

## **Comparative Higher Education Systems (HIED 744/844, 3 credits):**

**Instructor: Dennis Gregory (HIED)**

**Course Description:** The course presents the development of the three most important systems of higher education in the world today: the US, British and European (continental) systems. It will also, as appropriate, examine other systems of higher education from around the world. The cultural and historical bases of these systems and their spread around the world will be explained. The different approaches to higher education funding, access to higher education and degree structures are also included. Case studies will focus on such issues as admission, credit transfer and equivalency of degrees across these systems. Lecture and discussion. This course is required for the International Education Leadership track in the Higher Education program (Department of Educational Leadership and Counseling) in the Darden College of Education. May be offered as a summer travel course to the United Kingdom or as a semester long course on campus or through distance learning options.

**Course Purpose:** The purpose of this course is to introduce the student to the main higher education systems as they function in the world today. This means that the course will help the student to (1) understand the historical and cultural evolution of these different educational systems; (2) acquire an analytical method to compare the systems as they function today; (3) and apply knowledge about diverse higher education systems in a practical context of contemporary university administration.

As a result of having successfully completed this course, the student will understand that (1) there are deep historical and cultural roots to the diversity of higher educational systems today; (2) that there are various pressures that are working toward a broad harmonization of systems worldwide; (3) applying knowledge about these diverse systems in specific situations can be intellectually, administratively and ethically challenging.

**Course Objectives/Competencies:** At the conclusion of this course, the enrolled student who regularly attends, completes all course assignments and actively participates in class will:

1. possess a basic understanding the historical and cultural roots to the diversity of higher education systems today,
2. be able to perform research on specific aspects of comparative systems of higher education,
3. be able to describe important concepts, institutional frameworks, administrative processes and other related issues that are involved in administering international programs in both US and non-US settings,
4. be able to demonstrate the application of comparative education knowledge to administrative decisions in a US campus setting that pose typical ethical and administrative challenges.

**Course Requirements:** All students enrolled in the course will be expected to complete the following requirements:

1. complete all reading assignments in a timely manner.
2. attend class on a regular basis, participate actively in class discussions, and be ready to discuss the topic(s) for the particular class session.

3. prepare and turn in daily research journal entries during Weeks 1-2 (in Europe).
4. with prior topical approval by the instructor, develop and write a research paper on a historical, cultural or administrative topic in comparative higher education. Present this paper to the class in Week 4 as the “expert” on that topic. Papers for doctoral students should be a minimum of ten (10) double-spaced type written pages and contain a minimum of fifteen (15) professional references. In addition, doctoral students will append two reviews of research articles/books (350 words each) to their research paper. Papers for masters students should be a minimum of seven (7) double-spaced type written pages and contain a minimum of 10 (10) professional/legal references. Use of Internet based and other technologically obtained references is encouraged. Presentations should be planned to last approximately fifteen minutes.
5. successfully complete a final examination that will cover material from the entire course. The examination will be an “open book” take-home examination and will include five (5) discussion questions to be chosen from a list of six (6) questions provided by the instructor for doctoral students and four (4) questions for masters students.

**Accommodating students with special learning needs:** In accordance with university policy, students with documented sensory and/or learning disabilities should inform the instructor so that special needs may be accommodated.

**Class Attendance:** It is expected that students will attend all classes. This class will consist of readings that will be discussed and analyzed in class. As a result, if students miss class they may not gain the full benefit of these readings and the resulting discussions, case briefs, and presentations. If a student finds it necessary to miss class she/he should contact the instructor in advance except in emergency cases.

**Final Grade:** Grades in this class will be assigned in the following manner:

1. Daily research journal during Weeks 1-2 (in Europe) – 20%
2. Research Paper – 30%
3. Research Paper Class Presentation/Critique – 15%
4. Final Examination – 20%
5. Class attendance and participation – 15%

Grades will be assigned based upon the following scale:

92.1 to 100	=	A
90 to 92	=	A-
85 to 89.9	=	B+
80 to 84.9	=	B
78 to 79.9	=	B-
75 to 77.9	=	C+
70 to 74.9	=	C
68 to 69.9	=	C-

**Honors Pledge:** Each student is expected to abide by the honor system of Old Dominion University.

“I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.”

**Office Hours:**

TBA.

**Course Sequencing:** While there is no required sequence in the International Education Leadership track in the Higher Education program, students should have completed HIED 743/843 – Introd. to International Education Administration - prior to enrolling in this class. It is recommended that this course be taken in the second or third semester of the program since it represents the most comprehensively “global” of the courses in the core sequence and thus applies knowledge gained from other courses in the sequence that focus on the US higher education system.

**NCATE Statement:** Old Dominion University’s major purpose in its education program is to prepare individuals who have knowledge of their discipline, ability to practice state-of-the-art instruction with students of various cultural and socioeconomic backgrounds and attitudes that reflect commitment to teaching and learning as well as lifelong professional growth and development. The Conceptual Framework, Educator As Professional, reflects the development of professional educators who can use their pedagogical and academic abilities to educate all students.

**Course Calendar (tentative):**

Week 1 (in Oxford and Cambridge, United Kingdom – 20 hours):

- a. Introduction. The history of the study of comparative education systems. The major methodologies employed in that study. Discussion of relevant research resources.
- b. The origins and global impact of the three dominant higher education systems: Case I: The British system.

Week 2 (in London, UK, and Paris, France – 20 hours).

- a. The origins and global impact of the three dominant higher education systems: Case II: Continental (French and German) systems.
- b. The origins and global impact of the three dominant higher education systems: Case III: The US System. The land grant experiment in the US. Mass higher education around the world. The Americanization of global higher education.

Week 3 (in Norfolk, VA – 6 hours):

- a. Applying principles of comparative education systems to administering university-based international programs: admissions, transfer credit, degrees.
- b. Visit to ODU’s Dragas International Center (49<sup>th</sup> St. and Bluestone Avenue).

Week 4 (in Norfolk, VA – 6 hours):

- a. Research reports and critique.
- b. Take-home Final Examination.

This syllabus will be set at the outside of the summer (4 week) course, but there may well be changes, especially just prior to departure for Europe and upon return. Any changes will be noted on the course website and be announced no later than the previous class session. Class discussion topics and readings may change is necessary to better address a particular topic.

**Required Reading (tentative):**

**Core Text:** Zaghoul Morsy and Philip Altbach (eds.), **Higher Education in an International Perspective: Critical Issues** (IBE Studies on Education: UNESCO, 1996).

**Additional Readings and Resource Material:** Val D. Rust. "Method and Methodology in Comparative Education," **Comparative Education Review** (editorial) 48, No. 2 (Feb. 2004); Val D. Rust, Aminata Soumaré, Octavio Pescador, Megumi Shibuya, "Research Strategies in Comparative Education," **Comparative Education Review** 13, no. 1 (February 1999), 86-109. Martin Carnoy and Joel Samoff, **Education and Social Transition in the Third World** (Princeton: Princeton University Press, 1990). Selected articles in the **Journal of Studies in International Education** (Sage) and **Comparative Education Review** (Univ. of Chicago Press), **International Educator** (NAFSA). Please refer to the course website for links to additional sources, some of which are only available via the Internet.