

**International Higher Education**  
Education 779-001, Winter 2024  
University of Michigan



Instructor: Judith Pennywell, Ed.D.  
Email: [jpennywe@umich.edu](mailto:jpennywe@umich.edu)

Office Hours: By appointment via Zoom or in-person, based on preference. Early evening hours are also available. Please include “EDUC 779” in the subject line for scheduling requests and other course-related business to help prioritize messages.

## **Course Description**

EDUC 779 examines international higher education as both a field of professional practice and an area of scholarly inquiry. Topics include approaches and challenges to campus internationalization, global trends and current issues in student mobility, the development and key features of selected national higher education systems, and models for transnational higher education and institutional partnerships. In this course, students will:

- Explore relevant literature in international and transnational higher education
- Consider what it means to internationalize an institution of higher education
- Learn to distinguish among higher education systems globally
- Critically examine how institutional interests, national policies, and external forces shape collaboration or inequities in global education
- Engage with guest experts in the field

## **Course Requirements & Grading**

Learning is a social and collaborative process that requires students to read articles in advance, actively participate in class discussions, raise questions, synthesize different perspectives, and share expertise on selected topics. Graded assignments include participation and attendance, a briefing paper and presentation on a national higher education system, and a final course paper. The final paper will provide an opportunity to frame a research question, conduct a literature review, and consider how your research can inform professional practice. Students will share highlights of their final papers with classmates during our last class meeting. The final course grade will be based on the following breakdown:

- Participation and Attendance 20%
- Delegation Briefing Project 40%
- Final Paper 40%

## **Course Policies**

The following policies are directly from the Marsal Family School of Education/CSHPE and the U-M Generative AI Guidance for Faculty/Instructors:

### **Incomplete Grade Policy:**

The [School of Education \(SOE\) Incomplete Grade Policy](#) is intended to offer a course of action for instructors and provide transparency to students around expectations when these unexpected events occur. This policy permits students with warranted needs (e.g., illness, personal/family care, emergency, etc.) to request an “I” grade to allow for extended time to complete coursework within a reasonable time frame after the end of the semester.

An incomplete “I” grade may be awarded at the instructor's discretion. When an instructor approves a student’s request for an incomplete, the student and instructor should discuss a schedule for completing the remaining coursework and submit the [Incomplete Grade Form](#) as a written agreement of the amount of work needed to complete the course and the date by which the work will be done before the conferral of the incomplete. The form submission will be initiated by the instructor, who will list the required coursework and a deadline for completion.

### **Academic Integrity:**

You are expected to comply with the [Rackham Policy on Academic Integrity](#). Academic dishonesty includes but is not limited to falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you need clarification on what constitutes a violation of academic integrity, please talk with me.

### **Use of Artificial Intelligence:**

ChatGPT and similar technologies are advancing rapidly, and there are many instances where they will be critical tools in your schoolwork and career. For this class, I ask all students to pledge that they will *not* use these technologies. I believe this is key for this learning environment because I want you to learn how to *critically engage with* the material we’ll be discussing, including learning how to search for and identify relevant sources, synthesize these materials, and make recommendations without technology. Artificial Intelligence cannot do this learning for you. Students who are found to have used ChatGPT or the like to complete their assignments will receive a grade of zero for that assignment.

### **Policies on Late Assignments and Missed Classes:**

If an extension of time is needed to complete an assignment, please notify me prior to the due date. Late papers are accepted up to a week late, with a penalty of half a letter grade. Exceptions for medical reasons are available on a case-by-case basis. Unexcused absences from weekly course sessions may lower the attendance portion of the grade. Students who miss three-course sessions must withdraw from the course.

### **Accommodations for Students with Documented Needs:**

Please let me know if you require an accommodation to support your learning in this course due to the impact of a disability, visible or non-visible. The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students experiencing a disability-related barrier should contact Services for Students with Disabilities (<https://ssd.umich.edu/>; 734-763-3000 or [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)). For students connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns, please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects, and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

### **Religious Observations:**

This class observes university-defined holidays. Because other days may be more significant to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday that is important to you. I will work with you to accommodate your needs.

### **Gender Identity:**

All people have the right to be addressed and referred to in accordance with their personal identities. Please let us know what name you prefer to be called and the pronouns you use. Students can and should indicate their pronouns via Wolverine access using the *Gender Identity* tab under *Student Business*.

### **Mental Health and Student Well-Being:**

During their academic careers, students experience stressors and issues ranging from academic concerns to personal crises (including, but not limited to alcohol/drug use, anxiety, depression, difficulty eating/sleeping, family worries, loss/grief, sexual assault, or strained relationships). These mental health concerns and/or personal events may affect your well-being and lead to diminished academic performance and ability to fully engage with those around you. Below you will find some resources that are available to you. If I can be helpful to you in this regard, please let me know. And, if the source of your stress is academic, we can find solutions together. Seeking help is a courageous thing to do for yourself and those who care about you.

For personal concerns, U-M offers the following resources:

- [Counseling and Psychological Services \(CAPS\)](#) – The School of Education has an embedded CAPS counselor, [Nicole Holtzman](#). You can email her directly at [nicholtz@umich.edu](mailto:nicholtz@umich.edu). You can also reach out to Laura Monschau, the CAPS Counselor in Rackham (734-764-8312; [lauralm@umich.edu](mailto:lauralm@umich.edu)). You can also call 734-764-8312; for after-hours urgent support, call and press 0.

- [Office of Student Conflict Resolution](#) - 734-936-6308; offers multiple pathways for resolving conflict
- [Office of the Ombuds](#) - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- [Services for Students with Disabilities \(SSD\)](#) - 734-763-3000; accommodations and access to students with disabilities
- [Sexual Assault Prevention and Awareness Center \(SAPAC\)](#) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- [Spectrum Center](#) - 734-763-4186; support services for LGBTQ+ students
- [Trotter Multicultural Center](#) - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- [University Health Service \(UHS\)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Well-being for U-M Students website](#) - searchable list of many more campus resources
- [Wolverine Wellness](#) - confidential; 734-763-1320; provides Wellness Coaching and much more

### **U-M Health & Safety Guidelines:**

Winter 2024 course meetings will be held in-person, unless otherwise specified by the University or School of Education. Should I determine that a class meeting needs to occur over Zoom, a link will be provided in advance via Canvas.

### **Schedule of Discussions, Readings, and Assignments**

The course topics and readings are subject to change based on current events or evolving participant interests and needs. Advance notice of any changes will be provided via Canvas and in-class announcements. The course readings are available electronically through Canvas or the U-M library system. Please download these materials at your convenience and read them before class. There are no required book purchases for this course.

#### **January 11: Introduction to International Higher Education**

Course overview. Class introductions and interests. Introduction to the topic.

#### **January 18: Internationalization of Higher Education**

**Assign/select countries for the Delegation Briefing Project.**

#### **PRE-READING:**

- Knight, J. (2007). Internationalization: Concepts, complexities and challenges. In J. J. F. Forest & P. G. Altbach (Eds.), *International Handbook of Higher Education* (Vol. 18, pp. 207-227). Springer.
- de Wit, H. (2011). Globalisation and internationalisation of higher education. *RUSC: Revista de Universidad y Sociedad del Conocimiento*, 8(2), 241-247.
- Hans de Wit, & Altbach, P. G. (2021). Internationalization in higher education: Global trends and recommendations for its future. *Policy Reviews in Higher Education*, 5(1), 28-46. <https://doi.org/10.1080/23322969.2020.1820898>

### **January 25: Internationalization at the National Level; Roles of International Organizations**

#### PRE-READING:

- Ilieva, I., Killingley, P., Tsiligiris, V., & Peak, M. (2017). The shape of global higher education: International mobility of students, research and education provision (Volume 2). ResearchGate. [https://www.researchgate.net/publication/318420499\\_The\\_shape\\_of\\_global\\_higher\\_education\\_international\\_mobility\\_of\\_students\\_research\\_and\\_education\\_provision](https://www.researchgate.net/publication/318420499_The_shape_of_global_higher_education_international_mobility_of_students_research_and_education_provision)
- Shahjahan, R. A. (2012). The roles of international organizations (IOs) in globalizing higher education policy. In J. Smart & M. Paulsen (Eds.), *Higher education: Handbook of theory and research* (Vol. 27). Springer. [https://doi.org/10.1007/978-94-007-2950-6\\_8](https://doi.org/10.1007/978-94-007-2950-6_8)
- 

### **February 1: Cross-Border and Transnational Higher Education**

#### PRE-READING:

- Knight, J. (2016). Transnational education remodeled: Toward a common TNE framework and definitions. *Journal of Studies in International Education*, 20(1), 34-47.
- Long, A. (2018). Battle of the brand: Independent "American" universities abroad. *International Higher Education*, (95), 4-5.
- Lane, J. E., & Kinser, K. (2014). International joint and double-degree programs. In L. E. Rumbley, R. M. Helms, P. M. Peterson, & P. G. Altbach (Eds.), *Global opportunities and challenges for higher education leaders* (pp. 281-294). SensePublishers. [https://doi.org/10.1007/978-94-6209-863-3\\_13](https://doi.org/10.1007/978-94-6209-863-3_13)
- Altbach, P., & de Wit, H. (2020). Rethinking the relevance of international branch campuses. *International Higher Education*, (101), 14–16. Retrieved from <https://ejournals.bc.edu/index.php/ihe/article/view/14269>

- Toner, M. (2019). Branching out. *International Educator*, 28(5), 30-36. Retrieved from ProQuest database. (Accession No. 2296068051)

## **February 8: Comprehensive Internationalization and International Education Leadership**

Expert Panel: Jill Blondin, PhD, Virginia Commonwealth University; Rhonda Collier, PhD, Tuskegee University; Kathy Hammett, MS, Rose-Hulman Institute of Technology

### **PRE-READING:**

- Hudzik, K. (2011). Executive summary: Comprehensive internationalization: From concept to action. NAFSA Report.
- American Council on Education. (2023, December 2). Comprehensive internationalization framework. *Research & Insights*.  
<https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-C omprehensive-Internationalization.aspx>
- Merkx, (2018). Phases of internationalization and the senior international officer role. In D. Deardorff & H. Charles (Eds.), *Leading internationalization: A handbook for global education leaders* (pp. 9-15).
- Charles, H., & Pennywell, J. (2018). International education administration. In D. Deardorff & H. Charles (Eds.), *Leading internationalization: A handbook for international education leaders* (pp. 39-46).

## **February 15: Education Abroad**

### **PRE-READING:**

- Puntaney, K. (2019a). Education abroad. In K. Puntaney (Ed.), *The international education handbook: Principles and practices of the field* (pp. 99–145). NAFSA: Association of International Educators.
- Brewer, E., Ogden, A., & Whalen, B. (2019). U.S. education abroad historical perspectives, emerging trends, and changing narratives. In E. Brewer (Ed.), *Education abroad and the undergraduate experience: Critical perspectives and approaches to integration with student learning and development* (pp. 15–40).

## **February 22: International Students and Scholars**

### **PRE-READING:**

- Choudaha, R. (2017). Three waves of international student mobility (1999–2020). *Studies in Higher Education*, 42(5), 553-570.

- Stein, G., & Oliveira de Andreotti, V. (2016). Cash, competition, or charity: International students and the global imaginary. *Higher Education*, 72, 225-239.
- Tran, L. T., Blackmore, J., Forbes-Mewett, H., Nguyen, D. T. B., Hartridge, D., & Aldana, R. (2022). Critical considerations for optimizing the support for international student engagement. *Journal of International Students*, 12(3), I-VIII. Retrieved from ProQuest database. (Accession No. 2705823031)

**February 29: Mid-Winter Break. No class meeting.**

**March 7: International Enrollment Management**

Guest Expert: Angelo Pitillo, MA, MS, Director, English Language Institute, University of Michigan

Delegation Briefing Presentation

**PRE-READING:**

- West, C. (2020, March 1). A second life for intensive English programs. *International Educator*. Retrieved December 3, 2023, from <https://www.nafsa.org/ie-magazine/2020/3/1/second-life-intensive-english-programs>.
- Klahr, S. (2015). Pathway provider partnerships in higher education: What institutions should consider. *International Educator*. Retrieved December 3, 2023, from [https://www.nafsa.org/sites/default/files/ektron/files/underscore/ie\\_sepoct15\\_forum.pdf](https://www.nafsa.org/sites/default/files/ektron/files/underscore/ie_sepoct15_forum.pdf).
- Wood, P., Connelly, S., & Murray, D. (2021). International student recruitment. In D. K. Deardorff, H. de Witt, B. Leask, & H. Charles (Eds.), *The handbook of international higher education* (2nd ed., pp. 397-414). Taylor & Francis Group.
- Reese, S. P., & Helms, R. M. (n.d.). Intensive English programs: Questions and considerations. American Council on Education. Retrieved from <https://www.acenet.edu/Documents/Intensive-English-Programs-Questions-and-Considerations.pdf>.

**March 14: Risk Management and International Education**

Guest Experts: Patrick Morgan, MPA, Chief International Travel Safety Officer & David Grimm, JD, Associate General Counsel, University of Michigan

Delegation Briefing Presentation

**PRE-READING:**

- Patel, V. (2019, March). Colleges keep a closer eye on their students' lives. *Chronicle of Higher Education*.
- Friend, J. (2014). When a student dies abroad: Preparing for the ultimate tragedy. *NAFSA: International Educator*, 22(6).
- Redden, E. (2017, August 24). Study abroad and a \$41.5M verdict. *Inside Higher Ed*.

### **March 21: Academic Matters**

Delegation Briefing Presentation

#### **PRE-READING:**

- Kahn, H. E., & Agnew, M. (2017). Global learning through difference: Considerations for teaching, learning, and the internationalization of higher education. *Journal of Studies in International Education*, 21(1), 52-64. <https://doi.org/10.1177/1028315315622022>
- The SUNY COIL Center. (2024, January 2). What is COIL? Retrieved from <https://online.suny.edu/introtocoil/suny-coil-what-is/>
- Charles, H. (2022). The limits of international education mobility and the emergence of COIL. In B. D. Ruben (Ed.), *Implementing sustainable change in higher education: Principles and practices of collaborative leadership* (1st ed.). Routledge. <https://doi.org/10.4324/9781003445227>

### **March 28: DEI and Social Justice Intersections with International Education**

Guest Expert: Katie Lopez, PhD, School of Social Work, University of Michigan

#### **PRE-READING:**

- Özturgut, O. (2017). Internationalization for diversity, equity, and inclusion. *Journal of Higher Education Theory & Practice*, 17(6).
- Wick, P., & Willis, T. (2020). How international education can help advance social justice. *International Educator*. NAFSA.
- Knutson, S. (2018). *Internationalization and indigenization: Transforming Canadian higher education*. Routledge.

### **April 4: Emerging, Evolving, and Ever-present Issues**

PRE-READING



- Deardorff, D., & Jones, E. (2021). Intercultural competence as a core focus in international higher education. In D. K. Deardorff, H. de Witt, B. Leask, & H. Charles (Eds.), *The handbook of international higher education* (2nd ed., pp. 223-241). Taylor & Francis Group.
- Lamont, A. (2021, May). Designing a sustainable international education sector. *Trends & Insights*. Retrieved from <https://www.nafsa.org/sites/default/files/media/document/trends-insights-may-2021.pdf>
- Ilieva, J. (2021, May). Toward sustainable engagement in global higher education. *Trends & Insights*. Retrieved from <https://www.nafsa.org/sites/default/files/media/document/trends-insights-may-2021.pdf>
- Fischer, K. (2023, August 9). Why international alumni can fall through the cracks. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/newsletter/latitudes/2023-08-09>

**April 11: International Education Careers; Course Summary: Looking back, Looking ahead**

Pre Reading: TBA

**April 18: Final Research Paper Sharing (Last class meeting)**

**April 25: Final Papers Due by 12:00 pm EST**