

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 4/15/2014

1b. Department/Division: Educational Policy Studies and Evaluatio

1c. Contact Person

Name: Dr. Jane Jensen

Email: jjensen@uky.edu

Phone: 859489-7050

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: EPE 655

2c. Full Title: Comparative Higher Education

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1 hour per week per credit hour for entire course

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This seminar will explore comparative methods and theoretical frameworks in international higher education research. Students will examine questions of access, quality, and accountability in tertiary education, student mobility within nations and internationally, and the process of internationalization and regional collaborations in higher education in the US and abroad.

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OFFICE OF THE
SENATE COUNCIL

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: No

If No, explain: Course will be offered regularly over a two year cycle.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 12-15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Course serves as an elective in the Graduate Certificate in International Higher Education.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Jensen

Instructor Email: jjensen@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course provides for timely and appropriate interaction between students and faculty and among students by making use of the features offered by the University of Kentucky's Blackboard, Adobe Connect software, and the course website. This includes posting of all course materials, syllabus, assignments, weekly lecture notes. It includes posting at least once per week an Announcement on the course website that automatically goes to each student as a direct e-mail. It includes Discussion threads on topics pertinent to each week's readings and topical assignments. It includes the capacity for any and all graduate students to discuss directly and confidentially with the instructor via e-mail.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. I ensure that the experience for a DL student is comparable to that of a classroom-based student's experience by requiring the same books and texts for readings; by assigning papers and analytic assignments similar to those in the traditional offering of EPE graduate seminars. In previous EPE seminars offered using blended delivery methods, the DL discussion threads often match and/or surpass the focus of students on providing informed comments and responses to questions about readings.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. All student posts of written papers (as microsoft word documents uploaded to a Dropbox folder) or online reading reflections are identical to the format and procedures I have used in the traditional offering of EPE seminars. Discussion threads are monitored according to UK DL protocols.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? N/a

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students taking the course via DL are assured of equivalent access to student services via the UK Distance Learning help line telephone numbers and internet links.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are required to participate in an online tutorial for the use of Adobe Connect prior to the first class to make sure their technology (hardware/software/bandwidth) are in working order. Students are made aware of DL Library services. Information on Distance Learning Library Services: <http://www.uky/Libraries/DLLS> DL Librarian: Carla Cantagallo, DL Librarian: (859) 257-0500 ext. 2171 or (800) 828-0439 option 6, dllservice@email.uky.edu

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. All course materials and projects are accessible through required books and through course items posted on Blackboard or the course website. Students conducting original research for course papers have no constraints -- and have the option of relying on sources and materials legitimately available on the internet as well as hard copies of books, articles and documents available in university libraries and collections.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Technology Requirements: Computer with internet access to UK computer facilities. Access to digital video recorder, webcams, real player or related playback system.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/a

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Jane McE. jensen

SIGNATURE|BETHG|Beth L Goldstein|EPE 655 NEW Dept Review|20140219

SIGNATURE|MYRT|Martha L Geoghegan|EPE 655 NEW College Review|20140414

SIGNATURE|ZNNIKO0|Roshan N Nikou|EPE 655 NEW Graduate Council Review|20140415

SIGNATURE|BETHG|Beth L Goldstein|EPE 655 ZCOURSE_NEW Approval Returned to Dept|20140417

SIGNATURE|ZNNIKO0|Roshan N Nikou|EPE 655 NEW Graduate Council Review|20140502

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 3386	EPE 655 Comparative Higher Education.docx

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: EDUCATION Submission Date: 4/15/2014
- b. * Department/Division: Educational Policy Studies and Evaluation
- c.
 - * Contact Person Name: Dr. Jane Jensen Email: jjensen@uky.edu Phone: 859489-7050
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: EPE 655
- c. * Full Title: Comparative Higher Education
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

<input type="checkbox"/> 1 hcr Lecture	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This seminar will explore comparative methods and theoretical frameworks in international higher education research. Students will examine questions of access, quality, and accountability in tertiary education, student mobility within nations and internationally, and the process of internationalization and regional collaborations in higher education in the US and abroad.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: Course will be offered regularly over a two year cycle.

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 12-15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Course serves as an elective in the Graduate Certificate in International Higher Education.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/AUSC/Newforms.htm>).

Course Number and Prefix: EPE 655	Date: 1/8/2014
Instructor Name: Jensen	Instructor Email: jjensen@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
This course provides for timely and appropriate interaction between students and faculty and among students by making use of the features offered by the University of Kentucky's Blackboard, Adobe Connect software, and the
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, ; of student learning outcomes, etc.
I ensure that the experience for a DL student is comparable to that of a classroom-based student's experience by requiring the same books and texts for readings; by assigning papers and analytic assignments similar to those in
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
All student posts of written papers (as microsoft word documents uploaded to a Dropbox folder) or online reading reflections are identical to the format and procedures I have used in the traditional offering of EPE seminars.
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any of as defined above?
No
Which percentage, and which program(s)?
N/a
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
Students taking the course via DL are assured of equivalent access to student services via the UK Distance Learning help line telephone numbers and internet links.

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
Students are required to participate in an online tutorial for the use of Adobe Connect prior to the first class to make sure their technology (hardware/software/bandwidth) are in working order. Students are made aware of DL
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
All course materials and projects are accessible through required books and through course items posted on Blackboard or the course website. Students conducting original research for course papers have no constraints --

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Technology Requirements: Computer with internet access to UK computer facilities. Access to digital video recorder, webcams, real player or related playback system.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
N/a
- Does the syllabus contain all the required components, below? Yes
 - Instructor's **virtual** office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/dl/s>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/ill/page.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Jane McE. Jensen

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

¹⁴³ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹⁴² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹⁴¹ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹⁴⁰ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹³⁹ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

EPE 655* Comparative Higher Education
Spring 2014

Course Information

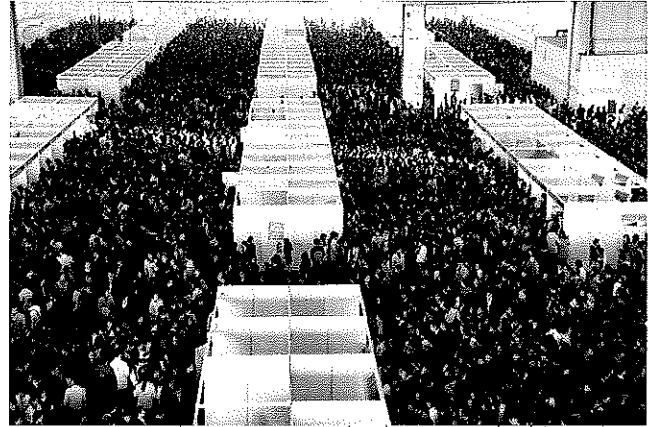
Instructor: Dr. Jane Jensen

Email: jjensen@uky.edu (preferred)

Phone: 859-489-7050 (9am-9pm)

Web: comparativehighered.wordpress.com

Office Hours: By appointment



Overview: Overview: This seminar will explore comparative methods and theoretical frameworks in international higher education research. Students will examine questions of access, and quality in tertiary education, student mobility within nations and internationally, and the process of internationalization and regional collaborations in higher education in the US and abroad. Assignments will culminate in a portfolio of reflective writing, a collaborative comparative system analysis, and a comparative research paper or policy brief reflecting a current or emerging issue in global higher education. This course is appropriate for masters and doctoral level students (we will adjust to your career ambitions). Prior coursework in sociology or comparative education is helpful but not required. This course is will be offered primarily online with bi-weekly reading discussions offered online and face-to-face that will be recorded for students who cannot attend. You do not need to be able to come to Lexington to enroll; you do not need to attend scheduled discussions to complete the course requirements.

Course Objectives: The international world of higher education is vast. Understanding this world in the context of globalization makes the subject even more complex. The objective of this course is to find ways to make this vast and complex field manageable, and to identify key questions that inform policy and enhance practice.

- Fluency in key concepts of globalization, internationalization, and student mobility
- Thorough knowledge of at least one new (to you) system of higher education
- Understanding of current issues in international higher education reform
- Experience with comparative analysis

Course Materials: Reading materials include the following books (available through the UK library online or for purchase or rental as ebooks) as well as articles and chapters appropriate to course topics.

- International Handbook of Higher Education, J.F. Forest & P.G. Altbach, Springer 2006
- University Expansion in a Changing Global Economy: Triumph of the BRICs?, M. Carnoy, P. Loyalka, M. Dobryakova, R. Dossani, I. Froumin, K. Kuhns, J. Tilak, & R. Wang (Eds.), Stanford University Press 2013
- Stratification in Higher Education: A Comparative Study, Y. Shavit, R. Arum, A. Gamoran, & G. Menachem, Stanford University Press 2007
- Cultural Perspectives on Higher Education, J. Valimaa & O. Ylijoki, Springer 2008
- The SAGE Handbook of International Higher Education, D. Deardorff, H. De Witt, J. Heyl & T. Adams, Sage 2012

Assignments & Grading Expectation

As an upper-level course, the main requirements are active participation in online class discussions, engagement in the work of your classmates, and self-directed investigation of materials related to the course to produce a portfolio of analytic writing.

- **Reflection & Inquiry Blog Posts (30%):** Throughout the semester, each student will complete eight Reflection and Inquiry Blog Posts in which he/she reflects in a more formal way on the readings, current events, and class discussions. Each R&I Response should be at least 150 words, but no more than 500 words. The purpose of the R&I Responses are four-fold: 1) to foster deeper reflection on comparative issues in higher education; 2) to provide a springboard for class discussion; 3) to aid in course study and required paper writing; and, 4) to provide an avenue to examine one's own learning. Be sure to proofread your posts for appropriate grammar, spelling, and cohesive sentence structure.

A note about comments for blog posts. There will be more than one post per week on the topic of the week/last week's discussion. Feel free to post comments on each other's posts, but do not feel obligated to comment on every post. Please respect length limits in comments too. 😊

At the end of term, you'll be asked to write a final post to submit as a graded assignment. In this summary essay, you should provide introduction in which highlights a "theme" or set of "sub-themes" that describe your thinking over the semester and imbedded links to the key pieces you want to highlight (including dialogue from comments on others as appropriate). Your summary should include a conclusion in which you reflect on what you've learned since writing the posts. Assessment will be based on this final piece, which will require consistent work over the semester as well as end of term reflection.

- **Comparative Collaboration (20%):** Beginning with a personal essay about native experiences, students will collaborate to create a comparative collection of materials about higher education across the world.
 - A. **Native Description:** Imagine you are describing your educational system to a person from another country. Write a description based on personal knowledge (and a bit of library research for accuracy) of the educational system you experienced from preschool until now. Be detailed regarding the processes of recruitment, enrollment, assessment and credentialing in this system. Comment on the demographics of the system in terms of who is likely to follow what educational pathway and where these paths lead—to the extent that you know rather than what you assume. Back up your assertions from the literature where necessary. Reflect upon the realities of the system you experienced. This description will naturally focus upon student experiences rather than faculty, research, or governance issues.
 - B. **System Profile:** Investigate the history of higher education in a country of your choice (other than your own). Explain how the current system came to be (including any diversity within that system) and conclude with issues that history raises for you. In this assignment you will need to pay attention to the full scope of higher education, including faculty, research and governance issues as well as student experience. This will require going beyond educational pathway descriptions. (As a class we will negotiate regional diversity so we have a good distribution of cases)
 - C. **Collaborative Database:** Working as a group, the class will choose an analytic framework and build a database of the collected national case studies, adding new data as needed or outlining a research program for further study. Emphasis will be paid to ways of measuring higher education and the impact of those measurement decisions on international ranking conversations.

- **Comparative Higher Education Research Paper or Policy Brief (30%):** You will pick a) an issue or policy raised in your previous investigations to explore using a comparative analysis and b) a conceptual framework for examining that issue or policy. During the semester, you will have responded to your classmates' papers and therefore you should already have some comparative ideas to explore. Your analysis should include at least two national systems for comparison (you may collaborate with a classmate for help fleshing out your knowledge of other systems). You may need to read works about countries other than that of your national research to develop your conceptual framework and gain understanding of your issue.

Attendance and Due Dates

Students are expected to have a professional respect for the community of the classroom, which includes participating in online discussions within the posted time periods and prepared and completing assignments in a timely manner. We all balance personal and professional responsibilities that sometimes require negotiations of deadlines; therefore students should feel free to ask if they need accommodation

Students with Disabilities

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Other Helpful Links

- Center for International Higher Education: http://www.bc.edu/bc_org/avp/soe/cihe/
- Association of International Educators: <http://www.nafsa.org/>
- International Comparative Higher Education Finance Project: <http://gse.buffalo.edu/org/intHigherEdFinance/related.html>
- Higher Education Development Association (HEDDA) : <http://www.uv.uio.no/hedda/>
- EU Executive Agency: Education Audiovisual and Culture: http://eacea.ec.europa.eu/index_en.php
- International Association of Universities (searchable database): <http://www.iau-aiu.net/onlinedatabases/index.html>
- Center for Global Education (world map of universities): <http://www.globaled.us/index.asp>

Distance Education Information

Technical Requirements: You will need access to the Internet at speeds able to buffer video online and listen to podcasts. Most material is also configured to work on most smart phones and tablet devices. You will also need to complete the Adobe Connect Tutorial provided by the UK Distance Learning Program.

Contact Information for Information Technology: <http://www.uky.edu/UKIT/>; 859-218-HELP

If you are having technical problems and cannot reach the instructor, contact the UKIT HELP

Policy on Communications: Email is the best way to reach me (jjensen@uky.edu). You may expect an answer within 24 hours on weekdays; I may or may not respond on a weekend. If the issue is complicated, I may ask that you give me a call.

Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian

- (859) 257-0500, ext. 2171
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

Department Assistance: For any questions regarding registration in EPE courses or, if you are an EPE student, for questions regarding your status and progress to degree, contact Amberly Warnke at 859-257-2626

Schedule of Course Topics

1. Background for Global Discussion

- Global Trends in Higher Education (July 31, 2013). Speech to the GATE-Germany Marketing Kongress by Dr. Philip Altbach. Retrieved January 4, 2014 from <http://youtu.be/dKWbx9rR6S8>
- International Handbook of Higher Education (2006), Introduction, Altbach & Forest
- Rumbly, L., Altbach, P., & Reisberg, L. (2012). Internationalization within the higher education context. In Deardorff, H. Wit, J. Heyl & T. Adams (Eds.), *The SAGE handbook of international higher education*. (pp. 3-27). Thousand Oaks, CA: SAGE Publications, Inc.
- deRudder, H. (1998). What sort of higher education research: What for? And for Whom? Reflections on its historical, societal, and educative context. ASHE Annual Meeting Paper. Miami, FL.

2. Making a "Western" University

- Perkins, (2007). History of Universities. In James J.F. Forest and Philip G. Altbach (eds.), *International Handbook of Higher Education*, 159–205. Springer.
- Life Revives, Intellectual Enlightenment Under Islam: The Oldest Universities of the World. [Blogpost] Retrieved January 4, 2014 from http://ummahrevives.blogspot.com/2011/02/intellectual-enlightenment-under-khilafah_8819.html.
- Arjomand, S.A. (1999). The law, agency and policy in Medieval Islamic Society: Development of the institutions of learning from the tenth to the fifteenth century. *Comparative Studies in Society and History*. 41(2), 263-293.

3. Making a "National" University

- Shils, E. & Roberts, J. (2004). Chapter 6: The diffusion of higher education models outside of Europe. In Walter Rugg (Ed.), *A History of the University in Europe*. Cambridge University Press. (pp. 163-230).
- Wit, H. & Merkx, G. (2012). The history of internationalization of higher education. In Deardorff, H. Wit, J. Heyl & T. Adams (Eds.), *The SAGE handbook of international higher education*. (pp. 43-61). Thousand Oaks, CA: SAGE Publications, Inc.

4. Making "Universal" Higher Education

- Trow, M. (1999). From Mass Higher Education to Universal Access: The American Advantage. *Minerva: A Review of Science, Learning, & Policy*, 37(4), 303-328.
- Expanding Access to Tertiary Education as a Modern Imperative: Comparative National Experiences. Chair: Neal Sherman, Rapporteur: Thorsten Nybom (August 26, 2012).
 - Leslie Wagner: Expanding Higher Education: The **British** Experience Retrieved January 4, 2014 from <http://youtu.be/l3nRCEoFE9Y>
 - Pier Paolo Giglioli: On (Not) Coping with Mass Higher Education: The **Italian** Experience. Retrieved January 4, 2014 from <http://youtu.be/fbdz6NTpzPg>
 - Sheldon Rothblatt: The Dilemmas of Supply and Demand in **America**. Retrieved January 4, 2014 from <http://youtu.be/kl5BqQtpL3w>
 - Grant Harman: The **Australian** Experience of Transition to Mass Higher Education. Retrieved January 4, 2014 from <http://youtu.be/vgH-OMC2PMo>

5. Quality and Neo-Liberal Accountability

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