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
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. Microsoft Word

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Compare educational systems that vary by historical, national, geographic, socio-economic and/or religious variables.
B. Contrast educational systems that vary by historical, national, geographic, socio-economical, and/or religious variables.
C. Analyze the key social, economic, geopolitical, and world view factors influencing the selected educational systems.
D. Evaluate current educational practices in selected educational system(s), including educational practice as to who, what, when, where, and how the system functions.

E. 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. Group Discussion Board Forums (7)
   The instructor will place the candidate into a group at the beginning of the course. 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 textbook and 1 current (past 5 years) research journal article related to the topic. The candidate must also reply to all other group members' threads. Each reply must be 120–150 words.

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.

E. PowerPoint Presentations (2)
   The candidate will submit a PowerPoint Presentation focusing on an approved list of topics. The presentation must be between 10–12 slides and include presentation notes. Each presentation note must be 350–500 words.

F. Research Paper or Case Study Project: Preliminary Report
   The candidate will submit a preliminary overview of either the Research Paper or Case Study Project. This 2–3-page report can be in narrative form or detailed outline form. The report must include at least 8 scholarly references in current APA format. If the candidate chooses the Research Paper, he/she must include topics and issues that will be covered. If the candidate chooses the Case Study Project, he/she must include an overview of sites as well as a detailed timeline for observations and interviews.

G. 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 several applications for this in his/her personal and professional life.

H. Research Paper or Case Study Project:

The candidate will select one of the following:

- 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.

- Case Study Project: The candidate will conduct an on-site project that includes field experience, observations, interviews, classroom visits, and journal research. This could include urban, rural, magnet, charter, community college, Montessori, non-traditional, international, mission, and other forms of education. The candidate will create a report to summarize what he/she has observed and researched. The candidate may not study a school he/she has attended or an entity where he/she is employed or has been employed.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Group Discussion Board Forums (7 at 50 pts ea)</td>
<td>350</td>
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<tr>
<td>Preliminary Reflective Essay</td>
<td>100</td>
</tr>
<tr>
<td>PowerPoint Presentation (2 at 100 pts ea)</td>
<td>200</td>
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<tr>
<td>Research Paper or Case Study Project: Preliminary Report</td>
<td>50</td>
</tr>
<tr>
<td>Summative Reflective Essay</td>
<td>100</td>
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<tr>
<td>Research Paper or Case Study Project</td>
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Total 1010

B. Scale

<table>
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<tr>
<td>A</td>
<td>940–959</td>
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<td>A-</td>
<td>920–939</td>
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<tr>
<td>B+</td>
<td>900–919</td>
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<td>B</td>
<td>870–889</td>
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<td>C+</td>
<td>850–869</td>
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<td>C</td>
<td>820–849</td>
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<tr>
<td>C-</td>
<td>800–819</td>
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<td>D+</td>
<td>780–799</td>
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<tr>
<td>D</td>
<td>750–779</td>
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<tr>
<td>D-</td>
<td>730–749</td>
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<tr>
<td>F</td>
<td>729 and below</td>
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C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.

4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## COURSE SCHEDULE

**EDUC 603**


<table>
<thead>
<tr>
<th>MODULE/ WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1            | Mazurek & Winzer: ch. 1 1 presentation | Course Requirements Checklist  
Class Introductions  
Group DB Forum 1  
Preliminary Reflective Essay | 10  
0  
50  
100 |
| 2            | Mazurek & Winzer: chs. 2–5 1 presentation | Group DB Forum 2  
PowerPoint Presentation 1 | 50  
100 |
| 3            | Mazurek & Winzer: chs. 6–8 1 presentation | Group DB Forum 3 | 50 |
| 4            | Mazurek & Winzer: ch. 9 1 presentation | Group DB Forum 4  
Research Paper or Case Study Project: Preliminary Report | 50  
50 |
| 5            | Mazurek & Winzer: chs. 10–13 1 presentation | Group DB Forum 5  
PowerPoint Presentation 2 | 50  
100 |
| 6            | Mazurek & Winzer: chs. 14–15 1 presentation | Group DB Forum 6 | 50 |
| 7            | Mazurek & Winzer: chs. 16–17 1 presentation | Group DB Forum 7  
Summative Reflective Essay | 50  
100 |
| 8            | 1 presentation | Research Paper or Case Study Project | 200 |

**TOTAL** 1010

LUC = Liberty University Custom  
Group DB = Group 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.