EDHE 640A: Global Perspectives: Higher Education and Student Services

This course and international field experience prepares student affairs professionals to work with culturally diverse student, staff, and faculty populations; students who study abroad and the transitional challenges of returning from international experiences; growing populations of international undergraduate and graduate students, and the increasing demands from the federal government and education institutions for internationalization of higher education.

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Background:
Internationalization of higher education has been a growing emphasis across the world, largely emerging without a conceptual or philosophical foundation. Models are now emerging that advocate for comprehensive internationalization (Knight, J., 2012, “Concepts, Rationales, and Interpretative Frameworks In the Internationalization of Higher Education” in D. Deardorf, H. De Wit, J. Heyl and T. Adams (Eds) Handbook of International Higher Education. California: Sage Publishers.), which include multi-faceted approaches, rely on broad institutional commitment, and are founded on the assumption of mutual benefit (IAU, Affirming academic values in internationalization of higher education, 2012 and ACE, CIGE model for comprehensive internationalization).

The challenge for those in international settings is to adopt capacity building practices (i.e. professional development) in ways that acknowledge Western expertise while retaining the essentials of their own cultures, insights and expertise. The question then becomes one of how student affairs educators from Western settings and those who are placed internationally can begin to engage with each other in mutual learning and influence.

This section of EDHE640A includes participation in the cross-campus initiative supported by the National Association of Student Personnel Administrators - Building Bridges: A Dialogue on Chilean and U.S. Higher Education. This experience will be offered in January 2018 and will reflect that best qualities of partnership and mutual learning to benefit participants who are graduate students and/or young professionals in the U.S.A. and educators in higher education in Chile.

The Vision for Building Bridges: A Dialogue on Chilean and U.S. Higher Education is:
*Building Bridges: A Dialogue on Chilean and U.S. Higher Education* provides opportunities for mutual learning between higher education professionals in host international higher education institution in Chile and visiting graduate students in Student Affairs in Higher Education programs and young professionals working in student affairs and services. *Building Bridges: A Dialogue on Chilean and U.S. Higher Education* participants will promote capacity building in Chile and will seek to increase the awareness about cultural, educational and student affairs practices in North America, Europe, and the host country.

**Course Overview:**
Participants in the *Building Bridges: A Dialogue on Chilean and U.S. Higher Education* course may receive credit by submitting this syllabus to faculty in the graduate program in which you are enrolled, requesting permission to be granted independent study, internship, or other credit that is permissible in your program. Alternatively, Colorado State University has approved this course for either residential or distance learning. Information about the CSU option can be found at: https://www.online.colostate.edu/degrees/student-affairs/

Some of the course meetings take place during October to December of 2017 although completion of the course and granting of credit will not take place until the entirety of the course and on-site experience in Chile are completed.

For participants who do not wish to receive academic credit, full participation and engagement in all course and on-site experiences is required. NASPA will document completion of *Building Bridges: A Dialogue on Chilean and U.S. Higher Education* for purposes of notation on resumes or notification to employer/supervisor.

The course begins with an orientation to education abroad, program logistics and details of the course and the in-country experience once in Chile. Participants will be graduate students and young professionals with a minimum of conversational Spanish expertise who will share a common syllabus and class schedule, with five virtual class meetings in the fall of 2017. The class covers four main content areas: Cultural Context of Chile, Collectivism versus Individualism in social organizing; Internationalization of Higher Education; and the context for higher education in Chile. Students will work in teams to prepare for participation in the Chile Summit Internacional de Educacion.

*Course completion and credit will be granted after the conclusion of the Chile trip in Winter/Spring of 2018*

Course activities include:
- Discussion of readings
- Reflective writings related to course – professional competencies
- Teamwork in preparation for the *Building Bridges: A Dialogue on Chilean and U.S. Higher Education* and Chile Summit Internacional de Educacion, including research and preparation of an annotated bibliography to support the partnership.
Learning Objectives:
As a result of this experience, students will:
• Examine and learn about Chile, its history, culture and the values that drive its diverse citizens.
• Identify similarities and differences between Chilean and American higher education
• Identify the unique challenges and opportunities in implementing and adapting the American system of higher education in Chile
• Contrast the international experience with American Higher Education and Student Affairs
• Identify ways in which increased knowledge about working with diverse groups and/or international students can be applied to practice
• Gain knowledge on the collaboration and partnerships across cultural, institutional, community, and international borders

We expect students to contribute to a positive learning environment that:
• Facilitates honest, respectful dialogue and encourages thoughtful intellectual discussion of cultural and international issues in student affairs and higher education
• Increases confidence in sharing ideas, both verbal and written, and participating in discussions with multiple views and values
• Promotes openness to new and different ideas and perspectives
• Produces student collaboration with course colleagues to solve problems and encourages use of analytical skills to study inquiry topics

I. Course Competencies [Selected from “Foundational” level of ACPA/NASPA Professional Competencies, 2015]

Interpersonal Skills:
Foster trust through culturally inclusive listening skills.
Monitor one’s use of nonverbal communication to support people from varying backgrounds in different situations.
Recognize the strengths and limitations of one’s own worldview on communication with others.

Group Dynamics:
Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences.
Facilitate reflection to make meaning from experiences with students, groups, and colleagues.

Laws and Legal Systems:
Describe how country and state/provincial constitutions and laws influence the constituents within a college community and affect their professional practice.
Identify internal and external stakeholders, policymakers and special interest groups who influence higher education policy.
Foundational and Theoretical Principles of Leadership:
Identify and understand individual-level constructs of “leader” and “leadership.”
Explain values and processes that lead to organizational improvement.
Explain the advantages and disadvantages of different types of decision-making processes.

Teamwork and Interpersonal Skills:
Identify basic fundamentals of teamwork and teambuilding in one’s work setting and communities of practice.
Describe and apply the basic principles of community building.

Ethical Codes and Professional Standards:
Utilize/consult with resources to assist with ethical issues.
Articulate personal code of ethics informed by ethical codes.

Self-Assessment and Reflection:
Broaden perspective by participating in activities that challenge one’s beliefs.
Craft a realistic, summative self-appraisal with ongoing feedback.

Understanding Theory:
Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.
Identify the dominant perspectives as well as strengths and limitations in applying theories and models to varying student demographic groups.

II. Academic Integrity - In all course work and assignments, we expect the highest personal and professional standards that reflect academic integrity, respect intellectual property and contribute to the advancement of knowledge. Proper citations, paraphrasing and proper quotations are essential in all work.

III. Course Expectations
• Completion of all readings prior to the trip to Chile
• Participation in three asynchronous virtual course meetings during Fall 2017
• Pre-trip preparation for the Chile Summit Internacional de Educacion
• Active participation in all trip activities in Chile
• Participation in two asynchronous virtual course meetings in Winter 2018
• Completion of all assignments (listed below)

IV. Class Participation/Attendance
To meet the course goals stated in this syllabus, students and participants must actively engage in the discussions and experiential aspects of the course and Chile tour. Attendance, promptness, and participation are essential if we are to create a learning community that promotes cognitive learning and skill development. If students/participants are unable to participate because of an emergency or other similar circumstance they are expected to notify the instructors in advance whenever possible.