DEPARTMENT OF LEADERSHIP
Course: LEAD678/778 Higher Education Study Tour
(6 credits), Summer 2016 (July 24-August 9)

Instructors:
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COURSE OVERVIEW AND CONTENT

I. COURSE DESCRIPTION

This course is designed to introduce learners to the international and comparative dimensions of higher education through a study tour program. Various interpretations of globalization and student mobility in higher education are considered. One of the objectives is to give participants a cross-cultural perspective and a global vision of the challenges and perspectives of Higher Education around the world. This offering of the course includes interaction with faculty and students of universities in Brazil and Argentina, plus visiting museums and historical places.

II. COURSE OUTCOMES

1. Examine and learn about South-American history, culture, and traditions
2. Familiarize students with higher education systems of different nations, their similarities and differences with respect to the transition from elite to mass education.
3. Compare the international experience with American Higher Education and Student Affairs.
4. Understand the relationship between postsecondary institutions and governmental organizations.
5. Explore peculiarities of individual national systems and develop more in-depth understanding of higher education in these nations.
6. Consider issues related to comparative education research and the internationalization and globalization of postsecondary education.
7. Develop an understanding of Christian Higher Education in different countries, and compare large and small institutions of different Christian denominations.

III. TEXTBOOK:

Required:

1. Wildavsky, Ben (2010). *The Great Brain Race: How Global Universities Are Reshaping the World.* Princeton, NJ: Princeton University Press. ISBN-13: 9780691146898.

IV. COURSE REQUIREMENTS

As a 6-credit intensive class, this course is designed for a learning experience equivalent to a 15-week academic load, (15 weeks x 6 hours = 90 contact hours plus additional 3 hours of extra class work per week, which equals 360 hours). Therefore, besides the intensive onsite activities, the following assignments are required as part of the overall learning experience:

1. **Assignment #1 – Study Tour Field Experience**

Participants are required to travel to international destinations and attend lectures at different universities, and to engage in informal interaction with faculty and students. This study tour and field experience is intended to give participants a practical knowledge of higher education from a global perspective.

2. **Assignment #2 – Book Reviews (Due Date: August 31)**

Wildavsky, Ben (2010). *The Great Brain Race: How Global Universities Are Reshaping the World.* Princeton, NJ: Princeton University Press. ISBN-13: 9780691146898.

Guruz, K. (2011). *Higher Education and International Student Mobility in the Global Knowledge Economy.* Albany: State University of New York Press.

Write a critical summary and analysis of the book in three major points: a) what it is about; b) how it covers the topic; and c) your opinion of it. The review should be around 3-4 double spaced pages, 12 point font. Make sure to provide the bibliographic information, which includes the author, title (including subtitle), place of publication, publisher, and original date of publication.

Your paper should be organized with appropriate headings, and it should cover the following points:

1. Introduction: Inform the reader about the major thesis or themes of the book.
2. The content should include a summary of the main thoughts of the book. This should give the reader a clear idea of the contents of the book as well as the manner in which the author attempted to prove his thesis.
3. Application and integration with the course: How are the information and ideas (theories and practices) addressed in this book related to what we have learned through the course (study tour)? What ideas does this book give to managers and leaders?
4. Your critique: How well did the author prove his or her thesis? Does the evidence support each of his or her conclusions? Describe them in greater detail here if necessary, as well as the author's biases. Was the book well written? What could have been improved? Critique the methodology if appropriate. Inform the reader how this book adds, changes, or breaks new ground in our knowledge of this subject.
5. Conclusion: Do you agree with the author's conclusions? If not, why not? Briefly recount what is good about the book as well as what is bad. Would you recommend the book to others, especially Higher Education students?

6. Be specific. Give details. Try not to be too abstract or vague (e.g., avoid writing things such as "interesting observations")

Remember: There is no substitute for a careful reading of the book itself. Judgments about a book's usefulness and scholarly value based on a close reading of the text make the heart of a good review.

Assignment #3 – Research Article and Publication (Due Date: August 31)

Participants are required to select any topic on international higher education and write a research article exploring the chosen topic in the context of the higher education system of the visited countries. The article should focus on a major topic and discuss the peculiarities of that topic in each country of visited institutions. Articles with a good level of research support and scholarship will be selected and submitted for publication.

Topics of interest in international higher education for different countries are discussed in the textbook, and may include but are not limited to the following:

1. Globalization and internationalization of higher education in the visited countries
2. The impact of the Bologna Process on higher education in the visited countries
3. Equity and access to higher education
4. Student mobility in each country
5. Privatization of higher education
6. Pubic an private funding of higher education
7. Teaching, Learning and Assessment
8. Research opportunities and productivity
9. Student life on campus
10. Quality assurance and accountability

Participants may be creative and explore different approaches to their research according to their personal style. The structure of the paper should include the following basic elements:

1. Brief introduction: No more than one or two paragraphs describing the chosen topic and its relevance.
2. After introducing your topic, you should analyze what research says about your topic, and then ground your discussion in the context of the international institutions visited.
3. The discussion must be structured with subheadings to support the main theme of the paper.
4. Implications: Please discuss the implications of your analysis for administrators and policy makers. What might practitioners and administrators benefit from your analysis?
5. References and APA format: The objective of the research paper is to give you an opportunity to be in contact with different Higher Education authors about current issues. Therefore, you are expected to use a minimum of 10 different references cited in the paper. APA format is required and the article should have a minimum of 20 pages (double spaced).

Assignment #4 – Forum Discussion on Moodle

June 15 to August 31 – Participants will engage in pre-travel intensive discussion on Moodle addressing the readings, which will continue upon return until August 31. Participants are

expected to engage in meaningful interaction with classmates addressing the topics posted on Moodle.

Credit Load Distribution Estimation per Assignment

Assignment	Credit Load
1. Study Tour Travel	Field experience and educational sessions: 8 hours/day x 15 = 120 hours
2. Book Review	Book Reading and critique: 40 hours
3. Research Paper	Topic research and writing: 60 hours
4. Moodle Discussion	Critical analysis and online discussion: 12 hours/week x 12 = 144 hours
Total Estimated	**364 hours**

V. SUGESTIONS FOR DISCUSSION

A. Questions to discuss with local faculty or staff at each university:

- How has the transition from elite to mass higher education unfolded?
- What are the relationships between higher education and governmental organizations?
- What types of system differentiation and integration have occurred within higher education?
- When you juxtapose other countries and the USA, what similarities and differences emerge with respect to these aspects of higher education?

B. Questions to discuss about American Higher Education:

Assume you've been asked to write a chapter or to describe higher education in the United States to a group of visitors from abroad. What key points would you make regarding:

- The transition from elite to mass higher education
- The relationship between higher education and governmental organizations
- System differentiation and integration within higher education

Every higher education system has peculiarities that are often puzzling to people from other nations. However, these particularities are key to an in-depth understanding of higher education in each country.

VI. EVALUATION RUBRIC AND PROGRAM OUTCOMES

Paper and assignments will be graded according to the following rubric. Each area will be weighted as indicated:

Criteria	5 Distinguished A	4 Proficient A-	3 Satisfactory B	2 Emerging C	1 Unsatisfactory D	Score
Focus &	Sharp and distinct	Distinct dominant	Apparent focus made	No apparent focus	Minimal evidence	**20%**

Relevance	dominant focus made about the topic with evident awareness of task and a highly relevant and sound thesis statement. Grade: 20%.	focus made about the topic with evident awareness of task and a relevant and clear thesis statement. Grade: 18-19%	about the topic with sufficient awareness of task with applicable thesis statement. Grade: 16-17%	but evidence of an attempt to address the topic with irrelevant and poor thesis statement. Grade: 13-15%.	of the topic with unclear or no thesis statement. Grade: 0-12%.	
Knowledge Base	Critical, relevant and consistent connections made between arguments with evaluation of theoretical perspectives Grade: 20%	Relevant and consistent connections made between arguments with synthesis of theoretical perspectives Grade: 18-19%	Consistent connections made between arguments with analysis of theoretical perspectives Grade: 16-17%	Minimal connections made between arguments with little reference to theoretical perspectives Grade: 13-15%	Weak connections made between arguments with no reference to theoretical perspectives Grade: 0-12%	**20%**
Content & Accuracy	Exemplary research, highly detailed and accurate, with critical evidence from a wide variety of sources properly cited Grade: 30%	Consistent research with accurate & critical evidence from a variety of sources properly cited Grade: 28-29%	Accurate research with relevant evidence from a variety of sources properly cited Grade: 26-27%	Limited research with minimal evidence from a some sources cited Grade: 20-25%	Inferior research with weak evidence and little or no sources cited Grade: 10-20%	**30%**
Organized Structure	Exceptionally clear, logical sequence and development of subtopics that support thesis with excellent transition between paragraphs and proper subheadings Grade: 20%	Consistent sequence and development of subtopics that support thesis with good transition between paragraphs and proper subheadings Grade: 18-19%	Acceptable sequence and development of subtopics that support thesis with some transition between paragraphs and proper subheadings Grade: 16-17%	Limited sequence and development of subtopics that support thesis with some transition between paragraphs and no subheadings Grade: 13-15%	Unclear sequence and development of subtopics with minimal support for the thesis and no subheadings Grade: 0-12%	**20%**
Style and Format	APA style, concise and scholarly format, with proper grammar and spelling, publishable. Grade: 10%	APA style, scholarly format, with proper grammar and spelling. Grade: 9%	APA style, with proper grammar and spelling. Grade: 8%	Partial APA style, with few grammar and spelling errors. Grade: 7%	No APA style, with many grammar and spelling errors. Grade: 0-6%	**10%**

PHILOSOPHICAL FOUNDATIONS

SCHOOL OF EDUCATION CONCEPTUAL FOUNDATION

1. To educate is to redeem
2. Harmonious development for service

SCHOOL OF EDUCATION STATEMENT OF MISSION

To serve an international clientele, preparing educators for excellence in thinking, teaching, service and research. As companions in learning, students and faculty are committed to global Christian service.

The mission is expressed through six Elements that reflect the ideal development for all graduates of the SED as follows:

1. Worldview - Addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise;

2. Human Growth and Change - Addresses principles of growth, development, and learning, and the use of these principles to effect positive change;

3. Groups, Leadership and Change - Addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations;

4. Communication and Technology - Addresses oral, written, intrapersonal and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning;

5. Research and Evaluation - addresses valuing and conducting disciplined inquiry for decision-making;

6. Personal and Professional Growth - Addresses commitment to holistic personal and professional growth.

MISSION STATEMENT OF THE LEADERSHIP AND EDUCATIONAL ADMINISTRATION DEPARTMENT

The Leadership and Educational Administration Department (LEAD) develops a community of scholar-practitioners who transform the power of knowledge into global service. Its core values include: community, service, integrity, and commitment.

A. Higher Education Program Competency-based Outcomes

Higher Education Administration requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

a. *Philosophical foundations* – Higher Education Administration functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

b. *Ethics, values, and spirituality* – Higher Education Administration functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others.

c. *Human development and career choice* – Higher Education Administration is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education Administration that promote growth and development of others and challenge students to learn and develop in holistic ways.

a. *Effective communication* – Higher Education Administration fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

b. *Appreciating diversity* – Higher Education Administration values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

    c. *Social responsibility* – Higher Education Administration is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education Administration, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

    a. *Resource development; human and financial* – Higher Education Administration appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

    b. *Legal and policy issues* – Higher Education Administration applies and understands the scope of a legal and policy structure appropriate for their field.

    c. *Organizational behavior, development, and culture* – Higher Education Administration understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

4. Research Development Competencies: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education Administration projects.

    b. *Conducting, evaluating and reporting research* – Higher Education Administration understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

B. Statement on Academic Integrity

Students are expected to do their own work and give appropriate credit to the works of others. Andrews University academic integrity policy treats violations seriously. Penalties vary in degree and severity ranging from warnings to dismissal from the University. My policy for academic dishonesty in this course will be to reject the entire product of the student if it is deemed to be plagiarized. Plagiarism consists of appropriating the works of others as one's own.

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