



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
ADVANCED PROGRAMS GOVERNANCE COMMITTEE

Course Designator EDHE Prefix \_\_\_ Number 851 Suffix \_\_\_
(Example: EDUC J999Q)

OR

Degree Program: 8
(For Bulletin Changes)

Course Proposer: Christian K. Anderson Phone: 777-6702

Date Received

Approved By

Date Forwarded

8/26/11

[Signature]
Chair, Department Committee

8/31/11

[Signature]
Chair, Department

Chair, Advanced Programs Governance Committee

Associate Dean for Student Affairs or Curriculum Director

Dean, College of Education

Note: If not approved, return packet to person named at the last level of approval.



# NEW COURSE PROPOSAL

# NCP

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

**INSTRUCTIONS:** *This form is used to add a new course to the University course database. This form is available online at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).*

Date: August 29, 2011 Campus: Columbia  
College/School: Education

Department (if applicable): Educational Leadership & Policies  
 Undergraduate  Graduate

### PROPOSED COURSE INFORMATION

Course Designation: EDHE 851  
4-letter Designator Prefix Course Number Suffix

# Credit Hours: 3  Variable  Fixed # Times Course Can Be Taken: 1

Course Title (24 character limit): Comparative Higher Education

Cross-listed with which course? \_\_\_\_\_  
4-letter Designator Prefix Course Number Suffix

Course Description: (50-word limit)

**Introduces students to the study of systems higher education in other countries, including policy and governance, finance, student life, the professoriate, and other issues in comparative perspective. Includes a study abroad component during Spring Break.**

Course Prerequisites/Corequisites: Instructor approval

Course Delivery Location:  USC Campus  Off-Campus site  
*(If off-campus delivery is being requested, attach a completed Off-Campus Delivery (OCD) form.)*

Course Delivery Method:  Traditional Delivery  Distance Technology Delivery (streaming video, web-based, CD/DVD)  
*(If distance technology delivery is being requested for the first time, attach a completed Distance Education Delivery (DED) form.)*

Proposed Effective Term - Change to database/bulletin effective no sooner than:  
Year: \_\_\_\_\_  Fall  Spring  May Session  Summer I  Summer II

Required Resources: Does this course require additional faculty, facilities, library resources or funding?  
 Yes  No *(If yes, attach letters of commitment from appropriate official(s).)*

Grading System:  Standard  Pass/Fail Only  Not Auditable  
Rationale for grading system other than standard:  
\_\_\_\_\_

Enrollment Restrictions: Restricted to: Priority given to Ph.D. and master's students in Higher Education  
Excluded: \_\_\_\_\_

Special Permissions required?  Department  Instructor

## IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

Does the proposed course affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus?     Yes     No

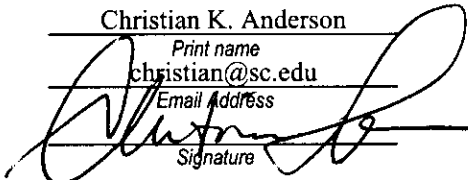
Identify which unit(s)/campus(es) \_\_\_\_\_

*(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)*


## REQUIRED ATTACHMENTS (The following documents as appropriate must be attached to this form before submission)

- Course syllabus (see <http://www.sc.edu/provost/acadprog/courses/index.shtml> for syllabus component guidelines and template syllabus)
- Basic bibliography (list of required texts and readings) **Included in syllabus**
- Justification Form (JUS)
- Letters of concurrence (if appropriate)
- Letter(s) committing resources (if appropriate)
- Related course forms (if appropriate) All forms are available at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog)
- Distance Education Delivery (DED) Form (initial approval enabling course to be offered via distance technology)

## CONTACT INFORMATION

<b>Contact Person:</b>	Christian K. Anderson	Assistant Professor
	<i>Print name</i>	<i>Title</i>
	christian@sc.edu	777-6702
	<i>Email Address</i>	<i>Phone Number</i>
		August 29, 2011
	<i>Signature</i>	<i>Date</i>

## REQUIRED APPROVALS

<b>Department Chair:</b>	Katherine Chaddock		August 29, 2011
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
	CHADDOCK@mailbox.sc.edu	777-6236	
	<i>Email Address</i>	<i>Phone Number</i>	

<b>Academic Dean:</b>	Lemuel Watson	_____	_____
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
	WATSONLW@mailbox.sc.edu	777-3172	
	<i>Email Address</i>	<i>Phone Number</i>	

<b>FacSenate Cours&amp;Curric/ Dean of the Graduate School (as appropriate):</b>	_____	_____	_____
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
	_____	_____	
	<i>Email Address</i>	<i>Phone Number</i>	

\_\_\_\_\_  
*Date of Faculty Governance Approval (if appropriate)*

- Graduate Council       Faculty Senate

## DRAFT

University of South Carolina | College of Education  
Department of Educational Leadership and Policies

### **EDHE 851: Comparative Higher Education Includes Travel to the Cuba** Spring Semester 2012

**Instructor: Christian K. Anderson, Ph.D.**  
**Assistant Professor of Higher Education**

Office: 315 Wardlaw College Phone: (803) 777-6702  
Office Hours: Tues. & Thurs. afternoons E-mail: christian@sc.edu  
Meeting time: Thursdays, 4:30 – 7:15 p.m. Classroom: 114 Wardlaw College

**Program Assistant: Jennifer Engel**  
**Director, Office of Study Abroad**

Office: Legare College, Suite 321 Phone: (803) 777-8487  
Office Hours: By appointment E-mail: jennengel@sc.edu

#### **Course Description & Goals**

The purpose of this course is to gain an understanding of higher education around the world with particular emphasis on learning about a particular country by spending Spring Break in the Cuba. This course will allow students to gain deeper understanding of higher education in several countries generally and how these countries deal with certain issues from a comparative perspective. The first half of this course will be taught on campus and second half on location in the Cuba.

Students will work on a research project that focuses on a specific aspect of higher education in the Cuba: its history, student mobility, government policy, faculty issues, finance, student life, et cetera. Students will have the opportunity to meet in groups and individually with faculty members, administrators, government officials, students, or others with whom they can discuss their project. The course will include instruction about the history and culture of the Cuba. The program will include group excursions to historical and cultural sites.

Admission to this course is by application and requires payment of fees (approx. \$1,800) to cover the cost of travel, lodging, and other aspects of the study abroad program. Contact the instructor for details about applying to the program.

## DRAFT

### **Study Abroad Learning Outcomes**

Globally competent students graduating from the University of South Carolina, as a result of their study abroad experiences:

#### **Academically**

- Understand their academic discipline within an international context.
- Demonstrate knowledge of global issues, processes, trends and systems.
- Are actively engaged in the learning process.

#### **Culturally**

- Have developed a profound understanding and appreciation of their own culture.
- Actively seek out diverse, challenging experiences.
- Exhibit an awareness of and respect for diversity in all forms.
- Display an understanding of values, beliefs, traditions, and perspectives different from their own.
- Communicate effectively across cultures, preferably in a second or third language.
- Demonstrate an appreciation of, and open-mindedness toward, other cultures.

#### **Personally**

- Demonstrate an understanding of how their own values, beliefs, and cultural biases influence their relationships with others.
- Are able to approach life with a high degree of flexibility, adaptability, independence, and self-confidence.
- Demonstrate the ability to think critically, solve complex problems, and cope effectively with ambiguous and unfamiliar situations.
- Have explored, examined, and strengthened career goals.
- Draw upon diverse cultural frames of reference in daily life.

### **Course Requirements and Expectations**

- Students are expected to act professionally and ethically in completing their work and in all class sessions.
- Students are expected to be on time for all classes and excursions, prepared, and ready to fully participate in discussion. Required site visits per the itinerary are a considered class meetings. Failure to take part will negatively impact your final grade.
- Please refer to the University's Academic Calendars at <http://registrar.sc.edu/> for deadlines and other important University-wide dates.

## DRAFT

### Grading

You will be graded based on your performance on the required assignments and class participation using the following scale:

<b>Grade</b>	<b>Percentage</b>
A	92 – 100%
B+	87 – 91%
B	82 – 86%
C+	78 – 81%
C	70 – 77%
D	61 – 70%
F	< 60%

### Texts

1. Course readings are available on Blackboard.
2. A novel about Cuba. A list of approved novels is available on Blackboard or you can propose a different novel to the instructor.
3. Pay attention to current events relevant to this course in the news in *The Chronicle of Higher Education* (especially the “International” section) and InsideHigherEd.com and other news outlets.
4. A travel guide about Cuba (e.g., Rough Guides, Lonely Planet).
5. All students should subscribe to “International Higher Education,” a free publication of the Boston College Center for International Higher Education. Go to [http://www.bc.edu/bc\\_org/avp/soe/cihe/newsletter/](http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/) to subscribe or to read issues online. You can also join the Comparative and International Education Society as a student for \$32.50 at <http://www.cies.us/membership.htm>.

## DRAFT

### Course Assignments

**Active Participation.** Active participation in all class sessions and events is essential. Participation is worth 10% of your grade.

**Book Review:** Each student will select and read a novel that is set in Cuba. You may read it in Spanish or English. A list of possible novels will be provided or you can identify another novel for approval by the instructor. Use the traditional book review format you would see in an academic journal. (Examples are posted on Blackboard.) The review should be 1,000 – 1,500 words in length. Where appropriate, use references to other relevant works (usually no more than 2 to 3). You should go beyond simply summarizing the book—engage your reader to want to read the book (or avoid it!). Focus on issues relevant to this course: What does the novel reveal about the culture and history of Cuba? How will having read it help you understand the context (history, sociology, mindset) of the Cuban people, including those you will meet (faculty, students, etc.)? Identify your book by January 19<sup>th</sup>. Be prepared to discuss your review in class on February 23<sup>rd</sup> when the review is due. The review is worth 25% of your grade.

**Reflective Journals.** Each student will write three reflective journal entries, each on an assigned theme. Each journal entry should be about 1,000 words. Upload your entries on Blackboard. You may do one of your reflections as a blog entry if you wish.

- Journal #1 – “Expectations” due by March 1<sup>st</sup> (prior to departure)
- Journal #2 – “First Impressions” due March 5<sup>th</sup>
- Journal #3 – “Reflections” due March 22<sup>nd</sup>

Each journal entry is worth 10% of your grade, for a total of 30%.

**Research Paper.** Each student will write a paper on a topic related to higher education. Your topic should be focused around specific research questions. We will work on drafting it before departure. It should include some first-hand observations from your overseas experience (site visits, interviews, etc.). The paper should be 8 – 12 pages in length.

- General Overview – a one paragraph “topic statement” explaining your general topic is due January 26<sup>th</sup>.
- Overview of Sources – identify at least 3 – 5 sources and briefly explain how they help you answer your research questions; due February 9<sup>th</sup>.
- Outline – outline your paper, stating your research questions clearly and including the sources you had identified and how you plan to answer questions; due February 23<sup>rd</sup>.
- Final Paper – the final paper is due on April 12<sup>th</sup>. You will be expected to briefly present on your paper in the final class session.

The paper is worth 35% of your grade.

## DRAFT

### Class Schedule and Itinerary

NOTE: Details are tentative and subject to change. All class days and times are Thursdays at 5:30 except as indicated during travel in Cuba.

January 12	<ul style="list-style-type: none"><li>• Course Introduction and Overview</li><li>• Intercultural Communication</li><li>• Trip Logistics and Orientation</li></ul> <p>Reading:</p> <p>Lutjens, S.L. (1998). Education and the Cuban Revolution: A Selected Bibliography. <i>Comparative Education Review</i> 42(2), 197-224</p> <p>Fischer, K. (2011, Jan. 11). Navigating an Embargo: One Professor's Program in Cuba Since 2004. <i>The Chronicle of Higher Education</i>.</p> <p>Jaschik, S. (2011, Jan. 17). Obama Eases Cuba Rules. <a href="http://InsideHigherEd.com">InsideHigherEd.com</a></p> <p>Redden, E. (2011, June 1). Return to Cuba. <a href="http://InsideHigherEd.com">InsideHigherEd.com</a></p>
January 19	<ul style="list-style-type: none"><li>• Introduction to Comparative Higher Education &amp; Theory</li></ul> <p>Readings:</p> <p>Perkin, H. (Ed.) (1991) <i>International Higher Education: An Encyclopedia</i> (Vols. 1). New York: Garland.</p> <p>Chan, W. W. Y. (2004). International cooperation in higher education: Theory and practice. <i>Journal of Studies in International Education</i>, 8(1), 32-55.</p> <p>Engel, J. (2008). Theory Briefs: Dependency, Human Capital, Modernization, Neoliberalism, World Culture. (Available on Blackboard.)</p> <p>Due: Identify Novel</p>
January 26	<ul style="list-style-type: none"><li>• Policy &amp; Reform</li></ul> <p>Reading:</p> <p>Sabina, E.M. (2003). Higher Education in Cuba in the 2000s: Past and Future. University of Havana.</p> <p>Deem, R., Mok, K. H., &amp; Lucas, L. (2008). Transforming higher education in whose image? Exploring the concept of the 'world class' university in Europe and Asia. <i>Higher Education Policy</i>, 21(1), 83-97.</p> <p>Due: General Overview for Research Paper (via Blackboard)</p>

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February 2	<ul style="list-style-type: none"> <li>• Student Life</li> </ul> <p>Reading:</p> <p>Carnoy, M. &amp; Marshall, J. (2005). Cuba's Academic Performance in Comparative Perspective. <i>Comparative Education Review</i> 49(2), 230-261</p> <p>Bienefeld, S., &amp; Almqvist, J. (2004). Student life and roles of students in Europe. <i>European Journal of Education</i>, 39(4), 429-441.</p> <p>Rivza, B., &amp; Teichler, U. (2007). The Changing Role of Student Mobility. <i>Higher Education Policy</i>, 20, 457-475.</p>
February 9	<ul style="list-style-type: none"> <li>• Funding &amp; Finance</li> </ul> <p>Aguirre, B.E. &amp; R.J. Vichot. (2008). The Reliability of Cuba's Educational Statistics. <i>Comparative Education Review</i> 42(2), 118-138.</p> <p>Johnstone, D. B. (2004). The economics and politics of cost sharing in education: comparative perspectives. <i>Economics of Education Review</i>, 23(4), 403-410.</p> <p>Johnstone, D. B. (2006). Fear and Loathing of Tuition Fees: An American Perspective on Higher Education Finance in the UK. In D. B. Johnstone (Ed.), <i>Financing Higher Education: Cost-Sharing in International Perspective</i> (pp. 257-269). Rotterdam: SensePublishers.</p> <p>Due: Overview of Sources for Research Paper (via Blackboard)</p>
February 16	<ul style="list-style-type: none"> <li>• The Professoriate</li> </ul> <p>Stromquist, N. P. (2007). The Academic Profession in the Face of Changing Societal and Institutional Expectations. In N. P. Stromquist (Ed.), <i>The Professoriate in the Age of Globalization</i> (pp. 1-27). Rotterdam: SensePublishers.</p>
February 23	<ul style="list-style-type: none"> <li>• Wrap-up Discussion of Themes</li> <li>• Discussion of Cuban Culture and History, including discussion of Novels</li> <li>• Final Preparation for Trip to Cuba</li> </ul> <p>Due: Book Review</p> <p>Due: Outline for Research Paper (via Blackboard)</p>

**DRAFT**

Thursday, March 1 – Sunday, March 11	<p>Study Abroad to Havana, Cuba</p> <p>Detailed itinerary will be available before Spring Semester 2012. Visit to Cuba will include: visits with faculty, administrators, and students at least three universities; visit to the Ministry of Education; cultural and historical visits; and free time.</p> <p>Due: Journal #1 (via Blackboard)</p>
March 22	<ul style="list-style-type: none"><li>• Recap and Reflection on the DR Experience (over dinner)</li></ul> <p>Due: Journal #3 (via Blackboard)</p>
April 12	<ul style="list-style-type: none"><li>• Final Meeting – Wrap-up and Student Research Reports</li></ul> <p>Due: Research Paper</p>



# JUSTIFICATION FORM

# JUS

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

**INSTRUCTIONS:** Please attach a statement explaining the justification for the proposed program or course action. This form is available online at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).

Date: 8/31/2011 Campus: Columbia

College/School: College of Education

Department (if applicable): Educational Leadership and Policies

Degree Program (if applicable): Higher Education

Undergraduate  Graduate

Justification for new course, "Comparative Higher Education - EDHE 851"

Understanding the global context is increasingly important for students who work in and study higher education. This course introduces students in the Higher Education Program to the study of comparative higher education as a field along with key topics on how systems of higher education operate around the globe including policy, finance, student life, and the professoriate. This course has been taught in some form as a special topics course three times in the past, twice with a study abroad component. This will be a valuable addition to the EDHE curriculum.