

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: EDUCATIONAL LEADERSHIP AND
RESEARCH METHODOLOGY

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _____ EDH _____ COURSE NUMBER _____ 6621 _____ LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RPOLENSK@FAU.EDU)

COMPLETE COURSE TITLE: INTERNATIONAL COMPARATIVE HIGHER EDUCATION

EFFECTIVE DATE

(first term course will be offered)

_____ JANUARY 2013 _____

CREDITS:
THREE (3)

TEXTBOOK INFORMATION:

Forest, J. J.F. & Altbach, P.G. (Eds.). (2010). *International handbook of higher education*. Dordrecht, The Netherlands: Springer Publishers. (Softcover) ISBN #978-94-007-0562-3

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

This course provides a broad survey of international comparative higher education, including a cross-cultural perspective on historical and contemporary issues related to the structure and governance of higher education systems in various world regions and individual countries.

PREREQUISITES*:

BACCALAUREATE DEGREE

COREQUISITES*:

NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

OPEN TO POST-BACCALAUREATE, MASTERS, AND DOCTORAL DEGREE STUDENTS

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

DOCTORAL DEGREE IN HIGHER EDUCATION OR RELATED FIELDS

Faculty contact, email and complete phone number:

Dr. Deborah L. Floyd
 Professor and Program Leader, Higher Education
 Leadership, Dept. of Educational Leadership &
 Research Methodology, FAU
DFloyd@Fau.Edu
 (561) 297-2571

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.

All department in the College of Education (comments attached).

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Date:

4/11/12

4/11/12

4/12/12

ATTACHMENT CHECKLIST

♦Syllabus (see guidelines for requirements:
<http://www.fau.edu/graduate/facultvandstaf/programscommittee/index.php>)

♦Written consent from all departments affected by new course

Graduate College Dean: _____ | _____ | _____

Email this form and syllabus to diamond@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**Florida Atlantic University
College of Education
Department of Educational Leadership
and Research Methodology
Dr. Norma M. Goonen**

XX Semester

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE NUMBER & TITLE:

EDH 6621 International Comparative Higher Education¹

CATALOG DESCRIPTION:

Three (3) semester hours.

This course provides a broad survey of international comparative higher education, including a cross-cultural perspective on historical and contemporary issues related to the structure and governance of higher education systems in various world regions and individual countries.

Pre-requisite: Baccalaureate degree

Co-requisite: None

INSTRUCTOR

Dr. Norma M. Goonen, Visiting Assistant Professor
Department of Educational Leadership, Florida Atlantic University

OFFICE: Education Building 255, Educational Leadership Offices, Boca Raton
Campus, Florida Atlantic University

PHONE: (561) 297-3554

FAX: (561) 297-3618

E-MAIL: ngoonen@fau.edu (best way to reach professor)

¹ This is a graduate level class and is only open to students who have earned a baccalaureate degree. Further, students are reminded of the “**12 hour rule**” relating to graduate admissions. Any student who has not been admitted to a masters or doctoral program and is taking this class after completing 12 hours of graduate level work, should not be in this class. Please contact your advisor, student services, or refer to the *Graduate Catalog* for additional information.

Office hours: Wednesday and Thursday afternoons and Saturdays before and after class, by appointment. Please email the professor to arrange a specific time. Electronic office hours are daily as the professor regularly responds to email. Phone office hours are by appointment (via email scheduling.)

REQUIRED TEXT

Forest, J. JF. & Altbach, P.G. (Eds.). (2010). *International handbook of higher education*. Dordrecht, The Netherlands: Springer Publishers. (Softcover) ISBN #978-94-007-0562-3

SUPPLEMENTAL (OPTIONAL) TEXTS

Altbach, P.G. (1998). *Comparative higher Education: Knowledge, the university and development*. New York, NY: ABC-CLIO.

Altbach, P.G. (2007). *Tradition and transition: The international imperative in higher education*. Rotterdam, The Netherlands: SensePublishers.

Altbach, P.G., Reisberg, L. & Rumbley, L.E. (2009). *Trends in global higher education: Tracking an academic revolution*. Rotterdam, The Netherlands: SensePublishers.

RECOMMENDED SOURCES

Many of the articles and sources recommended as background and references for this course will be found in the Center for International Higher Education's (CIHE) quarterly publication, *International Higher Education*, which is available at the CIHE's website, which is www.bc.edu/cihe. Back issues of IHE are also available on that website, which includes an index by topic and region.

Students may also find relevant sources in the following journals:

Comparative Education

Comparative Education Review

Educational Policy

European Journal of Education

International Higher Education (see above paragraph)

Journal of Studies in International Education

Higher Education

Higher Education in Europe

Higher Education Policy

Higher Education Quarterly

Latin American Research Review

Minerva

COURSE OBJECTIVES

Students will be able to:

1. Identify and critique concepts and theories that will enable students to better understand internationalization and globalization of higher education.
2. Identify, analyze and synthesize basic tenets of the U.S. system of higher education, taking a comparative view and becoming aware of how the U.S. system is viewed outside of the United States.
3. Prepare a group presentation on higher education in a specific world region, through a comparative lens.
4. Prepare a brief research paper of an analysis of a specific issue or theme related to the course topics.
5. Prepare an individual research paper that identifies, compares, and analyzes key characteristics of the system of higher education of a particular country other than the United States.
6. Identify and explain comparative international perspectives in the financing of higher education.
7. Analyze trends in accreditation and evaluation of higher education throughout different regions of the world.
8. Apply internationalization concepts to real-life tasks within a college or university.

COURSE TOPICS

The following are major topics covered in this course:

- Perspectives on Comparative Higher Education – Global History, core concepts
- U.S. Higher Education – the good, the bad, and the systems
- How others see U.S. higher education
- Internationalization and globalization – is there a difference?
- Challenges to Higher Education
- Higher Education in Developing Countries
- Europe: Western European and Eastern European higher education systems
- The Bologna Process – History, Progress, and Challenges
- Asia: Higher Education in China, India, Japan, Korea, Indonesia
- The Middle East and Africa: University systems
- Latin America: Tertiary systems
- Accreditation, Evaluation, and Rankings: Global Competition and its Implications
- Private Higher Education in the 21st century
- International Perspectives in the Financing of Higher Education
- Faculty (the academic profession) and students

METHOD OF INSTRUCTION

This course is offered face-to-face in a five-week “fast-track” format. A Blackboard site for this course has been created, and students should refer to it for additional information and announcements. Teaching methods will include lecture, small and large group discussions/activities; library research; group or individual presentations; simulations; reflective exercises; and use of a variety of media, such as computer/Power Point presentations, audio clips and videos.

COURSE CONTENT AND OUTLINE (Weekly Schedule Including Topics Covered)

Week 1 -

Introductions

Overview of course objectives, syllabi, and assignments

Information sheet and sharing exercises

The study of comparative higher education

The global history of higher education

The American system of higher education in comparative perspective – development, history, and trends

How others see U.S. higher education

Assignment for Week 2: Required reading:

Perkin, H. (2010). History of universities. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 159-205). Dordrecht, The Netherlands: Springer Publishers.

Trow, M. (2010). Reflections on the transition from elite to mass to universal access: Forms and phases of higher education in modern societies since world war II. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 243-280). Dordrecht, The Netherlands: Springer Publishers.

Knight, J. (2010). Internationalization: Concepts, complexities and challenges. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 207-227). Dordrecht, The Netherlands: Springer Publishers.

Altbach, P.G. (2010). Globalization and the university: Realities in an unequal world. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 121-139). Dordrecht, The Netherlands: Springer Publishers.

Levy, D.C. (2010). The private fit in the higher education landscape. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 281-291). Dordrecht, The Netherlands: Springer Publishers.

Kinsler, K. & Levy, D.C. (2010). For-profit higher education: U.S. tendencies, international echoes. In J. Forest and P.G. Altbach (Eds.), *International handbook of*

higher education (pp. 107-119). Dordrecht, The Netherlands: Springer Publishers.

El-Khawas, E. (2010). Accountability and quality assurance: New issues for academic inquiry. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 23-37). Dordrecht, The Netherlands: Springer Publishers.

Sporn, B. (2010). Governance and administration: Organizational and structural trends. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 141-157). Dordrecht, The Netherlands: Springer Publishers.

Other readings in Blackboard (specific details will be given in class).

Week 2 –

Internationalization and Globalization of higher education

Accreditation, Evaluation, and Rankings: Global competition and its Implications

Private Higher Education in the 21st Century

Regional Issues

Book Reports

Assignment for Week 3: Required reading:

Hauptman, A.M. (2010). Higher education finance: Trends and issues. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 83-106). Dordrecht, The Netherlands: Springer Publishers.

Bjarnason, S. (2010). Rhetoric or reality? Technology in borderless higher education. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 377-391). Dordrecht, The Netherlands: Springer Publishers.

Bloom, D.E., & Rosovsky, H. (2010). Higher education in developing countries. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 443-459). Dordrecht, The Netherlands: Springer Publishers.

De Wit, H. (2010). European integration in higher education: The Bologna process towards a European higher education area. In J. Forest and P.G. Altbach (Eds.), *International handbook of higher education* (pp. 461-482). Dordrecht, The Netherlands: Springer Publishers.

Other readings in Blackboard and as assigned in class.

Week 3 -

Challenges to Higher Education

Technology issues internationally

The Bologna process and Tuning

Regional Issues

Book Reports

Individual paper presentations

Assignment for Week 4: Required reading:

Enders, J. (2010). The academic profession. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 5-21). Dordrecht, The Netherlands: Springer Publishers.

Altbach, P.G. (2010). Doctoral education: Present realities and future trends. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 65-81). Dordrecht, The Netherlands: Springer Publishers.

Altbach, P.G. (2010). Student politics: Activism and culture. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 329-345). Dordrecht, The Netherlands: Springer Publishers.

Lattuca, L.R. (2010). Curricula in international perspective. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 39-64). Dordrecht, The Netherlands: Springer Publishers.

Scott, P. (2010). Higher education in Central and Eastern Europe. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 423-441). Dordrecht, The Netherlands: Springer Publishers.

Other readings in Blackboard and as assigned in class.

Week 4 –

Faculty, the academic profession, and students

Regional issues

Group presentations

Book Reports

Individual paper Presentations

Group Project Presentations

Assignment for Week 5: Required Reading:

Herrera, L. (2010). Higher education in the Arab world. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 409-421). Dordrecht, The Netherlands: Springer Publishers.

Mollis, M. (2010). Latin American university transformation of the 1990s: Altered identities? In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 503-515). Dordrecht, The Netherlands: Springer Publishers.

Schmidt, E.K. (2010). Higher education in Scandinavia. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 518-537). Dordrecht, The Netherlands: Springer Publishers.

Lee, M.N.N. (2010). Higher education in Southeast Asia in the era of globalization. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 539-555). Dordrecht, The Netherlands: Springer Publishers.

Teferra, D. (2010). Higher education in Sub-Saharan Africa. In J. Forest and P.G. Altbach (Eds.), *International Handbook of Higher Education* (pp. 557-569). Dordrecht, The Netherlands: Springer Publishers.

Other readings in Blackboard and as assigned in class.

Week 5 -

Individual Research Paper Presentations
Regional Issues
Final Exam
Synthesis
Conclusion
Celebration

SUMMARY OF ASSIGNMENTS AND DUE DATES

	<u>Points</u>	<u>Due</u>
Attendance and active participation	10	All
Book report (paper and presentation)	15	TBA
Individual Issue Paper and Presentation	20	Wk 3
Group Project Presentation (Regional)	15	Wk 4
Final Exam (open book and notes)	15	Wk 5
Individual Research Paper and Presentation	25	Wk 5

COURSE REQUIREMENTS – ASSESSMENT PROCEDURES, ASSIGNMENTS, and POINTS

1. **Attendance and active participation** –Each and every class meeting-10 points

“Because the Fast Track courses are condensed into five sessions, FAU Department of Educational Leadership does not permit students to register for these classes if they intend to miss a class, which represents 20% of the course. It is strongly suggested that you find an alternate session that you can attend in full.”

According to University policy, “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, and respectful conduct in class. Reasonable accommodations are made for religious observances. Regular attendance at scheduled sessions is mandatory and expected.

Students are also expected to complete assignments in a timely fashion. Assignments will be accepted early, but not past the due date.

2. Book Report (Paper & Presentation)– 15 pts.

Each student will prepare a Pro-active Reading Report on a book about a topic related to the course. The paper that is required is three (3) to five (5) pages in length (typed, double-spaced), which results from a Pro-active Reading process which will be explained in class and posted in Blackboard. The paper must include the following:

- (a) the title of the book
- (b) an introduction, which includes the author’s name and the context for selecting the book,
- (c) three questions and responses to each,
- (d) a conclusion that includes your reflection, analysis, and synthesis, and
- (e) citation of reference (APA 6th edition). Because the pro-active reading reports are formal assignments, APA form and style are required.

Select your reading from the bibliography in this syllabus or another selection of your own. However, **your choice must be given in writing to your instructor and approved before you buy/borrow the book.**

Please note that the reports of Pro-active Readings are more than book reviews/reports. This report is intended to reflect your ability to research and discuss only those sections of the book with relevance to your pro-actively posed questions. Further, the **conclusion** is critical in that it provides you an opportunity to reflect on what you have learned and provide appropriate analysis and synthesis. As mentioned, a summary of the pro-active reading technique and process is posted in Blackboard.

As part of the assignment you should prepare a 7-10 minute presentation for your classmates to share what you learned from your book review. Use of technology is highly recommended. Time permitting, this will be shared in class or in small groups on a date assigned in class for each student’s presentation.

3. Individual Issue Paper and Presentation – 20 points

This is a mini-research paper of 5-7 pages in length, following APA 6th edition. It should focus on one of the topics considered in the course or on another topic relating to the overall themes and/or issues of the course. The paper should be

analytical in nature. Examples of themes will be discussed in class. The topic of the paper must be pre-approved by the instructor. The paper may be posted on Blackboard, but a hard copy for the instructor is required. Students will share their findings in a 5-7 minute presentation in class (technology optional).

4. Group Project (Presentation) –15 points

Students will be assigned to a group during the first class. Each group will select a region listed in the syllabus and will present a comparative analysis of higher education systems in various countries in a particular region of the world as well as a comparison to the U.S. system of higher education. The presentation will be of 20 to 30 minutes in duration and will include use of technology (e.g., Power Point), and a brief 2-3 page handout of a brief outline and summary of findings, and an annotated bibliography.

There is no paper associated with this assignment.

5. Final Examination - 15 points

All students will be required to complete a final examination, details of which will be discussed in class.

6. Individual Research Paper and Presentation – 25 points

This is a research paper of 12-15 double spaced pages (must use APA 6th edition), with a minimum of 8 references. The paper should focus on one country outside the United States, and should include a summary of the higher education system in that country, and a brief comparison of that country's system to the U.S. system of higher education. The paper should synthesize the information in the references (may include lectures or presentations as well), but also be analytical in nature. Each student will present his/her findings in-class during the last class session, using technology to deliver a summary. Time permitting, the presentation will be 10-15 minutes. Handouts are optional. A hard copy of the paper for the instructor is required, and the paper may also be posted to Blackboard.

GRADING CRITERIA:

This course will follow FAU's grading policy as stated below. The total points earned that will result in specific final grades are noted below. Points will be posted on Blackboard for individual students to view as the course progresses.

<u>Final Grade</u>	<u>Total Points</u>
A	94-100
A-	90-93

B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D +	67-69
D	64-66
D-	60-63
F	59 and below

SUPPLEMENTAL LEARNING TOOLS

Supplemental resources including videos, power point presentations and other learning tools are also provided in class and/or online.

LIBRARY INFORMATION

All students will have online access to the FAU University Library. Through the FAU Libraries EZ Proxy, students can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (fau). For an introduction, please refer to <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm> and/or contact a librarian for assistance.

RELIGIOUS HOLIDAYS

“In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the Director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

UNIVERSITY “STUDENTS WITH DISABILITIES” POLICY

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-

3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one’s own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

BIBLIOGRAPHY (refer to Blackboard for additional resources):

- Altbach, P.G. (1998). *Comparative higher Education: Knowledge, the university and development*. New York, NY: ABC-CLIO.
- Altbach, P.G. (Ed.). (1999). *Private prometheus: Private higher education and development in the 21st Century*. Westport, CT: Greenwood Publishers.
- Altbach, P.G. (Ed.) (2000). *The changing academic workplace: Comparative perspectives*. (Also published as a special theme issue of Higher Education, vol. 41, no. 1-2, January-March, 2001). [Downloadable pdf].
- Altbach, P.G. (Ed.). (2002). *The decline of the guru: The academic profession in developing and middle income countries*. New York and London: Palgrave Publishers.
- Altbach, P.G. (2006). *International higher education: Reflections on policy and practice*. [On Blackboard site]
- Altbach, P.G. (2007). *Tradition and transition: The international imperative in higher education*. Rotterdam, The Netherlands: SensePublishers.
- Altbach, P.G. (Ed.). (2011). *Leadership for world-class universities: Challenges for*

- developing countries*. New York: NY: Routledge Publishers.
- Altbach, P.G. & McGill Peterson, P. (Eds.). (1999). *Higher education in the 21st century: Global challenge and national response*. New York, NY: Institute of International Education.
- Altbach, P.G. & Engberg, D. (2000). *Higher education: A worldwide inventory of centers and programs*. Phoenix, AZ: Oryx Publishers. (Downloadable pdf).
- Altbach, P.G. & Ogawa, Y. (Eds.) (2002). *Higher education in Japan: Reform and change in the 21st century*. Boston, MA: Boston College. (Also published as a special theme issue of Higher Education 43, no. 1, January, 2002.)
- Altbach, P.G. & Selvaratnam, V. (Eds.). (2002). *From dependence to autonomy: The development of Asian universities*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Altbach, P.G. & Umakoshi, T. (Eds.). (2004). *Asian universities: Historical perspectives and contemporary challenges*. Baltimore, MD: Johns Hopkins University Press.
- Altbach P.G., & Levy, D.C. (Eds.) (2005). *Private higher education: A global revolution*. Rotterdam, The Netherlands: SensePublishers.
- Altbach, P.G., Bozeman, L.A., Janashia, N., & Rumbley, L.E. (Rev. Ed. 2006). *Higher education: A worldwide inventory of centers and programs*. (Rev. Ed.) Rotterdam, The Netherlands: SensePublishers.
- Altbach, P.G., & Balan, J. (Eds.). (2008). *World-class worldwide: Transforming research universities in Asia and Latin America*. Baltimore, MD: Johns Hopkins University Press.
- Altbach, P.G., Reisberg, L. & Rumbley, L.E. (2009). *Trends in global higher education: Tracking an academic revolution*. Rotterdam, The Netherlands: SensePublishers.
- Altbach, P.G., Gumport, P.J. & Berdahl, R.O. (Eds.). (2011). *American higher education in the twenty-first century: Social, political, and economic challenges*. (3rd rev. ed.). Baltimore and London: The Johns Hopkins University Press.
- Altbach, P.G. & Salmi, J. (Eds.). (2011). *The road to academic excellence: The making of world-class research universities*. Washington, DC: World Bank Publications.
[On Blackboard site]
- Amaral, A., Jones, G.A. & Karseth, B. (Eds.). (2002). *Governing higher education: National perspectives on institutional governance*. Dordrecht, Netherlands: Springer.
- Chapman, D.W & Austin, A.E. (2002). *Higher education in the developing world: Changing contexts and institutional responses*. Westport, CN: Greenwood Press.
- Cohen, A.M. & Kisker, C.B. (2010). *Higher education: Emergence and growth of the contemporary system*. (2nd ed.). San Francisco: Jossey-Bass.
- de Wit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative and conceptual analysis*. Westport, CT: Greenwood.
- Eades, J.S., Goodman, R., & Hada, Y. (Eds.). (2005). *The 'big bang' in Japanese higher education: The 2004 reforms and the dynamics of change (Japanese society)*. Victoria, Australia: Trans-Pacific Press.
- Enders, J. & Fulton, O. (Eds.). (2002). *Higher education in a globalizing world*. Dordrecht, Netherlands: Springer.

- Forest, J. J.F. & Altbach, P.G. (Eds.). (2006). *International handbook of higher education*. Dordrecht, The Netherlands: Springer Publishers.
- Guruz, K. (2011). *Higher education and international student mobility in the global knowledge economy*. (2nd Rev. Upd. Ed.). Albany, NY: State University of New York Press.
- Johnstone, D. B. (2006). *Financing higher education: Cost sharing in international perspective*. Rotterdam, the Netherlands: Sense Publishers.
- Knight, J. (2008). *Higher education in turmoil: The changing world of internationalization*. Rotterdam, The Netherlands: Sense Publishers.
- Kruss, G. & Kraak, A. (Eds.). (2003). *A contested good? Understanding private higher education in South Africa*. (Co-published with PROPHE, University at Albany.)
- Lim, D. (2001). *Quality assurance in higher education: A study of developing countries*. Aldershot: Ashgate.
- Maldonado-Maldonado, A., Cao, Y., Altbach, P.G., Levy, D.C., & Zhu, H. (2004). *Private higher education: An international bibliography*. Westport, CT: Information Age Publishers.
- Marcucci, P.N., & Johnstone, D.B. (2007). *International higher education finance: An annotated bibliography*. [Downloadable pdf]
- Marginson, S., Kaur, S., & Sawir, E. (Eds.). (2011). *Higher education in the Asia and Pacific: Strategic responses to globalization (Higher Education Dynamics)*. New York, NY: Springer Science & Business Media.
- McVeigh, B.J. (2002). *Japanese higher education as myth*. (East Gates Books). Armonk, NY: M.E. Sharpe, Inc.
- Morsy, Z. & Altbach, P.G. (Eds.). (1996). *Higher education in international perspective: Critical issues*. Princeton, N.J.: Garland Publishing Inc., and UNESCO.
- Muche, F. (Ed.). (2005). *Opening up to the wider world: The external dimension of the Bologna process*. Bonn Germany: Lemmens.
- Purcell, F. B., Helms, R.M & Rumbley, L. (2004). *Women's universities and colleges: An international handbook*. Rotterdam, the Netherlands: Sense Publishers.
- Rumbley, L.E., Pacheco, I.F., & Altbach, P.G. (2008). *International comparison of academic salaries: An exploratory study*. [Downloadable pdf]
- Schwarz, S. & Westerheijden, D.F. (Eds.). (2007). *Accreditation and evaluation in the European higher education area*. Dordrecht, Netherlands: Springer.
- Scott, P. (Ed.). (1998). *The globalization of higher education*. Buckingham, UK: Open University Press.
- Shaw, K.E. (Ed). (1997). *Higher education in the Gulf: Problems and prospects*. Exeter: University of Exeter Press.
- Task Force on Higher Education and Society (2000). *Higher education in developing countries: Peril & promise*. Washington, DC: The World Bank. (available at no cost through the World Bank at <http://www.tfhe.net>).
- Teferra, D. & Altbach, P.G. (Eds.) (2003). *African higher education: An international reference handbook*. Bloomington, IN: Indiana University Press.
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FAU MISSION STATEMENT

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning to remain a viable professional. Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or client's benefit. Capable reflective decision-makers have the means to teach students or service clients effectively and understand the responsibilities involved in the role. Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

DEPARTMENT OF EDUCATIONAL LEADERSHIP MISSION STATEMENT

The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Values

(Assignments and activities in this course are specifically designed to connect to the department's mission and values, which are abbreviated and summarized below.)

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

- Leadership – As educational leaders, we believe that a world-view of Leadership makes a significant difference in your performance and that of your organizations
- Research and Scholarship – We value the discovery, investigation, and application of research methodologies, traditional as well as innovative.
- Social Responsibility – As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals.
- Learning community – As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program, and we will provide an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry...to prepare educational leaders who are skilled in developing vigorous learning communities in their own workplaces.

Kathleen Dubois

From: Irene Johnson
Sent: Wednesday, April 04, 2012 2:11 PM
To: Robert Shockley
Subject: RE: International Comparative Higher Ed course

Importance: High

Follow Up Flag: Follow up
Flag Status: Flagged

Bob:

The Counselor Education Department does not have a conflict.

Irene H. Johnson

From: Robert Shockley
Sent: Monday, April 02, 2012 2:54 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Deborah Floyd; Norma Goonen; Kathleen Dubois; Chantal Sinady; Linda Webb; Kristy De Meo
Subject: FW: International Comparative Higher Ed course

Chairs,

The Department of Educational Leadership and Research Methodology Higher Education Program is proposing a new course on International comparative higher education. The course provides a cross-cultural perspective on historical and contemporary issues related to the structure and governance of higher education systems in various world regions and individual countries. The course uses a comparative approach between institutions of higher learning throughout the globe, and the U.S. System of higher education.

Please let me know as quickly as possible if you see a conflict of this course with your departments. Thanks. Bob

Kathleen Dubois

From: Michael Brady
Sent: Monday, April 02, 2012 3:16 PM
To: Robert Shockley
Subject: RE: International Comparative Higher Ed course

Follow Up Flag: Follow up
Flag Status: Flagged

This course does not conflict with or overlap the courses or curriculum in ESE. Good luck!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Robert Shockley
Sent: Monday, April 02, 2012 2:55 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Deborah Floyd; Norma Goonen; Kathleen Dubois; Chantal Sinady; Linda Webb; Kristy De Meo
Subject: FW: International Comparative Higher Ed course

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Please let me know as quickly as possible if you see a conflict of this course with your departments. Thanks. Bob

Kathleen Dubois

From: Sue Graves
Sent: Tuesday, April 03, 2012 2:37 PM
To: Robert Shockley
Subject: RE: International Comparative Higher Ed course

Follow Up Flag: Follow up
Flag Status: Flagged

Dr. Shockley:

The Exercise Science and Health Promotion Department does not have any conflict with the International Comparative course on Higher Education.

Good luck. Regards,

B. Sue Graves, Ed. D., HFS, FACSM, FISSN

Department Chair

Exercise Science and Health Promotion Department

Florida Atlantic University

777 Glades Road, Field House 11

Boca Raton, Florida 33431

561-297-2938 (main office)

561-297-2839 (fax)

Website: <http://www.coe.fau.edu/eshp>

Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>

From: Robert Shockley

Sent: April 02, 2012 2:55 PM

To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves

Cc: Deborah Floyd; Norma Goonen; Kathleen Dubois; Chantal Sinady; Linda Webb; Kristy De Meo

Subject: FW: International Comparative Higher Ed course

Chairs,

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Please let me know as quickly as possible if you see a conflict of this course with your departments. Thanks. Bob

Kristy De Meo

From: Kathleen Dubois
Sent: Thursday, April 12, 2012 12:01 PM
To: Kristy De Meo
Subject: FW: International Comparative Higher Ed course

*Kathy DuBois
Senior Secretary
Department of Educational Leadership and Research Methodology
Suite 260
777 Glades Road
Boca Raton, Florida 33431
Office: (561) 297-3550
Fax (561) 297-3618*

From: Barbara Ridener
Sent: Monday, April 02, 2012 3:15 PM
To: Robert Shockley; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Deborah Floyd; Norma Goonen; Kathleen Dubois; Chantal Sinady; Linda Webb; Kristy De Meo
Subject: RE: International Comparative Higher Ed course

Teaching and Learning does not have a conflict.

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Robert Shockley
Sent: Monday, April 02, 2012 2:55 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Deborah Floyd; Norma Goonen; Kathleen Dubois; Chantal Sinady; Linda Webb; Kristy De Meo
Subject: FW: International Comparative Higher Ed course

Chairs,

The Department of Educational Leadership and Research Methodology Higher Education Program is proposing a new course on International comparative higher education. The course provides a cross-cultural perspective on historical and contemporary issues related to the structure and governance of higher education systems in various world regions and individual countries. The course uses a comparative approach between institutions of higher education in the U.S. and the U.S. System of higher education.

Please let me know as quickly as possible if you see a conflict of this course with your department. Thank you.

Kathleen Dubois

From: James McLaughlin
Sent: Tuesday, April 03, 2012 10:43 AM
To: Robert Shockley
Subject: Re: Course Pre-requisites changes

*Also for Intl
Comparative
Higher Ed Course*

Bob:

I have reviewed your materials, and I find no conflict with any courses in our programs. The changes also make sense. Take care.

Jim

From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Mon, 2 Apr 2012 14:47:40 -0400
To: Barbara Ridener <BRIDENER@fau.edu>, Deena Wener <wener@fau.edu>, Irene Johnson <ijohnso9@fau.edu>, Harry James McLaughlin <jmclau17@fau.edu>, Michael Brady <mbrady@fau.edu>, Sue Graves <SGRAVES@fau.edu>
Cc: James Burnham <jburnham@fau.edu>, Kathleen Dubois <kdubois4@fau.edu>, Chantal Sinady <csinady@fau.edu>, Linda Webb <lwebb@fau.edu>, Kristy De Meo <KDEMEO@fau.edu>
Subject: FW: Course Pre-requisites changes

Chairs,

Attached you will find a course change form for EDA 6945: Fall Internship, EDA 6946: Spring Internship, and EDA 6947: Summer Internship. These courses are existing courses being taken by students in the M.Ed. and Ed. S. degree programs in the School Leaders program in the Department of Educational Leadership and Research Methodology. The change involves adding pre-requisites to these three classes. The pre-requisite will include ADE 6381 Leadership 1: Adult Learning and Assessment, EDS 6100 Leadership 2: Theory and Assessment, and EDA 6103 Leadership 3: Administrative Processes. These three courses may be taken by students from other disciplines, but will only be pre-requisites for the Internship classes in the School Leaders program. We have found through discussion with a variety of instructors, that taking these three pre-requisites before taking the Internships, would appreciably enhance the students understanding of the school leaders role.

Please let me know, as soon as possible, whether this creates any conflict with courses in your graduate degree programs.

Thanks and have a great day!

Bob