

# Graduate Course Proposal Form Submission Detail

## - EDF6809

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Current Status: **Approved by SCNS - 2016-04-01**

Campus: **Sarasota**

Submission Type: **New**

Course Change Information (for course changes only):

Comments: **Approved by USFSM 1/29/16. To USF Syst 2/26/16. Ready for SCNS March7 pending Syst Concurrence Clearance. Approved eff 4/1/16**

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### 1. Department and Contact Information

<u>Tracking Number</u> <b>5369</b>	<u>Date &amp; Time Submitted</u> <b>2016-01-15</b>	
<u>Department</u>	<u>College</u> <b>EM</b>	<u>Budget Account Number</u> <b>172500004</b>
<u>Contact Person</u> <b>Sarah Fayard</b>	<u>Phone</u> <b>9413594619</b>	<u>Email</u> <b>sarahfayard@sar.usf.edu</b>

2. \_\_\_\_\_

### 3. Course Information

<u>Prefix</u>	<u>Number</u>	<u>Full Title</u>
<b>EDF</b>	<b>6809</b>	<b>Intro to Comparative and International Education</b>

Is the course title variable? **N**

Is a permit required for registration? **N**

Are the credit hours variable? **N**

Is this course repeatable? **N**

If repeatable, how many times? **0**

Credit Hours

**3**

Section Type

**D - Discussion  
(Primarily)**

Grading  
Option

**-**

Abbreviated Title (30 characters maximum)

**Comparative Education**

Course Online?

Percentage Online

U - Face-to-face, online, and blended  
(separate sections) 0

6. Prerequisites
7. Corequisites
8. Course Description
9. EDF 6809 provides an examination of the major issues surrounding comparative and international perspectives in education.

10. \_\_\_\_\_

11. **Justification**

A. Please briefly explain why it is necessary and/or desirable to add this course.

Replacing Selected Topics with Permanent number; already listed in program

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

The course is part of two programs and is taught at least 1 time a year.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

Yes, 3 or more times

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

A doctoral degree is required with 18 graduate credit hours in the discipline.

12. **Other Course Information**

A. Objectives

- Increase students' knowledge of differences and similarities among world education systems

- Reflect on and compare students' own educational experiences and home country education system to others using a comparative perspective
- Use technology to access and present information
- Become aware of global issues and investigate in depth how one of those issues affects two or three countries' educational challenges
- Gain tools required to write a research paper (developing a research question, accessing scholarly references, using APA style)

#### B. Learning Outcomes

- Describe some similarities and differences between the US educational system and those of other nations
- Define different categories of immigration and know educational challenges associated with each
- Explain at least three global issues and how they affect education
- Write a comparative research paper

#### C. Major Topics

- Consideration of the meaning of "education"
- Issues of migration
- Comparative topics of discrimination, gender, "difference," vulnerable children, identity
- Comparative frameworks for research

#### D. Textbooks

Brock, C. (2011). Education as a Global Concern. London: Continuum International Publishing Group

Other articles, videos, etc. will be referenced on our Canvas site.

#### E. Course Readings, Online Resources, and Other Purchases

Weekly readings and assignments will be in the weekly modules on Canvas.

Topics:

Week 1: Orientation to course

Week 2: Education as a human right

Week 3: Cultural Capital vs. Progressive Education Theories

Week 4: Migration

Week 5: Confronting Notions of Superiority, Prejudice, and Discrimination

Week 6: What is education?

Week 7: Gender issues

Week 8: Writing about Comparative Research

Week 9: Special Needs and Giftedness

Week 10: Vulnerable Populations

Week 11: International Documents and Covenants

Week 12: Language

Week 13: Identity in a Globalized Age

Week 14: Turn in Research Papers

Week 15: Other Ways of Knowing

## F. Student Expectations/Requirements and Grading Policy

A. USFSM policy requires that all students receive a graded assignment or examination prior to the semester's drop/withdraw date.

B. Below you will find the details for each assignment and the point value for each.

C. Grades used:

97-100 A+ 94-96 A 90-93 A-

87-89 B+ 84-86 B 80-83 B-

77-79 C+ 74-76 C 70-73 C-

67-69 D+ 64-67 D 60-63 D-

D. Late work policy: All assignments must be uploaded on time. Each day late results in a one point off, no exceptions, except for those written by a doctor or discussed and approved, in advance, with the instructor.

## G. Assignments, Exams and Tests

Weekly: Participation on Canvas discussions: Two points each week for your original post (3-5 paragraphs addressing all of the assignment in a critical way), one point for a thoughtful 2-3 paragraphs to one of your peers regarding their post, and one point for writing quality (grammar, punctuation, spelling, sentence structure, logical progression). Original posts are always due before midnight on Thursdays (I will try to respond on Friday), and responses to two peer posts are due by Sunday before midnight (I will respond on Monday – please go back and check my responses!). You will see peer posts only after you have provided your original review. When you notice a peer post without a response, please try to respond to those so that everyone gets some feedback. 40 points (4 points per week).

By 9/20 Interview someone from another country. Before doing so, look up some research on that person's country and educational

system. Write an interview protocol (several questions you plan to ask pertaining to the person's social and educational back ground, what the school experience was like, what was part of growing up besides school that was educational). If the person has also gone to school in the US, ask them to compare the systems and favorite/least favorite issues about each. In writing your paper (4-5 pages), consider your own educational experiences and compare them to what you learned. (10 pints)

By 10/11 Book critique. Please provide a 3-5 page book critique on an approved book for this course. I will provide some possibilities; you can also suggest books to me for approval. Summarize the contents of the book, then provide a critique. What is the main idea of the book? How is it developed through the book? Is the main idea supported throughout? What are the strengths and weaknesses of the book? In what ways do you agree/disagree with the book, and how do you support your agreement/disagreement? (10 points).

By 10/25 Research paper topic due. In a paragraph or two, tell me the topic and countries you have chosen for your research paper and how you plan to focus your research. What is your research question? What are your reasons for choosing the countries you chose? (5 points)

By 11/8 Outline for your research paper and annotated list of references you have found thus far (at least five to date). (10 points)

By 11/22 Global Issues Research. Write a research paper on a global educational issue. Include information from two countries (three, if you include the U.S.) to enable you to take a comparative perspective on the issue. The paper should demonstrate a depth of understanding about the issue, an awareness of alternative solutions, and a judgment about how to approach the problem in light of cultural complexities. The paper should follow APA style. Expected length of the paper is 12-20 pages. It must include at least 8 peer-reviewed articles as references; course materials, books, current events, and Internet sites are also expected as references. (25 pts).

#### H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance

requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101,

<http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm>)

Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: ([http://usfweb2.usf.edu/usfgc/gc\\_pp/acadaf/gc10-045.htm](http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm))

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

#### I. Policy on Make-up Work

Late work policy: All assignments must be uploaded on time. Each day late results in a one point off, no exceptions, except for those written by a doctor or discussed and approved, in advance, with the instructor.

#### J. Program This Course Supports

MA Education General and MA English Education

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**13. Course Concurrence Information**

MA Education General and MA English Education