

RECEIVED

APPROVED

MAY 09 2011

COLLEGE OF GRADUATE STUDIES  
The University Of Toledo

NEW COURSE PROPOSAL

\* denotes required fields

1. College\*: Education  
Department\*: Educational Leadership

Level (check one)\*  
 Undergraduate  
 Graduate

Will this course impact program requirements?  Yes  No If yes, a Program Modification must be completed.

Type of course (check all that apply):  
 Academic Skills Enhancement  Writing Intensive (WAC)  Honors  
 Univ. Core:  English  Hum  Math  Nat. Sciences  Social Sciences  
 Multicultural:  Diversity of US Culture  Non-US Culture  
 Transfer module:  Arts&Hum  Engl  Math  Nat Sci & Phys  Soc Sci  
 (to be considered as core curriculum, question 18 must be completed)

2. Contact Person\*: David Meabon Phone: 530-2666 (XXX - XXXX) Email: david.meabon@utoledo.edu  
3. Alpha/Numeric Code (Subject area - number)\*: HED - 6120

If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to #15 in this form. Remember to delete the old course ID in #13.

4. Proposed title\*: International Education  
Proposed effective term: Summer 2011

5. Planned enrollment per section: 20 per term: 20

6. Is the course cross-listed with another academic unit?  Yes  No

Is the course offered at more than one level?  Yes  No

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. HED - 8120 b. TSOC - 6120 c. TSOC - 8120

Approval of other academic unit (signature) *William M. Gray* 2011-04-15  
Name and title Dr. William Gray, Department Chair Foundations and Leadership

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.

7. Credit hours\*: Fixed: 3 or Variable: to

8. Delivery Mode: Primary\* Secondary Tertiary

a. Activity Type† \* Lecture  
b. Minimum Credit Hours \* 3  
Maximum Credit Hours \* 3  
c. Weekly Contact Hours \* 3

† Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other

9. Terms offered:  Fall  Spring  Summer

Years offered:  Every Year  Alternate Years

10. Are students permitted to register for more than one section during a term?  No  Yes

May the courses be repeated for credit?  No  Yes

Maximum Hours

11. Grading System\*:

<p><b>Undergraduate</b></p> <p><input type="radio"/> Normal Grading (A-F,PS/NC,PR, I)</p> <p><input type="radio"/> Passing Grade/No Credit (A-C, NC)</p> <p><input type="radio"/> Credit/No Credit</p> <p><input type="radio"/> Grade Only (A-F, PR, I)</p> <p><input type="radio"/> Audit only</p> <p><input type="radio"/> No Grade</p>	<p><b>Graduate</b></p> <p><input type="radio"/> Normal Grading (A-F,PS/NC,PR, I)</p> <p><input checked="" type="radio"/> Grade Only (A-F)</p> <p><input type="radio"/> Satisfactory/Unsatisfactory (G only)</p> <p><input type="radio"/> Audit only</p> <p><input type="radio"/> No Grade</p>
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12. Prerequisites (must be taken before): a. none - b. - c. -

PIN (Permisson From Instructor)  PDP (Permission From Department)

Co-requisites (must be taken together): a. - b. - c. -

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

<u>Course to be removed from inventory</u>	<u>Final Term to be offered</u> ( YYYYYT. i.e. use 20064 for Fall'06 )
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____

14. Catalog description\* (30 words Maximum)

Complex interrelationships between global issues and educational systems will be examined. Emphasis will be on how education can be used to build a more global society. Some sections of the course will include an international field study trip

15. Attach an electronic copy of a complete outline of the major topics covered.

Syllabus: \*

Additional Attachment 1:

Additional Attachment 2:

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

Graduate seminar course. Demand specifically for higher education focus for international students and collaborative programs with UT higher ed faculty.

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

Course is very similar to TSOC 6120/8120which it will be cross listed with. The purpose of this proposal is to serve hgiher education students particularly ones in off campus collaborative programs with other universities.

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the template:  
Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty.Senate Website)

**Course Approval:**

Department Curriculum Authority:

*William M Gray*

Date Month *04* / Day *15* / Year *2011*

Department Chairperson:

*William M Gray*

Date Month *04* / Day *15* / Year *2011*

College Curriculum Authority:

*Bertrand Chamant*

Date Month *04* / Day *25* / Year *2011*

College Dean:

*Beverly Schmall*

Date Month *5* / Day *4* / Year *2011*

*After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.*

Faculty Senate Undergrad. Curriculum Comm.:

Date Month / Day / Year

Faculty Senate Core Curriculum Comm.:

Date Month / Day / Year

Graduate Council:

*PLH*

Date Month *7* / Day *6* / Year *2011*

Office of the Provost:

Date Month / Day / Year

Registrar's Office:

Date Month / Day / Year

Submit New Course Proposal

You will see a confirmation page after you press the "Submit" button. If you do not see the confirmation page, please call x 4320 or send an email to ProvostWebMaster.utoledo.edu. Thanks.

University of Toledo  
Judith Herb College of Education, Health Science and Human Service

## HED 6120/8120 International Education

Cross-Listed with TSOC 6120/8120 Revised March 2011

Instructor:  
Faculty Office:  
Faculty/Department web site:  
Office Hours:  
Phone:  
E-Mail:  
Class Meetings Location:

**Course Description:** This course is designed to examine educational systems from a global or international perspective. Complex interrelationships between global issues and education systems will be examined. Theoretical perspectives on educational systems and social policies will be analyzed. Topic will include educational policy, finance, governance, organization, accessibility, and assessment. Emphasis will be on the interactions between educational institutions and social values, and how education can be used to build a more global society. Some sections of the course will include an international field study trip. There are no pre-requisites or co-requisites. The course is cross listed with TSOC6120/8120.

**Texts:** Text materials will come from a variety of sources depending on the particular focus the instructor picks for the class. Some examples of possible texts include the following:

- *Schooling Around the World: Debates, challenges and practices.* Eds. Kas Mazurek and Margaret Winzer. Pearson, 2006.
- *Comparative Education: The Dialectic of the Global and the Local.* Eds. Robert F. Arnove and Carlos Alberto Torres. Rowman & Littlefield, (3<sup>rd</sup> ed) 2007.
- *Internationalizing Higher Education: Critical Explorations of Pedagogy and Policy.* (Comparative Education Research Center CERC Studies in Comparative Education). Eds. Peter Ninnes & Meeri Hellsten. Springer, 2005.
- *Developing Cultural Capability in International Higher Education.* Shelia Traha., Routledge, 2011.
- Pusser, B., Kempner, K., and Ordorika, I. (Eds.). *Comparative Education: ASHE Reader Series.* Pearson Custom Publishing, (2<sup>nd</sup> ed.) 2010.
- *Policy Debates in Comparative, International and Development Education.* Eds. W. James Jacob & John N. Hawkins. Palgrave Macmillan 2011.

Other supplemental materials will be assigned from journals such as *Comparative Education*, *Comparative Education Review*, *International Journal of Education*, *Journal of Research in*

*International Education, and Journal of Comparative Policy Analysis and Higher Education Policy.* In addition, students will regularly consult The Chronicle of Higher Education weekly International Education section, and the quarterly International Higher Education magazine.

There are growing on-line text resources available for this class. The UNESCO site <http://www.unesco.org> for example has country file for educational data for all members. This site also provides issue and position papers about educational topics in specific countries and from an international perspective. Several universities around the globe have international education websites and others are regional or country specific. The Latin American Network Information Center at the University of Texas <http://lanic.utexas.ed> for example has extensive educational materials about Latin America.

**Course Requirements:** All class members are expected and required to do assigned readings before class and prepare for class discussions. They are expected to attend class and participate in class discussions. This is a seminar and an advanced graduate level course so class participation is the major component of your grade. Students will be asked to facilitate class discussion each week, so come prepared to help out your classmates. Participation must be active. Individual students will be required to focus on a particular country and a particular topic or issue in the class. Some examples of more focused issues include the following: Academic versus Professional/Technical education, Brain Drain, Educating special populations, Decentralization, Demographic transformations, Environmental issues, Gender inequalities, Language and literacy, Multiculturalism, Indigenous peoples, Human Rights and Peace education, Religion, Rural-Urban inequities, Social and Ideological conflict

**Objectives:** There are eight specific goals for this course. These are to:

1. examine historical factors which have influenced education around the world;
2. explore education governance, administration and policy-making within different nations and cultures.
3. explore the emerging interdependence of global educational issues in our constantly changing international environment;
4. study key international agencies, networks, and organizations that impact educational policies such as United Nations Educational, Scientific, and Cultural Organization (UNESCO), and The Organisation for Economic Co-operation and Development (OECD)
5. gain an understanding of comparative educational research methodologies;
6. examine challenges to education created by shifting global politics, and economics;
7. establish research and practice networks for future educational collaboration.; and
8. provide a foundation for including an optional international field study trip.

**Course Format:** This course will utilize a seminar format. It will rely upon your active participation based on intensive study and preparation for each class. It will be important for you to stay up-to-date with your readings. Your preparation for class will insure that you add to the discussion, introduce new topical information or support your

position. Your attendance, class participation and completion of all assignments are important for your success.

- If you encounter an unavoidable personal situation that will prevent you from attending class, please contact your instructor immediately. You instructor will need to approve all absences. You will need to contact your instructor either by e-mail or telephone. No unexcused absences are acceptable. E-mail will give both you and the faculty member written documentation.
- You are expected to thoroughly prepare for each class by reading the assigned materials. In order to make a significant contribution to the discussions, you should utilize your readings to develop a set of questions that will enable you to challenge assumptions, analyses, and conclusions that you expect to emerge during each class. Instead of merely reading the texts, assigned articles, and other relevant literature, you should own them.
- Classroom discussions, reading, research (library and WWW), guest speakers, student presentations and examination will combine to create the learning environment for this class.

**Grading Policy:** For doctoral students enrolled in 8120, a more research based and analytical framework is expected in your work for the course. Also there may be alternate or additional questions or requirements on assignments, exams, and projects in the class for doctoral students. For HED students, all work for the course must be focused in higher education. For cross-listed TSOC students, all work must address social or cultural issues in education.

**Assessment of Learning:** The specific types of assessment methods used to assess student learning for the class will be depend on the faculty member leading the class. Students will be given specific details in the course syllabus the first day of class. Class participations and class presentations will be a major component of all student grades. Students in the class will generally focus on a specific country and a specific topic. Students will also be assessed with some combination of examinations, papers, projects, or group work. Most faculty will give students several options for format, presentation, and type of work for exams, projects, papers, or assignments. Specific written directions for these options for assignments projects, exam and papers will be handed out well before the due date. Students are responsible for keeping an electronic copy of all written work (suggested - second "backup" e copy and a paper copy).

## Classroom Procedures:

**Absence:** If you encounter an unavoidable personal situation that will prevent you from attending class, please contact your instructor immediately. Faculty will need to approve all absences. You will need to contact me either by e-mail or telephone. No unexcused absences are acceptable.

**Accommodations:** Students in need of special accommodation under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 should contact the Office of Accessibility to verify their eligibility. The Office of Accessibility is located at 1625 West Rocket Drive, Rocket Hall, Room 182 (telephone number 419-530-4981).

Cell phones, Pagers, Text Messaging, and Laptop Computers: Please turn off cell phone/ pager ringers before coming to class. If you forget, turn it off when it rings *do not have phone conversations during class!* If you need to be reached for any reason, put your phone on vibrate and step out of the room to make any calls. Text messaging while in class is inappropriate. Laptop computers can be distracting to other students in the class. If you would like permission to use a laptop in this course, see your instructor after class.

Dishonesty: Academic dishonesty can incur severe penalties. If you are uncertain how to cite or credit another person's idea or work, please check with your instructor. The most recent catalogue of The University of Toledo provides examples of academic dishonesty that include but are not limited to the following:

1. Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
2. Giving or receiving, prior to an examination, any unauthorized information concerning the content of the examination;
3. Communicating, giving or receiving aid during an examination; and
4. Submitting the same written work to fulfill the requirements for more than one class.

**NOTE:** The Department of Educational Foundations and Leadership subscribes to Turnitin, a plagiarism checking service. Turnitin ... "instantly identifies papers containing unoriginal material. Every paper submitted is returned in the form of a customized Originality Report. Results are based on exhaustive **searches of billions** of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals." (<http://turnitin.com/static/home.html>)

Drop / Withdrawal: There is no longer an instructor withdrawal process at UT, if you want to withdraw or drop the class please do so yourself. The forms are available through the registrar's office.

Late work: All work must be completed by the due date. Late written work may be penalized one letter grade for each day it is late unless a time extension is requested and given before the due date. Students must contact the instructors *request and receive* extra time before work is due. Some work, like scheduled class presentations must be presented when it is due.

Research and the World Wide Web (WWW): This course is a scholarly examination of selected topics, policies, and national education systems around the world. Your research activities for the course should make substantial use of **primary resources, historical documents, professional literature and recognized academic journals in the field.** Although the Internet can be a useful tool to gain access to research databases and electronic academic journals, be prudent and exacting in your research review when using it. Your paper and presentations in this course will be evaluated on your expertise and utilization of appropriate academic resources. "The WWW has a lot to offer, but not all sources are equally valuable or reliable." (Grassian...*Thinking Critically about Discipline-Based World Wide Web Resources.*)

## **Tentative Schedule and List of Course Topics:**

(Please note this class is often offered in a non-standard time frame so schedule is listed as percent of the course time)

### **Overview of the field of International Education**

Twenty- five percent (25%) or 4 of 15 weeks of class time

- Introduction and Overview
- International Education – History, Theory and Research methods.
- Comparative Education today- Internationalization and Globalization

### **Country/ Regional Case Studies**

Thirty-five percent (35%) or 5 of 15 weeks of class time

- Europe and North America
- Africa
- Asia
- Latin America

### **Issues in International Education**

Forty percent (40%) or 6 of 15 weeks of class time

- Administration, Governance and Organization
- Access, Accountability and Quality Assurance
- Financing Education – Resources and Diversity, Privatization (Private vs. Public)
- Educational Reform, Technology and Distance Education
- The Academic Profession and the International student
- Education and social change, student activism