



NAFSA 2016



ANNUAL
CONFERENCE
& EXPO

MAY 29 - JUNE 3
DENVER, CO USA

**BUILDING CAPACITY
FOR GLOBAL LEARNING**

NAFSA

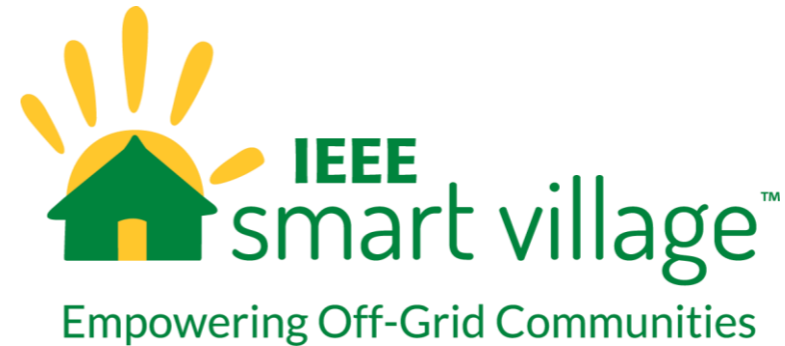
Association of
International Educators

PEACEBUILDING AS INTEGRATED AND HOLISTIC DEVELOPMENT

Dr. Dan Wessner, PhD, MDiv, JD

Regis University, Posner Center, and IEEE Smart Village

MASTER OF DEVELOPMENT PRACTICE (MDP)





FOOD



ENERGY



WATER




PEACE & SECURITY



HEALTH SCIENCES
NATURAL SCIENCES
SOCIAL SCIENCES
MANAGEMENT





Peace and wellbeing require integrated approaches to human capacity building. Paradoxical curiosity threads together the needs and assets of human capacity.



For whom do we educate?

IMMERSION SPANISH SCHOOL

“The MDP program allowed me to keep doing what I was doing, and equipped me with the skills to do it better. The professors and students empowered me to face adversities. The courses reawakened my moral imagination with deeper ecological values. Above all, this program has strengthened my capacity to go beyond my limitations, build bridges, foster social capital, form a diverse network of people, and lead with love.”

CECILIA GUERRERO
ECUADOR

CURRICULUM AND APPLICATION

GRADUATE CERTIFICATE
15 Semester Hours | 1 year



MASTER OF DEVELOPMENT PRACTICE
45 Semester Hours | 2-3 years

CORE 1

12 SH of core courses; also a stand-alone Graduate Certificate

- Development Practice Models
- Development Entry Points
- Skills for Field
- Going to Scale

PRACTICUM

3 SH for 120-hours

- Partnering with MDP-affiliated organizations, students *new* to the development field take a Practicum to learn more about integrated skills, collaboration, and community assets.

CORE 2

12 SH of core courses

- Climate | Energy | Ecology
- Mapping | Metrics | Money
- Gender | Identity | Culture
- Rights | Duties | Dignity

CURRICULUM AND APPLICATION

By 2017, these 4-course tracks are offered; (also as a stand-alone Certificate)

CHOICE

12 SH for selected 4-course track OR four signature tracks

- Communal | Global Health
- Humanitarian | Information Engineering
- Just | Sustainable Education
- Seed | Water | Soil

By 2018 and 2019, further tracks will include:

- Communication | Collaboration | Advocacy 2018
- Ignatian Development Vocations 2018
- Smart Planet Relations 2018
- Linguistic-Cultural Competence 2019
- Managing Projects | Organizations 2019

COMMUNITY

3-6 SH for applied field work near or far

- A six-month field immersion in Denver, the State of Colorado, or with an MDP Learning Community caps the MDP degree as students and alumni/ae bridge the solutions of at-risk and affluent realities. This program grows a federation of linked communities. It supports local leaders and development personnel globally.

DISTINCTIVE FEATURES OF THIS MDP

- Community-based
- State-savvy
- Globally connected
 - IEEE Global Classroom at the Posner Center
 - BlueJeans Network
 - Global education pedagogy
- Reciprocity: linking at-risk and affluent realities
- Accessible and affordable (radically so)
- Learning Communities
- Scalable education

Communities may artfully practice integrated sciences and ethical development. For instance, the Posner Center approaches peace building and collaboration across eighteen entry points.

How shall we further radically affordable access to global education?



IEEE Advancing Technology for Humanity



IEEE GLOBAL CLASSROOM

AT THE POSNER CENTER FOR
INTERNATIONAL DEVELOPMENT

POSNER CENTER FOR INTERNATIONAL DEVELOPMENT

60 TENANTS

100 MEMBERS



POSNER
CENTER

The Posner Center is an up-cycled 1872 horse barn bringing together 60+ organizations to collaborate across 18 entry points of development.

Mission

To build a community of innovators who grow lasting solutions to global poverty.

Vision

To be the leader of collaborative international development.

Learn more at

www.posnercenter.org

Visit us!

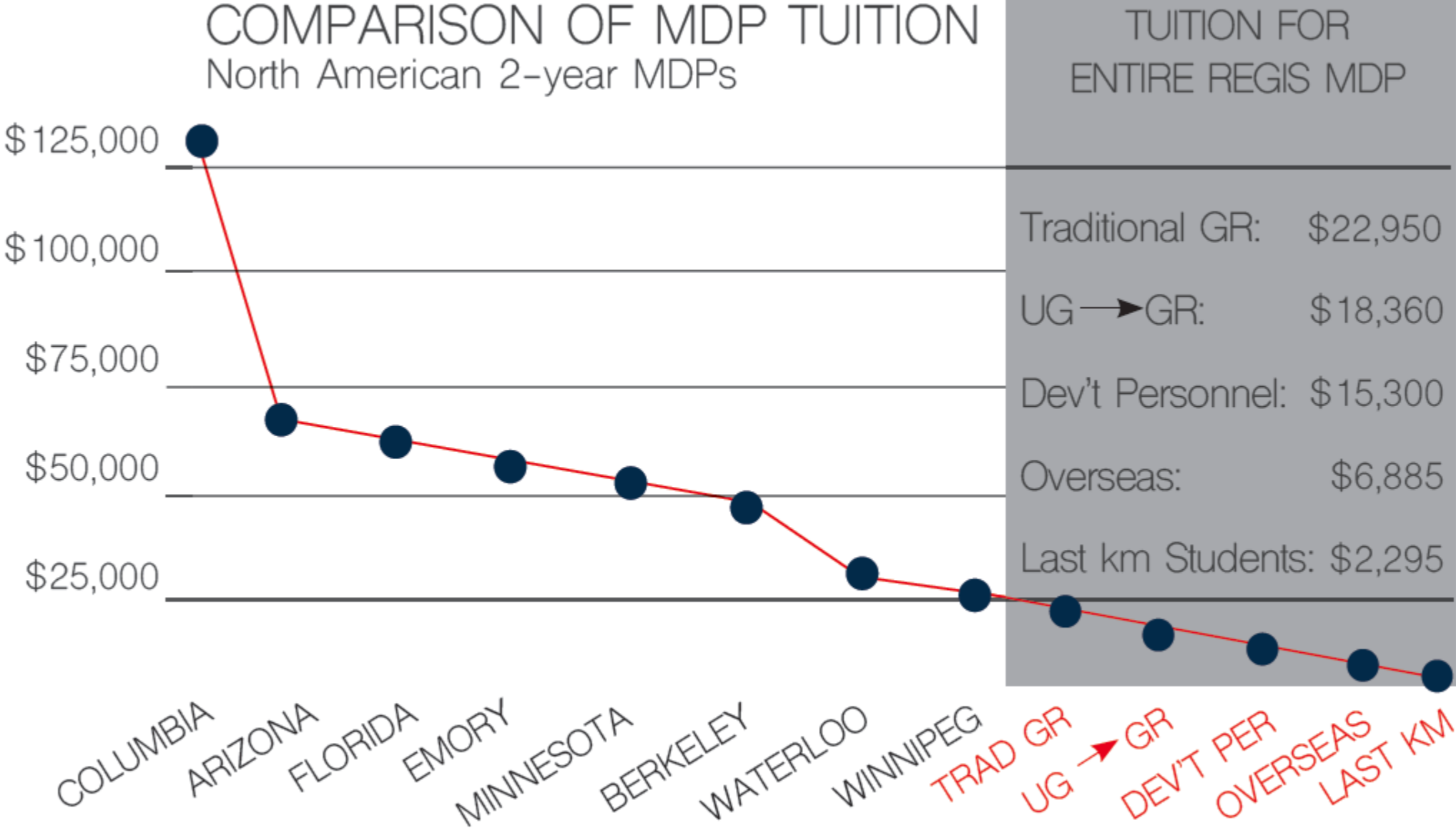
1031 33rd Street,
Denver, CO 80205

POSNER CENTER RECOGNIZES THESE ENTRY POINTS TO DEVELOPMENT

Collaboratively addressing poverty

- Agriculture & Food Security
- Children
- Climate & Environment
- Disaster Relief & Humanitarian Aid
- Education & Schools
- Energy
- Engineering
- Entrepreneurship & Business Development
- Gender Equality
- Governance & Institution-Building
- Health
- Human Trafficking
- Peace and Justice
- Policy and Research
- Refugees & Asylees
- Technology & Innovation
- Water & Sanitation
- Women & Girls

RADICAL AFFORDABILITY



At-risk and affluent realities hone perspective on collaborative and lasting solutions to development challenges. Reciprocal educational tools in the IEEE Global Classroom allow for relationships to form globally. Combine this with a globally-minded teaching pedagogy. Diverse realities are thus linked around the world for applied peace, development studies, and Ignatian service.

**May we monitor and evaluate
students and community
outcomes simultaneously?**

Development as Process

- Learning Communities (LC)
- Cohort as a community
- Practicum (120 hours) and Field Immersion (12 weeks x 2)
- Academic advisement
- Field and career mentoring
- Linguistic-Cultural Competence Course (optional)
- Case studies (one for each course *and* three LC iterations)
- Interrogation of self and “the other”
- Annual Global, Regional, Student, and SDG Conferences

SAMPLE LEARNING COMMUNITY, 2016-2017 AFRICA DEVELOPMENT PROMISE


- **Founder and executive director** operating from the Posner Center for International Development
- **Two International board members** in Denver, CO and Bloomingdale, NJ
- **Country director** in Kampala, Uganda extending the MDP to women's cooperatives
- **Country director** in Kigali, Rwanda similarly seeking broader women's cooperative education
- **Staff member** in Denver, CO
- **Office operations manager** of iDE in Denver, CO
- **Project holder** in rural Rwanda



ANOTHER EXAMPLE OF A LEARNING COMMUNITY IEEE SMART VILLAGE (INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS)

- **Co-founder** of IEEE Smart Village, an electrical engineer at Stanford Linear Accelerator
- **Power engineer** in northern India electrifying forty ancestral villages
- **Electrical engineering professor** in Dearborn, MI and Kinshasa, Democratic Republic of Congo
- **Program coordinator** in Kinshasa, Democratic Republic of Congo
- **Program officer** of Ecuadoran environmental and entrepreneurial nonprofit
- **Electrical engineer** and consultant in Boulder
- **Associate program manager** of Colorado Energy Office





Learning
Community
student and
organizational
outcomes

NOTES FROM THE FIELD

STUDENT TESTIMONIAL

AFRICA DEVELOPMENT PROMISE

It's simple: our organization has improved. Our in-country staff, a board representative, and myself enrolled in the program. The courses provided eye opening information and experiences allowing us to re-examine our program model through multiple lenses. We've changed our mission and vision statements and we've become stronger colleagues.

In addition, we have expanded our collaborative efforts. We now partner with IEEE Smart Village, which supported the data-driven fieldwork of our entire Learning Community in Uganda and Rwanda. There we are investigating the assets and hopes of rural populations and testing the viability of locally-owned solar enterprises ... it was our most successful organization trip yet.

MONICA LABICHE BROWN
EXECUTIVE DIRECTOR

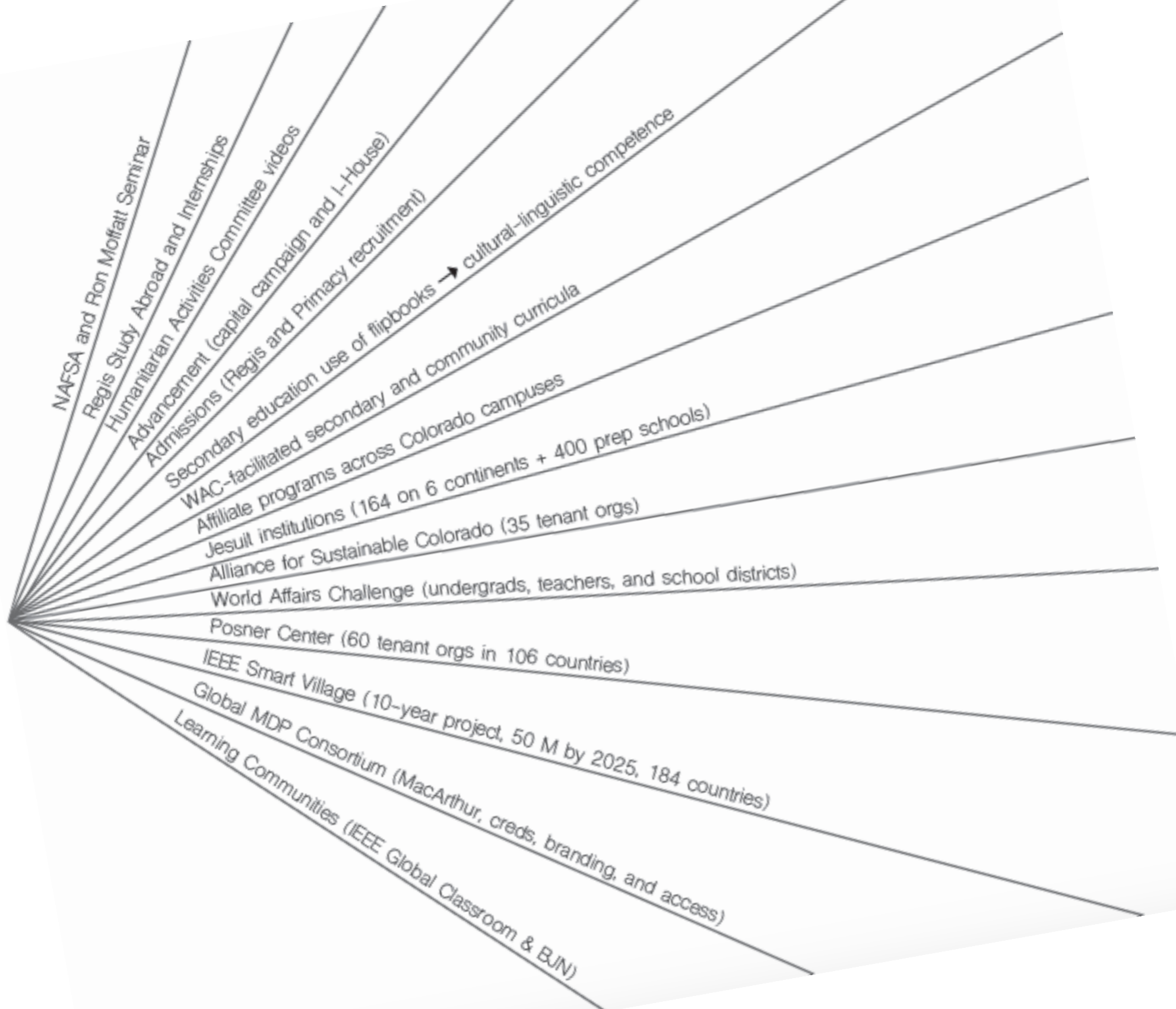


WORLD AFFAIRS CHALLENGE
DEVELOPING TOMORROW'S GLOBAL LEADERS
WWW.WORLDAFFAIRSCHALLENGE.ORG



IEEE SMART VILLAGE
20 MILLION PEOPLE BY 2025
ENERGY | ENTREPRENEURSHIP | EDUCATION

SUSTAINABILITY AND SCALABILITY



The 8 Millennium Development Goals



 **SUSTAINABLE DEVELOPMENT GOALS**



How do we sustain and scale up lifelong learning on these integrated goals?

[Regis.edu/mdp](https://regis.edu/mdp)