

The Practice of Study Abroad and International Student Services

Meeting times: Tuesdays, 6:45-8:25PM

Location: TBD

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Course Description

Course examines the practice of education abroad and international student services in higher education. Topics include the historical development and current state of the field, an analysis of various types of study abroad programs and innovative programs that involve “outbound” student mobility, assessment of study abroad programs, international student flows into the United States, international student recruitment, visa and immigration services, support structures for international students, and the transition from education to work for international students.

Course Overview

Some areas of particular focus will be understanding immigration regulations, student safety and security, risk management, program assessment, the use of advertising and marketing to promote study abroad programs and study in the United States, international student recruitment, the preparation of students for international study, and student support during and after study experiences.

An overarching theme will be understanding the career pathways in study abroad and international student services, including options within higher education institutions and in non-university settings (professional organizations, so-called “third-party” study abroad providers, government, and private sector entities).

Course objectives

By the end of the course, students should be able to:

1. explain the historical development and current context of outbound and inbound student mobility in American higher education
2. analyze study abroad and international student/scholar services practices, including:
 - a. change and trends over time at institutions
 - b. the changing contexts of American and global higher education
 - c. government involvement in planning, policy, and practice
3. evaluate arguments and evidence invoked by scholars, policymakers and university administrators on the benefits, costs, risks and rewards of study abroad and international student/scholar mobility

4. frame and demonstrate their own practical and theoretical positions about the how to develop, design, implement and administer study abroad programs and international student services
5. demonstrate understanding of career options in study abroad and international student and scholar mobility, including university- and non-university career pathways
6. demonstrate a familiarity with immigration regulations and current trends and challenges in the field.

Assignments:

1. Immigration Quiz, demonstrating your understanding of immigration regulations. 15%. (February 14)
2. Analysis of film, "Crossing Borders." 10% (February 28)
3. Mapping study abroad and international student services within universities: individual research project. 20% (due March 28)
4. Statement of your philosophy of international education. 10% (April 11)
5. Mock Interview: Students will perform a mock interview for a realistic, appropriate job in study abroad or international student services. Students also submit a resume and cover letter for the position. 15% (April 25)
6. Study Abroad course design. Students will work in small groups to develop and design a short-term study abroad course, including developing learning outcomes, course activities, assignments, and metrics for program assessment. 20% (May 2)
7. Class Participation: see note on participation, below. 10%

We will give you specific guidelines for the assignments as they approach.

Participation (10% of final grade)

In this graduate seminar, your participation in is critical because we will ask questions of history and contemporary society. We will encourage you to ask and answer questions of guests, experts, the sources we read, yourself, and each other.

We expect that you will read all assignments thoroughly before each class and come prepared to ask questions, engage in discussion and listen thoughtfully to your classmates and professors. Listening is part of participation, and therefore your careful attention to discussion is important. Please remember that attendance ≠ participation. Attendance at all class sessions does not automatically confer a participation grade of A. We absolutely expect full attendance, and therefore simply coming to every class session will be regarded in this graduate seminar as "deficient" (grade of C). *Participating in class* will increase your grade beyond the C. If you are shy or hesitant to speak in class, please talk to us about effective strategies for participation.

Evaluation Standards for this Graduate Seminar

A = Excellent. "A" students demonstrate commitment to class in attendance, participation, and preparation; this means virtually perfect attendance, reading assignments fully, and showing keen interest during class meetings. They ask questions

and are able to connect past learning with the present; they show initiative and are not afraid to be creative. Written work demonstrates comprehensive and solid understanding of the material and presents thoughtful interpretations, well-focused and original insights, and well-reasoned commentary and analysis. Students also demonstrate skillful use of source materials, illuminating examples and illustrations, fluent expression, and no grammatical errors. [A = 94-100 points; A- = 90-93]

B = Accomplished. “B” students are generally well prepared and participate positively. Their commitment to class may vary: at times they may seem bored or distracted, at other times engaged and involved. They have interest in the subject and have the ability to master critical material. Some students under-utilize their skills, but such students tend to improve over the duration of the course. Written work demonstrates a complete and accurate understanding of the material, presents a reasonable degree of insight and broad levels of analysis. Work reflects competence, but stays at a general or predictable level of understanding. Source materials, examples, illustrations, are used appropriately and articulation/writing is clear. Papers have been carefully proofread. [B+ = 87-89; B = 84-86; B- = 80-83]

C = Deficient. “C” students show little sincere interest in course readings and class discussion. They are not visibly committed to class and body language often expresses boredom. Such students may be talented, but for whatever reasons they have clearly not mastered the given material. They have poor study habits and try to minimize their study time. Written work is only fairly correct, superficial, incomplete, or expresses some significant errors or weaknesses. Source materials may be used inadequately or inappropriately, and arguments lack concrete, specific examples and illustrations. Writing/articulation is vague, hard to follow, or cluttered with technical errors. [C+ = 77-79; C = 74-76; C- = 70-73]

D = Substandard. “D” students participate rarely, show lack of interest, and have generally misunderstood much of we have done, said, and/or read (if they have indeed prepared or read anything to begin with). Written work demonstrates serious errors in understanding, fails to express an understanding of the material, and may contain little logical development in its arguments. Sources may be used inappropriately or not at all, and writing/articulation appears deficient. [D+ = 67-69; D = 64-66]

F = Fail. Work is unacceptable, not submitted, or not attempted. This is also the grade for plagiarized work or work that breaches university policy on academic honesty. [F = 63 and below]

Course Policies

Attendance

Since the course depends on an exchange of verbalized ideas, attendance is critical. We expect you to attend, **on time**, all class sessions. If you must miss a class, you remain responsible for completing that meeting’s readings and also submitting to us any written work due on that day. Missing class does not allow you to submit work late;

instead, you should submit your work **before** your absence. We excuse absences only with medical or other third-party documentation.

Policy on late assignments: Barring serious illness or family emergency (both require documentation), *late papers will be reduced by 1/3 of a grade for each 24-hour period* for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of B would be marked down to a B-. This is a strict policy, and exceptions are granted only in extreme circumstances, which require written documentation. Examples of exceptional circumstances include a learning disability (documented by NYU in the form of a written letter from the Moses Center for Students with Disabilities) or hospitalization.¹ Travel plans, changing topics of study for an assignment, poor time management, work due in other courses, and procrastination *do not count as exceptional circumstances*.

Policy on Academic Ethics: We expect all assignments to adhere fully to standards of academic ethics. We assume that all work that you turn in reflects your own writing and ideas. According to the NYU Steinhardt Statement on Academic Integrity, you violate the principle of academic integrity by turning in work that does not reflect your own ideas or includes text that is not your own; when you submit the same work for two different courses without prior permission from the instructor; when you receive help on a take-home examination when you are expected to work independently; when you cheat on exams, and when you plagiarize material.

Any student who submits work that constitutes plagiarism will be subject to disciplinary sanctions, which range from failure in the course to dismissal from the University. Please consult the NYU Steinhardt Statement on Academic Integrity for more information about academic integrity and plagiarism, including the steps involved in disciplinary sanctions. This document is available at: http://steinhardt.nyu.edu/policies/academic_integrity

Web resources

You should become familiar with important organizations, including:

- NAFSA
- The Forum on Education Abroad
- AIEA
- EIEA
- GoingGlobal.com

Daily Topics and Readings

¹ Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, www.nyu.edu/csd.

Most readings should be downloaded via NYU electronic journals or NYU Classes. For each class session, read the assigned articles before class and **come to class with three useful questions or comments.**

Tuesday, January 24: Introductions: Defining Study Abroad and Student/Scholar Mobility

Introductions, Introduction to class.

- ▶ Redden, Elizabeth, “‘No Certificate of Global Citizenship’: Amid turn toward nationalism, global educators consider their work.”
<https://www.insidehighered.com/news/2017/01/10/amid-turn-toward-nationalism-global-educators-consider-their-work>
- ▶ Lane and Kinser, “Is Today’s University the New Multinational Corporation?”
<http://theconversation.com/is-todays-university-the-new-multinational-corporation-40681>
- ▶ Skelly, James, 2009: “Fostering Engagement: The Role of International Education in the Development of Global Civil Society” In R. Lewin (Ed.), *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*. New York: NY: Routledge.
- ▶ De Wit, Hans, “The History of Internationalization of Higher Education” in *The Sage Handbook of International Higher Education*. Sage: 2012.

Tuesday, January 31: The U.S. University: Current Trends, Drivers and Challenges

- ▶ Stevens, Arum and Armstrong. “Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education,” *Annual Review of Sociology*, August 2009
- ▶ Brustein, William, 2009. “It Takes an Entire Institution: A Blueprint for the Global University.” In R. Lewin (Ed.), *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*. New York: NY: Routledge.
- ▶ Open Doors Report: Review the statistics, data tables, and press releases/report overviews at <http://www.iie.org/en/Research-and-Publications/Open-Doors>
- ▶ Altbach, P. G., & Knight, J. (2007). The Internationalization of Higher Education: Motivations and Realities. *Journal Of Studies In International Education*, 11(3-4), 290-305.

Question for discussion: Do rankings drive international education? Review and assess Times Higher Education, ARWU, and QS Rankings. Assess the drivers of education abroad and international student engagement: academic, student-development, financial, reputational, etc.

Tuesday, February 7: International Student Mobility, Part 1: Policy Frameworks and Institutional Needs

- ▶ Rosser, Vicki J., Jill M. Hermsen, Ketevan Mamiseishvili, and Melinda S. Wood. 2007. "A national study examining the impact of SEVIS on international student and scholar advisors." *Higher Education* 54: 525-542.
- ▶ Code of Federal Regulations: Immigration Regulations for F1 Students
- ▶ "Issues and Trends of International Students in the United States" *International Journal Of Education* Volume 4, Number 1, 2016.

<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Banjong,%20Delphine%20Issues%20and%20Trends%20of%20International%20Students%20in%20the%20United%20States%20IJE%20V4%20N1%202016.pdf>

- ▶ NYU OGS Report

Tuesday, February 14: International Student Mobility, Part 2: Visas, Regulations and Institutional Challenges

- ▶ How to Maintain Your Immigration Status as an International Student, by Louis Farrell, Contributor, Sept. 2, 2014
<http://www.usnews.com/education/blogs/international-student-counsel/2014/09/02/how-to-maintain-your-immigration-status-as-an-international-student>

- ▶ Employment
<https://www.uscis.gov/working-united-states/students-and-exchange-visitors/students-and-employment>

★ Immigration regulations quiz

Tuesday, February 21: "Crossing Borders": Film and group discussion

- ▶ Before class, read [article on the contact hypothesis](#) in cross-cultural communication and dynamics.

In class, view film, "Crossing Borders" and discuss it in the context of the contact hypothesis.

Tuesday, February 28: Marketing, Promotion, Promises in Study Abroad

★ Submit in class: Analysis of film, “Crossing Borders.”

- ▶ Dolby, Nadine. 2004. “Encountering an American Self: Study Abroad and National Identity.” *Comparative Education Review*.
- ▶ Zemach-Bersin, T. (2009). “Selling the world: Study abroad marketing and the privatization of global citizenship.” In R. Lewin (Ed.), *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship* (pp. 303–320). New York: NY: Routledge.

Guest: Chris Nicolussi, Senior Director, NYU Global Programs

Tuesday, March 7: Recruiting International Students: Dreams, Promises, Realities

- ▶ David L. Di Maria (2014). “Successful Relationships with Recruiting Agents.” NAFSA E-Publications.
- ▶ “International Student Recruitment Agencies: A Guide for Schools, Colleges and Universities.” NACAC Publications, 2014.
<http://www.nacacnet.org/international/documents/intlstudentrecruitment.pdf>
- ▶ “88 ways to recruit international students.” ICEF Monitor Publications, 2012. [Web link.](#)
- ▶ Banks, Melissa and Rajika D Bhandari, “Global Student Mobility.” In *The Sage Handbook of International Higher Education*. Sage: 2012.
- ▶ Guest: Bobbie Fernando, NYU Admissions

Tuesday, March 14: No Class – Spring Break

Tuesday, March 21: Cultural Adjustment in the US and Abroad

▶ Readings TBD

Tuesday, March 28: International Education and Change within Institutions, including Overseas Campuses: Extensions of the US, or not?

★ Submit in class: Mapping study abroad and international student services within universities.

- ▶ Nelly P. Stromquist, “Internationalization as a Response to Globalization: Radical Shifts in University Environments,” *Higher Education* (2007) 53: 81–105.

- ▶ Hudzik and Stohl, "Comprehensive and Strategic Internationalization of U.S. Higher Education" in *The Sage Handbook of International Higher Education*. Sage: 2012.
- ▶ Knight, Jane, "Five Myths about Internationalization" *International Higher Education*, Number 62 Winter 2011 Pages 14-15.
- ▶ Mills, Andrew. March 13, 2009. "Failure of George Mason U.'s Persian Gulf Campus Sparks Concern." *Chronicle of Higher Education*.
- ▶ Empires and Allies (British Universities abroad)
<https://www.timeshighereducation.com/features/empires-and-allies/421485.article>

Powerpoint: NYU becomes a Global University

Question for discussion: Who is an international student in the age of overseas campuses?

Tuesday, April 4: What are We Learning? Assessing Education Abroad

- ▶ Deardorff, Darla. "Framing International Education Assessment" and "Thirty Frequently Asked Questions on Assessment in International Practice" in *Demystifying Outcomes Assessment for International Educators: A Practical Approach* (Stylus Publishing, 2015).
- ▶ Tillman, Martin. "Employer Perspectives on International Education." *The Sage Handbook of International Higher Education*. Sage: 2012.
- ▶ Vande Berg, Michael, M. Paige and Kris Hemming Lou: "Student Learning Abroad: Paradigms and Assumptions," in *Student Learning Abroad*, Stylus Publishers, 2012.

Tuesday, April 11: Designing a Study Abroad Course/Program, Part 1

- ★ Submit in class: Statement of your philosophy of international education
- ▶ Bennett, Milton, "Paradigmatic Assumptions and a Developmental Approach to Intercultural Learning." In *Student Learning Abroad*, Stylus Publishers, 2012.
- ▶ Che, Spearman and Manizade, "Constructive Disequilibrium: Cognitive and Emotional Development through Dissonant Experiences in Less Familiar Destinations" In R. Lewin (Ed.), *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship* (pp. 303–320). New York: NY: Routledge.
- ▶ Marginson, Simon, "International Student Security." *The Sage Handbook of International Higher Education*. Sage: 2012.

- ▶ Mental Health for inbound and outbound students: Read NAFSA EA KC's Health and Wellness Resource pages

Tuesday, April 18: Designing a Study Abroad Course/Program, Part 2

- ▶ Rhodes, Gary and Roger Ludeman, "Legal, Health and Safety Issues: Crisis Management and Student Services in International Higher Education." *The Sage Handbook of International Higher Education*. Sage: 2012.

The Middlemen of Study Abroad

<https://www.insidehighered.com/news/2007/08/20/abroad>

- ▶ Third-Party Program Providers and Education Abroad: Partner or Competitor?, AIEA Occasional Paper, Spring 2011
<http://www.aieaworld.org/assets/docs/OccasionalPapers/third%20party%20providers-%20hey!-%20op.pdf>

- ▶ Review and assessment of examples of study abroad course syllabi, itineraries, and co-curricular activities.

- ▶ Non-University or so-called "Third-Party" Providers

Tuesday, April 25: Designing a career in SA or ISS

- ★ Mock Interviews, along with resume and cover letter.

Career Pathways, Resources. Consult the NAFSA Job Registry.

Tuesday, May 2: Last Day of Class: Beyond Internationalization?

- ▶ Hans De Wit and Uwe Brandenburg, "The End of Internationalization," *International Higher Education*, 62.
- ▶ Jason Lane and Kevin Kinser, "Is the International-Education Bubble About to Pop?" *Chronicle of Higher Education*, April 15, 2013

Group Presentations, 15 mins each

- ★ **Final paper due.**