

By Kyna Rubin



**MY JESSEN-MARSHALL WAS THRILLED** to receive e-mail messages last spring from students who had taken her Plagues and Pandemics course two years earlier. They wanted to talk about the H1N1 flu through the prism of the issues they had dealt with in class—science, economics, and developing world health care access.

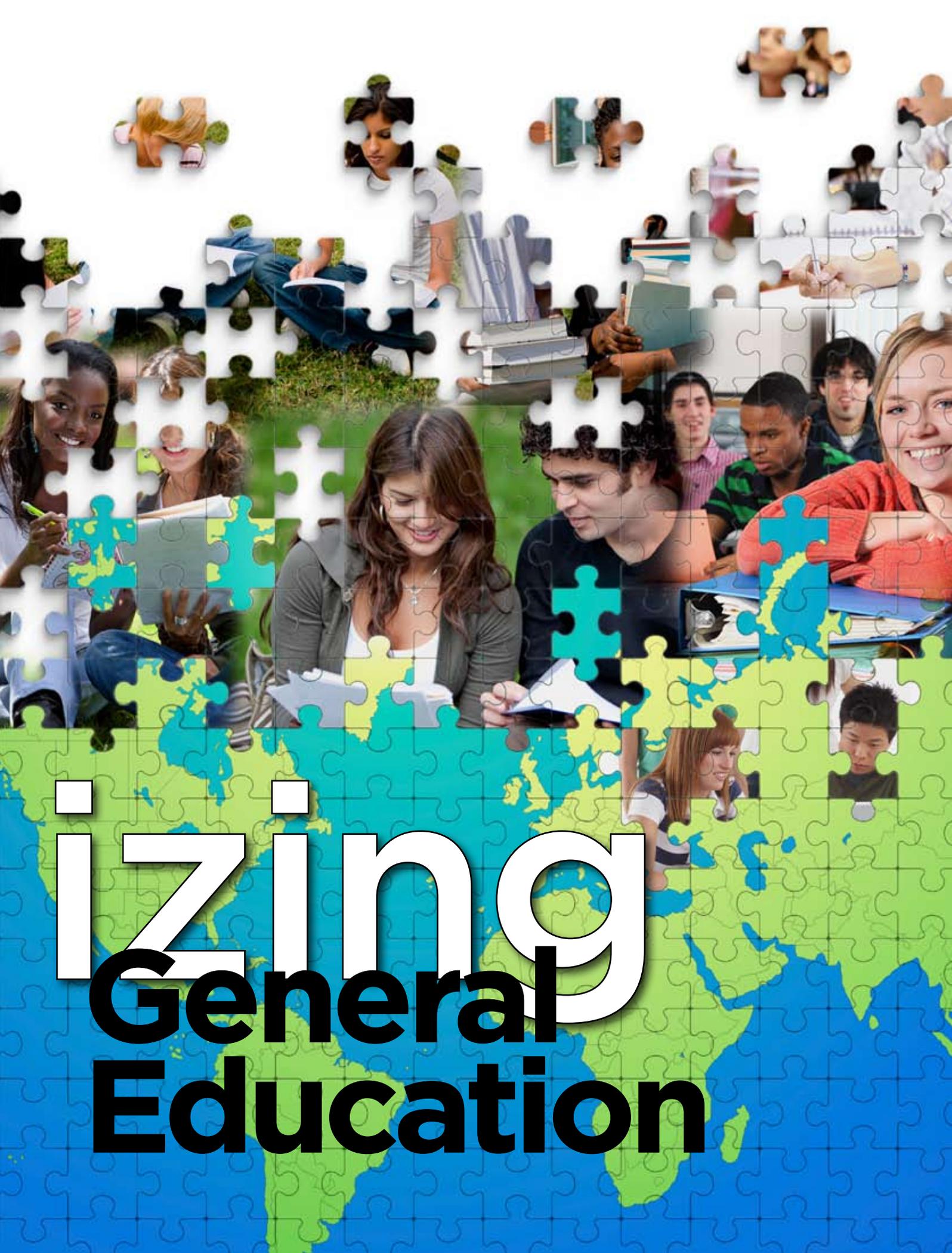
Any professor would be delighted to see former students engaged in current events. But microbiologist Jessen-Marshall had special reason to be pleased. The head of integrative studies at Otterbein College had created the course as part of the school's global learning initiative, the centerpiece of Otterbein's 2007 strategic plan. On top of positive student survey responses, the e-mail messages were an indication that Otterbein's efforts to redo its general education curriculum to meet updated institutional goals were bearing fruit. The new general education course had left a long-term impression on students. It had stirred their interest in world problems and inspired them to think about solutions from multiple disciplinary angles.

Like Otterbein, in the last four to five years, institutions nationwide have started to globalize their undergraduate curricula. They are doing it in ways dramatic and modest. Otterbein College, in Ohio, has a bit of an edge in this effort. It is a small liberal arts college. And as early as 1969 it adopted integrative studies, whose cross-disciplinary approach is a hallmark of today's more ambitious curriculum revisions.

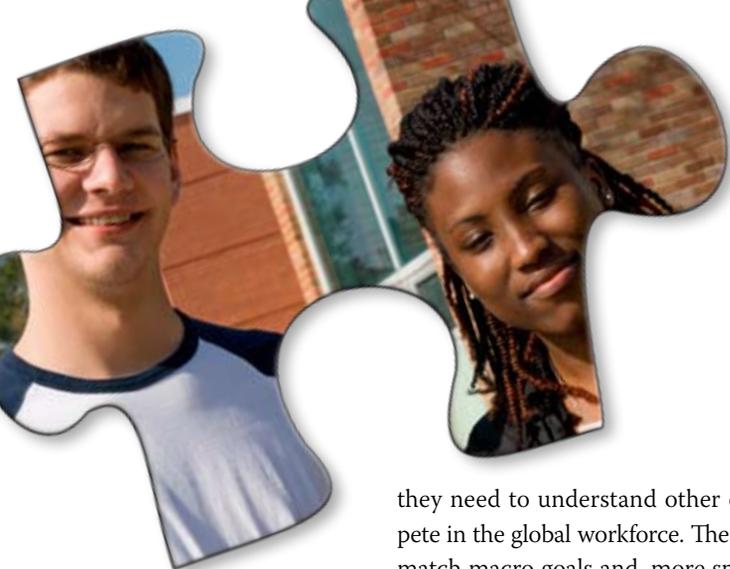
But Otterbein's catalysts for change—reaccreditation processes and new strategic plans—are also those driving institutions across the country to rethink undergraduate education. In the twenty-first century, few updated mission statements omit the goal of giving young people the skills and knowledge

# Global

**Inspired credit requirements may no longer be an oxymoron in students' eyes. As it internationalizes, general education is becoming a laboratory for innovation.**



# izing General Education



they need to understand other cultures and compete in the global workforce. The question is how to match macro goals and, more specifically, learning outcomes, with course content.

### **Providing Global Education at Home**

Equipping U.S. college students to become effective world citizens and workers begins with a general internationalization of U.S. campuses. That process has been taking place for some time and assumes many forms. There is no one right way to internationalize. Hosting more international students, holding annual global-themed campus forums, expanding international affairs offerings, and touting education abroad opportunities all reflect the trend. However, some institutions stop at education abroad or consider themselves internationalized if they have a high percentage of international students on campus.

### **Community-based learning, which can but does not always include community service, is often a feature of new, internationalized general education courses.**

But sending U.S. students on traditional education abroad or recruiting more international students is not casting a wide enough net for forward-thinking institutions. A more deeply integrated approach is needed to add to these measures if thorough internationalization is to occur and affect all of the students institution-wide.

How can institutions provide this well-rounded exposure to the world at the deepest level? By reforming general education, schools committed to matching undergraduate education to stated institutional aims are plunging into the fundamentals of what they do. It is there, inside required undergraduate courses, that university leaders and global-leaning faculty believe student thinking about the larger world can be influenced

for a lifetime. That's why Otterbein's Jessen-Marshall found former student e-mail messages so affirming.

Otterbein College was one of sixteen institutions selected to participate in a national program to encourage campuses to walk-the-walk on curricular internationalization. "Shared Futures: Global Learning and Social Responsibility" was a three-year project (2005–2008) sponsored by the American Association of Colleges and Universities (AAC&U). It began when, about six years ago, the AAC&U started exploring a project to globalize the majors on U.S. campuses.

"Our assumption was that students would have a general understanding of global processes from their general education program, and when they got into their majors courses they could reexamine the global dimensions," says Kevin Hovland, the organization's director of Global Initiatives and Curricular Change. "But we found the students didn't have the foundational work to do this." AAC&U then asked liberal arts colleges what they were doing around globalization. What the group found, says Hovland, was "a gap between schools' aspirations, mission statements, and high-level administration commitment to focus on the global context of undergrad education—and in how all of that was applied to general education."

### **Exciting Changes Afoot**

The impetus behind the kinds of courses AAC&U envisions comes from asking students two questions: What does it mean to be a global citizen? And how does one act ethically and responsibly to solve world problems? "Global is not just what happens internationally," says Hovland; inequity issues are in everyone's backyard. The Shared Futures ideal links global citizenship to an institution's engagement in helping to solve local problems. Community-based learning, which can but does not always include community service, is often a feature of new, internationalized general education courses. The global-local tie espoused by the AAC&U dovetails nicely with schools like Otterbein, whose goal, as described by Jessen-Marshall, is to "marry ethicality, the public good, and global experiences." Who's taking a stab at globalizing general education? Hovland's hunch is that the 16 schools chosen from 80 to 100 applicants to Shared Futures are the tip of the iceberg. Hundreds of schools of all types are working on general education reform, he says. Small four-year colleges, public universities, technical schools, and community colleges (see box) all submitted pro-



posals to Shared Futures. AAC&U found that places with successful education abroad were often less interested in curriculum reform than those without it (Arcadia University, an education abroad model, is an exception). The scale of effort ranges wildly, from a complete overhaul of how academic leaders define general education to the tweaking of a few courses by adding a global reading or two. Smaller schools with a common culture and a healthy proportion of dynamic young faculty seem to have an advantage in the tricky enterprise of curricular reform. (For more on Shared Futures, including the Global Understanding Forum held in March 2009 to share the project's lessons, see [http://www.aacu.org/SharedFutures/gened\\_global\\_learning/global\\_learning\\_forum.cfm](http://www.aacu.org/SharedFutures/gened_global_learning/global_learning_forum.cfm).)

### More than Study Abroad: Arcadia University

In the mid-1990s Arcadia University, in Pennsylvania, defined international education primarily as study abroad. Now, says Ellen Skilton-Sylvester, director of Global Connections, the school has extended its definition of internationalization. That term now includes connections that address the United States in relation to the rest of the world. Influenced by participation in Shared Futures, school leaders have embraced curricular changes that connect the domestic with the global. "That's a big conceptual transformation in our curriculum," says Skilton-Sylvester, also an associate professor of education. "It hasn't happened in our study abroad programs."

Under Arcadia's old system, over four years students had only one international requirement. They could fulfill it by taking a course on, say, international politics, or by studying abroad. Since fall 2008, students had to have a one-semester cross-cultural experience at home or abroad and take a two-credit reflections course (offered online) during that experience. To meet the experiential requirement, students can take a newly designed Arcadia course in which the class spends time with a local nonprofit working with Latino immigrants, travels to Honduras to understand the work of NGOs in an international context, then returns to work again with the local group. Students are also required to take two "global connections" courses that fulfill an "intellectual practices" requirement.

Since introducing the new curriculum, Arcadia no longer distinguishes between general education and majors' courses, and has dropped the term general education. "Major courses can now qual-

# Trying Harder

## The Technical University Experience

IN GETTING CAMPUS PLAYERS on the same page to revise general education, liberal arts schools may have it easy.

Technical universities working to globalize general education face an extra layer of resistance. "Preparing students for successful careers in a global society" is part of the Rochester Institute of Technology's 2005-2015 strategic plan. New RIT leadership is keen on moving in this direction, and the provost is forming a cross-college committee to advance curriculum changes. But, mirroring the school's name, most RIT students study engineering. Liberal arts professors don't share the prestige of their science and engineering colleagues. Even though New York State requires that students earning a B.S. take half their credits in liberal arts, professors such as Christine Kray, an anthropologist, feel they constantly have to prove to students, and some faculty, the relevance of general education courses.

RIT, will be adding a "global visions" category to its general education requirements, but enhancing global content across general education will take longer, says Kray, because of the need for buy in from so many players. What Kray calls RIT's longstanding "intro to econ approach" focused narrowly on domestic issues. That's because, in hiring faculty, the school looked for individuals who could teach intro courses, not those who could expand students' global perspectives, she says. Add to that the fact that education abroad is not a popular option at RIT (due, in part, to a tight engineering curriculum and an inhibiting quarter system), and globalizing general education courses becomes all the more pressing.

RIT, a participant in an earlier incarnation of Shared Futures, is still hammering out the criteria for what will qualify as a global visions course. "Some people want a history of China course to count; others want to take the AAC&U approach, which explains why and how we're connected to China," says Kray. She favors the latter route. But she expects some course protection on the part of faculty who are wedded to their old courses. Nonetheless, "it's inevitable," says Kray, "that some faculty will be teaching fewer sections of intro to sociology, plus new courses that they and their students will find more interesting."

Such courses might look like the one Kray herself recently taught on Food, Culture, and Power, for which she assigned readings by sociologists, botanists, and journalists. Kray epitomizes the kind of faculty needed to implement more broadly gauged general education courses. She was drawn to RIT in 2001 because of its new interdisciplinary B.S. program in international studies. And she is already on the bandwagon of local community engagement, an element of globalized education promoted by the AAC&U's Shared Futures project. Students in her research methods course get hands-on experience and understanding of Rochester's NGOs by helping them conduct interviews for public health and asset-based community development projects.



ify for a global connections designation,” says Skilton-Sylvester. She finds “a lot of excitement” on campus for curricula development (faculty stipends help fan enthusiasm). Faculty are still designing new courses or adapting existing ones. Skilton-Sylvester and a program committee review all new course proposals. Instructors must answer four or five questions about a proposed course’s relevance to the newly defined global focus. That focus is less about content area than “a global way of thinking,” says Skilton-Sylvester. “We view internationalization as more of an intellectual practice. International used to mean a course on China or India. Now we’re looking for courses with a comparative element,” she says, like a class on the role of China in the global economy.

In fall 2009 Arcadia will offer 22 global connections courses. Some examples of new classes include Born Digital: Voices of the Net Generation; Representations of the Spanish Civil War, taught bilingually and also counting toward a Spanish or international studies major; and Contemporary Art and Envisioning Sustainability, co-taught by an environmental scientist and a ceramicist. Revised courses include a criminal justice course that now includes criminal justice systems in other countries, and a scientific ethics course that explores how different nations view the ethics of using human subjects for research.

Linking a campus’s education abroad to curriculum reform is no automatic process. Arcadia students who go abroad weren’t always thinking about what they were learning, says Skilton-Sylvester. To encourage such thinking, those students are now required to use their overseas experience as fodder for the two-credit reflections course mandated for all Arcadia undergraduates.

### **No More Sleeping Through Class: Drake University**

In 2004 Drake University in Des Moines, Iowa, held a presidential retreat of faculty, staff, and students to brainstorm about the learning outcomes of a Drake education. The group identified the making of responsible global citizens as one goal. To meet it, faculty decided that the current required courses “didn’t do it,” says Drake history professor John Burney. The president laid out the framework for general education reform, but the details were owned by the regular faculty curriculum process, he says. Drake’s internal discussions about curriculum reform paralleled those at the AAC&U, even though the school did not participate

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in Shared Futures. Drake did use that group’s earlier reports as reference, and is one of several hundred institutions working to bring AAC&U’s LEAP principles into play. (LEAP, or Liberal Education and America’s Promise, promotes the spread of a high-quality education that, among other things, “cultivates democratic and global knowledge and engagement.” See [www.aacu.org/leap/goals/cfm](http://www.aacu.org/leap/goals/cfm)).

With university stipends for faculty course development, and a newly created position—John Burney’s post as vice provost for academic affairs—course changes went full speed ahead. Some new courses have been up and running since fall 2007; others are still in process. The direction they’re headed in is interdisciplinary, says Burney, “as opposed to offering a bunch of [required] disciplinary courses and hoping students connect them all together at some point in their lives.”

Students are now required to take two global history courses. Reflecting Burney’s belief that getting students’ attention is as much about how a course is taught as what is taught, a prominent feature of the new courses is active learning. Burney teaches a general education course called Developing Democracy that uses role playing to spark students’ understanding of democracy’s dilemmas. By researching and assuming the roles of key historical players, students “become” the French revolutionary assembly in 1791, the 1946 British-Indian conference to create an independent India, or South Africa’s multi-party talks in 1993. For three or four weeks of class, students have to persuade other factions to put together a constitution around democratic ideals.

“Once they get inside the idea that you can’t just replicate the U.S. constitution and solve all these economic, racial, and religious problems in these other states, they realize they need more depth in their understanding of democratic engagement,” he says. (To develop the simulation model, Burney turned to *Reacting to the Past*, a method pioneered by Barnard College in 1996 and supported by a consortium of institutions. See <http://barnard.columbia.edu/reacting>.)

Another feature of Drake’s curriculum is the development of new courses involving foreign travel. Last May, for instance, two professors, of history and business, team-taught a course on global economic and cultural issues. They started the class on campus, then collaborated with faculty in a Ugandan institution to travel there with the students for three weeks. Their focus was looking firsthand at the challenges societies face in retaining traditional culture in the face of incoming Western values. Drake University, like Arcadia, requires

students in these types of classes to complete a reflections component that counts toward their grade.

Student responses to interactive classes like this one have been upbeat. They want more substance in their courses, says Burney. To eliminate students' check-off mentality, where they're anxious to get their requirements out of the way, it's all about how you teach the class and how you connect the subject to the larger world, he says. "When you jar students out of a passive learning style where sleeping through the lecture is ok, then students are by and large eager to do that kind of course again."

Drake is also considering a new, high-level capstone seminar where students would study a particular issue and suggest ways to act upon it. One idea, says Burney, is to explore a global topic like energy through the lens of a local Iowa concern such as ethanol.

### **The Core Curriculum/Faculty Advantage: St. Edward's University**

Most U.S. higher education institutions, including Arcadia and Drake, use a distribution model for general education. That means students take courses from different departments to fulfill their undergraduate



## **Community Colleges Find Their Own Path**

**F**ACULTY from Chandler-Gilbert Community College, a participant in Shared Futures, might have felt out of place among the four-year institutions participating in the AAC&U initiative to globalize general education. But they didn't. Sure, says Paul Petrequin, a historian at the school, he envies colleges that can infuse their curricula with global themes through new capstone courses and required freshmen seminars. His institution cannot. Chandler-Gilbert, based in a Phoenix, Arizona, suburb, is part of a 10-college system that enrolls some 250,000 students. "We can't really add or change courses without doing it for the whole Maricopa [District] system," he says. Plus, the college is hamstrung by Arizona State University requirements because most Chandler-Gilbert students transfer there.

Even so, during the summer workshops he attended, Petrequin found that fellow Shared Futures institutions were excited about some of the globally relevant activities happening on the community college's campus. One program, called College Theme, holds cocurricular events around an idea such as the current SEE Your World (SEE stands for social, environmental, and economic). The college sets global learning outcomes for the theme, and encourages faculty to make changes in class content to reach these outcomes. One recent success related to College Theme is the Sustainability and Ecological Literacy Certificate created by a philosophy professor. Students who take certain humanities-based classes receive the certificate attached to their associate's degree. The classes keyed into the certificate examine the relationship between, say, oil consumption in the West and poverty in oil-producing Nigeria.

To get science classes more involved in global issues, every semester Chandler-Gilbert holds Unnatural Disaster Day. As Petrequin describes it, in fall 2008 biology, geology,

chemistry, English, and history faculty each taught courses exploring the environmental damage done to Ecuador's rain forest by years of Texaco oil drilling. The school then held an open two-hour event, where students from each class shared wisdom learned about the disaster from each disciplinary perspective. The students identified common themes among the classes, then offered their own recommendations, based on risk assessments, on whether or not to drill for oil in Ecuador. Following this event, students write a reflection about the experience. "This allowed us to raise a lot of awareness about Ecuador and also about students' own energy consumption and how it affects the world," says Petrequin. Another incident studied was radioactive water runoff from New Mexico uranium mining that contaminated Arizona water in 1979.

Finally, every spring for the last three years the school has chosen a book for the One-Book-Chandler-Gilbert Community College program. One criterion for selecting the book is global awareness. The school brings the author to talk about the book, which instructors then use in their courses. This year's book was *Oil on the Brain*, by Lisa Margonelli; last year's was *Garbage Land* by Elizabeth Royte.

Chandler-Gilbert gives its faculty ample opportunity to cross-communicate and share ideas for branching out in their teaching. A faculty development team meets monthly. "And at each semester start we have faculty breakout sessions where faculty can learn how to connect courses to college initiatives," says Petrequin. He admits to challenges. Since these efforts to globalize are all voluntary, "a lot of people don't participate," he admits. As for his own proclivities, in fall 2008 he team-taught, with an English professor, a course called *Show Me the Money: Industrial Capitalism and Human Agency*, which explored global interconnections.

requirements. St. Edward's University, an independent Catholic liberal arts school in Austin, Texas, switched from a distribution to a core model in 1991. This made internationalizing general education a little easier, says Robert Strong, director of the St. Edward's Global Understanding Program. To globalize in a distribution model, he notes, you have to revise the courses in the various disciplines, or insert into the departments some sort of globalization course. At his school, faculty used two existing core courses. They completely redesigned one and substantially modified the other, and turned them into the two required global courses—History and Evolution of Global Processes and Contemporary World Issues. Integrative studies is not a term used at St. Edwards, says Strong, but faculty apply the concept. The history course above, for instance, examines the political, economic, and cultural processes of globalization during the last 700 years.

Another plus to a core general education model, he thinks, is more control. "If you have a distribution model, students can always choose among courses and won't necessarily pick those that fulfill the global learning goal. You can't guarantee the student will get the global learning from each and every course."

The curriculum changes were spurred by the school's 2007 re-accreditation process with the Southern Association of Colleges and Schools. Under what the institution calls the Mission Courses sequence, beyond 33 hours of core curriculum credits, students are required to take a freshman seminar, six Cultural Foundations courses, and a senior capstone. These courses are tied to the St. Edward's mission statement, which includes helping students to "recognize their responsibility to the world community."

Core curriculum aside, St. Edward's also benefits from a full-time general education faculty of eight professors who, by training or inclination, are interdisciplinary. These faculty members include an economic historian and American studies and women's studies specialists. Most were hired in the last five years, says Strong, because they had already bought into the interdisciplinary approach. "When the School of Behavioral and Social Sciences does new hiring in certain disciplines, we often interview the candidates because part of their teaching load will be in Mission Courses," explains Strong. In addition to the eight-member general education faculty, instructors from the disciplines teach the Cultural Foundations courses. Austin, "blessed" by geography, also hosts lots of academic and professional institutions that provide a pool of people with global expertise, says Strong. Those with a track record as adjuncts contribute their knowledge to the school's new core courses.

### Ingredients for Action and Innovation

What forces of nature combined to feed general education reform at these schools? First and foremost, these institutions highly value undergraduate, liberal arts education. In large research-oriented universities, that's not always the case. Second, a push from the president's office set things into motion. In fall 2006, Arcadia University's then

new president, Jerry Greiner, argued it was time to rethink general education requirements, which were then 15 years old. This occurred at the same time that the school was selected to be part of the AAC&U's Shared Futures project. Ellen Skilton-Sylvester says that Arcadia's general education revision moved forward because of financial support and faculty expansion. The administration provided funds to pay 10 two-person teams to co-teach new global-related general education courses. And the university added fresh hires to departments actively participating in the new curriculum. Across schools, faculty members say that even modest course development stipends send an important signal of institutional support for change.

Next, size matters. Small institutions seem to be more conducive to innovation. "People can't believe how quickly everyone got on board to revise our general education curriculum," says Skilton-Sylvester. Arcadia enrolls only 3,500 students (half undergraduates, half graduates), and the whole faculty meets monthly. "Our small size allowed us to go to every department to get feedback, and it makes it easier to create cross-faculty collaborations," she says. Curriculum reform is always sensitive but can be more so at larger universities, where that path is typically uphill. (Some big schools have been able to offer an integrative, global-infused general education curriculum through small-scale honors programs.)

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## From an institutional standpoint, joining general education to internationalization goals is a long-term process that is part of a larger equation they haven't yet solved.

In the end, success comes down to the faculty, and younger members are more open to change. Kevin Hovland noticed that junior faculty were well represented on the 16 institutional teams sent to Shared Futures workshops. At the Rochester Institute of Technology, hiring deeply affects momentum to globalize general education. “We’re looking for faculty with an interest in collaborating with other colleges [outside of liberal arts] in research and teaching,” says Christine Kray, chair of RIT’s College of Liberal Arts curriculum committee. Most of her college’s new hires, she says, are interdisciplinary and innovative.

How a campus handles curricular changes colors its success. Amy Jessen-Marshall at Otterbein College feels that her school’s new curriculum, which will begin in 2011, benefited from the pilot course approach and a campus community conversation. Faculty who designed and taught the pilot courses used what they learned, including student feedback, to advise the later adapters about how to develop new courses. Through Ning, an online social network, faculty contributed input to the new curriculum.

### Hard To Do

Some degree of curricular reform takes place every generation or so. But change in academe is contentious. Gilbert Merckx, vice provost for international affairs at Duke University, calls general education reform that would ensure every student comes out with a truly international education “the holy grail.” Some faculty believe general education is a waste of time and resources to begin with. Others hold that students can get what they need by exposure to lots of disciplines without any unifying theme or focus—internationalization or anything else. Despite being an early pioneer of integrative studies, even Otterbein College encountered founders’ syndrome—people skeptical about redoing a 40-year-old program—during its recent reform effort. Being a part of AAC&U’s Shared Futures, a national project, lent legitimacy to the idea, which helped overcome that resistance, says Jessen-Marshall. And even though early on the larger portion of faculty were brought into the process of writing Otterbein’s new goals for general education outcomes, she and others have faced a learning curve in figuring out how to make sure everyone is on board, she says.

Arcadia University’s identity has long been linked to international education, so faculty there did not oppose general education revisions. What Arcadia ran up against was faculty concern that the move toward globalizing courses would overshadow less sexy multiculturalism efforts. Ana Maria Garcia, an assistant professor of sociology, confessed to initial anger and feelings of betrayal about the campus’s focus on internationalization in a 2007 article in the AAC&U newsletter. Her fears were assuaged, she wrote, after joining the Arcadia team attending a Shared Futures workshop. She is

now “exhilarated” by the link between globalizing knowledge and promoting U.S. multiculturalism, but not everyone has undergone the conversion. (For the American Council on Education’s (ACE) efforts to bridge the gap between internationalization and multicultural education, see [www.acenet.edu](http://www.acenet.edu). ACE is more focused on the intersection of institutional structures than on curriculum.)

### Onus on Faculty

Globalizing general education puts a burden on faculty. The first challenge? Even flexible, open-minded faculty can find it daunting to think in an interdisciplinary way and change how they teach. Sometimes when the stronger scholars are in one specific area, the harder it can be for them to cross disciplinary lines. The idea behind the 2006 and 2007 summer institutes that the AAC&U held for its Shared Futures participants was to expose faculty to interdisciplinary ways of approaching global issues. The first workshop, at Smith College, focused on the United Nations Millennium Goals and looked at global issues related to education, human rights, and poverty. Participants read Tracy Kidder’s *Mountains Beyond Mountains*. The second gathering, at Sonoma State University, added science faculty to the mix, and keyed discussion off Michael Pollan’s *The Omnivore’s Dilemma*. Participants examined food, water, and climate change, and were asked to find common areas across disciplines that they wanted students to understand.

Participants like Ana Maria Garcia came away from Shared Futures jazzed by the new possibilities for linking social justice issues at home and abroad. Amy Jessen-Marshall, associate professor of life and earth sciences at Otterbein, wasn’t trained in an interdisciplinary field. But she feels the Shared Futures workshops—and her liberal arts background from a small Minnesota college—gave her a leg up in adjusting to new curriculum demands. (She found the first workshop “transformational”). Early in her career, she separated her integrative studies teaching from her teaching microbiology majors. “But the more I taught integrative studies, the more I realized I could pull a variety of contextual elements into my majors’ classes and give students a different way of looking at the question we were examining”

A secondary challenge for faculty is how to provide and assess the experiential component that is sometimes mandated in new general education courses. “Making the cocurricular experience substantial has been the thing we’ve come up against,” says Robert Strong of St. Edward’s University. At issue: ensuring sufficient activities that students can participate in to satisfy the requirement, and assessing what the student has done—say, attending a workshop or volunteering at an international agency. Training faculty to understand the requirements and apply student assessment measures across the board “is a good-size administrative task,” says Strong. To help faculty and

students, St. Edward's maintains a Web site with a list of on- and off-campus events that qualify for cocurricular activities. Strong has his students write a reflective journal about each activity (other faculty require students to write a paper). He has put a rubric for grading these journals onto the Web site for colleagues to use as a resource.

### Winning Over Students, Linking the Pieces

It's a fact of life that students often do a certain amount of eye-rolling when it comes to taking required courses. The challenge is to better show students why general education courses are valuable in terms of knowledge and skills, and "to create places for them to practice bringing different disciplines around issues they see as real," says Drake's John Burney. Interactive learning, faculty-led travel courses with a local community component, and e-portfolios (an extension of the reflections journal) all constitute these new venues.

As indicated by the student e-mail messages Otterbein's Jessen-Marshall found in her inbox last spring, change is coming. Students are starting to notice how Otterbein's required classes are different, maybe more thought-provoking than those their friends have to take at other colleges, she says. They are also starting to understand how global learning courses relate to their majors.

From an institutional standpoint, joining general education to internationalization goals is a long-term process that is part of a larger equation they haven't yet solved. The presence of international students on campuses as well as international scholars teaching and conducting research at institutions outside of their home countries has traditionally been one method of campus internationalization—encouraging a more global perspective. Education abroad experiences have frequently been central to campus internationalization efforts. But students fortunate enough to study abroad sometimes find it hard to link those experiences with globalization efforts on campus. Further, raising education abroad courses to the par of new states-side curricula that are tightly keyed to a university's mission is tough. The best education abroad programs push students outside their cultural comfort zones; whether these overseas programs provide coursework as fresh and inventive as some of the best now on offer at home is another question. The ultimate goal is for schools to meet the global facet of their mission by creating seamless links between larger internationalization efforts with general education. That's a worthy aim that will be realized, some day. Meanwhile, the array of appealing internationally minded courses debuting across the country may stop students from rolling their eyes at course requirements. There is always hope. **IE**

**KYNA RUBIN** is a longtime contributor to *IE*. Her latest article was "Overseas Internships Jumpstart Careers" in the May/June 2009 issue.



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