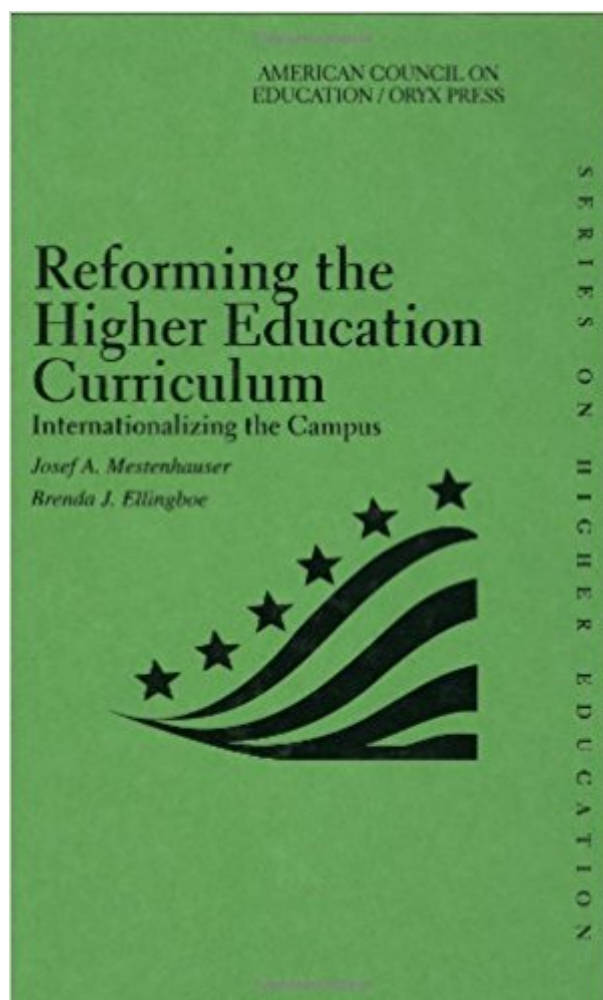




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Reforming The Higher Education Curriculum: Internationalizing The Campus (American Council On Education Oryx Press Series On Higher Education)





Synopsis

With the concept of a global village now a reality, institutions of higher learning must broaden their thinking beyond American social, cultural, and economic borders. *Reforming the Higher Education Curriculum* is a collection of papers that explores how a college or university can plan and implement a systemwide program for internationalizing the curriculum throughout the entire university. The contributors argue that a thorough overhaul of the higher education curriculum is necessary to turn out graduates with true international skills and perspectives. Among the strategies recommended are courses and programs that involve study abroad, intensive study of foreign languages, and opportunities to cultivate intellectual, professional, and personal associations with people from other cultures.

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Customer Reviews

The insights and challenges presented by these contributors, especially in terms of what the outcomes of an education ought to be, deserve serious reflection by the academic community. Graduate students and above; professionals and practitioners; general readers. (Choice)The collaborative effort among the faculty and students of the University of Minnesota should provide a model for other institutions to explore their approaches to internationalization. This is a well written book that all advisors would be well advised to read...will prove interesting to administrators and faculty concerned with International Education in research universities....outstanding chapters that will surely stimulate and deepen the thinking of people interested in this topic. I recommend the

book especially to higher education faculty and administrators....useful summaries and criticisms of current attempts at internationalization....a broad but useful critique of the academy and its lack of notable success in international education....Joseph Mestenhauser brings both insight and constructive criticism. He also brings a wealth of experience. Also of interest to continuing education administrators....Mestenhauser, Ellingboe, et al., deserve a vote of thanks for their efforts. They do a wonderful job of building the case for change. They offer solutions based up on their beliefs and experiences. The editor acknowledges this kaleidoscope of curricular approaches by stating that there is not one but several international educations. This is also what (NACADA) The collaborative effort among the faculty and students of the University of Minnesota should provide a model for other institutions to explore their approaches to internationalization. This is a well written book that all advisors would be well advised to read...will prove interesting to administrators and faculty concerned with International Education in research universities....outstanding chapters that will surely stimulate and deepen the thinking of people interested in this topic. I recommend the book especially to higher education faculty and administrators....useful summaries and criticisms of current attempts at internationalization....a broad but useful critique of the academy and its lack of notable success in international education....Joseph Mestenhauser brings both insight and constructive criticism. He also brings a wealth of experience. Also of interest to continuing education administrators....Mestenhauser, Ellingboe, et al., deserve a vote of thanks for their efforts. They do a wonderful job of building the case for change. They offer solutions based up on their beliefs and experiences. The editor acknowledges this kaleidoscope of curricular approaches by stating that there is not one but several international educations. This is also what makes the book interesting. Useful summaries and criticisms of current attempts at internationalization. The book is a useful response to those who preach glibly about internationalizing campus academic programs. (NACADA)

JOSEF A. MESTENHAUSER has published more than 80 books, monographs, documents, articles, and chapters on numerous issues relating to international and global education. He is a three-time holder of senior Fulbright grants in the Philippines, Japan, and Czechoslovakia. Mestenhauser was president of NAFSA: Association of International Educators and the International Society of Educational, Cultural and Scientific Interchanges (ISECSI). His honors include the Marita Houlihan Award for Excellence in International Education. He is currently a professor in the Educational Policy and Administration Department and is the coordinator of international education programs for the College of Education and Human Development at the University of Minnesota,

Twin Cities. Mestenhauser holds a doctorate from Charles University in Prague and a doctorate from the University of Minnesota. BRENDA J. ELLINGBOE completed her Ph.D. degree in Educational Policy and Administration from the University of Minnesota, Twin Cities. She is planning to start her own internationalization consulting service for administrators at colleges and universities. She also holds an M.A. in Educational Policy and Administration from the University of Minnesota and an M.A. in Latin American Studies from UCLA. Ellingboes research interests include the internationalization of colleges and universities, strategic planning, international human resource development and cross-cultural leadership, organizational communication, and intercultural communication.

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