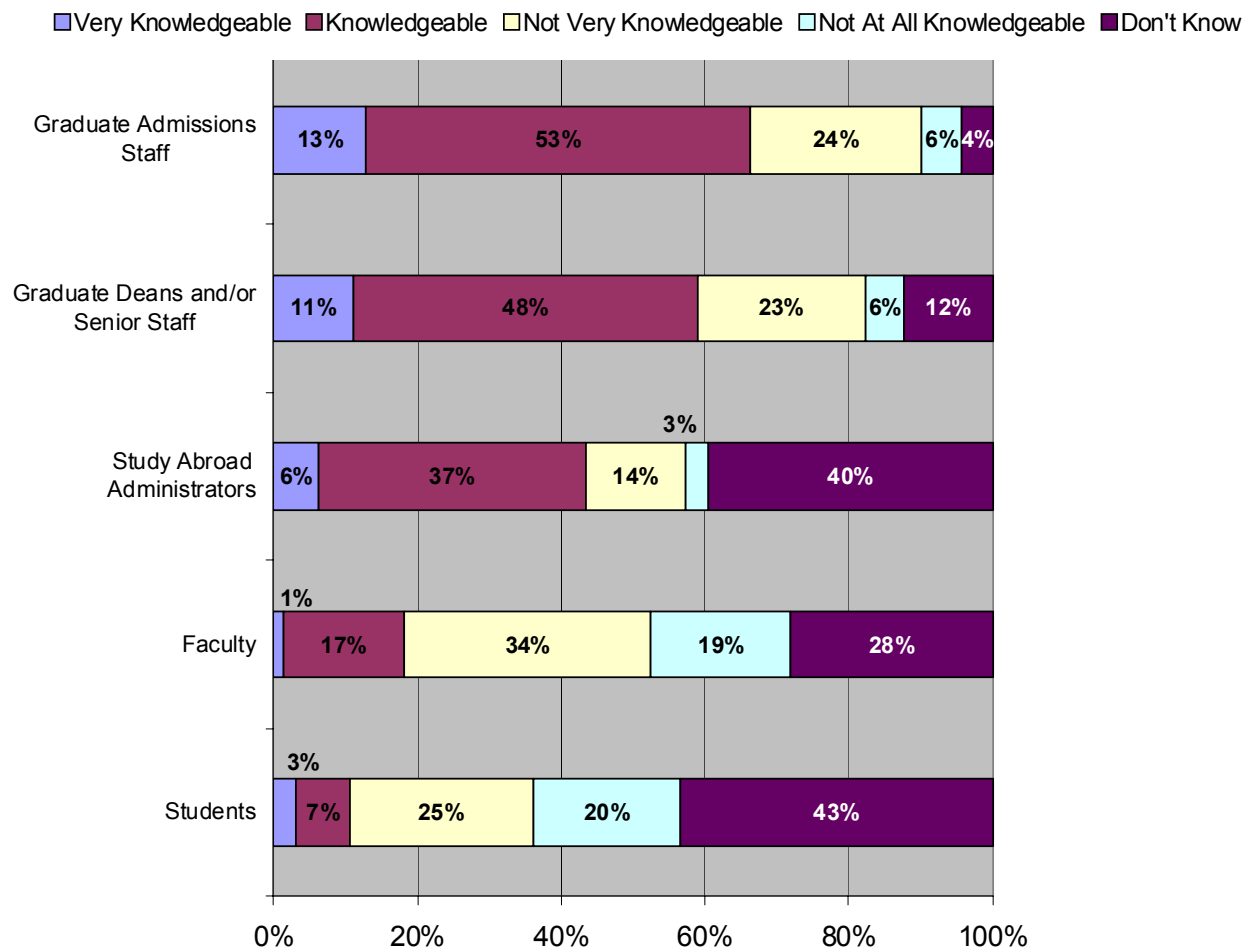


Source: IIE online survey, Fall 2008

Similarly, respondents rated the level of understanding among **graduate admissions staff** as relatively high, with 66% of respondents stating this group was either “knowledgeable” or “very knowledgeable.” Respondents placed 59% of **graduate deans and senior staff** in these same categories.

Forty-three percent of respondents perceived **study abroad administrators** as “knowledgeable” or “very knowledgeable,” but 40% indicated “don’t know.” **Students** were considered to be less knowledgeable about the Bologna Process, with 45% of respondents indicating students were “not very knowledgeable” or “not at all knowledgeable;” 43% indicated “don’t know.” **Faculty** were also perceived as lacking knowledge about the Bologna Process, with 53% of respondents rating faculty as either “not very knowledgeable” or “not at all knowledgeable” and 28% indicating “don’t know” (Table 2).

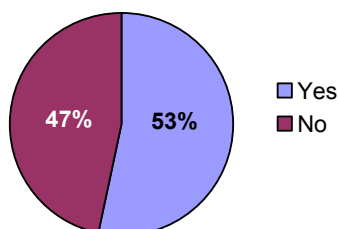
Figure 3: In general, how would you rate the level of understanding of the following groups in your institution?



Policy on Three-year Bologna-Compliant Undergraduate Degrees

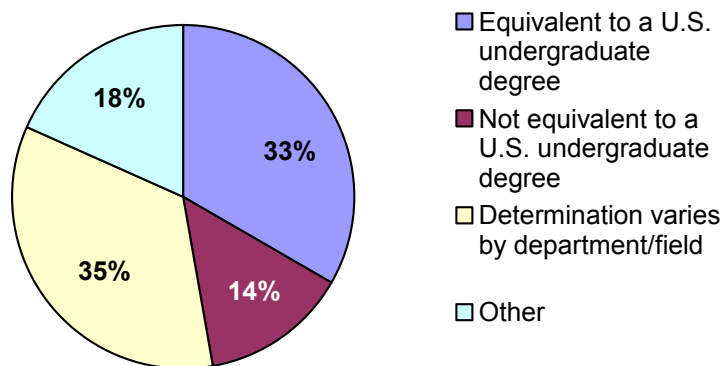
Over half (53%) of respondents said their programs did have official graduate admissions policies regarding the treatment of three-year Bologna-compliant degrees.

Figure 4: Does your institution have an official graduate admission policy regarding three-year undergraduate Bologna-compliant degrees?



Among the 53% of respondents (88 total respondents) from institutions with official policies, one-third (33%) considered these degrees to be equivalent to U.S. undergraduate degrees. 14% had policies in place stating that three-year undergraduate Bologna-compliant degrees were not the equivalent of U.S. undergraduate degrees. Another third of institutions (35%) noted that different departments and academic fields have different policies in place for the review of these degrees.

Figure 5: If your institution has a policy on three-year undergraduate Bologna-compliant degrees, does it currently consider them as:



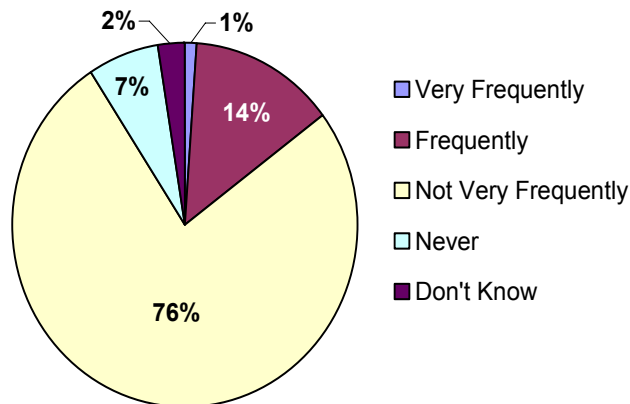
Interestingly, respondents who said that their programs did not currently have an “official” policy reported similar treatment when asked *what usually occurs*:

- 39% indicated they may still be considered for regular admission
- 28% indicated they may be considered for conditional admission
- 18% indicated other
- 15% indicated that the student’s application is not considered

The majority of respondents selecting “other,” both from programs with an established policy and from programs without one, went on to explain that final determination for consideration was generally handled on a “case-by-case basis by the faculty.”

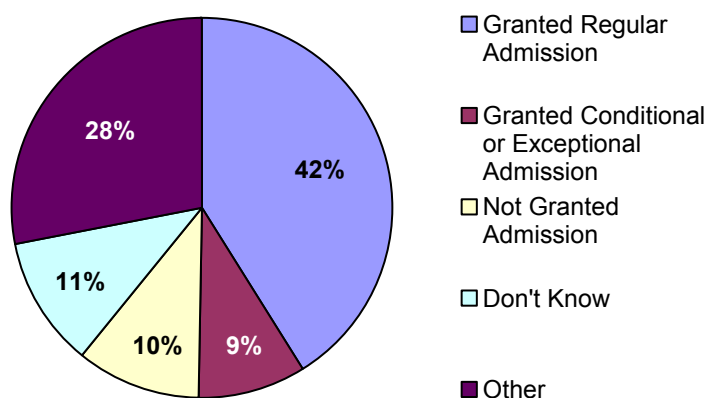
A very interesting finding is that although respondents reported a strong knowledge level and 53% indicated policies were in place to handle these degrees, the majority have not needed to utilize their policies extensively. Most respondents (83%) reported that they received applications from three-year undergraduate Bologna-compliant degree holders either “not very frequently” or “never,” as opposed to 15% of respondents who stated that they receive such degrees “frequently” or “very frequently.” Two percent did not know.

Figure 6: How frequently would you say you receive applications from three-year undergraduate Bologna-compliant degree holders?



When asked about the final admission result, over half of the respondents said there was a clear tendency to either grant regular admission or to reject these applications, and among those respondents four times as many tended to accept three-year Bologna-compliant undergraduate credentials (42%) as tended to reject them (10%). More nuanced interpretations of these credentials were also reported, with 9% of institutions saying they were usually granted conditional or exceptional admission, and 28% responding “other.” Again, responses of “other” frequently indicated that decisions were made on a “case-by-case” basis or on the basis of “multiple application factors.”

Figure 7: Generally, what happens to applications from three-year undergraduate Bologna-compliant degree holders?



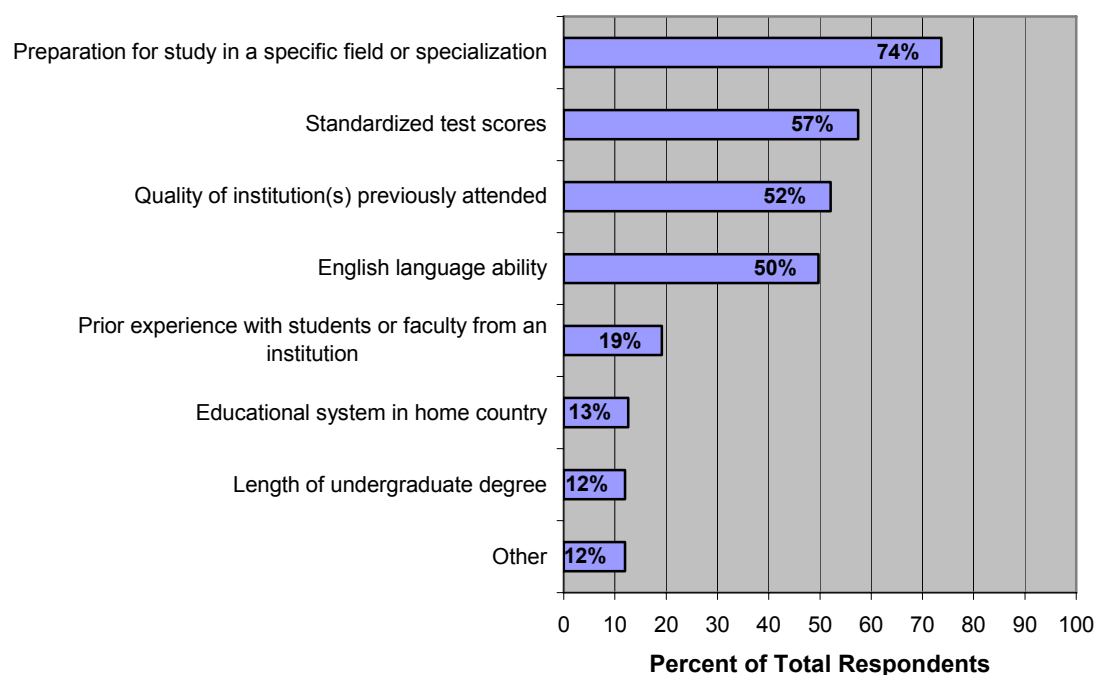
Academic Departments' Consideration for Graduate Admissions

The survey asked respondents to select three factors that weighed most heavily in admissions decisions at the academic department level. Nearly three-quarters (74%) of respondents selected “preparation in a specific field or specialization.” Fifty-eight percent of respondents said that standardized test scores were an important component in academic departments’ admission of international students. Around half considered the quality of the institution previously attended (52%)⁸ and English language ability (50%) to be important in admissions decisions. Very few respondents said that the “educational system in home country” (13%) or “length of undergraduate degree” (12%) were one of the three most important factors in admission at the departmental level. In the comments section respondents noted that the following factors were also weighed:

- Faculty/student research match, especially at doctoral level
- Grade point average
- Essay and writing samples
- Letters of reference
- Work experience, especially for professional programs

Numerous other comments elaborated on departmental considerations, pointing to a fairly qualitative and holistic review of each application.

Figure 8: In your opinion, of the factors listed below which three are weighed most heavily by academic departments in considering international applicants for graduate study?



The survey also asked respondents to identify if the factors weighed most heavily in graduate admissions offices differ from those in the academic departments, and in a final question to add additional comments or to elaborate on any of the above. These two sections generated nearly 100 detailed comments explaining the main factors affecting consideration of applications; how these differed between graduate schools, admissions offices and academic departments; and in some cases how the Bologna Process was changing how institutions view three-year degrees in general.

Some of the responses describe a completely centralized process run from the graduate school/admission office. Others indicate a decentralized admission process with the locus of decision-making at the departmental level. In general, however, comments described processes involving a division of labor between these entities, and shed light on the shared but generally decentralized nature of graduate admissions decisions. This is best summarized by the comment that “Together, we cover all aspects necessary to determine if international applicants are ready for graduate study.”

That said, it was not uncommon for some respondents, especially those in admissions offices, to volunteer that their priority considerations did not always match those of faculty. Some indicated that they did focus on home country system and length of degree along with minimum requirements for GPA, test scores and English language proficiency:

“The educational system of a country weighs more with the Graduate College than with the departments.”

“As part of the preparation for study in a specific field, the equivalent U.S. grade point average (as determined by the Graduate School) weighs heavily in the final admission decision.”

“The Admissions Office determines if the institution is recognized/accredited in the home country. If credentials are authentic and if the degree is considered an equivalent, this allows the academic departments to make the recommendation for admission to graduate studies.”

“The Graduate School sets minimum standards and allows departments to set additional requirements.”

However, the relative weight of different factors and the final decision will vary as demonstrated by the following comments:

“As stated above, from countries where 13 years of ‘high school’ are the norm (Germany/Abitur; Great Britain/A-levels) we routinely accept 3 year bachelor’s. At this time we are not accepting 3-year bachelor’s which culminate in 15 years of education.”

“For admissions, an undergraduate degree is required. The 3-year degree is considered a fully acceptable undergraduate degree. We would not use terminology indicating that we equate degrees, per se.”

“International transcripts must be evaluated by a credentialing service. Degree must be equivalent to a four year bachelor’s degree in the US.”

“Our admission process is highly selective and all applicants are admitted based on the merit of their overall application, regardless of whether they hold a 4-year or 3-year degree. (In other words, the length of the degree is not decisive in the process).”

Related to this last comment, a number of respondents elaborated on how merit and consideration of talent, work experience, references and such could override other aspects of the application. From the survey comments, it could be deduced that holistic reviews appeared to be quite common at survey respondents’ institutions, especially in professional schools where factors such as quality of portfolios, interviews, auditions, writing skills, dedication to field, determination, resourcefulness, and curiosity about the world were also cited as crucial factors. Of all the professional programs, graduate LLM programs usually experienced the least difficulty with decisions given that “foreign law students must hold a 4- to 5-year law degree.” Respondents in these cases said that admission would only become problematic if Europe began to “offer a three-year LLB.” Also, a business school respondent noted that given the older age of their applicants —average age being 27 to 28—it was not until last year that they had ever received a three-year Bologna-compliant credential.

Further, in most cases and especially when decision-making is shared, respondents indicated that even in those situations where an admission office or graduate school has not determined an applicant to be admissible, the academic department can petition for admission or conditional admission, especially when other factors are weighted more heavily, and that usually the department’s preference is honored.

A number of respondents addressed how the Bologna Process is providing an opportunity to reconsider policies and approaches. Frequently, respondents indicating that their programs did not currently have a policy volunteered that their institutions were currently debating their admissions practices relative to three-year degrees. Further, a number of respondents indicated that the Bologna Process is providing them with an opportunity to shift their focus on three-year undergraduate degrees in general, not just Bologna-compliant ones. Two comments seem to best capture this sentiment:

“In the wake of Bologna, our focus has shifted from degree equivalency to academic readiness or preparedness. In most cases, the depth and breadth of knowledge in the discipline among holders of [these] three-year credentials appears to be equal (or superior) to that of U.S. degree holders with a traditional four-year U.S. bachelor’s degree with a two-year general education component. Generally, they are at least as well-prepared to begin their graduate work in a given discipline. This paradigm shift has affected the way we view three-year credentials from non-Bologna institutions, and we permit exception from the other parts of the world—on a case-by-case basis with appropriate academic justification.”

“Traditionally, departments have been more concerned about discipline-specific readiness to begin graduate studies and not as concerned about U.S. bachelor’s degree equivalency. On the other hand, we [graduate admissions] seemed more preoccupied with degree equivalency and English language proficiency. In many ways this could vary from program to program, but we often found ourselves being asked to admit applicants with three-year credentials whose knowledge, training, and research experience in the field was exceptional. Bologna has encouraged us to take a different, more liberal approach to these requests.”

4. Conclusion

IIE’s snapshot survey of current trends in admissions considerations of three-year Bologna-compliant degrees indicates that knowledge of the Bologna Process is growing among U.S. higher education constituents. It appears that U.S. higher education institutions, especially professionals in graduate schools and admissions offices, are closely monitoring the evolution of the Bologna Process and that on some campuses the EHEA reforms have created an opportunity for larger discussions on how international credentials are perceived and evaluated.

The 46 European Higher Education Area Ministers will gather in Leuven/Louvain-la-Neuve, Belgium, in late April 2009 to take stock of the first decade and “jointly define political orientations for the coming 10 years.” This EHEA Ministerial Conference will address future priorities for and produce further information on new dimensions of the Bologna Process. Recommendations will likely emphasize efforts to intensify and expand policy dialogues and strengthen cooperation based on global partnerships as well as to promote the attractiveness of EHEA institutions.

The European reforms shaped by the Bologna Process are advancing global discussions on the role and purpose of higher education. Going into the second decade of this effort, it is increasingly important for U.S. educators to keep abreast of the changes occurring in Europe and worldwide, actively engage in the growing number of forums for dialogue and discussion, and share with one another how their institutions are adapting.

ENDNOTES

¹ Ministry of Education and Research, Norway. (2005). *From Berlin to Bergen and beyond*. Retrieved April 6, 2009 from www.bologna-bergen2005.no.

² Bhandari, R. & Chow, P. (2008). *Open Doors 2008: Report on International Educational Exchange*. New York: Institute of International Education.

³ Crosier, D., Purser, L. & Smidt, H. (2007). *Trends V: Universities Shaping the European Higher Education Area*. Brussels, European University Association.

⁴ The number of students from the European Union studying in the United States has declined by 12% since 2001/02. Students from Germany, the leading sending country from Europe to the U.S., have dropped 7% since 2001/02.

⁵ European University Association. (2006). *Europe's New Higher Education Landscape*. Brussels, European University Association.

⁶ Redd, K. (2006). Data sources: Changes in policies regarding Bologna three-year bachelor's degrees, 2005 to 2006. *CGS Communicator* 39(10), 3-4.

⁷ University Placement Services is a division of the Department of Student Exchanges at the Institute of International Education. It is responsible for seeking admission to U.S. graduate programs for over 1600 sponsored international graduate students—primarily Fulbright Foreign Student Program awardees. Nearly 500 of these students are grantees from EHEA countries. In seeking the best academic placements on behalf of these students, IIE works with the full range U.S. graduate schools.

⁸ For law programs, "Consideration of institutions previously attended" was a frequently cited factor. As one respondent noted, "quality of legal education at applicant's institution/resemblance to U.S. legal education" is a crucial factor.

Appendix: Additional Resources

Bologna Process Information and Resources

American Association of Collegiate Registrars and Admissions Officers

www.aacrao.org

American Council on Education

www.acenet.edu

Bologna Process Official Website 2007-2009

www.bologna2009benelux.org

Council of Graduate Schools

www.cgsnet.org

European Association for International Education

www.aic.lv/ace/ace_disk/Bologna/index.htm

European University Association

www.bolognaprocess.net

Institute of International Education

www.iienetwork.org/?p=Europe

NAFSA: Association of International Educators

www.nafsa.org/knowledge_community_network.sec/recruitment_admissions

IIE Information and Resources

Policy Resources

Open Doors Report on International Educational Exchange

The Open Doors Report on International Educational Exchange, supported by the U.S. Department of State, Bureau of Educational and Cultural Affairs, provides an annual, comprehensive statistical analysis of academic mobility between the United States and other nations, and trend data over 60 years.

Website: www.opendoors.iienetwork.org.

Atlas of Student Mobility

Project Atlas tracks migration trends of the millions of students who pursue education outside of their home countries each year. Data are collected on global student mobility patterns, country of origin, as well as leading host destinations for higher education.

Website: <http://atlas.iienetwork.org>.

IIE/AIFS Foundation Global Education Research Reports

This series explores the most pressing and under-researched issues affecting international education policy today.

- ***Higher Education on the Move: New Developments in Global Mobility*** (April 2009)
- ***U.S.-China Educational Exchange: Perspectives on a Growing Partnership*** (October 2008)

IIE Study Abroad White Paper Series:

Meeting America's Global Education Challenge

An IIE policy research initiative that addresses the issue of increasing capacity in U.S. and non-U.S. higher education institutions, in order to substantially expand study abroad by U.S. students.

- ***Promoting Study Abroad in Science and Technology Fields*** (March 2009)
- ***Expanding U.S. Study Abroad in the Arab World: Challenges & Opportunities*** (February 2009)
- ***Expanding Education Abroad at Community Colleges*** (September 2008)
- ***Exploring Host Country Capacity for Increasing U.S. Study Abroad*** (May 2008)
- ***Current Trends in U.S. Study Abroad & the Impact of Strategic Diversity Initiatives*** (May 2007)

Website: www.iie.org/StudyAbroadCapacity

IIE Briefing Papers

IIE Briefing Papers are a rapid response to the changing landscape of international education, offering timely snapshots of critical issues in the field.

- *The Three-year Bologna-compliant Degree: Responses from U.S. Graduate Schools* (April 2009)
- *Educational Exchange between the United States and China* (July 2008)

Website: www.iie.org/researchpublications

Web Resources

IIE.org

IIE, an independent non-profit organization founded in 1919, is a world leader in the exchange of people and ideas. IIE administers over 200 programs serving more than 20,000 individuals each year.

Website: www.iie.org

IIEPassport.org

This free online search engine lists over 9,000 study abroad programs worldwide and provides advisers with hands-on tools to counsel students and promote study abroad.

Website: www.iiepassport.org

Study Abroad Funding

This valuable funding resource helps U.S. students find funding for their study abroad.

Website: www.studyabroadfunding.org

Funding for United States Study

This directory offers the most relevant data on hundreds of fellowships, grants, paid internships and scholarships for study in the U.S.

Website: www.fundingusstudy.org

Intensive English USA

Comprehensive reference with over 500 accredited English language programs in the U.S.

Website: www.intensiveenglishusa.org

IIE Resources for Study Abroad

IIE offers a single point of entry to access valuable study abroad information, including policy research, data on study abroad trends, news coverage of new developments, fact sheets for students, and dates and deadlines for major scholarship and fellowship programs.

Website: www.iie.org/studyabroad

Internationalizing the Campus

IIE administers a wealth of programs and provides a variety of services and resources to help U.S. colleges and universities develop and implement their strategies for greater campus internationalization.

Website: www.iie.org/internationalizing

Fulbright Programs for U.S. Students

The Fulbright U.S. Student Program equips future American leaders with the skills they need to thrive in an increasingly global environment by providing funding for one academic year of study or research abroad, to be conducted after graduation from an accredited university.

Sponsor: U.S. Department of State, Bureau of Educational and Cultural Affairs

Website: <http://us.fulbrightonline.org>

Fulbright Programs for U.S. Scholars

The traditional Fulbright Scholar Program sends 800 U.S. faculty and professionals abroad each year. Grantees lecture and conduct research in a wide variety of academic and professional fields.

Sponsor: U.S. Department of State, Bureau of Educational and Cultural Affairs

Website: www.cies.org

Global Engineering Education Exchange

Study abroad opportunity for undergraduate (and some graduate) engineers enrolled in member institutions of this consortium. Students at participating institutions can take engineering coursework in an international setting while paying tuition at home. Over 30 U.S. institutions and over 50 programs in 18 countries worldwide participate in Global E3. Participating institutions are listed on the program website.

Website: www.globale3.org