HESA 665
International Higher Education and Student Affairs
COURSE SYLLABUS
Aug. 29/30; Sept 19/20; Oct 10/11; Oct 31/Nov1 Lowry
Friday nights 5-9pm and Saturdays 9-4

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Office hours: Tuesdays 130-430 (Greeley) – Lowry by appointment

Course catalog description:
(3 lecture) No prerequisite. An overview of international higher education and student affairs by global regions. The globalization and internationalization of higher education in the U.S. International students, student affairs, faculty, including study abroad.

Course objectives:
• To understand the globalization and internationalization of higher education and student affairs.
• To identify trends in international higher education and by global regions.
• To critically evaluate how external forces, such as the government, the market, finances, and non-profit organizations (such as the World Bank) influence higher education globally.
• To understand trends for international actors: students, faculty, and student affairs, including study abroad and exchange.
• To understand how gender and race impact experiences, access, and migration.

Course expectations:
Since this course is a mixture of a lecture and discussion format, it is important that students attend and prepare for each class. I expect that students come to class prepared to contribute from an informed perspective based on having completed the readings and from being engaged with the literature.

• Active reading: Active reading requires that you identify the following for each reading: important points; questions that you have; inconsistencies; areas of interest; and connections to other readings. I suggest that all students employ note-taking skills that will assist in the reading of and retaining of the materials. Graduate education requires a deeper reading and understanding of materials and requires more out of classroom time be committed to this if students expect to earn an A or B.
• Active participation: Active participation means that you engage with your peers in class by listening carefully and responding openly in a respectful manner. Active participation does require that you offer your points and
thoughts from your active reading of the books and articles. Class attendance is essential for active participation. Active participation will also require in-class group or pair work.

The purpose of active participation is to develop skills that will assist you as a colleague in your professional career. These skills are: “negotiation, compromise, a willingness to agree to disagree, and an ability to present to a larger group the main points of and most compelling reasoning behind group opinion” (Hall, 2007, p. 72).

**Course policies:**

*Student Code of Conduct:* You are held accountable to the UNC Student Code of Conduct: [http://www.unco.edu/dos/communityStandards/student_code_conduct/](http://www.unco.edu/dos/communityStandards/student_code_conduct/)

Specifically Section III-D details “Academic Integrity.” “The University does not tolerate any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals” (p. 8).

For definitions and a discussion of what all counts as plagiarism and how to avoid it, see *APA Manual* Chapter 6 and UNC’s resources: [http://www.unco.edu/dos/academicIntegrity/students/index.html](http://www.unco.edu/dos/academicIntegrity/students/index.html)

Plagiarized papers result in a 0 for that assignment.

*Email and internet requirements:* During this course you will need to utilize the UNC Library and Blackboard. These sites require a valid UNC URSA account. I will email you at the address you have on file with UNC so be sure to check it regularly.

*All written assignments must be uploaded to Blackboard as a .doc file prior to the beginning of class in order to be considered as submitted on time unless otherwise stated in the syllabus. Please put your last name and the name of the assignment as the file name.*

*In-class electronic communication and technology policy:* During class time, all students need to focus on discussions and other activities related to the material required for the course. As such, students cannot use cell phones or electronic communication devices of any kind during class. This includes calls, text messaging, Internet usage (other than instructor required or requested) or other electronic communications during class meetings. If you elect to bring your cell phone to class, it should be off or in silent mode and stored in your bag rather than on your desktop. If you are on duty and cannot get anyone to cover, please let the class know at the beginning of class. Due to the discussion based nature of the course, I prefer that you do not use technology, including computers, during class time.

*Absences, late work, and incompletes:* I expect you to attend all class sessions. It is your responsibility to stay current with the readings, notes, and assignments if you
are absent. Late work will result in a dropped letter grade(s). I discourage incompleteds and they are only available upon direct consultation. There are no ‘excused’ absences but rather you are responsible for your schedule and participation points cannot be made up.

Format and writing: You should use APA style, 6th edition for all papers and citations. I encourage you to proofread and, as much as possible, to have another classmate edit and critique your papers to ensure the highest level of work possible. You may also use the UNC Writing Center: http://www.unco.edu/english/wcenter/. Follow formal rules of writing, i.e., avoid contractions, slang, and clichés. All papers and work should be double-spaced and in size 12 font. 6th edition requires the DOI in reference lists for journal articles; here is a good resource for looking those up: http://www.crossref.org/guestquery/

UNC Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

UNC Inclusivity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

Your receipt of this syllabus signifies your understanding and acceptance of all policies and timelines outlined.
Required reading:

Articles/chapters/readings are available in the shared Dropbox folder or online.

UNC’s Library HESAL resource page:
http://libguides.unco.edu/content.php?pid=1452&sid=6676

*International Handbook of Higher Education* (The entire book is fully available through the library and has chapters on a variety of international topics, regions, and countries.)

**Global higher education news sources:**
University World News:
http://www.universityworldnews.com/
The Times Higher Education (U.K.):
http://www.timeshighereducation.co.uk/
The Guardian Higher Education (U.K.):
http://www.guardian.co.uk/education/highereducation
The Chronicle of Higher Education (U.S.A.), Global section:
http://chronicle.com/section/Global/433/
login : michener1 ; password : unclibrary
Insidehighered.com (U.S.A.), International section:
http://www.insidehighered.com/news/focus/international

**Blogs worth reading:**
http://stan.uio.no/blog/flexlearn/
http://globalhighered.wordpress.com/
http://japanheo.blogspot.com/
http://ihec-djc.blogspot.com/

**Twitter:**
While not required, I strongly encourage you to get involved on Twitter and enhance your professional development and learning by following international higher education related people and organizations. Don’t know where to start? Visit my “global he/sa” list of Twitter accounts related to international higher education and student affairs with people and organizations from around the world who are all involved with higher education.

**Podcasts:**
Podcasts from CIHE:
http://www.bc.edu/research/cihe/podcasts.html
HEDDA – Higher Education Development Association, University of Oslo:
http://uv-net.uio.no/wpmu/hedda/hedda-podcast/

**Organizations:** (more are visible on my Twitter list)
Comparative and International Education Society:
http://www.cies.us/
CONEHEC – Consortium for North American Higher Education Collaboration:  
http://www.conahec.org/conahec/index.jsp

Boston College’s Center for International Higher Education:  
http://www.bc.edu/bc_org/avp/soe/cihe/index.htm

UNESCO, Institute for Statistics - Education theme:  

The Observatory on Borderless Higher Education (U.K.):  
http://www.obhe.ac.uk/home

Southeast Asian Ministers of Education Organization:  
http://www.seameo.org/

UK Higher Education International Unit:  
http://www.international.ac.uk/home/index.cfm

Directory of CSP programs with international emphasis:  
http://uacoe.arizona.edu/csppp/index2.asp

Institute for International Education:  
http://www.iie.org/

NAFSA: Association of International Educators:  
http://www.nafsa.org/

INQAAHE: International Network for Quality Assurance Agencies in Higher Ed:  
http://www.inqaahe.org/

OECD, Education  
http://www.oecd.org/topic/0,3699,en_2649_39263238_1_1_1_1_37455,00.html

United Nations publications:  
http://www.un.org/Pubs/chronicle/index.html  
http://www.un.org/issues/m-educ.html

Report on international educational exchange:  
http://opendoors.iienetwork.org/

International Association of Student Affairs and Services (IASAS) (free membership):  
http://www.iasasonline.org/

IASAS provides links to higher ed associations around the world at  
http://www.iasasonline.org/links

For a more thorough listing of student affairs related organization, by country, see Section VI of:  

UNESCO. (2002). The role of student affairs and services in higher education: A practical manual for developing, implementing and assessing student affairs programmes and services. Paris: UNESCO.  
Evaluation:

Grade scale: a total of 100 points possible
Grades will be based on the following range in accordance with the UNC plus/minus system (effective 8/2008). Grading scale:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

Assignments earning an "A" grade will be of excellent quality, reflecting critical thinking, a soundness of analysis, clarity of expression, creative and/or clear development of ideas, mastery of course material, and accurate formatting, referencing and style. They will be free of errors in syntax, grammar, and format. An "A-" grade might result from minor deductions in any of these areas.

Assignments earning a "B" grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some errors in syntax, grammar, or format, but will not be seriously flawed. A "B-" grade might result from more significant reductions in these areas.

Assignments earning a "C" grade will be of marginally acceptable quality, reflecting familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or format. A "C-" grade might result from more severe weaknesses.

Participation: (25 pts)
Your final participation grade will be evaluated as such:
A = 100% attendance and overall active class participation
B = missed class and/or occasional class participation
C = missed classes and/or no in class/group participation

This course is a weekend graduate course and therefore it is necessary for students to actively participate in class discussions. The purpose of grading participation is because student affairs and graduate education are both focused on the process of engaging collaboratively with colleagues and classmates. Coming to class having read the article(s)/chapter(s)/book(s) is one part of participation. The other part of participation is to vocally interact and discuss during class and class events. If you are reluctant to speak up, please talk to me immediately rather than after final grades have been assigned because a failure to actively participate and attend has been known to drop a student's grade by one letter. Your attendance for the full class period is expected and if not, will negatively affect your final grade due to the compressed nature of a weekend format. **Your active participation and attendance will be factored into your final grade.**
**Weekends 1 & 3: Critical discussion paper (All students): 10 points each (20 points)**

All students will submit (upload to Blackboard under assignments) a critical discussion paper for the first and third weekend class. This paper allows you an opportunity to reflect on the readings, delve deeper into the themes and issues they raise, and enhance your involvement with the course through reflective thinking. The paper should address your thematic understanding of the content/issues. Through out the paper you should cite and reference our readings to support your statements. Avoid quoting and instead paraphrase. The paper should be 4-6 pages, double spaced, size 12 font, not including title or reference pages. It should attempt to discuss the readings from Friday and Saturday rather than just one group – you may choose to use headings to divide up your paper into subsections if that organization is helpful. In other words, do not discuss each article one by one but rather look for the similarities and differences across the majority of the readings. You can not include everything but instead focus in on the points that were the most salient.

Your paper may consider the following questions:

- What are some common themes in the readings? (Summarize/thematize in your own words.) What additional or different perspective do they add to your understanding of international HE/SA?
- What critique or limitations did you find with these readings? What unanswered questions are you left with?
- What can we learn as HESAL professionals and scholars from these readings? What is the application of theory/research to practice?

**Weekend 2: Regional learning and teaching project (20 points): due on 9/20**

Recognizing that this course is a seminar format modeled in constructivist pedagogy (meaning that knowledge is co-created and shared rather than given by the instructor), everyone will have the opportunity to teach and lead a class segment as to contribute and shape the community's knowledge. I can provide some suggested references to get you started upon request.

*Annotated bibliography (10 points):*

As a part of this assignment, each person will write an annotated bibliography of at least 20 sources (book chapters or journal articles) that further explores higher education and/or student affairs in that region. You should look for articles that cover the structures or systems of higher education in that region; faculty, student, and staff issues; and any other important trends.

This review of the literature will help you become more scholarly and informed on your region and will be the basis of your presentation to the class. For each reference, there should be two paragraphs – the first one should summarize and the second one should explain the connection, significance, and/or application to the topic.

*Class facilitation and lesson plan (10 points):*
For the each regional/geographical area, a student will prepare and lead the class on the required reading and in deeper discussion based on the review of literature completed. As part of this process, each student will be responsible for planning how to use their class time, identifying key points/themes from the shared reading and literature review, providing/creating visuals to help explain how higher education functions in that region and selected countries and/or what students experience in higher education, facilitating discussions and activities, and fielding questions on the region’s higher education system. You will be evaluated on both the plan and implementation of the plan. You are invited to share your plan with me in advance for feedback (advance means at least a week before).

Weekend 4: International student and study abroad offices case study paper (MA students): 35 points
The purpose of this assignment is to get students familiar with international education and student abroad centers/offices, assessment, and the literature on international education and student abroad centers/offices. Students should visit at least two centers. Options include but are not limited to: Mines International Student & Scholar Services, UNC’s Center for International Education, CSU’s Office of International Programs, DU’s International Student and Scholar Services.

The objectives are:
• To develop a deeper and practical understanding of international education and student abroad centers/offices
• To increase critical thinking skills and the ability to apply theory to practice
• To strengthen competencies for professional development in the area of international higher education and student affairs

Required readings for this assignment (and any other readings from our syllabus that relate as well as additional references to support your literature review):
CAS. International Student Programs and Services.
CAS. Education Abroad Programs

• Review the literature on international student and study abroad offices and include in a literature review section of this paper. Start with the readings for this course and then expand out from there.
• Review CAS Standards on International Student Programs and Services and Education Abroad Programs.
• Interview professional and student staff at the centers. (Create a list of interview questions and items to observe.)
• Visit the centers and observe for a while. (How is the space being used / not being used by students? What materials are available? Interview and talk with some students and staff about the center. How is the center used? Where is it located? Conduct an environmental scan.)
• Review the website and other materials about the center. (Do they have any reports such as external reviews or internal assessments that they can share?)
• Conduct an informal assessment report based on CAS Standards and our course readings.
• Develop practical applications for the centers visited. (After reading CAS, the literature, and analyzing their center, what should they work towards?)
• If applicable, include a professional plan for yourself if you are interested in working in this area.

Paper range: 15-20 pages (not including the references).

Weekend 4: International research proposal paper (PhD students only): total 35 pts
All doctoral level students will complete a research proposal paper on a topic within the field of international higher education and student affairs. The idea for this topic should emerge out of existing research and trends in international higher education. To help generate ideas, you should browse recent international higher education related journals, news sources listed on page 4, and Twitter feeds from international organizations.

Topic proposal (10 pts): due on the 2nd weekend
You will choose a topic related to comparative or international higher education. This proposal will be approximately one page with an additional reference sheet of at least 15 sources you plan to use for this topic. This topic must be approved for use as your final paper topic. Paper topics can focus on a country or trend/issue (such as study abroad, student access, academic freedom, etc.)

Final paper (25 pts): due on the last (4th) weekend
The research proposal paper will be a substantive/advanced literature review with a research design on a topic within the field of international higher education and student affairs. A literature review is a thorough search through all available literature related to a topic. It requires you to synthesize and organize the literature based around themes or categories. It requires more than a summary but you need to critique the literature. The research design should be developed after reviewing the literature and having identified a critical gap in the research. The design is a proposal, you will not actually conduct the research.

The paper proposal should include these sections at minimum:
• Introduction and context of topic
• Significance related to the broader field of higher education/student affairs
• Supporting literature review with subsections on themes found within the literature. Be sure to connect this back to the topic.
• Research design (methodology, methods, theoretical framework and/or epistemology, etc)
• Assumptions of findings based on what you have learned in the literature
• Conclusion

Paper range: 20-30 pages (not including the references).
Course schedule

**Weekend 1:**

**Friday: Orientation to power and inequities of globalization**


Reference:


**Saturday**

**Morning - Who and what influences higher education globally**


**Afternoon – Internationalization of higher education and student affairs**


Resources for assessing and planning:

Weekend 2: Around the world: Comparing higher education systems

Friday night:
Canada, Mexico, and Central America
South America

Saturday:
Africa
Arab League of Nations
Asia and the Pacific
Europe

Weekend 3: Issues of access and educational migration

Friday: Access and recruitment

Resource:

Saturday:
Morning - Educational migration

**Afternoon - Study abroad:**
(Available through the library by typing ASHE Higher Education Report under journals)

**Weekend 4 International students**

**Friday – Working with international students**

**Resources:**

**Saturday – Presentations**
Each person will prepare a presentation on his or her final paper project. All students should use a visual tool such as powerpoint and be prepared to answer questions.