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

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

SOE Conceptual Framework
In examining the ways that institutions of higher education around the globe are reacting to (and also contributing to) a rapidly changing international context that sees increasing foreign penetration of national markets, increased flows of people and information, and new potentials for both knowledge sharing and regulation, this course addresses key concerns at the heart of the SOE’s “professionalism in the service of social justice” Conceptual Framework. Social justice concerns are at the center of the course in its examination of how these global changes are affecting (for good and ill) the traditional, historical mission and operations of colleges and universities. Students in the course will be assessed specifically in relation to CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

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

Required Reading

To gain some initial familiarity with Chinese higher education landscape I ask that you also read Chapter 1 in Simon Marginson, Sarjit Kaur, and Erlenawati Sawir’s Higher Education in the Asia-Pacific (2011) [available through the EBL Database off Loyola Library website]. Please also read Mei Li and Qiongqiong Chen’s chapter “Globalization, internationalization and the world-class university movement: the China experience”, chapter 14 in Roger King et al.’s Handbook on Globalization and Higher Education (2011) [also available through the EBL Database]. Please read these two chapters by Jan 6th; it is not necessary to bring copies to Beijing.
Course Requirements
This course has two major components: the five days (January 6-10) that we spend in intensive study and site visits together in Beijing as guests at The Beijing Center, UIBE Campus. Your active participation is required in all these activities and will compose 50% of your grade in the course. The second component of the course is a research paper, due January 24th (11:59pm CST), that discusses equity & access and quality assurance & accountability in the higher education sector of a country/region of interest to you. Additional information about this assignment is posted on Sakai under Assignments. We will also devote considerable time to discussing this in Beijing.

Course Schedule (Beijing)

Monday January 6
8:00  Meet for Breakfast at UIBE West Gate
9:00-10:30  TBC Welcome, Orientation and Tour
10:30-12:00  Classroom: The Growth of Higher Education: Massification, Diversification, Access and Equity
Lunch: On your own UIBE Campus Area
1:45  Depart UIBE West Gate for Visit Guozijian (Imperial Academy) and Temple of Confucius & Hutong Tour (travel by subway)
Dinner: Welcome Dinner Guoyao Xiaoju

Tuesday January 7
9:00-12:00  Classroom: Intl Trends: Faculty, Online Education, Teaching & Student Experience Chinese Higher Education, Past and Present (visit to UIBE History Museum 10am)
Lunch: On your own UIBE Campus Area
1:45  Depart UIBE South Gate for Field trip Visit to Tsinghua University (Dr. Wang Xiaoyang)
Dinner: On your own

Wednesday January 8
9:00-12:00  Classroom: Higher Education in Europe: Governance, Mobility and Quality Assurance
Lunch: On your own UIBE Campus Area
1:45  Depart UIBE South Gate for Tian’anmen Square & Forbidden City & Luogu Alley Shopping
Dinner: Da Zhai Men (Big Gate) Restaurant & Show

Thursday January 9
9:00-12:00  Classroom: Private Higher Education, Research and University-Industry Linkages
Lunch: On your own UIBE Campus Area (possibility of having lunch with UIBE students at the UIBE Muslim Student Canteen)
Afternoon & Dinner: On your own

Friday January 10
9:00-12:00  Classroom: Accountability, Regulation, Governance and Monitoring in Higher Education
Lunch: On your own UIBE Campus Area
1:30  Depart UIBE South Gate for Mutianyu Wall
Dinner: Hotpot Dinner
SOE and University Policies

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago’s Jesuit Catholic University-- a diverse community working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

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