Course Description and Objectives
This course is designed specifically for graduate students in Higher Education and Student Affairs, student affairs professionals, and other university administrators and graduate students who wish to gain exposure to a different culture, examine the effects of that culture on a country's system of higher education, and explore the effects of international exchanges of students, faculty, and administrators on higher education more globally. It is assumed that all workshop participants will be familiar with theories of student learning and development; practices in student affairs; and the history, philosophy, governance, and administration of colleges and universities in the United States.

Participation in this course requires engagement in educational activities before, during, and after a 15-day study tour of selected universities and higher education organizations in South Africa. All participants, whether for credit or not, are asked to complete assigned readings and “attend” (in person or online) each of the pre-departure classes as scheduled. For anyone who misses a particular class, individual assignments will be completed to assure that the topic of the class missed is covered and understood.

The goals of this experiential learning opportunity, coupled with more traditional academic requirements (e.g., class participation, readings, written reflection, oral presentation), are to enhance participants' understanding of global higher education, understand the influence of culture and history on the provision of student services, and to prepare them to address the needs of international students and scholars who study in the United States and American students and scholars who study abroad.

Upon completion of the workshop, students should be able to do the following:
• Identify cultural elements that shape the system of tertiary education in South Africa.
• Compare and contrast U. S. and South African higher education systems in terms of their histories, values and philosophies, funding sources, organizational structures, physical facilities, student populations, staffing patterns, academic programs, student services, and current issues.
• Identify specific ways in which the experiential learning influenced intercultural competence and lifelong learning.
• Contribute to the global understanding and internationalization of higher education.

Taken as a whole, these specific course outcomes will foster the following HESA Student Learning Outcomes:
- Understand the history, philosophy, sociology, and law pertaining to governance, administration, and leadership in higher education institutions and systems
- Develop effective practices and policies to create socially-just higher education and institutions and systems
- Articulate the effect of individual and group differences and similarities on students' learning and development
- Create environments, policies, programs, and services that promote deep learning and foster the success of all students
- Understand issues of diversity, equity, and social justice in higher education
- Understand a non-U.S. higher education system in the context of its culture
- Understand how U.S. higher education is similar to and different from other higher education systems
- Understand the role of globalization in higher education

Readings
This course will use a variety of articles, texts, and web pages that will be assigned by the instructor. All readings will be found on the course Wiki: http://hesasouthafricastudytour2015.bgsu.wikispaces.net/

Course Assignments
1. **Active participation in all portions of this study tour (30%)**—Attendance is required at all pre-departure classes (4 total), all study tour activities, and travel with the group within South Africa (5/16/15-5/31/14). Participants are required to take active responsibility for helping to create and maintain an effective learning community for our class. You are expected to contribute constructively and productively to discussions, to read and study all assigned readings as scheduled, and to take responsibility for raising questions or issues you would like to discuss with your colleagues. *It is expected that all participants (whether taking the class for credit or not) will fully participate in all aspects of the pre-departure sessions and tour.*

2. **Introductory Reflection (10%)—DUE February 13**
The purpose of this brief paper is to allow you to identify personal expectations you have for this course and how you expect it to assist you with your study abroad experience. Please discuss the areas where you feel confident about your international experience, as well as apprehensions you may have. Also discuss what you would like to learn in this class and relate that to your future goals—personal, academic, and professional. This will serve as your first entry in your South Africa Tour Reflection Journal. (about 2 pages)

3. **News of the Day (5%)—DUE February 13, March 27, or April 23**
For one pre-departure session (dates assigned at first class) bring an article related to higher education in South Africa (some possible sources can be found on the course Wiki). Think about how the events/issues might impact higher education and students. What does it tell you about ZA and the people who live there? We will spend the first 15 minutes (or so) of class discussing current events.

4. **Institutional and City Previews (10%)—DUE February 13, March 27, or April 23**
You will be assigned one of the institutions or cities we will be visiting. Prepare a 5-10 minute presentation, with handout, about the institution (its history, structure, unique characteristics, etc.). *For institutions:* What should we know to get the most out of our time
there? What questions might we ask that are unique to this institution? For cities: what are some of the cultural, historical, and natural highlights of this city? What should we make a point of seeing/doing while here?

5. “What is ‘student affairs’ in South Africa?” (15%) Reflection—DUE March 27

As a group, select two universities in South Africa (not necessarily ones we will visit) and two functional areas (we’ll determine groups and areas in class in January). Browse through the websites and ask yourself “What is student affairs in South Africa?” “What is a FUNCTIONAL AREA like in South Africa?”

Things to consider:
- Do you think South African tertiary institutions have “student affairs” as we know it?
- How do the services you have explored compare with those in U.S. institutions?
- Where does “student services” fall within the organizational structure of the institution?
- What is similar/different about student affairs in South Africa when compared to the U.S.?
- Is a focus on student development apparent in your area? Speculate as to why/why not.
- Where are your functional areas located in the university? Is this similar to or different from where they typically are in the US? What are the implications of their locations?
- In what ways are the functional areas similar to and different from their US counterparts? (Consider mission, staffing, programs, policies, funding, assessment, etc.)
- How do you think US college students would react to the functional area if they studied abroad at these institutions?

Submit a written reflection (5-8 pages). Also, be prepared to share and discuss your findings with the class in a 15 minute presentation, along with a 2-page handout. The presentation should summarize the key ideas from your paper; post the handout (as a pdf) to the wiki or email to the group in advance.

6. UK Tour Reflection Journal (30%)—DUE June 8

(Required only for students taking the course for credit; encouraged from everyone)

Record you experiences in a reflective journal during the study tour (about 15 pages). Please include:
- Reflections about each institution visited: What did you learn? What surprised you? What did you learn about student affairs, or students, in the U.S.?
- Insights and questions about how the history and culture of South Africa influence students, and student affairs, today.
- Discussion of the most important ideas and concepts you gained from the pre-departure sessions and tour.
- Description of any surprises you encountered about South Africa in general. Were your initial expectations realized during your time abroad? What was similar or different than you anticipated?
- Discussion on how this experience will inform your work as a student affairs professional.
- You may elaborate on and add to your reflections as desired.

Pre-Departure Sessions
The goal of the pre-departure sessions is to prepare students both logistically and academically to participate fully in their experience abroad. Students are expected to come to each meeting with
completed assignments (e.g., readings and written “homework”) that they are prepared to discuss with other students, course instructors, and a number of guest speakers. See schedule below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>January 30</strong></td>
<td><strong>Topics:</strong> South African History, People, and Culture <strong>Due:</strong> Bring facts and information on South Africa from your own understanding and exploration</td>
<td>ED355</td>
</tr>
<tr>
<td>(Friday) 9:00 am – 12:00 pm EST</td>
<td><strong>Topics:</strong> South African History, People, and Culture <strong>Due:</strong> Bring facts and information on South Africa from your own understanding and exploration</td>
<td>ED355</td>
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<td><strong>February 13</strong></td>
<td><strong>Topic:</strong> South African Tertiary Education Overview, Comparison, and Current Issues <strong>Due:</strong> <em>Introduction to My Institution in South Africa</em> <strong>Reading:</strong> To be assigned</td>
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<td><strong>March 27</strong></td>
<td><strong>Topic:</strong> Student Affairs in South Africa: History and Current Trends <strong>Due:</strong> <em>Introduction to Student Affairs in South Africa</em> <strong>Reading:</strong> To be assigned</td>
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<td>ED355</td>
</tr>
<tr>
<td>(Friday) 9:00 am – 12:00 pm EST</td>
<td><strong>Topics:</strong> Current Issues in South Africa: Tertiary Education and Society <strong>Reading:</strong> <em>Mandela, N. (1995). Long walk to freedom: The autobiography of Nelson Mandela.</em> Back Bay Books: New York: NY.</td>
<td>ED355</td>
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**Expectations and Participation**

Regardless of enrollment status, all participants will be expected to participate fully in all planned educational activities, as well as all planned group travel and housing arrangements. As an academic program, the study tour will provide a structured schedule of events. Although there will be ample allotments of personal time, participants should be prepared to participate in activities planned for the study tour group each day.

All participants are expected to attend pre-departure meetings (in person or online), which will provide logistical information about the study tour and opportunities to discuss assigned readings and interact with peers, instructors, and potential guests. The meetings are designed to help participants gain a greater understanding of universities in South Africa, issues in education abroad, and other topics of interest to members of our group.
Course Grading
Those who register for credit in HIED 7800 will receive a letter grade. All grades are based on active and productive participation, quality of completed assignments, and the Reflective Journal.

Grades will be assigned on the following scale:

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F < 60

Plagiarism
Utilizing the ideas, expressions, or words of another person without proper attribution constitutes plagiarism according to the Academic Charter of this University. You must cite the source of any work, words, or ideas that are not your own in their proper context. Failure to do so may result in the following, depending on the severity of the plagiarism: rewriting the assignment, a grade of “F” for the assignment, and/or an “F” in the course. In addition, any instance of plagiarism will be reported to the Academic Honesty Committee of the Graduate College as stipulated by the Graduate College Catalog (current edition). You are also expected to abide by all other policies and regulations specified in the Student Handbook outlined by Bowling Green State University. You are encouraged to review the academic honesty tutorial available online.

Accommodations
Documented disabilities. Please notify me in advance of the first assignment if you will need any accommodations for a documented disability. Documentation is coordinated by the Office of Disability Services, 413 South Hall. The goal of the Office of Disability Services is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU and to act as a resource to faculty and staff. Students wishing to discuss their eligibility for such accommodations are encouraged to contact this office. Phone: 419-372-8495, Fax: 419-372-8496, TDD: 419-372-0582.

Travel Arrangements
To keep the cost of this experience as low as possible for all participants, group travel arrangements are necessary. Shared accommodations are to be expected in all locations. In some places housing with en-suite facilities (i.e., bathrooms in your room) is not available and bathrooms may be shared and/or down a hall. Some meals will be included in the trip; others will be “on your own.”

Participants are responsible for making their own flight arrangements between the US and Johannesburg, South Africa. All participants will be expected to arrive at the Johannesburg airport by late afternoon on May 16, 2015 (exact time TBD) and to have a return flight no earlier than late afternoon May 31, 2015.

Participants are expected to provide proof of health insurance, have an up-to-date passport (to be valid at least 6 months after our return date), and secure a student/faculty International ID card.