

Syllabus for  
**GADM 703—Comparative Education**  
3 Credit Hours  
Spring Module  
February 12-15, 2014

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

A study of the role of history and culture in the development of educational systems within major countries and regions of the world. Emphasizes the comparison of those systems and their achievements to that of education in the United States.  
Prerequisite: None

**II. COURSE GOALS**

The purpose of this course is designed to acquaint prospective school executives with information and a comprehensive understanding of an array of national and regional educational issues in order to do the following:

- A. Examine the role of history and culture in education.
- B. Examine the role of economics in national and global growth as it relates to education, from the perspective of how the economy of a nation impacts the educational opportunities provided its citizens.
- C. Become acquainted with current Christian education components available in the various countries and regions of the world and the prospects for the growth and expansion of Christian education programs in the future.
- D. Gain knowledge and skills required to make valid comparisons of global educational systems in comparison with the current practices in the United States.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

As a result of successfully completing this course, the student will know and be able to do the following:

- A. Describe the educational systems of the major countries and regions of the world.
- B. Compare the educational systems of various political and philosophical foundations.
- C. Compare the educational achievements of students within varying national educational systems related to individual and national educational goals.

- D. Make valid comparisons of educational statistics presented by varying educational systems and by international educational agencies.
- E. Identify the Christian educational entities allowed within a country or region and the impact of that education within the politic and culture of the area.
- F. Orally or in writing demonstrate an understanding of the differences and likenesses between countries with political systems which are different, with economic and cultural systems which are different, and with religious foundations which vary from the Judeo-Christian tradition in education.
- G. Describe the value of an individual child within the educational processes of varying national and regional educational systems.
- H. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks
 

Mazurek, K. & Winzer, M. (2006), *Schooling Around the World: Debates, Challenges and Practices*. Upper Saddle River, NJ; Merrill Publishing. ISBN 9780205454594

Zimmerman, J. (2008) *Innocents Abroad: American Teachers in The American Century*, Harvard University Press. ISBN 9780674032064
  - 2. Other
 

None
- B. Optional Materials
  - 1. Textbooks
 

None
  - 2. Other
 

None

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
  - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. College and/or Department Policies and Procedures
1. Oral Roberts University outcomes and College of Education Institutional Standards along with the state and national accreditation standards are collected and assessed through the College of Education ePortfolio Process.
  2. Assessment Requirements  
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
  3. Independent Study, Dissertations, or Internships
    - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
  4. In-Class Studies (or All Other Studies)
    - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
    - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
    - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary*

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C. Course Policies and Procedures

1. Evaluation Procedures

a. Grading:

(1)	Preassignment	20%
(2)	Class discussions	10%
(3)	Class assignments	10%
(4)	Examinations	20%
(5)	Postassignment	40%

b. Grading scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=Below 60%

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements.

However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures

a. **Preassignment:**

Read Innocents Abroad – entire textbook. Read Schooling Around The World – Sections I & VI entire. Then read 3 chapters of your choice from each of the following sections: II, III, IV, and V (12 chapters total).

b. **Postassignment:**

Write a 10-to-12-page research paper covering the essential issues discussed in this class. Papers should be typed, double-spaced, in APA style. A minimum of ten references must be used.

**The postassignment due date will be given in class. The postassignment must be emailed by announced due date to [croso@oru](mailto:croso@oru).**

## VI. COURSE CALENDAR

### **Class Topic (This is a general guideline only.)**

- 1 The Role of Culture, History, and Society in the Development of Educational Systems
- 2 Applications of Comparative Data Relating to Countries and Regions of the world; The Role of International Educational Agencies in Global Educational Strategies
- 3 Christian Education and the Great Commission in a Global Society
- 4 Social and Historical Perspectives Relating to the Elementary and Secondary Programs in Warring or Unstable Locations  
  
Social and Cultural Forces in Education
- 5 History and Culture in the Development of Hispanic Systems in Latin America
- 6 The Educational Systems of Modern India
- 7 Forces Affecting Education in Sub-Sahara Africa
- 8 How Does the Educational System Affect the Economic Growth of Countries in a Global Economy?

**Course Inventory for ORU's Student Learning Outcomes**  
**GADM 703—Comparative Education**  
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This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

**Due to the individualized nature of the Doctoral Dissertation the outcomes addressed will vary by the Doctoral Dissertation topic.**

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle		X		
<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 3, 4, 6, 7, 8, 10, 11, 12, 13, and 16.