

Proposal for new undergraduate Minor in International and Comparative Education

A Minor in International and Comparative Education would address a curriculum need that is not currently being met on the IU-Bloomington campus. At this point, IUB offers no undergraduate minor that provides students with the opportunity to study the broad issues involved in both the historical and contemporary debates around education from a global perspective, the cross-cultural sensibility and analytic skills required to conduct comparative inquiry about education systems, or the practical skills and opportunities to make a difference in a cross-cultural or international educational setting.

The present degrees and majors at the undergraduate level in the School of Education focus on producing future teachers for the U.S. school system. Given the huge demand to create the next generation of classroom teachers and the length of time and diverse skills required to produce said teachers, the School of Education has traditionally had a domestic focus and understandably centered its curriculum around issues of pedagogy, child-development, and classroom management. It also provides students with an in-depth look at the contexts through which issues of education can be explored, including the history, philosophy, anthropology, and sociology of education. Meanwhile, the U.S. Department of Education's International Strategy 2012-2016 emphasizes global competencies and learning from/about other countries. In that [document](#), the authors argue that "in today's globalized world, an effective domestic education agenda must address global needs and trends and aim to develop a globally competent citizenry." Finally, significant faculty expertise in comparative and international education has been built up at IU for teaching at the graduate level, so this minor will now make such expertise more widely available to undergraduate students.

We believe that this proposed Minor fits squarely within the mission of both the new School for Global and International Studies and the School of Education, and it covers a subject area that is not currently available within any existing degree. In addition, this collaborative effort will accommodate inclusion of specific relevant courses offered by the College of Arts and Sciences and professional schools, especially the School of Public and Environmental Affairs and the School of Public Health.

The Minor would be available to students from across the IUB campus, regardless of their home school. We know that there is substantial IUB student interest for this minor, perhaps especially in the Department of International Studies, which requires a minor to supplement the major field. Student would be able to construct for themselves mini-tracks within the minor that eventuate in skill and knowledge sets for career and work settings ranging from the teaching of English as a second language to educational development practitioners in the non-profit or government sectors.

The student learning outcomes for this Minor include the following: (1) to understand education as a culturally variable human social process, and to understand modern schools as the dominant form of education developed over the last two centuries to respond to such varying needs in diverse parts of the world; (2) to articulate and take positions on some of the major issues in the field of comparative and international education today; (3) to offer context that helps to explain what is at stake vis-à-vis an issue in comparative education and what are some of the contrasting ways that experts have tended to approach this issue and its implications; (4) to continue to develop basic skills in writing academic papers as well as in conducting disciplined comparative inquiry; and (5) to develop specific skills and practical experiences for a potential career or graduate program in the field of international and comparative education. It will be up to the Minor's Oversight Committee to determine how to assess whether students are, in fact, achieving these learning outcomes. We expect that, to fulfill this charge, the Oversight Committee will work with the faculty of the individual courses to ascertain whether the intended and achieved learning outcomes for each course are matching up with those for the Minor as a whole.

To fulfill the requirements of this Minor, students will need to complete 15 credits—a minimum of 9 and maximum of 12 credits will be taken in the School of Education, with a minimum of 3 and maximum of 6 credits (for Requirements #3 and #4) taken in the College of Arts and Sciences, the School of Public Health, or the School of Public and Environmental Affairs. In no case can courses be double-counted toward majors or other minors. Nine credits must be completed at the 300 level or higher. Students must achieve a grade of C+ or better in each course contributing to the minor and must achieve an overall grade point average of 2.5 or better for the minor courses. A student would have no difficulty fulfilling all of the requirements in any two-year period and could probably fulfill the requirements in any given year. None of the required courses have any unusual staffing problems. Offering this Minor will not require investment in any new resources at the school or campus level.

The following outlines the five course requirements for the Minor, along with their thematic foci. For minor requirement #3, courses listed only constitute **a small subset of suggested course types**; in fact, many other courses can be approved by the Oversight Committee. For minor requirement #4, the same is generally true for courses in the College of Arts and Sciences, though courses in SPEA and Public Health are restricted to those listed here.

1. [Anchor course] EDUC-H-350: Schooling around the World. This is a new course, and it provides a historical and contemporary overview of education around the world, with a focus on public school systems and policies. The people who might teach this course in a given year include Bradley Levinson, Heidi Ross, Patricia Kubow, David Rutkowski, and Margaret (Peg) Sutton. The School of Education would commit to offering this course annually. As of right now, we expect Bradley Levinson or Patricia Kubow to teach this course for the first year(s).

2. [Social foundations of education] A course that provides a historical, philosophical, and social context (or a combination of said contexts) for approaching and understanding education. Options include:
 - H205 Introduction to Educational Thought (offered each semester)
 - H340 Education and American Culture (offered each semester)
 - H305 Education across Time and Cultures (new course proposal)

3. [Cultural context of education] A course that provides in-depth knowledge of the broader cultural context in which education and schooling occur. So-called “area studies” courses in Anthropology, History, or Folklore are most likely to fulfill this requirement, but courses in American Studies, Communication and Culture, Religion, Fine Arts, or other departments (including the area studies departments of the SGIS) may serve as well.
 - AMST-A 275 Indigenous Worldviews in the Americas
 - ANTH-E 310 Introduction to the Cultures of Africa
 - ANTH-E 333 Peoples of the Andes
 - ANTH-E 397 Peoples and Cultures of the Middle East
 - ANTH-E 387 The Ethnography of Europe
 - CEUS-R 315 Politics and Society in Central Asia
 - CMLT-C 361 African Literature and Other Arts
 - EALC-E 310 Introduction to East Asian Studies
 - FINA-A 352 Art of Eastern and Southern Africa
 - FOLK-F 307 Middle Eastern Folklore/Folklife/Folk Music
 - FOLK-F 320 Pacific Folklore/Folklife/Folk Music
 - HIST-C 210 The Making of the Modern Middle East
 - HIST-E 334 History of Western Africa
 - HIST-F 348 Introduction to Contemporary Latin American Reality
 - INST-I 320 Contemporary India: History, Politics, and Society
 - NELC-N 339 Middle Eastern Politics
 - REL-B 210 Introduction to Buddhism

4. [Comparative thematic inquiry] A course that provides students with the opportunity to explore comparatively and globally a particular theme, topic, or issue that is broadly related to education (e.g., development, communication, policy, health, gender, etc.).
 - EDUC- F401 Education and Development (new course)
 - EDUC–E 201 Multicultural Education & Global Awareness
 - EDUC- H305 (if not taken for requirement #2)
 - EDUC -H380/LATS-L380 Latino Education across the Americas
 - EDUC-Uxx4 Culture and Diversity in Higher Education (new course proposal)
 - EDUC-L441 Bilingualism and Bilingual Education

- INTL-I202 Global Health
 - INTL-I 203 Global Development
 - INTL-I 205 International Communication and the Arts
 - INTL-I 204 Human Rights and International Law
 - INTL-I 206 Identity and Conflict
 - INTL-I 220 Global Connections
 - INTL-I 422 Variable Topics (e.g., “Contested Territories/Conflicted Identities”)
 - CMCL-C 314 Communication, Culture, and Social Formations
 - GNDR-G 399 Regulating Gender
 - GEOG-G 369 The Geography of Food
 - POLS-Y 249 Religion, Politics, and Public Policy
 - POLS-Y 346 Politics in the Developing World
 - SOC-S 344 Sociology of Childhood
 - SPEA-A459 Public Policy and the Arts
 - SPEA V160 National and International Policy
 - SPEA V386 Case Studies for Policy Analysis (if on international cases)
 - SPEA V450 Contemporary Issues in Public Affairs (if on international issue)
 - SPH H172 International Health and Social Issues
 - SPH-T 211 International Tourism
 - SPH-H 304 Healthy Children: Breastfeeding Promotion in Global Communities
 - SPH-O 326 Investigating and Evaluating Environmental Issues
5. [Skills or practicum courses] A course that enables students to apply their learning in practical contexts or, alternatively, to develop practical skills for researching or practicing education and its allied fields cross-culturally.
- EDUC–T 450/550 Cultural/Community Forces and the Schools
 - EDUC- H 427 Education through Travel
 - EDUC F401
 - EDUC- X470 Psycho-Sociolinguistics Applications to Reading (Literacy) Instruction
 - EDUC–L 442 Teaching English Language Learners: Bilingual and English as a New Language
 - SPEA V362 Nonprofit Management and Leadership
 - SPH-H 445 Travel Study