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HALE Master's in Higher and Adult Education
EAD 868, Fall 2010

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Instructors

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Course Objectives

This foundational course for Masters' students in the Higher, Adult, and Lifelong Education (HALE) Program and has three primary purposes:

- ***Provide an overview of American Higher Education as a topic of scholarly inquiry.*** To increase students' familiarity with foundations, including history, philosophy, key concepts, issues, questions, contemporary concerns, and literature relevant to scholars and practitioners of higher and adult education.

- ***Help students develop a tentative program plan.*** To provide information on the masters' process in the Higher, Adult, and Lifelong Education Program (HALE) that will help students successfully navigate their programs.

- ***Introduce students to E-Portfolio development.*** To help HALE masters students entering the program to enhance their abilities in the areas of learning, portfolio development and career options.

Faculty designed the course to inform and develop your conceptual perspectives in the following ways:

- Increase students' understanding of the relationship between institutions of postsecondary education and social, economic, political and religious currents;
- Develop critical reading, writing, and presentation skills through reading assignments, writing assignments, and group discussions of course materials.
- Broaden your professional knowledge base through extensive reading, discussion and reflection;
- Strengthen your ability to evaluate and interpret historical, social, political and cultural sources and ideas through practice in written and oral expression.
- Develop a deepened awareness of the ideas and practices that have and are influencing the course of postsecondary education in the United States and many other parts of the world.

Protocol for Submissions & Communication

- ***Communication and Questions.*** Please initiate all communication for this course through ANGEL.

  o ***Questions about the course.*** If you have a question about the course, click Questions for Course Instructors on the main page of the ANGEL course site and post your question on the discussion board. This way everyone in the course can see your question (since they probably have the same one!) Instructors will try to answer all questions within 24 hours from when they are posted.
  o ***Technical Assistance.*** Technical assistance for ANGEL is available at Distance Learning Services (http://www.lib.msu.edu/about/dls/division-dls.jsp).
  o ***Personal matters.*** If you have a personal matter that you wish to speak to the course instructors about, please use ANGEL to send an email to "All Course Instructors."

- ***Turning in assignments.*** Submit all assignments using the Turn in Assignments link on the main page and the corresponding drop-box on the Turn in Assignments page.

Course Requirements

- ***Class Attendance.*** Just like attending an in-person class, students "attend class" by active online participation each week. Please use ANGEL and send an email to "All Course Instructors" in cases of illness and/or extenuating circumstances.

- ***Academic Dishonesty.*** Academic dishonesty includes obvious offenses, such as copying another student's work, and less obvious offenses, such as unauthorized collaboration on a paper or copying sections of an article for an essay. Note: it is still plagiarism to change a few words in a sentence that you have otherwise copied from another source if you do not properly cite the original source(s). It is assumed that all students understand the consequences of academic dishonesty at MSU.

- ***Students with Disabilities***. If you are a student with a documented physical or learning disability, please contact the course instructors by the first week of class so that we can make arrangements for necessary accommodations.

- ***Assignments***. All written assignments should follow APA format, be double-spaced with 1-inch margins, and use a 12-point font. Proofread all written work and <u>always</u> cite your sources. Failure to cite sources will result in a failing grade for the assignment. All assignments must be handed in on time. Points will be deducted for late assignments.

- ***Writing Assistance.*** If you need assistance with your writing, visit the College of Education Office of Student Writing Assistance (513F Erickson Hall or contact Professor Doug Campbell at campbell@msu.edu).

- ***Final Course Grades.*** Final grades will be assigned as follows, based on the total number of points you earn:

4.0 = 94-100	2.5 = 78-82	1.0 = 63-67
3.5 = 89-93	2.0 = 73-77	0.5 = 58-62
3.0 = 83-88	1.5 = 68-72	0.0 < 58

Course Assignments & Grading

Each week includes two types of readings: Core Readings and Focused Readings.

A*ll* students in the course should read the ***Core Readings.*** They are designed to provide a *broad overview* of the topic for that week. Many weeks (but not all) include Focused Readings. ***Focused Readings*** present options for more *in-depth* study of specific topics of interest to particular students. Focused Readings present *options*, but they are *not optional* – they are required as part of the weekly course readings.

We encourage students to engage both Core Readings and Focused Readings in the online forums. This way our learning community can benefit from the diversity of perspectives in the readings and in our cohort.

1. Participation in Course Activities and Online Presence (30 points)
Participation in the course is designed to help you sharpen your critical reading skills and develop a familiarly with engaging in scholarly conversation, including framing appropriate questions, receiving feedback, and evaluating the work of others.

This is a graduate seminar emphasizing critical discussion of course concepts and readings. Readings will be distributed via ANGEL. All students are expected to complete all reading assignments thoroughly and critically. This means students are expected to take notes while reading, writing down questions and issues to be explored further.

We believe the asynchronous forums in this online course will enhance your learning as you share your ideas, perspectives, and experiences with other members of the cohort. The forums will allow you to develop and refine your thoughts through thoughtful engagement, plus broaden others' understanding of the course content.

Part 1: Weekly participation in online forums (10 of 30 points). We expect that you will participate actively in online forums each week. The nature of forums may vary from week-to-week (e.g. wikis, discussion boards, multimedia

conversations); however, each week will have some kind of group forum related to the course readings. Although there is not a set time to "attend class" – like traditional face-to-face classes – students in online courses "attend class" through active online participation each week.

At the end of the semester, course instructors will assign an overall holistic score to your online contributions using a scale of 1-10 considering the following five criteria together: timeliness, critical thinking, connections to course materials (references where appropriate), contribution to learning community, grammar clarity/mechanics. *A rubric with full descriptions of the grading criteria is available on the ANGEL course site under the Helpful Resources link on the Toolbar.*

The rubric allows some flexibility week-to-week in meeting expectations for making your discussion forum posts (i.e. if you miss posting one week or two, you can still receive 8-10 points for your overall participation score if you've actively contributed to the conversation during other weeks.) However, since online participation is the equivalent of attending a face-to-face class, once you fail to participate for three weeks in total, your online participation grade will be reduced to a maximum of 5 points. If you miss four or more weeks in total, your online participation grade will be reduced to 0 points.

Part 2: Class Online Discussion Facilitation (20 of 30 points). Each student will help provide materials designed to facilitate online discussion for one week. Due to the size of the class, most weeks will have two or more students preparing materials to help facilitate the class discussion. The course instructors will allow students to indicate their interests early in the semester then assign students to particular weeks and particular readings. Facilitation materials should be typed and include the following:

- *For each article:* Students assigned to a particular week should submit a 1-page summary outline for each of the article(s) assigned to them by the course instructors (5 points). (If an article is relatively short, i.e. only a few pages, less than 1-page may be adequate). Each outline should highlight things such as:

  - APA citation of the article
  - What is the larger context this article situates itself within?
  - Why is this particular article/research important?
  - What are the basic claims/argument(s) this article is making? (Outline the key points, with particular focus on the article's topical framework, not the specific details.)
  - How will this article influence your research and practice?

  On a separate page, students will develop a well-written short synthesis statement (about 200 words) critically evaluating the positive and negative aspects of the article (10 points)

The purpose of the article summaries is to develop interactive reading and note taking skills that will help you in the academic writing process.

- *For the week as a whole:* All the students assigned for the week should together submit three questions for class discussion to course instructors via email (5 points)

Grades will be assigned for each <u>individual</u> based on the quality of that individual's contribution. Students should submit all materials to the course instructors via ANGEL email **the day before** their facilitation week begins. Course instructors will post the synthesis statements and three discussion questions at the *beginning* of the week. Course instructors will post the summary outlines at the *end of the week*.

2. Individual Research Paper (30 points) due November 15
The individual research paper is designed to strengthen your research and writing skills as you more deeply explore an issue of personal interest and integrate it with course materials.

An 8-10 page paper is required related to any of the topical areas covered in this course. The course instructors will address the expectations for this research paper in more depth in a Research Skills Workshop during **Week 6** of the course. We recommend that you (1) focus your paper **narrowly** and (2) consult with the course instructors early in this process and prior to writing. Your paper should draw on the course readings and should identify important gaps and/or promising new directions in knowledge. Papers should be integrative, meaning you should draw broadly from course material *as well as* synthesize literature you have engaged in your own independent research. Papers should include additional sources beyond the assigned readings. A formal bibliography is also required.

3. Collaborative Policy Brief Presentation (30 points) due December 6
The collaborative policy brief presentation is designed to strengthen your professional presentation skills as you more deeply explore an issue of shared interest and integrate it with course themes.

Towards the middle of the semester, students will be divided into teams of 4-6 members. Each team will work collaboratively to prepare and present a 7-10 minute narrated online slide presentation. The presentation should address a topic of interest (thematically related to this course) from an international or global perspective. We recommend that teams (1) focus their presentations **narrowly** and (2) consult with the course instructors early in this process.

Students can use multimedia tools in this course to develop their presentation. The presentation should be designed as if the team has been invited by their institution's Office of the President to give a short presentation on their selected topic. Presentations should not merely summarize your topic, but rather offer an

integrated perspective with clear argument. The course instructors will address the
expectations for this collaborative presentation in more depth in the middle of the
semester. Teams should post both (1) a narrated online slide presentation and (2) a
written transcript of their narration by **Monday, December 6.**

Since this is a collaborative project, all team members will receive the same grade
for this assignment. Hence, it is essential that all team members contribute fairly
and equitably to it. Teams are free to use other multimedia to enhance their online
slide presentation. While creativity in presentation is valued, it should not
overshadow the learning objectives and substantive content of the presentation.

4. Tentative Program Plan (5 points) due November 1

Each student will submit a tentative HALE M.A. program plan that outlines their
emerging learning themes for the program and provides rationale for the courses they are
interested in selecting. If you are having trouble deciding which courses to include, list
more than you need, just explain why you are interested in each.

We hope this will be a helpful reflective exercise that will serve to focus your attention as
we survey various topics in the HALE program during this course. You might consider
using this to explain your interests to your advisor and as a rough draft for how you can
explain your personalized academic program through your portfolio.

5. Nascent Electronic Portfolio (5 points) due December 13

Each course participant is expected to begin their electronic portfolio as preparation for
constructing the full electronic portfolio required for graduation from the HALE M.A.
program. For this assignment, begin this work by preparing a mini-electronic portfolio,
which at a minimum includes the following:

- All work assignments completed for this course.
- Goal statement submitted during application to the HALE program.
- An updated resume.
- A 1-2 page reflective summary statement capturing the learning experiences
  across all courses taken during the Fall 2010 semester.

Submit a URL to the provided dropbox by Monday, December 13.

Course Materials

- All course readings will be posted on ANGEL as PDFs.
- We recommend all students purchase the *Publication Manual of the American
  Psychological Association (6th Ed)*.
- We expect students to read the online news site *Inside Higher Education* at
  http://insidehighered.com/ to stay current with developments in the field, as we
  will borrow topics from current issues throughout the course. Some students may

also wish to subscribe to the *Chronicle of Higher Education*, though this is not required.

Course Schedule

Unit 1: Introductions & Orientation

Week 1: September 1-6
Introductions, Orientation, and Library Research

No readings for this week. Go through the introduction and orientation materials on
ANGEL.

- Familiarize yourself with the basic structure of the course website.
- Introduce yourself to others in your cohort and learn more about your fellow
  learners
- Understand the expectations and objectives for our online learning community
- Learn about resources at MSU and online that will help you be a successful
  graduate student
- Begin formulating a vision for your e-portfolio.

Unit 2: History, Foundations & Landscape

Week 2: September 7-13
Historical Foundations of Higher Education

Core Readings: Read **three articles** from the list below:

> Altbach, P. G. (2001) The American Model in Comparative Perspective. In P. G.
> Altbach, P. J. Gumport, and D. B. Johnston (eds.) *In Defense of American
> Higher Education*. Baltimore: Johns Hopkins University Press.

> Altbach, P. G. (2005) Patterns in Higher Education Development. In R. O. Berdahl,
> P. G. Altbach, and P.J. Gumport (eds.) *Higher Education in the Twenty-First
> Century*. 2nd Edition. Baltimore: Johns Hopkins University Press.

> Geiger, R. L. (2005). Ten Generations of American Higher Education. In R. O.
> Berdhal, P. G. Altbach, and P. J. Gumport (eds.) Higher Education in the
> Twenty-First Century. 2nd Edition. Baltimore: Johns Hopkins University
> Press.

> Perkin, H. (1984). The Historical Perspective. In B. R. Clark (ed.). *Perspectives on
> Higher Education: Eight Disciplinary and Comparative Views*. Berkeley:
> University of California Press.

Week 3: September 14-20
Landscape of Higher Education

Core Readings

> Trow, M. (2001). From Mass Higher Education to Universal Access: The American
> Advantage. In P. G. Altbach, P. J. Gumport, and D. B. Johnston (eds.) *In
> Defense of American Higher Education*. Baltimore: Johns Hopkins University
> Press.

> Visit the Carnegie Foundation for the Advancement of Teaching website:
> http://classifications.carnegiefoundation.org/lookup_listings/standard.php
> Click on the "define" link next to "Basic Classifications" and read the
> descriptions after the jump.

Focused Readings: Read **two articles** from the list below:

> Johnson, E. L. (1981). Misconceptions About the Early Land-Grant Colleges.
> *Journal of Higher Education*, 52(4), 333-51.

> Key, S. (1996). Economics or Education: The Establishment of American Land-
> Grant Universities, *Journal of Higher Education*, 67(2), 196-220.

> Aldersley, S. F. (1995). "'Upward Drift' Is Alive and Well: Research/Doctoral
> Model Still Attractive to Institutions. In J. L. Bess, D. S. Webster,
> *Foundations of American Higher Education*, ASHE Reader Series. Boston:
> Pearson Custom Publishing.

> Merrow, J. (2007). The (Often Rocky) Path to the American Dream. *Change* 39(6),
> 14-21.

> Mellow, G. O., & Katopes, P. (2009). A Prescription for the Emerging World: The
> Global Potential of the Community College Model. *Change*, 41(5), 55-59.

> Lang, E. M. (1999). Distinctively American: The Liberal Arts College. *Daedalus*,
> 128(1), 133-150.

> Langdon, E. A. (2001). Women's Colleges: Then and Now: Access Then, Equity
> Now. *Peabody Journal of Education*, 76(1), 5-30

Week 4: September 21-27
Foundations of Adult Education/Lifelong Learning

<u>Core Readings</u>

Chapters 1-3 from:
Merriam, S. B., & Caffarella, R. S. (1999). *Learning in Adulthood* (2nd Ed.). San
    Francisco: Jossey-Bass Publishers.

<u>Optional</u> (not required):
Smith, M. K. (2001). Lifelong Learning. Available at
http://www.infed.org/lifelonglearning/b-life.htm

Unit 3: Organization, Administration, Leadership & Policy

Week 5: September 28-October 4
External Factors that Impact Higher Education

<u>Core Readings</u>

Harcleroad, F. F., & Eaton, J. S. (2005). The Hidden Hand: External Constituencies
    and Their Impact. In R. O. Berdahl, P. G. Altbach, and P.J. Gumport (eds.)
    Higher Education in the Twenty-First Century. 2nd Edition. Baltimore: Johns
    Hopkins University Press.

<u>Focused Readings</u>: Read **three articles** from the list below:

Kehm, B. (2010). Quality in European Higher Education: The Influence of the
    Bologna Process. *Change,* 42(3), 40-46.

Miller, M. D. (2009). What the Science of Cognition Tells Us About Instructional
    Technology. *Change*, 41(2), 16-17.

Archibald, R. B., & Feldman, D. H. (2008). Why Do Higher Education Costs Rise
    More Rapidly Than Prices in General? *Change*, 40(3), 25-31.

Lynn, L., & Salzman, H. (2007). The Real Global Technology Challenge. *Change*,
    39(4), 8-13.

Kinser, K. (2006). What Phoenix Doesn't Teach Us About For-Profit Higher
    Education. *Change*, 38(4), 24-29.

Pellow, J. P., & Anand, B. (2009). The Greening of a University. *Change*, 41(5), 8-
    15.

Week 6: October 5-11
Research Skills Workshop

There is **no assigned reading for this week** and **no online forums.** Instead the course instructors will post helpful materials online that focus on building skills that will help you develop your Individual Research Paper, including: identifying a problem you want to study within the topic of interest; focusing on specific questions and sub-questions that are "researchable"; arguing the significance of the problem and questions, and situating your problem within the broader literature.

There will also be an optional **Research Skills Workshop on Wednesday, October 6** from 3-5 pm in the Michigan State Main Library Building with the Education & Psychology Topic Librarian, Kate Corby. We highly recommend you attend this workshop. You may also want to use the extra time this week to begin developing your Tentative Program Plan and E-Portfolio.

Week 7: October 12-18
Organization Administration and Leadership

Core Readings

> Bensimon, E. M., Neumann, A., & Birnbaum, R. (1989/2000). Higher education and leadership theory. In M. C. Brown, II (Ed.), Organization and governance in higher education (5th ed., pp. 214-222). Boston, MA: Pearson Custom Publishing.

> Downey, J. (1996). The university as trinity: Balancing corporation, collegium, and community. *Innovative Higher Education*, *21*(2), 73-85.

> Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking back. *New Directions for Higher Education*, *2004*(127), 5-22.

Focused Readings: Read **one article** from the list below:

> *If you're interested in organizational change, read….*
> Kezar, A., & Eckel, P. (2002). Examining the institutional transformation process: The importance of sensemaking, interrelated strategies, and balance. *Research in Higher Education*, *43*(3), 295-328.

> *If you're interested in leading for diversity, read….*
> Aguirre Jr, A., & Martinez, R. (2002). Leadership practices and diversity in higher education: Transitional and transformational frameworks. *Journal of Leadership & Organizational Studies*, *8*(3), 53.

If you're interested in leading in complex organizations, read….
Bergquist, W. (1998). The postmodern challenge: Changing our community
colleges. *New Directions for Community Colleges*, *26*(2), 87-98.

If you're interested in a classic article on leadership in academic culture, read….
Dill, D. D. (1982). The Management of Academic Culture: Notes on the
management of meaning and social integration. Journal of Higher Education,
11, 303-230

Unit 4: Faculty & Students

Week 8: October 19-25
Diversity in Students and Faculty in Higher and Adult Education

Core Readings

Chun, E. B., & Evans, A. (2009). "The Changing Landscape and the Compelling
Need for Diversity" in *Bridging the diversity divide: Globalization and
Reciprocal Empowerment in Higher Education*. San Francisco: Jossey-Bass,
pgs. 1-26

Chang, M. J., Altbach, P. G., Kofi, L. (2005). Race in Higher Education: Making
Meaning of an Elusive Moving Target. In P. G. Altbach, R. O. Berdahl and P.
J. Gumport (eds.) Higher Education in the Twenty-First Century: Social,
Political, and Economic Challenges (2nd Ed). Baltimore, M.D.: Johns
Hopkins University Press.

Focused Readings: Read **two articles** from the list below (both articles you select should
be from either the *student development* list or the *academic profession* list):

Student Development

Broido, E. M. (2004). Understanding diversity in millennial students. *New
Directions for Student Services*, *106*, 13.

Renn, K. A. (2003). Understanding the identities of mixed-race college students
through a developmental ecology lens. *Journal of College Student
Development*, *44*(3), 383-403.

Reay, D. Davies, J, David, M., Ball, S. J. (2001). Choices of Degree or Degrees of
Choice? Class, 'Race' and the Higher Education Choice Process. *Sociology*,
35(4), 855-874.

Chapter 10 "College Women and Coeds" from: Horowitz, H. L. (1988). Campus
Life: Undergraduate Cultures from the End of the Eighteenth Century to the
Present. Chicago: University of Chicago Press.

The Academic Profession

Trower, C. A. and Chait, R. (2002). Faculty diversity: Too little for too long. *Harvard Magazine, 104*(4), 33-38.

Mason, M.A. and M. Goulden. 2002. The effect of family formation on the lifelong careers of academic men and women. Academe. 88:6, pp. 21-28.

Cooper, J. E., and Stevens, D. D. (2002). The journey toward tenure, *Tenure in the Sacred Grove,* pp. 3-16.

Turner, C. S. V. (2002). Women of color in academe: Living with multiple marginality. *Journal of Higher Education*, *73*(1), 74-93.

Week 9: October 26-November 1
Minority Serving Institutions

<u>Core Readings</u>

Bridges, B. K., Cambridge, B., Kuh, G. D., & Leegwater, L. H. (2005). Student engagement at minority-serving institutions: Emerging lessons from the BEAMS project. *New Directions for Institutional Research*, *2005*(125), 25-43.

Martin, R. G. (2005). Serving American Indian students in tribal colleges: Lessons for mainstream colleges. *New Directions for Student Services*, *2005*(109), 79-86.

Jones, L. Castellanos, J. Cole, D. (2002). Examining the Ethnic Minority Student Experience at Predominantly White Institutions: A Case Study. *Journal of Hispanic Higher Education*, 1(1), 19-39.

<u>Focused Readings</u>: Read **one article** from the list below:

Mmeje, Newman, Kramer, Pearson (2009) "Changing Landscape of Higher Education: Developmental Approaches to Engaging Emerging Populations" in Harper, S. R., & Quaye, S. J. (Eds.) *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations.* Taylor & Francis.

Association of American Colleges & Universities (2010). Outcomes of High Impact Practices for Underserved Students. Washington D.C.: AACU.**
    ** Read only the intro plus <u>just one</u> of the 10 high impact practice sections

Unit 5: Teaching, Learning, & Curriculum

Week 10: November 2-8
Historical Debates and Current Context of Curriculum

Core Readings

Wilson, J. K. (1999). The Canon and the Curriculum: Multicultural Revolution and
Traditionalist Revolt. In R. O. Berdahl, P. G. Altbach, and P.J. Gumport
(eds.) *Higher Education in the Twenty-First Century*. Baltimore: Johns
Hopkins University Press.

Focused Readings: Read **two articles** from the list below:

Barbules, N. C. Navigating the Advantages and Disadvantages of Online Pedagogy.

Schneider, C. G. (2005). Liberal Education: Slip-Sliding Away? In R. H. Hersh &
J. Merrow (eds.), *Declining by Degrees*. New York: Palgrave Macmillan.

Botstein, L. (2005). The Curriculum and College Life: Confronting Unfulfilled
Promises. In R. H. Hersh & J. Merrow (eds.), *Declining by Degrees*. New
York: Palgrave Macmillan.

Gregorian, V. (2005). Six Challenges to the American University**.** In R. H. Hersh &
J. Merrow (eds.), *Declining by Degrees*. New York: Palgrave Macmillan.

Daniel, J., Kanwar, A., & Uvalic-Trumbic, S. (2009). Breaking Higher Education's
Iron Triangle: Access, Cost, and Quality. *Change*, 41(2), 30-35.

Nelson, C. (2007). Accountability: The Commodification of the Examined Life.
Change, 39(6), 22-27.

Week 11: November 9-15
Distance Education & Information Technology

Core Readings

Brown, J. S., & Adler, R. P. (2008). Minds on fire: Open education, the long tail,
and learning 2.0. *EDUCAUSE Review*, *43*(1), 16.

Paulson, K. (2002). Reconfiguring faculty roles for virtual settings. *Journal of
Higher Education*, *73*(1), 123-140.

Gulati, S. (2008). Technology-Enhanced Learning in Developing Nations. The
International Review of Research in Open and Distance Learning, 9(1).

Focused Readings: Read **one article** from the list below:

Bjarnason, S. (2006). Rhetoric or reality? Technology in borderless higher
education. *International Handbook of Higher Education*, 377-391.

Smith, R. O. (2008). Adult learning and the emotional self in virtual online
contexts. *New Directions for Adult and Continuing Education*, *120*, 9.

Strong, B. (2007). Strategic Planning for Technological Change. EDUCAUSE
Quarterly, 30(3).

Carmean, C., & Haefner, J. (2002). Mind over matter: Transforming course
management systems into effective learning environments. *EDUCAUSE
Review*, *37*(6), 26-34.

Unit 6: International & Comparative Perspectives

Week 12: November 16-22
International Issues in Higher Education

Core Readings

Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2010). Tracking a global academic
revolution. *Change: The Magazine of Higher Learning*, *42*(2), 30-39.

Marginson, S. (2008). Global university rankings: Where to from here. *Centre for
the Study of Higher Education, University of Melbourne, Australia.*

Dodds & Katz (2009). The Bologna Process and the Transformation of European
Higher Education

Focused Readings: Read **one article** from the list below:

Wildavsky, B. (2010). The worldwide race for talent. In *The great brain race: How
global universities are reshaping the world.* Princeton University Press.

Altbach, P. G. (2004). Globalization and the university: Myths and realities in an
unequal world. *Tertiary Education and Management*, *10*(1), 3-25.

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education:
Motivations and realities. *Journal of Studies in International Education*, *11*(3-
4), 290.

Educating Americans Today for Tomorrow's Global Labor Market

Week 13: November 23-29

- Enjoy a break from assigned reading and online discussions.
- Work as a team on your Collaborative Policy Brief Presentations.
- Work on your E-portfolios.

Week 14: November 30-December 6

- Work as a team to put those finishing touches on your Collaborative Policy Brief Presentations.
- Turn in (1) a narrated online slide presentation and (2) a written transcript of your team members' narrations by Mon, Dec. 6 so course instructors can post them on ANGEL
- Continue to work on your E-portfolios.

Unit 7: Group Presentations

Week 15: December 7-13

- Review and comment on each other's Collaborative Policy Brief Presentations.
- Work on finishing your E-portfolios. Don't forget to submit your URL on ANGEL so the other cohort members can visit your E-portfolio!