

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education

Course No. ED 290_____

Title of Course: An Introduction to Global Education and Comparative Studies

Date: Sept. 26, 2017

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

II. Comparison of education and culture in a global context, focusing on comparisons between educational systems in the US and another country (2 credits)

Prerequisite(s): Completion of 30 credit hours prior to semester course is taken

III. Purposes or Objectives of the Course (optional):

The students will:

- A. Define the terminology of the field of comparative and global education
- B. Describe the history, culture, and educational system of the country of study
- C. Discuss history, politics, and culture of the country of study as it impacts the educational system
- D. Compare the country of study's educational system in PreK - 12 to the US educational system
- E. Research and reflect upon the type of curriculum and pedagogy that is used in schools in the country of study as compared to the US curricular and pedagogical approaches
- F. Observe and participate in the classroom instruction in a school of the country of study

IV. Course Learning Outcomes (Minimum of 3):

Course Learning Outcome	Assessment
A. Discuss history, politics, and culture of the country of study as it impacts the educational system	Class presentation / rubric
B.. Compare the country of study's educational system in PreK - 12 to the US educational system	Class presentation / rubric
C. Research and reflect upon the type of curriculum and pedagogy that is used in schools in the country of study as compared to the US curricular and pedagogical approaches	Reflection paper / rubric

V. Names of Faculty Qualified to Teach the Proposed Course:

- A. Dr. Simin Cwick
- B. Dr. Julie Ray
- C. Dr. CP Gause
- D. Other College of Education faculty, as interested

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Topic	Hours
Introduction and overview of global and comparative education	1
History and culture of the country of study	2
Educational system of the country of study	2
Impact of history, politics, and culture of the country of study on its educational system	3
Comparison of the country of study's educational system in PreK - 12 to the US educational system	3
Comparison of the country of study's curriculum and pedagogy (instructional, assessment, and classroom management strategies), in PreK - 12 to the US educational system	4
Observation and participation in the classroom instruction in a school of the country of study Culminating seminar	15
Total	30

Attach the following:

- copy of example class syllabus and course schedule.
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

Sample Class Syllabus

Southeast Missouri State University

College of Education

Course No: ED 290

Title of Course: An Introduction to Global Education and Comparative Studies

Semester: Spring 2018

Class Meeting Time and Location: TBD

Instructors Name and Contact information: Dr. Simin Cwick (scwick@semo.edu)
(573) 651-5966
Dr. Julie Ray (jaray@semo.edu)
(573) 651-2122

Office Hours: By Appointment

1. Catalog Description and Credit Hours of Course

Comparison of education and culture in a global context, focusing on comparisons between educational systems in the US and another country (2)

Prerequisites(s): Completion of 30 credit hours prior to semester course is taken

2. Purposes or Objectives of the Course:

The students will:

1. Define the terminology of the field of comparative and global education
2. Describe the history, culture, and educational system of the country of study
3. Discuss history, politics, and culture of the country of study as it impacts the educational system
4. Compare the country of study's educational system in PreK - 12 to the US educational system
5. Research and reflect upon the type of curriculum and pedagogy that is used in schools in the country of study as compared to the US curricular and pedagogical approaches
6. Observe and participate in the classroom instruction in a school of the country of study

3. Course Learning Outcomes

Course Learning Outcome	Assessment
1. Discuss history, politics, and culture of the country of study as it impacts the educational system	Class presentation / rubric
2. Compare the country of study's educational system in PreK - 12 to the US educational system	Class presentation / rubric
3. Research and reflect upon the type of curriculum and pedagogy that is used in schools in the country of study as compared to the US curricular and pedagogical approaches	Reflection paper / rubric

4. Grading scale and policies

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 60 – 69 D
- Below 60 F

Basis for Student Evaluation:

Grading will be according to the quality of work on the following:

	Points	Due Date
Educational Systems Class Presentation	10%	Prior to study abroad
Seminar Participation	20%	Prior to and during study abroad
Field Observation and Journal Reflections	50%	During study abroad
Comparative Research Paper	20%	After study abroad

5. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)

None: Open resources will be used.

6. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)

Seminar meetings (15 hours): To be arranged

Observation and participation in classroom at country of study (15 hours): Dates: varies with semester

7. Class Content Outline or Schedule

Topics
Introduction and overview of global and comparative education
History and culture of the country of study
Educational system of the country of study
Impact of history, politics, and culture of the country of study on its educational system
Comparison of the country of study's educational system in PreK - 12 to the US educational system
Comparison of the country of study's curriculum and pedagogy (instructional, assessment, and classroom management strategies), in PreK - 12 to the US educational system
Observation and participation in the classroom instruction in a school of the country of study Culminating seminar
Total

8. Final Exam: Comparative Research Paper

9. Course Issues

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Diana Rogers-Adkinson, Dean of the College of Education.

10. Student with Exceptionalities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability.

Accommodations are implemented on a case-by-case basis. For more information visit the following site:

http://www.semo.edu/ds/program_info.html

11. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. Office of Student Conduct: <http://www.semo.edu/stuconduct/>

12. Academic Honesty Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating. <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>

Sanctions: If it is determined that the academic honesty policy has been compromised, the student will receive a grade of "0" on the assignment. The instructor will determine if the assignment may be repeated for reduced credit.