

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 603**

#### **COMPARATIVE EDUCATION**

#### **COURSE DESCRIPTION**

A study of selected national systems of education in their differing cultural settings, with particular reference to administration, curriculum development and educational opportunity.

#### **RATIONALE**

The course clearly supports the mission and purpose of Liberty University as well as the School of Education by providing insight into the varied forms of education globally, nationally, and locally. The School of Education currently has students throughout the world who are committed to impacting culture through education. Additionally, students in the United States must now compete in a global economy, and educators do well to understand more of the world's educational systems.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES (MLOs)**

Upon successful completion of this course, the student will be able to:

- A. Describe how the U.S. education system fares against emerging international standards of excellence.
- B. Compare and contrast policies, practices, and priorities of the world's best-performing systems, along with specific ideas for adapting these approaches for U.S. schools.

- C. Compare and contrast educational systems that vary by historical, national, geographic, socio-economical and/or religious variables, and analyze the key social, economic, geopolitical, and world view factors influencing them.
- D. Analyze common factors characteristic of high-performing and rapidly improving systems.
- E. Evaluate models of 21st century teaching and leadership, and methods to modernize curriculum, instruction, and assessment.
- F. Evaluate means by which technological and international exchange can help the United States close performance gaps and reach new levels of excellence and equity.
- G. Articulate the influence the comparisons have made upon your own educational beliefs and commitments.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist  
After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (7)  
The candidate is required to post a thread in response to the provided topic. Each thread must be 300–350 words, and the assertions in the thread must be supported with the texts and 1 current (past 5 years) research journal article related to the topic. The candidate must also reply to at least two other classmates' threads. Each reply must be 120–150 words. (MLO: A, B, C, D, E, F, G)
- D. Preliminary Reflective Essay  
The candidate will write a 3–5-page preliminary reflective essay following current APA format. For this essay, it is appropriate to use first person. This reflection consists of 2 components. First, the candidate will discuss and compare some educational systems he/she has been involved with and/or observed. Second, the candidate will summarize several key areas of knowledge and understanding he/she intends to develop in the course. (MLO: C, E, G)
- E. PowerPoint Presentations (2)  
The candidate will submit two PowerPoint Presentations focusing on an approved list of topics. The presentation must be between 10–12 slides in APA format and include presentation notes. Each presentation slide note must be 250–400 words. (MLO: A, B, D, E, F)

F. Research Paper: Preliminary Report

The candidate will submit a preliminary overview of a proposed research paper. This 2–3-page report can be in narrative form or detailed outline form. The report must include at least 8 current (past 5 years) scholarly references in current APA format and must include topics and issues that will be covered. (MLO: B, C, D, E, F)

G. Research Paper

The candidate will write a 12–15-page research-oriented paper in current APA format that focuses on education in the nation of his/her choice. The paper must include at least 12 current (past 5 years), scholarly references in addition to the course textbooks and the Bible. (MLO: B, C, D, E, F)

H. Summative Reflective Essay

The candidate will write a 3–5-page reflective essay following current APA format. For this essay, it is appropriate to use first person. This reflection consists of 2 components. First, the candidate will evaluate specific areas in which he/she developed key areas of knowledge and understanding. Second, the candidate will identify at least two applications for this in his/her personal and professional life. (MLO: A, B, D, E, F, G)

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 50 pts ea)	350
Preliminary Reflective Essay	100
PowerPoint Presentation (2 at 100 pts ea)	200
Research Paper Preliminary Report	50
Research Paper	200
Summative Reflective Essay	100
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDUC 603**

Textbooks: Phillips & Schweisfurth, *Comparative and International Education* (2014).  
Stewart, *A World-Class Education* (2012).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Phillips & Schweisfurth: Intro, chs. 1–2 Stewart: Intro, ch. 1 1 presentation 1 article	Course Requirements Checklist Introductions/Welcome DB Advising Guide Acknowledgement DB Forum 1: Uses & Purposes of Comparative Education	10 0 0 50
<b>2</b>	Phillips & Schweisfurth: ch. 3 Stewart: ch. 2 1 presentation 6 websites	DB Forum 2: Successful Education Systems Across the Globe Preliminary Reflective Essay	50 100
<b>3</b>	Phillips & Schweisfurth: chs. 4–5 Stewart: ch. 3 1 presentation	DB Forum 3: Elements of Successful Systems PowerPoint Presentation 1	50 100
<b>4</b>	Phillips & Schweisfurth: ch. 6 Stewart: ch. 4 1 presentation 1 article	DB Forum 4: Models of Developing Effective Teachers & Leaders Research Paper Preliminary Report	50 50
<b>5</b>	Phillips & Schweisfurth: ch. 7 Stewart: ch. 5 1 presentation 1 article	DB Forum 5: World-Class Standards PowerPoint Presentation 2	50 100
<b>6</b>	Phillips & Schweisfurth: ch. 8 Stewart: ch. 6 1 presentation	DB Forum 6: Creating the Future	50
<b>7</b>	Phillips & Schweisfurth: ch. 9 1 presentation	DB Forum 7: Selected Themes Research Paper	50 200
<b>8</b>	Phillips & Schweisfurth: Conclusion 2 presentations	Summative Reflective Essay	100
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on **Friday**.