George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  ____ X ____ NEW  ____ MODIFY  ____ DELETE

Local Unit: College of Education and Human Development  Graduate Council Approval Date: 

Course Abbreviation: EDUC  Course Number: 873

Full Course Title: Education Policy: Comparative and International Perspectives

Abbreviated Course Title (24 characters max.): EDUC PLCY: COMP&INTL

Credit hours: 3  Program of Record: Ph.D.

Repeatable for Credit?  ____ D=Yes, not within same term  Up to hours

 ____ T=Yes, within the same term  Up to hours

 ____ N=Cannot be repeated for credit

Grade Type:  ____ X GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)


Activity Code (please indicate):  ____ X Lecture (LEC)  ____ Lab (LAB)  ____ Recitation (RCT)

 ____ Studio (STU)  ____ Internship (INT)  ____ Independent Study (IND)

Catalog Credit Format 3 : 3 : 0  Course Level: GF(500-600)  ____ GA(700+)  ____

Maximum Enrollment: 25  For NEW courses, first term to be offered:

Prerequisites or corequisites: EDUC 870 and admission to the Ph.D. program

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses. Using an interdisciplinary approach, this course addresses education policy issues that transcend national boundaries and have implications for educators in fostering social justice and global awareness.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:
Submitted by:  ________________________________ email: ________________
Department/Program:  ________________________________ Date: ________________
College Committee:  ________________________________ Date: ________________
Graduate Council Representative:  ________________________________ Date: ________________
**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit: School of Public Policy</th>
<th>Head of Unit’s Signature: David Armor (approved by attached e-mail)</th>
<th>Date: 12/9/04</th>
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</thead>
<tbody>
<tr>
<td>Unit: FAST TRAIN</td>
<td>Head of Unit’s Signature: Beverly Shaklee</td>
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</table>

Graduate Council approval: ____________________________ Date: _________

Graduate Council representative: __________________________ Date: _________

Provost Office representative: ____________________________ Date: _________
GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

Course: EDUC 873
Education Policy: Comparative and International Perspectives

Instructor: Penelope M. Earley

Day/time/place: to be determined

I. COURSE DESCRIPTION
This course uses an interdisciplinary approach to study education policy and policymaking in comparative perspective. Lectures, discussions and readings will focus on description and analysis of educational policy issues in selected countries of Africa, Asia, Latin America, and Europe. The course also addresses education policy-related issues which transcend national boundaries and have implications for educators in internationalizing curricula and in fostering social justice and global awareness.

II. STUDENT OUTCOMES: At the conclusion of the course, students should be able to:

1. Identify and analyze the salient social, political, cultural, economic, and other factors that affect education policies in selected countries.

2. Apply an interpretation of policy in other educational systems to a more enlightened understanding of American educational policy making.

3. Identify, distinguish, and apply differing theoretical and methodological approaches to the comparative study of national education policies.

4. Understand the formation of educational policies as an ingredient of the planning process consistent with a value system and a country's overall development.

5. Describe, interpret and analyze educational problems in cross-cultural perspective.

6. Appreciate the complexity of the issues which must be addressed in the promotion of social justice, human rights and the creation of a sustainable global community and the role of education policies in pursuit of these goals.

III. Relationship to Program Goals and Professional Organizations:
The conceptual framework for this course is linked to the goals of the Graduate School of Education and more specifically to the mission of the Center for Education Policy as outlined in its Charter: (1) Translate education research into policy options and recommendations for a variety of audiences (decision makers, practitioners, and the public); (2) Conduct timely, sound, evidence-based analysis; and (3) Develop interdisciplinary and cross-sector education policy networks. The student outcomes are linked to this mission, in particular to the importance of evidence-based analysis.
IV. 

**NATURE OF COURSE DELIVERY**

This course is taught using lectures, class discussions, student presentations and guest speakers.

V. 

**REQUIRED READING**


*Several articles will be assigned as additional required reading during the course.*

VI. 

**RECOMMENDED READING**


VII. **COURSE CONTENT**

**Class 1**
Introduction to the course (review content, assignments, etc.; introductions)

Comparative and International Education approaches and perspectives. (as a field of inquiry; purposes; and resources)

Global trends in education policy: the social justice goals of education (overview).

**Class 2**
Educational borrowing and lending: promises and challenges.
What has American Education borrowed from other countries?
What have we lent? Why?
What drives policy and why?
Read for discussion: *Nation at Risk* and Rotberg, chapters 13, 14, 15, 16.

**Class 3**
Reforms in British Education: Policy Lessons from England (school choice, national standards, testing, etc.)

Japanese Educational Policy: The influence of culture, and current reforms. What are lessons for American schools? Read for discussion: Rotberg, Chaper 10; and articles provided by instructor.

“Preschool in Three Cultures” (video and discussion).

**Class 4**
Educational Policy and Nation Building (Rotberg, chapters 1,2,3, 5 and 9)

**Class 5**

Poverty, educational policy and the developing world.
Education for All: Focus on the Education of Girls. “Reshme of Shibpur: A Fragile Learner” (video and discussion)

**Class 6**

India: National schools vs. Popular Education Alternatives (“Deepalaya”)  
Read for discussion: *The Child and the State in India* (paper due). Proposal for the final paper is due.

**Class 7**


**Class 8**

Latin America: Education and the legacy of injustice. Read for discussion: Freire’s *Pedagogy Of The Oppressed* (paper due).

Policy choices and popular education models: “Fe y Alegria” (Bolivia); and “Escuela Nueva” (Guatemala and Colombia) (Read for discussion: Rotberg, chapter 4).

**Class 9**


Cuba’s policy decisions: academic achievement and education equity in the context of international isolation

**Class 10**

Education policy as a component of US foreign policy: projects in Afghanistan and Iraq. (Guest speaker: TBA).

Education, human rights and democracy building  
Read for discussion: *The Bookseller Of Kabul* (paper due).

**Class 11**

Diverse populations: the effects of educational policy; Canada, France and the US; (“The World in a Zip Code” – read Rotberg, chapters 6 and 12).

**Class 12**

International educational exchanges: policy implications for post 9/11 America. We will discuss current programs and challenges they face; opportunities for students and educators. (Peace Corps; Fulbright; GMU, etc.) Speakers: TBA; representative from GMU.

**Class 13**
Final papers/projects: presentations by students

Class 14
Final papers/projects: student presentations


Course summary and conclusions; lessons learned?

VIII. PERFORMANCE BASED EVALUATION

A detailed rubric for evaluation of student performance is included on the last page of this syllabus. The following components will be evaluated using that rubric.

1. Class participation.

2. Completion and discussion of required readings.

3. Four short written assignments (3-5 pages) related to the required books (Fiske & Ladd, Freire, Weiner, Seierstad). These papers are due on the day the book is discussed in class. Guidelines for these assignments will be explained the first day of the course.

4. Select, read and review (1) one comparative education research article of interest to you and relating to educational policy in another country. In a short oral presentation (about 5-10 minutes) summarize and lead a discussion of your article. During each class session, usually at the beginning, one or two students will present; be prepared to hand out a brief, one (1) page outline to all class members: outline should include: complete citation for your article; author’s thesis or main point; key findings; your reaction, insights (i.e. value of the article, connection to course themes, etc.

5. An individual or two-person paper or project about a specific education policy (ies) in another country or countries and related to a theme, issue, or idea included in the course content or objectives. This paper should pose a question, show evidence of scholarly research, and include critical-interpretive assessments and conclusions. This paper must be prepared in APA style and be approximately 10-12 pages in length. Papers will be presented to the class (15-20 minute presentations) during the last two (2) class sessions. A proposal (written) for the final paper is due at Class 6. The final paper is due at the time of presentation.

Grades:

Participation and class discussion: 20%
Short written assignments on required readings: 30%
Oral presentation of journal article: 10%
Final paper: 40%

EVALUATION

Grading Scale:
A = 96-100  A- = 92-95
B+ = 89-91  B = 85-88  B- = 80-84
C+ = 76-79  C = 73-75
F = 72 and below

A grading rubric is attached.

**IMPORTANT INFORMATION FOR ALL GSE STUDENTS**

The Graduate School of Education (GSE) expects all students to read and abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See [www.gmu.edu](http://www.gmu.edu) for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full Honor Code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who see accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/students/drc or call 703-993-2474](http://www.gmu.edu/students/drc or call 703-993-2474) to access the DRC.

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**Performance Based Evaluation: Education Policy: Comparative and International Perspectives**

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<tr>
<th>Grade/Points</th>
<th>Quality of Written Work</th>
<th>Completeness of Work</th>
<th>Timeliness</th>
<th>Class Participation</th>
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<tr>
<td>A 96 – 100</td>
<td>Exceptional quality and insight; a rare &amp; valuable contribution to the field. 100% complete 100% on time Outstanding; facilitates and promotes conversation focused on the topic; questions &amp; comments reveal thoughtful reaction. Good team participant</td>
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<td>A- 92 – 95</td>
<td>Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and citation errors. Accurate &amp; seamless writing; virtually a complete product Almost always on time; rare but forgivable tardiness (such as serious personal or family illness). Instructor is notified in advance that a paper may be late. Well above average doctoral student; actively helps move group toward goal.</td>
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<td>B+ 89 –91</td>
<td>Competent; provides credible evidence of understanding and application; some lapses in organization, citations and/or writing clarity. Moderate shortcomings; minor elements missing that distract the instructor’s ability to see the product as a Assignments late more than once or without prior conversation with instructor; not necessarily chronic. Reliable and steady worker; questions and comments reveal some thought and reflection.</td>
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<td>B-</td>
<td>Evidence of understanding presented but incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient citations. Barely passable for graduate credit; only enough to get by; little evidence of understanding; assignments lack clarity and organization; little evidence of proof reading. Citations absent or inaccurate. Barely sufficient; work is the least that could be done to justify graduate credit. Excessively or repeatedly late. Few meaningful contributions to class discussions. Little evidence of participation.</td>
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<td>80 – 84</td>
<td>Evidence of effort but one or more significant and important points are missed or not addressed. More than half the assignments are late, but none are excessively late. Excessively or repeatedly late.</td>
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<td>C 79 and below</td>
<td>Undergraduate level and quality; unsophisticated; assignments show little or not connection to course content or concepts. Insufficient evidence of understanding and application; important elements missing or difficult to find. Excessively or repeatedly late. Weak or minimal participation; passive; often sidetracks group.</td>
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<td>F Unacceptable</td>
<td>Unacceptable Difficult to recognize as the assigned task. Missed or not submitted. Incompletes not made up. Weak or minimal participation; destructive; demeaning toward other points of view.</td>
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