Course Description
This course introduces students to the higher education systems of countries around the world, placing a particular emphasis on how each system is confronting the challenges of globalization. In this course particular emphasis is given to Vietnam and SE / East Asia, though higher education systems in the Middle East, Europe, Central Asia, Africa and Central/South American will also be examined.

Course Outcomes
Upon completion students will understand how – on regional, national and institutional levels – institutions of higher education today are responding to the challenges posed by internationalization, massification, scholar and student exchange, access challenges, accountability demands, as well as international trade agreements on the exchange of educational goods and services.

IHE Program Learning Objectives and Outcomes
This course aims to advance the learning outcomes of the International Higher Education MEd program, on two items in particular:

- Graduates of the program will be reflective leaders able to work in diverse cultural contexts to better understand, analyze, evaluate and advance the missions and programs of higher education institutions around the globe.
- Graduates will demonstrate an understanding of social justice and the application of social justice concerns in the domain of higher education, particularly in regard to student development, the advancement of intercultural understanding and (relatedly) with respect to education abroad programs.

Specific learning objectives and associated competencies focused on in this course include Commitment to Social Justice (* an understanding of the ethical dimensions of higher education’s role in fostering social justice across the world); Research and Assessment Competence (* the ability to read and critically review various types of research studies, * the ability to use technological tools to conduct research); and Communication Skills (* effective oral communication skills, including listening to diverse perspectives and presenting ideas, policies, and research findings to different audiences and constituencies, * effective interpersonal skills, including the ability to work collegially with diverse constituencies, * the ability to facilitate effective intergroup and intragroup relations in professional settings).

SOE Conceptual Framework, Benchmarks and Assessments
In examining the ways that institutions of higher education around the globe are reacting to (and also contributing to) a rapidly changing international context that sees increasing foreign penetration of national markets, increased flows of people and information, and new potentials for both knowledge sharing and regulation, this course addresses key concerns at the heart of the Loyola University Chicago’s social justice mission. The above objectives are infused across this course with the intent of enacting and advancing the
vision that The School of Education of Loyola University Chicago is a community that transforms its members to impact urban and global communities through the principles of social justice. This is also encapsulated in the SOE Conceptual Framework “Our mission is social justice, but our responsibility is social action through education,” which is similarly an orienting perspective in the design of this course.

In this course we will specifically focus on SOE Conceptual Framework Standard (CFS) #1 “Candidates critically evaluate current bodies of knowledge in their field.” In addition to submitting your final paper through the “submit assignment” tab on Sakai so that it can be assessed in relation to the expectations of this course, you are also asked to upload your paper to the LiveText system so that it can be separately evaluated by the professor in relation to the above standard. Assessment criteria for purposes of course work, grade and credit is provided on the final paper assignment sheet; the following rubric will be used to assess your work in relation to the SOE CFS:

<table>
<thead>
<tr>
<th>Does Not Meet Standard</th>
<th>Partially Meets Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
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<tbody>
<tr>
<td>CFS1: Candidates critically evaluate current bodies of knowledge in their field.</td>
<td>Evaluative measure is not completed or depth of critical analysis is not consistent with requirements of graduate-level work</td>
<td>Depth of analysis is limited to or generally comprised of identification of strengths and weaknesses of current bodies of knowledge in the field</td>
<td>Depth of analysis goes beyond identification of strengths and limitations to critically deconstruct and reconstruct current bodies of knowledge in the field</td>
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Each course in Loyola’s SOE focuses on one or more professional dispositions. In this course students are offered opportunities to receive feedback on their dispositional growth in the area of professionalism. The specific descriptions for expected behavior in this area can be found on the rubric posted in LiveText for this course. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

At the end of the semester you will receive a request to evaluate the professor’s teaching using the online IDEA Campus Labs system. Note that for purposes of articulating this course’s learning objectives against the generic university teaching evaluation system, this course emphasizes the following: (1) your gaining a basic understanding of the subject; (2) your learning to analyze and critically evaluate ideas, arguments, and points of view; and (3) your developing knowledge and understanding of diverse perspectives, global awareness, or other cultures. Please promptly respond to any emails you receive indicating that the evaluation is available (scheduled for January 18-27). To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side.

**Diversity Statement**
Within the framework of studying higher education in terms of its institutions, taking a systems-approach, and examining higher education as an economic and educational sector, this course pays particular attention to the ways that particular groups of people differently experience and/or benefit from higher education institutions around the globe.

**Required Reading**


To gain some initial familiarity with Vietnamese higher education landscape I also ask that people read the following 4 articles in advance of January 7th [all are posted on Sakai]. Whether you print and bring copies to
Vietnam is up to you; at the very least make sure to bring your notes on the pieces. I should note that – in my view – these don’t present a comprehensive intro to the HE landscape in Vietnam. Consider them a few pieces of the picture, all of which will get fully sketched out during our week there.


**Course Requirements**

This course has two major components: the six days (January 9-14 that we spend in intensive study and site visits together in Vietnam as guests at Loyola’s Vietnam Center. Your active participation is required in all these activities and will compose 50% of your grade in the course. The second component of the course is a research paper, due January 27th (11:59pm CST), that discusses equity & access and quality assurance & accountability in the higher education sector of a country/region of interest to you. Additional information about this assignment is posted on Sakai under Assignments. We will also devote considerable time to discussing this in Ho Chi Minh City.

**Course Schedule (Ho Chi Minh City)**

As noted above, you are to come to Ho Chi Minh City having carefully read the Altbach book in its entirety as well as the posted PDFs. Our classroom sessions will be thematically organized – and while the schedule below provides indications of chapters from the Altbach book that we might focus on, on particular days – I expect each class session will draw from across all the readings.

**Saturday and Sunday January 7 + 8**

Airport arrival and transfer to Guesthouse

**Monday January 9**

Classroom: **The Growth of Higher Education: Massification, Diversification, Access and Equity**
e.g. Altbach, Chapters 2+3

Site visit: Vietnam National University
Ho Chi Minh City International University

**Tuesday January 10**

Classroom: **Higher Education Expansion in Asia**
e.g. Altbach, Chapters 9, 10, 13, 16 and posted PDFs

Site Visit: University of Social Sciences and Humanities, Faculty of Education
Loyola University Chicago Vietnam Center
**Wednesday January 11**
Classroom: Globalization, Knowledge Economies and Research  
e.g. Altbach, Chapters 6, 11, 12, 13  
Site Visit: University of Can Tho

**Thursday January 12**
Classroom: Comparative Perspectives on Higher Education Faculty and Students  
e.g. Altbach, 4, 17-18

**Friday January 13**
Classroom: Quality Assurance and Accountability  
Site Visit: University of Economics and Finance

**Saturday January 14**
Classroom: Internationalization and Mobility  
e.g. Altbach, Chapters 5, 7, 8

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student’s failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/resources/academic-policies/. Plagiarism – presenting someone else’s writing or ideas as your own – is one form of academic dishonesty and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize In class we will discuss how to cite and include others’ work in your own writing as well as the citation / reference formats that I will be asking you to use.

**Additional Statements**
Additional information on the School of Education’s and University’s policies with regard to accessibility, conceptual framework, ethicsline reporting, and electronic communication policies and guidelines can be found here: http://luc.edu/education/syllabus-addendum/