

The Global Center

Making a world of difference

2011 DEAN'S REPORT



A message from
DEAN CORDEIRO

2011 marks the tenth anniversary of the Global Center at SOLES.

Over the past decade we've seen our global programs and activities grow dramatically. Our international focus and cutting-edge programs, formalized in fall 2008 as a school-wide requirement for graduation, serve to distinguish us as a favored choice of top-quality graduate students who share our global commitment and vision.

In this Dean's Report we feature a few of the many international success stories that could be told – stories of SOLES faculty, students and alumni who are making a world of difference by addressing global issues in socially responsive and entrepreneurial ways.

The Globalizing Teacher Education website, launched in spring 2011 by the Department of Learning and Teaching at SOLES, allows aspiring teachers to view and discuss video case studies that reflect a broader understanding of global education.

Cross-cultural and interdisciplinary issues and discussions are now fully integrated into all of SOLES' departments and programs. Although other universities typically offer their graduate students study abroad opportunities, SOLES is unique in making these international experiences a prerequisite for graduation.

When I first began my tenure as Dean in 1998, there was a single international course. This year alone, we offered ten study abroad courses. These numbers speak for themselves. Over the past ten years SOLES has clearly made a name for itself as being on the cutting edge in dealing with global and diversity issues as they affect leadership and education.

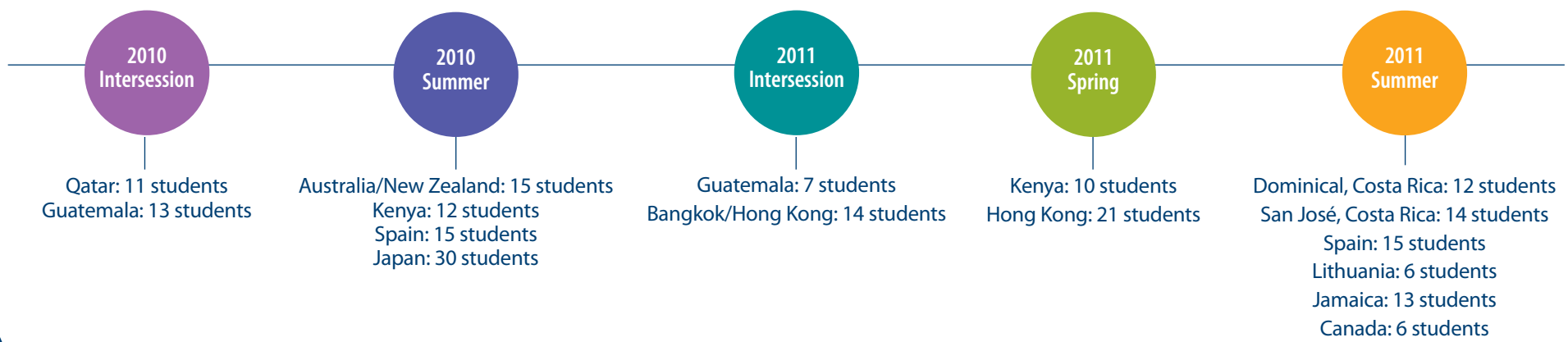
SOLES' faculty, staff and students look forward to what the next decade will bring.

Paula A. Cordeiro, Ed.D.
Dean, School of Leadership and Education Sciences
University of San Diego



Paula A. Cordeiro

The Global Center at SOLES – International Experiences Offered



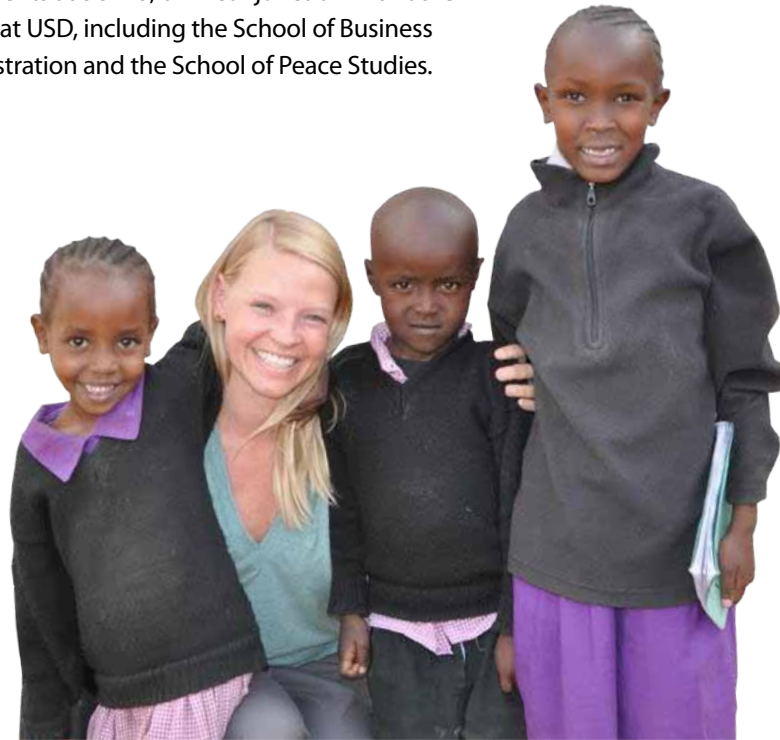


“ All our core programs are enriched with international experiences designed to help students become ethical, civic-minded and globally conscious leaders. ”
- Dean Paula A. Cordeiro



The School of Leadership and Education Sciences has been committed to fostering the development of quality teaching and professional education practices that promote diversity, equity, and global perspectives. Today, the Global Center at SOLES is playing a pivotal role as we implement our requirement for an international experience and recommit ourselves to the importance of multi-disciplinary global study and perspective.

Over the past decade, the number of international programs offered through the Global Center at SOLES has grown from a single program at Mondragón, Spain, to no less than fourteen programs at locations throughout the globe. Many of these are interdisciplinary programs offered jointly by two or more departments at SOLES, or in conjunction with other schools at USD, including the School of Business Administration and the School of Peace Studies.



There are things I can teach in Hong Kong that I can't teach here in San Diego. Part of it has to do with learning to work interculturally and developing an appreciation of how we're both similar and different. These are experiences students bring back with them and can use in their MFT practice.

*Todd Edwards, Ph.D.
Associate Professor and Program Director,
Marital and Family Therapy*

SOLES is providing opportunities for students to go abroad and not just be a visitor but actually get involved in the lives of the people there. They can begin to understand local challenges and successes as they relate to our own.

*Lea Hubbard, Ph.D.
Professor, Learning and Teaching*

Globalizing Teacher Education: Giving educators the broader perspective they need in today's K-12 classrooms.

Thanks to a new SOLES video resource website launched in spring of 2011 (<http://sites.sandiego.edu/globaleducation>), aspiring teachers as well as Department of Learning and Teaching faculty can view and discuss video case studies designed to impart a broader and more consistent understanding of the global education concept and its implications for today's K-12 classrooms.

"Effective teacher education requires moving beyond book learning and going into the classroom," explains department chair Heather Lattimer. "The goal is to help our teacher candidates learn how to develop global awareness and international engagement in their K-12 classrooms. We want them to be able to introduce material from a number of different perspectives, not just the western viewpoint, and to encourage their students to ask more questions."

Video case studies on the site are cross-referenced by topic (English/Language Arts, History/Social Science, Math and Science, etc.), as well as by level (elementary, middle and high school). Viewers can choose to see a short video clip or the full-length version.

Each module also contains discussion topics and questions.

The fact that several of the video modules touch upon the International Baccalaureate (IB) is indicative of the new, more global focus in K-12. "The IB exams are similar to Advanced Placement, but they are more comprehensive and require more critical thinking," notes Lattimer. "It's a rigorous curriculum designed to introduce students to international perspectives while promoting high levels of academic achievement."

Development of the Globalizing Teacher Education website and video modules was made possible through a generous grant from the Longview Foundation.

LEARNING AND TEACHING

Since a significant number of K-12 students in Southern California have had a portion of their learning experience in Mexico, it is valuable for our aspiring educators to better understand the structure, strengths, and challenges of the Mexican education system. Day trips to Tijuana schools, together with supplemental readings and faculty-led discussions, give Learning and Teaching students an opportunity to address common concerns and confront persistent stereotypes.

Heather Lattimer
Learning and Teaching Department Chair



IB Curriculum Map



Language Arts



Math & Science



Social Studies



Current Events



Qatar

Educating and training for leadership positions in the new international community.

When then Assistant Dean Cheryl Getz first arrived at SOLES in 1998, there was no Global Center and no international requirement for graduation. "I came to USD in 1998 at the same time as SOLES' Dean Paula Cordeiro, so I recognize the vast differences between then and now," recalls Getz, who is herself a graduate of the SOLES leadership program (Ed.D. '98). Since then she has witnessed firsthand how the program has evolved into a much broader and well-rounded model. (According to Getz, SOLES offers the only graduate degree program with an international experience as a prerequisite for graduation.)

Spain

Mondragón, Spain

What might be considered the flagship of international experienced-based programs at SOLES is a leadership seminar held in a converted old manor located near the centuries-old town of Mondragón in the Basque region of Spain. Every summer since 1996 the

Department of Leadership Studies has partnered with the Mondragón Corporación Cooperativa in order to give students a hands-on view of how a European cooperative for-profit model works for employees and other stakeholders alike.

According to Leadership Studies affiliate faculty member David Herrera, who conducts the seminar each year, Mondragón is a unique model based upon principles of social and economic justice, solidarity and dignity of work. "Mondragón is living proof that both economic and social objectives can be achieved when all stakeholders have a vote," he explains. "The model has been tested time and time again over the last 55 years, and during that time not a single employee at Mondragón has ever been without a job."

"Another benefit to SOLES students when they take this course is the interdisciplinary opportunity it offers," adds Cheryl Getz. "Students from the School of Business have also attended each year, giving participants from both schools different academic perspectives on the Mondragón Corporación Cooperativa experience."

"Because of the Global Center and Paula's ongoing support and enthusiasm around international issues, the programs at SOLES have done an about-face as far as incorporating international issues and discussions," she points out. In January of 2010, Getz took a class to Qatar to study how the local student services area at Education City was managing to deal with students from a conglomerate of six US universities as well as students from Qatar and other Middle Eastern countries. "My students tell me all the time that what really attracted them to our leadership program at SOLES was the international component." Getz explains. "It's what sets SOLES apart and defines us as an institution of higher learning that values cultural competence and recognizes the need for students to be prepared to work in a more globally conscious way."

We must realize we're training people to take on leadership positions in areas where they are working within a more globally diverse community. Conversations must be broader and faculty must be more conscientious.

*Cheryl Getz
Leadership Studies Department Chair*

**LEADERSHIP
STUDIES**

**SOLES students around the globe.
Making a world of difference.**



LITHUANIA



NEW ZEALAND



QATAR



AUSTRALIA



CAMBODIA



MEXICO



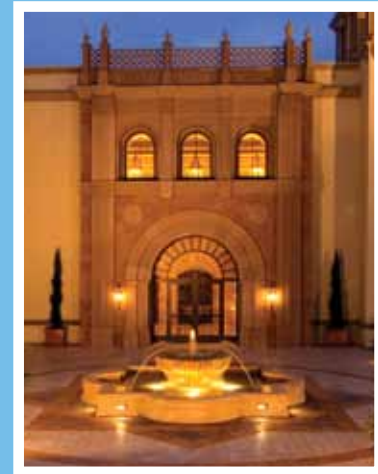
JAPAN



GUATEMALA



KENYA



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MAKING A WORLD OF DIFFERENCE

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