Globalization of Higher Education  
AHE 599, Winter 2011  
College Student Services Administration, Oregon State University

"Clearly we need to use education to advance tolerance and understanding. Perhaps more than ever, international understanding is essential to world peace - understanding between faiths, between nations, between cultures... We need each other - as friends, as allies, as partners - in a struggle for common values and common needs."
-Kofi Annan, U.N. Secretary General

Class Meeting  
Day/Time: Tuesday 17:00 – 18:50  
Location: Strand Hall Room #111

Instructor  
Sheldon C. Nord, Ph.D.  
Vice President for Student Services  
North Idaho College, Coeur d’Alene, Idaho  
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Email: sheldon.nord@gmail.com  
Office Hours: By appointment

Statement of Accessibility  
This class represents an environment that is open and welcoming to all students. If you believe you may need accommodations during this class that may not traditionally be available, please contact the instructor within the first week of classes to plan a way to meet these needs.

Academic Integrity  
You will be expected to conduct yourself in a professional, honest, and ethical manner and adhere to OSU academic policies. As such you will be held to the highest standards regarding academic integrity. Academic dishonesty includes: cheating (the intentional use of unauthorized materials, information, or study aids); fabrication (falsification or invention of any information); assisting (helping another commit an act of academic dishonesty); tampering (altering or interfering with evaluation instruments and documents); and plagiarism (intentionally or knowingly representing the words or ideas of another person as one's own). For additional information about academic dishonesty at OSU please go to:  
http://oregonstate.edu/studentconduct/faculty/facacdis.php

Course Objectives  
This course is designed to provide an overview on globalization and its effect on Higher Education today; and the international issues in the university setting which impact the work of student services administrators. It will be facilitated by Sheldon Nord, with assistance from colleagues from countries around the world.

The specific objectives of the course are to:  
1. Understand the concept of “Globalization” and its effect on Higher Education and student services.  
2. Explore intercultural development and understanding, and how this affects our work in student services.  
3. Explore other countries’ educational systems and student services.  
4. Become familiar with the field of international education, with and understanding of international students’ concerns and their campus and community interactions.  
5. Provide an overview of study abroad program models as well as legal issues, safety, student conduct and reentry adjustment related to study abroad.  
6. Create a product related to the globalization of higher education in one’s interest area.
CSSA Objectives

1. Knowledge of Higher Education and Student Affairs
   d. Goals, trends, and key issues related to the future of the student affairs profession.

4. Multicultural Awareness, Knowledge, Skills and Ability
   a. Their cultural heritage and how it affects identity development, world views, values and assumptions;
   b. Systems of privilege and oppression and groups and individuals who are different from self;
   c. Ways to challenge and support individuals, groups and organizations to maximize multiculturally sensitive and appropriate practices; and
   d. Areas of personal and professional growth in improving one’s own multicultural competence.

7. Teaching, Presentation, and Publication
   a. Develop and share ideas and concepts to students, staff, or faculty groups outside of the CSSA classroom;
   b. Incorporate original and innovative techniques that are appropriate and engaging in sharing these ideas.

COURSE READINGS

Readings will be available in the OSU Bookstore and/or posted on Blackboard. Students will be expected to have completed the assigned readings prior to each class meeting.

Course Requirements

Attendance and active, thoughtful participation in all class discussions and activities.
Timely and thorough completion and submission of all course assignments, including adherence to APA guidelines for specified written assignments (see Publication Manual of the American Psychological Association, 6th Ed.).

5 Course Grading Opportunities [200 possible points]:

1. Attendance and Participation [40 points]:

You are expected to read all suggested readings, come to class prepared to contribute actively and intelligently to class discussions and exercises, and to be present and engaged during class time, which means that you will be free from technological distractions. Please refrain from using cell phones or other devices in the classroom out of respect for your classmates and your instructor. If you choose to take notes or access readings via your computer during class please refrain from surfing the web, reading email, and engaging in other activities not related to the class.

The AHE Department’s expectation is that graduate students will attend and participate in every class meeting. Given the cohort and interactive nature of these classes, any absence is disruptive and will affect the student’s course grade. At the instructor’s discretion, a student who misses a portion of any class may not be eligible for a grade of A. A student who misses nine (9) or more hours of face-to-face instruction will not be eligible for a grade higher than B+. It should be noted, however, that these grade reductions will not be in effect for students with contagious illnesses.

Anticipated absences from class should be communicated with the instructor and/or TA at least one week in advance. Unanticipated absences should be communicated as soon as is possible given the circumstances. Each absence will result in the deduction of points unless you demonstrate within one week of the absence that all missed work, including the missed “lecture,” has been addressed. It is your responsibility as the student to initiate and negotiate the terms of the make-up assignment.

Attendance and participation will be evaluated in terms of: (a) in-class attendance [20 points; 2 points for each on-time and full day of attendance] and (b) level of demonstrated engagement within the course, including the completion of any homework assignments and in-class participation [20 points].

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2.  **24 Hour Audit of Material Objects (10 points)**

Prior to the second class session, for a 24 hour period please track all the material objects you use and consume. List all the items (up to 25 max). Identify where each item was manufactured.

For example: Item Country/ Manufactured
- Shirt Made in China
- Shoes Made in Italy
- Toothpaste Made in the United States
- Banana Made in Ecuador

Once you have the list compiled, write a one page summary on the pattern you are observing? The write up needs to reflect on what this pattern tells you about the United States manufacturing capacity in the global economy today? How is your own life connected to the global economy? What, if any, responsibility do you bear for the working conditions of the workers in the countries that manufacture the goods you consume on a daily basis?

3.  **2 page (maximum) “Globalization” Definition Paper [20 points] (APA required):**

Identify a definition of “Globalization,” defend why you find this definition to be most appropriate (among the many alternatives), and describe how globalization (based on this definition) affects higher education generally, and student services specifically. This is due **5:00pm Friday January 21, 2011** via email to sheldon.nord@gmail.com.

This paper will be evaluated in terms of: (a) identify and provide rationale for a definition of “globalization,” [5 points], (b) quality, professionalism, and demonstrated understanding of the course material [5 points] and (c) your thoughtfulness on how this material affects your thinking about your role in student services [10 points].

In the instructor’s professional experience, far too many student services professionals write poorly, and it negatively affects their effectiveness, credibility, and ultimately their service to students. Thus, points will be deducted for spelling, grammar, punctuation and APA errors.

4.  **Class Presentation of Final Paper [40 points] (APA not required):**

During the last two class sessions, each student will do a 7-8 minute presentation. The expectation is that students will explain how course readings affect a student services functional area. For instance, describe an institutional setting in which you might find yourself in 5 years, your preferred job responsibilities, and how the information in this class will inform your assumptions and priorities. How will the information in this class affect your future in student services administration? How will this information change how you approach service to students? How are your professional goals affected by what you know about globalization?

The instructor desires that student be able to be individualistic and creative in how this assignment is approached. Please explore options with the instructor if you desire to do something different than the examples provided above.

5.  **Final Paper [90 points] (APA required):**

A final paper is the write-up of your class presentation (#4 above). This paper will be 3-5 pages in length. You are expected to submit written documentation. The final paper is due **5:00pm Friday March 11, 2011** via email to sheldon.nord@gmail.com. This paper will be graded on (1) is it well written and concise? (30 points), (2) is there a thoughtful application of course materials? (30 points), (3) can you demonstrate how this material affects you personally and professionally, and will affect your view of higher education and student services? (30 points).

Again, in the instructor’s professional experience, far too many student services professionals write poorly, and it negatively affects their effectiveness, credibility, and ultimately their service to students. Thus, points will be deducted for spelling, grammar, punctuation and APA errors.

**Course Evaluation**

You are responsible for demonstrating your engagement in the course materials, understanding of globalization in higher education and student services, and meeting the course requirements. The extent to which you achieve the course objectives will not be compared to what other students in this course do. Drafts of any and all written assignments are welcome. Students should allow at least one week for the instructor to review any assignment and offer feedback.
In accordance with University policy, you will be graded on a standard A-F system based on the successful completion of the above requirements. A = 93% - 100%; A- = 90%-92%; B+ = 87%-89%; B = 83%-86%; B- = 80%-82%; C+ = 77%-79%; C = 73%-76%; C- = 70%-72%

**COURSE OUTLINE**

Week 1 (January 4):  **Introduction, Course overview, objectives, expectations**  
Globalization and its meaning for Higher Education

**Readings:**
- Dwaine Plaza’s reading

Week 2 (January 11):  **What is Globalization? What impact does it have on higher education and student services?**

****24 Hour Audit of Material Objects Paper due 5:00pm Tuesday January 11 (class time)

**Speakers:**  Dwaine Plaza

**Readings:**

Week 3 (January 18):  **Higher Education and Student Services in South and Latin America**

**Speakers:**  Jason Sullivan, Robert Frost

**Readings:**

Week 4 (January 25):  **Student Services in a globalized Higher Education**

**Student Services in Other Countries**

Speakers: Gary Dukes

Readings:

**** “Globalization” Definition Paper due 5:00pm Friday January 21

Week 5 (February 1): **Higher Education and Student Services in Europe**

Speakers: Danny Aynes, Amanda Wittman

Readings:

Week 6 (February 8):  **Higher Education and Student Services in Asia**

Speakers: Gary Miller; OSU Study Abroad Students

Readings:

Week 7 (February 15): **Intercultural Development and Sensitivity**

**Culture adjustment and “shock”**

Speakers: OSU International Student Panel? OSU International Office Staff?

Reading:

Week 8 (February 22): **Higher Education and Student Services in Africa**

Speakers: Kirk Kauffeldt

Week 9 (March 1): Student Presentations

Week 10 (March 8) Student Presentations

**Final Paper due Friday, March 11, by 5 p.m.**

Send to Sheldon Nord at Sheldon.nord@gmail.com