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 (http://www.luc.edu/education/masters/international-higher-ed/course-sequence/), 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. In relation to the course, this paper will be graded according to the evaluative criteria included in the paper assignment; in relation to the student’s meeting of the CFS standard this assessment will be evaluated according to the rubric posted on Livetext.

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 20-28). 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

ISBN 978-1-4214-1926-8 [to be read by January 8th ** BRING PAPER COPY TO HCM CITY]

To gain some initial familiarity with Vietnamese higher education landscape I also ask that people read an additional set of articles/chapters in advance of January 8th [all are posted on Sakai]. Unless circumstances absolutely prevent it, I suggest you print and bring copies of these articles/chapters with you. Note that these pieces only present the beginnings of a picture of the HE landscape in Vietnam; there will be much that will get fully sketched out during our week together there.

Course Requirements
This course has two major components: the six days (January 7-13 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 Sunday January 28th (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. Please note that the daily topics are subject to change given the availability of guest speakers and correlation with university site visits (which may shift around depending on local schedules). For the most up-to-date course/program itinerary please consult the schedule tab on course’s Sakai page.

The readings attached to each session are merely indicative, both because specific topics may change from day to day, depending on university visits as mentioned above, but also because material related each of these topics is strung across the whole Altbach books and across the PDFs. In HCM City you will merely be able to look over notes and readings in advance of each class session; you will not have an extensive amount of time to actually do the readings, thus careful advance preparation is essential.

**Saturday and Sunday January 6 + 7**
Airport arrival and transfer to Guesthouse

**Monday January 8**
Classroom: Massification and Globalization of Higher Education  
e.g. Altbach, Chapters 1-3 and 6  
Site visit: Vietnam National University  
Ho Chi Minh City International University

**Tuesday January 9**
Classroom: Universities and Research  
e.g. Altbach, Chapters 11, 12, 13 & Nguyen PDF  
Site Visit: TBD

**Wednesday January 10**
Classroom: Curriculum and Pedagogy | Faculty Work and Workforce  
e.g. Altbach, Chapters 15, 17 & Tran, Le & Nguyen PDF  
Site Visit: Tra Vinh University

**Thursday January 11**
Classroom: Private Higher Education | Student Experience  
e.g. Altbach, Chapter 14, 18  
Site Visit: Loyola University Chicago Vietnam Center

**Friday January 12**
Classroom: Internationalization and International Campuses  
e.g. Altbach, Chapters 5, 7, 8  
Site Visit: TBD
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/
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. 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 of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link
• www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.