

## New Academic Program Workflow Form

### General

**Proposed Name: Global Education**

Transaction Nbr: 000000000000036

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2020

### Details

Department(s):

#### EDUC

DEPTMNT ID	DEPARTMENT NAME	HOST
3222	Teaching, Learning and Sociocultural Studies	Y

Campus(es):

#### MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

**Admission application terms for this plan:** Spring: Y Summer: Y Fall: Y

**Plan admission types:**

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

**Plan Taxonomy:** 13.0701, International and Comparative Education.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Minor in Global Education

Transcript: Y Minor in Global Education

**Conditions for Admission/Declaration for this Major:**

No special requirements

**Requirements for Accreditation:**

NA

**Program Comparisons**

**University Appropriateness**

This program clearly meets the current Mission Statement of the University of Arizona which is: "To improve life and economic impact for the people of Arizona and beyond through education, research, creative expression, and community engagement." The Global Education Minor (GEM) aligns with the UA Strategic Plan that includes UA Global as its fourth pillar: Redefining International. Among this pillar's goals is to 'Become a top 10 national research university for students studying, working, or conducting research abroad.' COE is committed to supporting this goal by providing a more global curriculum that would prepare students for such global experiences.

The College of Education is committed to enhancing education equity in order to transform lives through dynamic learning experiences, innovative teaching, research on policy and practice, strong partnerships and collaborations, and diversity and inclusion within all college practices. GEM intends to extend COE's mission to the broader global context by offering a range of courses across the college's departments as well as courses from other UA colleges. The faculty instructors are leading experts of global education with direct experiences working alongside diverse international communities in the US and abroad. Students will have the opportunity to learn from these scholars through a rigorous curriculum that situates student learning across a range of cultural and geographic settings.

**Arizona University System**

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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**Peer Comparison**

The proposed UA program will be comparable to existing programs at NYU and IU. The proposed UA program will be most comparable to the IU program, by requiring a single core course, and then requiring courses within a predetermined set of electives. Unlike the peer programs, the UA program will require courses on interculturalism, and then the remaining courses offer a broad range of electives to fit students' interests and professional goals.

This proposed UA minor will provide necessary foundational knowledge and skills in the core, while still providing some flexibility for students to tailor their curriculum to fit their professional and academic interests and goals.

Students will still learn broad knowledge and skills necessary to move into entry level positions in international education. Additionally, students will be able to tailor their minor curriculum to more specific professional and academic areas of interest, such as schooling, human rights, and sustainability.

## Faculty & Resources

### Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
22065962	William Smith	3222	Assit. Prof	Doctor of Philosophy	.10
09907823	Mary Combs	3222	Professor	Doctor of Philosophy	.10
13405845	Julio Cammarota	3222	Professor	Doctor of Philosophy	.10
00511550	Alberto Arenas	3222	Assoc. Prof	Doctor of Philosophy	.10
02594284	Melody Buckner	3222	Lecturer	Doctor of Philosophy	.10
11709237	Perry Gilmore	3222	Professor	Doctor of Philosophy	.10
05200595	Kathleen Short	3222	Professor	Doctor of Philosophy	.10
14104761	Jenny Lee	3221	Professor	Doctor of Philosophy	.10
06409801	John Taylor	3221	Professor	Doctor of Philosophy	.10
03105456	Todd Fletcher	3204	Professor	Doctor of Philosophy	.10
16609482	Nicholas Ferdinandt	0472	Assoc. Prof	Doctor of Philosophy	.10

Additional Faculty:

None

## Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
3222	669	206	44.13

## Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
3222	669	682	696	206	214	223	44.13	44.00	44.00

### Library

Acquisitions Needed:

None

### Physical Facilities & Equipment

Existing Physical Facilities:

Existing facilities are adequate.

Additional Facilities Required & Anticipated:

n/a

### Other Support

Other Support Currently Available:

there is support staff in the College of Education to assist as needed.

Other Support Needed over the Next Three Years:

none

### Comments During Approval Process

9/13/2019 3:09 PM

MARTINMARQUEZ

#### Comments

Corrected known UAccess copy and paste error resulting in upside down question marks instead of ' . Informed department of correction.

9/17/2019 1:18 PM

KGUNCKEL

#### Comments

I should not be listed as an approver of programs. Also, I think you do need to list Dr. Marcy Wood, current Department Head of Teaching, Learning, and Sociocultural Studies, as an approver.

9/17/2019 3:21 PM

MARTINMARQUEZ

<b>Comments</b>
Received approval from Marcy Wood and Francesca Lopez through email. Marcy is not currently in the system, preventing routing of the proposal in the workflow.

**NEW ACADEMIC PROGRAM-STANDALONE UNDERGRADUATE MINOR  
ADDITIONAL INFORMATION FORM**

**I. PURPOSE AND NATURE OF THE MINOR**—provide a description for the proposed minor. Include the purpose, nature, and highlights. The description should match departmental and college websites, handouts, promotional materials, etc.

The proposed Global Education Minor (GEM) is designed to inform and engage students on how education is understood and operates in diverse international settings. GEM provides interdisciplinary views of social theories and comparative frameworks to understand leading global issues and to address problems in the global education field. It further aims to prepare undergraduates for careers in education that involve working with diverse international populations in the US and abroad. The courses are taught by leading UA faculty with expertise on and professional experiences with international education.

**II. MINOR REQUIREMENTS**— complete the table below to list the minor requirements, including minimum number of credit hours, required core, electives, and any special requirements. Note: information in this section must be consistent throughout the proposal documents (comparison charts, department checklists, curricular/assessment map, etc.).

<b>Total units required to complete minor</b>	18
<b>Upper-division units required</b>	12 Minimum
<b>Total transfer units that may apply to minor</b>	6
<b>List any special requirements to declare or gain admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b>	No special requirements

<p>Minor requirements (list all required major coursework including core and electives). Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p><b><i>(All of the below courses are 3 units with the exception of HED 335B –2 units—and SERP 475 –variable 1-3 units.)</i></b></p> <p><b><i>Required Core (3 units):</i></b></p> <ul style="list-style-type: none"> <li>• TLS 387 - Introduction to Global Education (New Course)</li> </ul> <p><b><i>Interculturalism: complete a minimum of two interculturalism courses (6 units):</i></b></p> <ul style="list-style-type: none"> <li>• HED 345 – Intergroup Dialogue (New Course)</li> <li>• TLS 386 – Global Citizenship: Reading the World and the Word</li> <li>• TLS 412 – Promoting Diversity in Multicultural Contexts</li> <li>• PAH 372 - Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations</li> </ul> <p><b><i>Elective Courses (9 units) Note: courses used to complete the interculturalism requirement may not be double dipped with this requirement:</i></b></p> <ul style="list-style-type: none"> <li>• HED 345 – Intergroup Dialogue (New Course)</li> <li>• TLS 386 – Global Citizenship: Reading the World and the Word</li> <li>• TLS 412 – Promoting Diversity in Multicultural Contexts</li> <li>• PAH 372 - Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations</li> <li>• EDL 200 – A Global Perspective on Schooling</li> <li>• HED 335A: Planning and Design of Domestic and Global Experiential Learning (GEL) Programs (Listed as repeatable but may only be taken once towards the minor)</li> <li>• HED 335B: GEL Southeast Asia: Culture, History, and People</li> <li>• SERP 404 – Cultural and Linguistic Diversity in Exceptional Learners</li> <li>• SERP 475 – Observation and Participation in Special Education Programs (Listed as repeatable but may only be taken for a maximum of 3 credits towards the minor)</li> <li>• TLS 200 – Sustainability and Education</li> <li>• TLS 307 – Youth Activism in Social Movements</li> <li>• TLS 452 – The Anthropology of Childhood (New Course)</li> <li>• TLS 467 – Poetry, Politics and Pedagogy: The Role of Art, Activism &amp; Performance</li> <li>• TLS 482 – Children’s Literature in Bilingual/Multilingual Classroom</li> <li>• ANTH/LAS/SOC 384 – Latin American, Globalization and Development</li> </ul>
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	<ul style="list-style-type: none"> <li>• ANTH/HUMS/RELI 428A – Globalization, the Environment and Indigenous Religions</li> <li>• RELI 302 –Ellis Island, 9/11, and Border Walls: Religion and Immigration in the U.S.</li> <li>• ENGL 357 – Global Englishes (New Course)</li> <li>• ENGL 455 – Teaching English as a Second Language</li> <li>• MAS 317 - Latin American Immigration and the Re-making of the U.S.</li> <li>• MAS 470 - The Feminization of Migration: Global Perspectives</li> </ul>
<b>Internship, practicum, applied course requirements (Yes/No. If yes, provide description)</b>	<p style="text-align: center;">No</p>
<b>Additional requirements (provide description)</b>	<p style="text-align: center;">None</p>
<b>Any double-dipping restrictions? (Yes/No. If yes, provide description)</b>	<p style="text-align: center;">No</p>



**III. CURRENT COURSES**—using the table below, list existing courses included in the proposed program. If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow. Add rows to the table, as needed.

<b>Course prefix and number (include cross-listings)</b>	<b>Units</b>	<b>Title</b>	<b>Course Description</b>	<b>Pre-requisites</b>	<b>Modes of delivery (online, in-person, hybrid)</b>	<b>Typically Offered (F, Sp, Su)</b>	<b>Dept signed party to proposal? (Yes/No)</b>
TLS 386	3	Global Citizenship: Reading the World and the Word	Global citizenship as open-minded critical perspectives on diverse cultures will be explored through scholarly readings and children’s and adolescent literature set in global contexts. Writing emphasis course	None	In-person	Spring	Yes
TLS 412	3	Promoting Diversity in Multicultural Contexts	Issues in education associated with the cultural and linguistic Pluralism in the United States; analysis the interaction of school, community, class, cultural, parent involvement, and family factors in the education of diverse populations.	None	On-line	Summer Fall	Yes

TLS 467	3	Poetry, Politics and Pedagogy: The Role of Art, Activism, and Performance in Education	This course explores how K-12 teachers and others interested in education can engage students in dialogue and academic projects about contemporary social and political issues through arts-based pedagogies. Arts-based approaches include performance, drama, the spoken word, visual arts, film and music. These approaches represent unique and engaging ways to study complex and often baffling global events.	None	In-person	Fall	Yes
TLS 200	3	Sustainability and Education	This course explores the complex web of relationships between environmental, economic, and social systems. It studies the causes, consequences, and alternatives related to the exploitation of natural resources, the distribution of wealth, the consumption of goods and services in society, and its relationship to formal and non-formal education.	None	In-person	Fall and spring	Yes
TLS 307	3	Youth Activism in Social Movements	History reveals that the younger generation finds the courage to become the initial catalyst sparking social movements across the globe. The ANC Youth League is but one example of many throughout history: the Little Rock 9 in the US Civil Rights Movement; Chinese students' protest for democracy in Tiananmen Square; youth activism in Arab Spring protests; and student actions in Tucson's Ethnic Studies movement. Documentation of these and other social movements tend to underestimate the important role of youth in bringing about	None	In-person	Spring	Yes

			social change. Furthermore, often forgotten or not acknowledged is the leadership and contributions of young women and LGBTQ youth in these struggles. Whether analyzing movements at the global, national or local levels, it is the most marginalized youth (youth of color, young women and LGBTQ youth) who have been active participants with striving for justice.				
TLS 482	3	Children's Literature in the Bilingual/Multilingual Classroom	This course is a survey of children's literature during which we will explore, through reading and discussion, a wide range of genres and issues related to bilingual/multilingual children's books in classrooms. A portion of the course will be delivered bilingually.	None	In-person	Fall	Yes
HED 335B	2	GEL Southeast Asia: Culture, History and People	This is a hybrid study abroad course designed to provide seminar style discussion of historical, political, and cultural information on Southeast Asia, with an emphasis on how history, politics, and culture impact education and social opportunity for residents in the region. Students will travel to multiple locations throughout Southeast Asia as they learn about social justice, environmental justice, and multicultural competence issues in the area through a dynamic experiential learning environment. The class will also have the opportunity to learn and interact with the University of Arizona Microcampuses and their	None	In-person	Winter	Yes

			students through service learning opportunities. At the end of the class, students will bring back the knowledge that they experienced to campus.				
HED 335A	3	Planning and Design of Domestic and Global Experiential Learning	Experiential [learning] is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values (Association for Experiential Education, para. 2). This is course will provide students hands on learning on how to plan and design inclusive domestic and international experiential learning programs for higher education. Through lectures, discussions, and assignments, and travel programs, this course provides students with an opportunity to study and learn about the socio-cultural and socio-political histories of diverse cultural locations.	None	In-person	Spring	Yes
EDL 200	3	A Global Perspective on Schooling	This exploratory course will introduce students to the roles of schools in society through a comprehensive review of culture and traditions. Emphasis will be placed on social issues and trends that impact schooling and the implications for the future direction of education. How effective is our current educational system?; how has the role of the teacher changed?; how does American	None	In-person	Fall and Spring	Yes

			education “stack up” against other countries? and are current reforms really going to improve education? are among the topical questions addressed in this course. Students will be expected to participate in field study and observation experiences in school settings.				
SERP 404	3	Cultural and Linguistic Diversity in Exceptional Learners	Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields.	None	In-person	Fall	Yes
SERP 475	1-3	Observation and Participation in Special Education Programs	The goals of the observation and participation classes (experiential learning project) while in Guanajuato are: to become familiar with teaching, learning, and management strategies used in regular or special education classrooms or clinical settings and learn about the implementation of the curriculum through observation of teacher/school routines in your assigned schools/settings.	SERP 400 and department consent	In-person	Fall and Spring	Yes
SOC/ANTH/LAS 384	3	Latin American, Globalization and Development	Analysis of how different waves of globalization from 1500 to the present have affected the economic and political development of Latin America. Applies theories of economic development and political sociology to understand the historical and contemporary transformations in social structures and institutions including the economy, government, and social stratification.	None	In-person	Fall and Spring	Yes

ANTH/ HUMS/ RELI 428A	3	Globalization, the Environment and Indigenous Religions	This course discusses the expansive scope of globalization and the manner that it directly exerts an impact on every facet of our local and global environment, with a particular focus on indigenous cultures and religions. We will subsequently explore solutions so that we are well informed on how to live in more holistic and sustainable environments and communities.	None	In-person	Fall and Spring	Yes
RELI 302	3	Ellis Island, 9/11, and Border Walls: Religion and Immigration in the U.S.	This course will explore the central role of religion in shaping constructions of race and ethnicity in U.S. history, especially in light of immigration debates. Since the country's founding, immigrants have expanded ethnic and religious diversity in the United States in the face of powerful anti-immigrant movements. Students will engage with in-depth studies of immigrant communities who shaped the American religious and ethnic landscape, including diverse American expressions of religions such as Roman Catholicism, Judaism, Hinduism, Buddhism, Islam, Evangelical Protestantism, and Vodou.	None	In-person	Fall OR Spring (once a year)	Yes
PAH – 372	3	Intercultural Competence: Culture, Identity, Adaptation, and	This course provides students with an in-depth discussion of the key concepts and factors that have led to the development of the field of intercultural competence and provides students with extensive background and reading so as to take a critical perspective on intercultural competence and its future for them in a globalized world.	None	In-person, On-line	Fall, Spring, and Summer	Yes

		Intercultural Relations					
ENGL 455	3	Teaching English as a Second Language	A general overview of the profession covering prominent theories, methodologies, and procedures influencing the field.	None	In-Person	Fall	Waiting
MAS /ANTH/ LAS 317	3	Latin American Immigration and the Re-making of the U.S.	Migration is currently re-shaping American cities, families, urban landscapes, rural areas, and politics, and altering the nation's racial and cultural make up. In response, societal attitudes shift and are re-imagined. This course examines the quasi-permanent presence of undocumented immigrants in the United States in an age of global movements, how this confounds established spatial orders that have conventionally defined nationhood, and the ensuing struggles for belonging and place within 'a nation of immigrants.'	None	In-Person	Fall	Yes
MAS 470	3	The Feminization of Migration: Global Perspectives	This a co-convened course that will include advanced 4th-year undergraduate students who along with graduate students (enrolled in MAS 570) will examine migration as a worldwide phenomenon in part due to the greater participation of women. In the Americas, in particular, there has been a steady increase in migration to the U.S. from Mexico and Latin America since the 1960s, much of which can be traced to the negative impact of	None	In-Person	Spring	Yes

			structural adjustment programs (SAPs) resulting in the impoverishment of agricultural sectors and lack of employment opportunities, a combination known to produce the feminization of migration. In this class, we will explore this phenomenon and the various challenges borne by women and youths. We will consider relevant theories, such as neoliberal economics and structural violence, as well as a wide range of perspectives, combining demography, history, ethnography and public policy analysis to better understand issues of borders, transnational identities, human rights, labor rights, and responsibilities of host and sending states.				
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**IV. NEW COURSES NEEDED** – using the table below, list any new courses that must be created to initiate the minor. If specific course number is undetermined, please provide level, (ie CHEM 4\*\*). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

<b>Course prefix and number (include cross-listings)</b>	<b>Units</b>	<b>Title</b>	<b>Course Description</b>	<b>Prerequisites</b>	<b>Modes of delivery (online, in-person, hybrid)</b>	<b>Status*</b>	<b>Anticipated first term offered</b>	<b>Typically Offered (F, Sp, Su)</b>	<b>Dept signed party to proposal? (Yes/No)</b>
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TLS 387	3	Introduction to Global Education	This course will provide an overview to educational theory, practice, issues and policies in countries worldwide to explore the world of formal and non-formal education. We will examine pressing and significant issues affecting K-16 schooling. Inevitably, education and schools serve as a microcosm of the problems affecting society at large, and thus we will study various facets of societies that impact the educational system, including, but not limited to, historical, economic, social, political, ethnic and religious forces.	None	In person	D	Spring 2020	Fall and spring	Will need to go through departmental and college approval in Fall 2019.
TLS 452	3	The Anthropology of Childhood	This course will explore the conceptions of childhood, including the experiences, functions and meanings of childhood, vary widely across time and place. The course will examine childhood anthropologically and comparatively, including historical, economical, political, educational, and legal perspectives. We will draw on local and global examples.	None	In person	S	Fall 2019	Fall	Yes, approved at dept and college level, submitted to university
HED 345	3	Intergroup Dialogue	The course is designed to provide participants with an inviting space to engage in open, constructive discourse on general social issues, including race, ethnicity, gender, sexual orientation	None	In-person	S	Spring 2020	Spring	Yes

			etc. Students will learn from peers' perspectives, participate in experiential learning exercises, read and discuss relevant materials, and explore their own and other groups' experiences in various social and institutional contexts. In addition, the course aims to provide students with opportunities to appreciate and learn to bridge differences, discover and maximize commonalities, and work to help create social change.						
ENGL 357	3	Global Englishes	This course considers theories of World Englishes, global Englishes, English as an international language, and English as a lingua franca, as well as related issues, such as globalization and scholarly debates on the future of English. Students will examine multimedia artifacts of worldwide English varieties and consider how a global(ized) view of English might or should impact attitudes toward and instruction of English in various contexts.	None	In-Person	D	Spring 2020	Spring	Yes

\*In development (D); submitted for approval (S); approved (A)

**Subject description for new prefix (if requested). Include your requested prefix, if any.:**

V. **STUDENT LEARNING OUTCOMES AND CURRICULUM MAP**—describe what students should know, understand, and/or be able to do at the conclusion of this minor. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix B for sample Curriculum Map).

(See attached PDF)

VI. **ASSESSMENT PLAN FOR STUDENT LEARNING**- using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the minor.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection
<p>ELO 1 –  <b>Pedagogy of Global Learning</b>            Students will describe international education practices, and how teaching and learning is understood and operates in diverse international settings.</p>	<p>Course-embedded assessments</p> <p>Course-embedded assessments</p>	<p>Exams, papers, and other forms of student work</p> <p>Quizzes with feedback and written exam</p>	<p>TLS 387</p> <p>TLS 412</p>
<p>ELO 2 –  <b>Theories and Comparative Frameworks of Global Education</b>            Students will explain the interdisciplinary views of social theories and comparative frameworks to understand leading global issues.</p>	<p>Course-embedded assessments</p> <p>Inquiry Project</p> <p>Course-embedded assessments</p>	<p>Exams, papers, and other forms of student work</p> <p>Inquiry Project</p> <p>Quizzes and Exams</p>	<p>TLS 387</p> <p>TLS 386</p> <p>TLS 412</p>

	Weekly Journal	Experience Engagement	PAH 372
<p>ELO 3 –  <b>Professional Practice and Development in a Global Educational Setting</b>  Students will analyze global issues and address challenges in the field of global education while preparing for careers involving diverse international populations both in the U.S. and abroad.</p>	<p>Course-embedded assessments</p> <p>Discussions and reflection journals</p> <p>Reflection and Interview</p> <p>Case Study Analysis</p>	<p>Exams, papers and other forms of student work</p> <p>Weekly journal and summative final reflection</p> <p>Interview Project</p> <p>Multimodal Project</p>	<p>TLS 387</p> <p>HED 345</p> <p>TLS 386</p> <p>TLS 412</p>
<p>ELO 4 –  <b>Ethical and Social Responsibilities in a Global Society</b>  Students will evaluate global situations, then apply ethical and social reasoning for decision making in a culturally and diverse educational setting.</p>	<p>Course-embedded assessments</p> <p>Discussions and reflection journals</p> <p>Inquiry Project</p> <p>Case Study Analysis</p> <p>Final Reflection</p>	<p>Exams, papers and other forms of student work</p> <p>Weekly journal and summative final self-reflection</p> <p>Written Paper</p> <p>Multimodal Project</p> <p>Intercultural Competency</p>	<p>TLS 387</p> <p>HED 345</p> <p>TLS 386</p> <p>TLS 412</p> <p>PAH 372</p>

**VII. NEED FOR THE MINOR**-describe how the minor fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates completing the minor during the next three years.

Like for most academic majors, scholarly fields are expanding to include global perspectives and opportunities abroad as well as serve increasingly diverse international populations in the US. However, international interests and work opportunities tend to be available at a much faster rate than the education and training necessary to prepare students for international contexts. US-based teachings may not readily apply in working with people across different international cultures. Currently, numerous global education-related courses are being offered in the College of Education (COE), but not towards a unified minor. Moreover, there is no current foundations course that would serve as an introduction to global education. Thus, GEM seeks to provide a combined set of courses to better prepare students for global careers in education in a wide range of professional environments, from schools, universities, ministries of education, nongovernmental organizations, nonprofit organizations, multinational organizations, for-profit companies, and more, in the US and abroad.

There is no global education minor offered in the state of Arizona. The UA offers a Global Studies Major and Intercultural Studies Minor, but neither target the education field. The most closely related academic programs in the state are ASU's minor in Global Health and NAU's minor in Global Studies and International Studies within the Politics and International Affairs Program, but are not education related. ASU also offers a minor in Educational Studies but does not have a global focus. Again, none of these majors or minors prepare students to work with international populations in the Education field.

There is considerable need for students of Education to have a more global perspective. The US Department of Education's international strategy "reaffirms the Department's commitment to preparing today's students, and our country more broadly, for a hyper-connected world. It reflects ongoing work in implementing international education programs..." An stated objective of this national strategy includes "increase global and cultural competencies of all US students...Global and cultural competencies comprise the knowledge and skills individuals need to be successful in today's interconnected world and to fully engage in and act on issues of global significance."

(<https://sites.ed.gov/international/international-strategy-2/>)

According to the Bureau of Labor Statistics, (<https://www.bls.gov/ooh/>):

"Employment of education, training, and library occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations. About 888,900 new jobs are projected to be added from 2016 to 2026. Enrollment is projected to increase at both the college

and university level and among public elementary and secondary schools, therefore postsecondary teachers and preschool, elementary and secondary school teachers will be needed to meet the demand.”

For International and Comparative Education, the forecast for employment in Arizona as well as the country is expected to grow over the next 8 years. Arizona is the fourth top location by posing demand, after Texas, California, and Massachusetts. While minor information is not available, there has been a 30% increase in international and comparative education majors degrees conferred from 2013-2017. Students with this educational background should be qualified to enter the job market immediately, with 65% (Arizona) and 72% (national) job postings requiring 0-2 years of experience. The vast majority of positions nationally are in educational services (88%), mostly in teaching settings but not requiring teaching certification (35% postings indicating teacher certifications).

From an institutional perspective, a survey of students who have enrolled in College of Education courses was conducted.

Approximately 230 LLL Majors, 130 ACE Minors, and students enrolled in the following classes: TLS 356 (19), TLS 358 (7), TLS, 318 (17), and TLS 353 (7) were invited to participate in the survey. 146 responded. The majority expressed interest in the minor (49% Yes; 25% Maybe). The responses are as follows:

1. The College of Education is investigating interest in a new undergraduate minor in Global Education. The Global Education Minor would be broadly designed for individuals who want to work and/or teach in educational settings abroad. It would also prepare those working with diverse international populations in the United States. Is this a minor that would interest you?

#	Answer	%	Count
1	Yes	49.32%	72
2	Maybe	25.34%	37
3	No	25.34%	37
	Total	100%	146

2. If the Global Education Minor would have been available when you started taking College of Education courses, would you have declared it?

#	Answer	%	Count
1	Yes	30.14%	44
2	Maybe	37.67%	55
3	No	32.19%	47
	Total	100%	146

3. What is your current class standing?

#	Answer	%	Count
1	Freshman	7.09%	10
2	Sophomore	14.18%	20
3	Junior	30.50%	43
4	Senior	48.23%	68
	Total	100%	141

4. How many fall and spring semesters do you have remaining until graduation?

#	Answer	%	Count
1	1 semester	41.84%	59
2	2 semesters	26.24%	37



3	3 semesters	11.35%	16
4	4 semesters	10.64%	15
5	5 semesters	2.13%	3
6	6 semesters	4.26%	6
7	7 semesters	3.55%	5
	Total	100%	141

**VIII. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?**

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
<b>Number of Minors</b>	25	50	75	100	125

**Data/evidence used to determine projected enrollment numbers:**

These numbers are based on the current number of minors in the ACE minor and the enrollment of existing courses. Based on course enrollment data over the past three years, at least 100 students enrolled in our existing courses every year.

We also conducted a survey during Spring and Summer 2019. Results indicated that among the polled students, over 100 surveyed students expressed at interest (72 yes; 37 maybe) and would have declared the minor if it was available (44 yes; 55 maybe).

**IX. ANTICIPATED MINORS AWARDED- complete the table below, beginning with the first year in which minors will be awarded. How did you arrive at these numbers?**

PROJECTED MINORS AWARDED ANNUALLY					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
<b>Number of Minors</b>	<b>10</b>	<b>30</b>	<b>55</b>	<b>80</b>	<b>105</b>

**Data/evidence used to determine number of anticipated minors awarded annually:**

These numbers are based the number of graduating Adolescents, Community, and Education (ACE) minor students. In 2019, 62 students graduated with an ACE minor, 51 with majors outside the CoE and 11 with majors within CoE. We anticipate higher growth than ACE with this minor given the global scope that the Global Education minor can have in relation to this and other undergraduate programs within and outside CoE.

**X. PROGRAM DEVELOPMENT TIMELINE-describe plans and timelines for 1) marketing the minor and 2) student recruitment activities.**

The University of Arizona is the educational host of over 2,200 undergraduate international students. We will market this minor to these international students through the UA’s International Student Services office as well as to all students enrolled in the courses that fulfill any of the GEM requirements. We propose to start the minor Spring 2020 and will market the minor as soon as it is officially approved.

**XI. DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this minor.**

Our current faculty and enrolled students are diverse and we anticipate this program will continue to diversify as the program grows, particularly attracting those with international backgrounds across the university. We will recruit students taking global education courses, including Education 200, A Global Perspective on Schooling, which is a General Education course. We will also promote this class through the UA cultural centers.

## Undergraduate Minor Peer Comparison Chart-

Minor name, institution	Peer 1: New York University	Peer 2: Indiana University of Bloomington	University of Arizona
Current# of enrolled students	40	10	N/A
Minor program description	<p data-bbox="431 596 789 695"><b>URL:</b> <a href="https://steinhardt.nyu.edu/ash/urban">https://steinhardt.nyu.edu/ash/urban</a></p> <p data-bbox="461 705 760 768"><b>Minor in Global and Urban Education Studies</b></p> <p data-bbox="431 848 756 947">Through elective courses, you will choose to focus on one of two options:</p> <p data-bbox="431 1010 789 1367"><b>Urban Education</b> This option includes courses that engage with questions of funding, equity, urban youth identities, organization and governance of urban schools, development and implementation of policies and practices, and multicultural and multilingual education.</p> <p data-bbox="431 1419 773 1892"><b>Global Education</b> This option examines social, cultural, and economic aspects of globalization and their implications for the field of education. Courses examine various topics as they relate to education, including notions of international human rights standards and principles, the emergence of global markets, new information technologies, migration, and comparative</p>	<p data-bbox="821 596 1206 831"><b>URL:</b> <a href="https://education.indiana.edu/students/undergraduates/academic-advising/program-sheets/docs/International-and-Comparative-Ed-Minor-May-2018.pdf">https://education.indiana.edu/students/undergraduates/academic-advising/program-sheets/docs/International-and-Comparative-Ed-Minor-May-2018.pdf</a></p> <p data-bbox="821 873 1206 972"><b>International and Comparative Education Minor (Non-Teaching)</b></p> <p data-bbox="821 1014 1206 1640">The International and Comparative Education minor is designed for undergraduates interested in education. It provides students with the opportunity to study 1) the broad issues involved in both the historical and contemporary debates around education from a global perspective; 2) the cross-cultural sensibility and analytic skills required to conduct comparative inquiry about education systems; and 3) the practical skills and opportunities to make a difference in a cross-cultural or international educational setting.</p>	<p data-bbox="1243 632 1536 926">The proposed Global Education Minor (GEM) is designed to inform and engage students on how education is understood and operates in diverse international settings.</p> <p data-bbox="1243 936 1536 1619">GEM provides interdisciplinary views of social theories and comparative frameworks to understand leading global issues and to address problems in the global education field. It further aims to prepare undergraduates for careers in education that involve working with diverse international populations in the US and abroad.</p>

	studies of socialization, race, class, gender, and sexuality in educational contexts.		
<b>Target careers</b>	<p><b>Prepare for careers in</b></p> <ul style="list-style-type: none"> <li>• Law</li> <li>• Policymaking</li> <li>• Business</li> <li>• Education and education leadership</li> <li>• Non-profit work</li> <li>• Domestic and international NGO work</li> <li>• Teaching, including Teach for America or teacher certification programs</li> <li>• Government positions in education, in the US or abroad</li> <li>• The Peace Corps and other international development or education work</li> </ul>	<p>Do you want to work in the field of international education development? Would you like to become more effective in teaching immigrant children or help U.S. schools internationalize their curriculum and practices? The International and Comparative Education minor is designed for undergraduates who want to explore and compare how education works around the globe, both inside and outside schools.</p>	<ul style="list-style-type: none"> <li>• Teaching abroad (e.g., Teach for America, international baccalaureate schools)</li> <li>• Education leadership/administration (e.g., exchange programs)</li> <li>• International development work (e.g., Peace Corps, NGOs, UN)</li> <li>• Law and/or policy-making (e.g., government sectors)</li> <li>• Business</li> </ul>
<b>Total units required to complete the minor</b>	16 units	15 units	18 units
<b>Upper - division units required</b>	Does not indicate	<ul style="list-style-type: none"> <li>• Minimum of 9 credits must be at the 300 level or higher.</li> </ul>	12 minimum
<b>Total transfer units that may apply to minor</b>	Does not indicate	<ul style="list-style-type: none"> <li>• Minimum of 9 and a maximum of 12 credits will be taken in the School of Education.</li> <li>• Only one (1) education course may double count for both a license addition and an</li> </ul>	None

		<p>academic minor.</p> <ul style="list-style-type: none"> <li>• Only one (1) education course may overlap between an education program and an academic minor.</li> <li>• No course overlap is allowed between academic minors and/or certificates. (e.g., EDUC-H 340 cannot be used to fulfill a requirement in both the International and Comparative Education minor and the Education Policy minor.)</li> </ul>	
<p><b>List any special requirements to declare or gain admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b></p>	None	<p>All courses must be completed with a grade of C or higher. Courses must average a minimum of 2.0 overall to earn the minor.</p>	None
<p><b>Minor requirements (list all required coursework including core and electives). Courses listed must include course prefix, number, units, and</b></p>	<p><b>Required Core Course:</b></p> <p>HSED-UE.1005/HIST-UA.0060 Introduction to Education: Historical and Contemporary Perspectives</p> <p><b>B: Restricted Electives:</b></p> <p>Choose <b>one</b> of the following four restricted electives (4 credits):</p>	<p><b>Anchor course:</b></p> <p>***EDUC-H 350 Schooling Around the World (P: Soph. Status) 3</p> <p><b>Social Foundations of Education (Select one) 3 credits:</b></p> <p>-EDUC-H 205 Introduction to Educational Thought (P: English Composition) 3</p>	<p><b>(All of the below courses are 3 units)</b></p> <p><b>Required Core (3 units):</b></p> <ul style="list-style-type: none"> <li>• TLS 387 - Introduction to Global Education (New Course)</li> </ul> <p><b>Interculturalism: complete a minimum of two interculturalism courses (6 units):</b></p>

<p><b>title. Mark new coursework (New). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b></p>	<p><b>Urban Education</b> TCHL-UE.41: American Dilemmas: Race, Inequality, and the Unfulfilled Promises of Public Education <i>Offered by the Department of Teaching and Learning</i></p> <p>OR</p> <p><b>Global Education</b> INTE-UE.10 Introduction to Global Education INTE-UE.11 Globalization and Education <i>Offered by the Department of Applied Statistics, Social Science, and Humanities</i></p> <p>C. UNRESTRICTED ELECTIVES:</p> <p>Choose at least 8 credits from the following options, as well as others by advisement.</p> <p><b>Department of Applied Statistics, Social Science, and Humanities (Highly recommended electives):</b> SOED-UE.20 American Social Movements, 1950 – Present: Power, Resistance, Identity (4 credits) SOED-UE.1025 The Sociology of Urban Life and Education (3 credits) SOED-UE.1050 LGBT Topics in Education: Identities, Coming Out, and Current Issues in Schools (4 credits) HSED-UE.610 Education and the American Dream: Historical Perspectives (4 credits) APSTA-UE.10 Statistical Mysteries and How to Solve</p>	<p>-EDUC-H 305 Education Across Time and Cultures (Fall) 3 -EDUC-H 340 Education and American Culture (P: Soph. Status) 3</p> <p><b>Regional Cultural Context of Education 3 credits:</b> <i>In consultation with your academic advisor, select a course from the College of Arts and Sciences that provides in-depth historical, artistic, social-scientific, or cultural knowledge of a particular country or geographically/linguistically/religiously/ethnically defined region. Potential courses may be considered from departments such as Anthropology, African American and African Diaspora Studies, Art History, Folklore and Ethnomusicology, Geography, History, Political Science, Religious Studies, Area Studies programs (e.g., Latin American and Caribbean Studies, India Studies) or advanced culture and literature courses in language departments.</i></p>	<ul style="list-style-type: none"> <li>• HED 345 – Intergroup Dialogue</li> <li>• TLS 386 – Global Citizenship: Reading the World and the Word</li> <li>• TLS 412 – Promoting Diversity in Multicultural Context</li> <li>• PAH – 372 - Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations</li> </ul> <p><b>Elective Courses (9 units)</b> <b>Note: courses used to complete the interculturalism requirement may not be double dipped with this requirement:</b></p> <ul style="list-style-type: none"> <li>• HED 345 – Intergroup Dialogue (New Course)</li> <li>• TLS 386 – Global Citizenship: Reading the World and the Word</li> <li>• TLS 412 – Promoting Diversity in Multicultural Contexts</li> <li>• PAH 372 - Intercultural Competence: Culture, Identity,</li> </ul>
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	<p>Them (4 credits)  APSTA-UE 21. Cracking the code (4 credits)  HSED-UE.1028 Schooling in Diverse Societies* (4 credits)  HSED-UE.1061 History of Higher Education (4 credits)  INTE-UE.1010 International Human Rights Activism and Education (4 credits)  INTE-UE 1011 Billionaires, Best Intentions, and Public Education (4 credits)  INTE-UE 1012 God, Schools and the Globe (4 Credits)  INTE-UE.1532 Terrorism, Extremism and Education (4 credits)  INTE-UE.1545 Interdisciplinary Perspectives on the New Immigration (4 credits)  INTE-UE.1xxx Contemporary International Relations: Peace, Security, and Education (4 credits)**  INTE-UE.1xxx International Perspectives On Gender and Education (4 credits)**  PHED-UE.10 Learning and the Meaning of Life  PHED-UE 1016 Religion/Public Education in the International Context  SOED-UE.1015 Education as a Social Institution (4 credits)</p> <p><b>Department of Media, Culture, and Communication</b>  MCC-UE.1017 Youth Media and Social Change (4 credits)</p> <p><b>Department of Applied Psychology</b>  APSY-UE.5 Community Psychology (4 credits)</p>	<p><b>Comparative Thematic Inquiry (Select one) 3 credits:</b></p> <ul style="list-style-type: none"> <li>-EDUC-H 305 Education Across Time and Cultures (if not taken for Social Foundations of Education) (Fall) 3</li> <li>-EDUC-H 380 Latino Education Across the Americas (Spring) 3</li> <li>-EDUC-L 441 Bilingual Education: Introduction (Spring) 3</li> <li>-EDUC-U 330 Culture and Diversity in Higher Education 3</li> <li>-INTL-I 202 Global Health &amp; Environment 3</li> <li>-INTL-I 203 Global Development 3</li> <li>-INTL-I 204 Human Rights and International Law 3</li> <li>-INTL-I 205 Culture and Politics 3</li> <li>-INTL-I 206 Peace and Conflict 3</li> <li>-INTL-I 220 Global Connections 3</li> <li>-INTL-I 422 Contest Territories/Conflicted Identities 3</li> <li>-SPEA-A 459 Public Policy and the Arts 3</li> <li>-SPEA-V 160 National and International Policy 3</li> <li>-SPEA-V 386 Case Studies for Policy Analysis (If on International cases) 3</li> <li>SPEA-V 450 Contemporary Issues in Public Affairs</li> </ul>	<p>Adaptation, and Intercultural Relations</p> <ul style="list-style-type: none"> <li>• EDL 200 – A Global Perspective on Schooling</li> <li>• HED 335a: Planning and Design of Domestic and Global Experiential Learning</li> <li>• HED 335b: GEL Southeast Asia: Culture, History and People</li> <li>• SERP 404 – Cultural and Linguistic Diversity in Exceptional Learners</li> <li>• SERP 475 – Observation and Participation in Special and Regular Education Classroom</li> <li>• TLS 200 – Sustainability and Education</li> <li>• TLS 307 – Youth Activism in Social Movements</li> <li>• TLS 452 – The Anthropology of Childhood</li> <li>• TLS 467 – Poetry, Politics and Pedagogy</li> <li>• TLS 482 – Children’s Literature in</li> </ul>
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	<p>APSY-UE.1040 Students in the Community: Service, Leadership and Training (2 credits)          APSY-UE.1270 Social Intervention in Schools and Communities (4 credits)          APSY-UE.1278 Families, Schools and Child Development (4 credits)          APSY-UE 1279 Child Development and Social Policy in a Global Society (4 credits)</p> <p><b>Department of Teaching and Learning</b>          ENGED-UE.1205 Hip Hop and the Teaching of English (3 credits)</p> <p><b>Wagner School of Public Service</b>          UPADM-GP.219 Race, Class, &amp; Gender in American Cities (4 credits)          UPADM-GP 216 Majorities, Minorities &amp; Group Identities in America: Status, Rights &amp; Public Policy (4 credits)</p> <p><b>Silver School of Social Work</b>          UNDSW-US.68 Service Learning through Community Engagement (2 credits)          UNDSW-US.72 Service Learning with Refugee Youth (2 credits)</p> <p><b>Gallatin School of Individualized Study</b>          CLI-UG 1460 Literacy in Action (4 credits)</p> <p><b>College of Arts and Science</b>          SCA-UA.115 Introduction to Black Urban Studies (4</p>	<p>(If on International issues)          3          SPH-H 172 International Health and Social Issues 3          SPH-H 304 Healthy Children: Breastfeeding Promotion in Global Communities 3          SPH-H 319 Global Health Promotion 3          SPH-T 211 International Tourism 3</p> <p><b>Skills or Practicum Courses (Select one) 3 credits</b>          EDUC-H 427 Education through Travel 3          EDUC-L 442 Teaching English Language Learners: Bilingual and English as a New Language (P: TEP Admission &amp; EDUC-L 441) (Summer) 3          EDUC-T 450 Cultural/Community Forces and the Schools (P: Department Consent) 3          EDUC-X 470 Psycholinguistics for Teachers of Reading (Literacy) Instruction (P: Soph. status)</p>	<p>Bilingual/Multilingual Classroom</p> <ul style="list-style-type: none"> <li>• ANTH/LAS 384 – Latin American, Globalization and Development</li> <li>• HMA 428A – Globalization, the Environment and Indigenous Religions</li> <li>• RELI 302 –Ellis Island, 9/11, and Border Walls: Religion and Immigration in the U.S.</li> <li>• ENGL 357 – Global Englishes</li> <li>• ENGL 455 – Teaching English as a Second Language</li> <li>• MAS 317 - Latin American Immigration and the Re-making of the U.S.</li> <li>• MAS 470 - The Feminization of Migration: Global Perspectives</li> </ul>
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	credits) SCA-UA.541 Latino Youth: Migration & Policing in the Americas (4 credits) SCA-UA.613 Community Empowerment (4 credits) SCA-UA.751 Urban Economics (4 credits) SCA-UA.610 Law and Urban Problems (4 credits) HIST-UA.639 New York City: A Social History (4 credits) SOC-UA.137 Wealth, Power, Status: Inequality in Society (4 credits) SOC-UA.415 Education and Society (4 credits) SOC-UA.460 Cities, Communities, and Urban Life (4 credits) SOC-UA.465 Childhood (4 credits) SOC-UA.9415 Sociology of Education: Global Education in the 21st Century (4 credits)*** PSYCH-UA 9036 Community Psychology (4 credits) * ECON-UA.323 Economic Development (4 credits)	3 SPEA-V 362 Nonprofit Management and Leadership 3 SPH-H 445 Travel Study (P: Permission of sponsor) 3	
<b>Internship, practicum, applied course requirements (yes/no). If yes, provide description.</b>	None	None	None
<b>Additional requirements (provide description)</b>	None	None	None

\*Note: comparison of additional relevant programs may be requested.

**BUDGET PROJECTION FORM**
**Name of Proposed Program or Unit: Global Education Minor GEM**

Budget Contact Person:	Projected		
	1st Year 2020 - 2021	2nd Year 2021 - 2022	3rd Year 2022 - 2023
<b>METRICS</b>			
Net increase in annual college enrollment UG - only minors	25	50	75
Net increase in college SCH UG	225	450	675
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
<b>FUNDING SOURCES</b>			
<b><u>Continuing Sources</u></b>			
UG RCM Revenue (net of cost allocation)	34,236	68,472	102,707
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
<b>Total Continuing</b>	<b>\$ 34,236</b>	<b>\$ 68,472</b>	<b>\$ 102,707</b>
<b><u>One-time Sources</u></b>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL SOURCES</b>	<b>\$ 34,236</b>	<b>\$ 68,472</b>	<b>\$ 102,707</b>
<b>EXPENDITURE ITEMS</b>			
<b><u>Continuing Expenditures</u></b>			
Faculty 0.25 FTE - \$60K	15,000	30,600	31,212
Other Personnel - 2 Instructors \$3500 each	7,000	7,140	7,283
Employee Related Expense	7,040	12,077	12,318
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)	2,000	2,000	2,000
Additional Space Cost			
Other Items (attach description)			
<b>Total Continuing</b>	<b>\$ 31,040</b>	<b>\$ 51,817</b>	<b>\$ 52,813</b>
<b><u>One-time Expenditures</u></b>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 31,040</b>	<b>\$ 51,817</b>	<b>\$ 52,813</b>
<b>Net Projected Fiscal Effect</b>	<b>\$ 3,196</b>	<b>\$ 16,655</b>	<b>\$ 49,894</b>

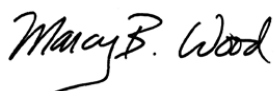
September 15, 2019

Dear Dr. Lee,

I am writing to support the establishment of the “Global Education Minor”. If this minor is approved, we would welcome students into the following courses housed in the Department of Teaching, Learning, and Sociocultural Studies:

Course prefix and number	Title	Typically Offered
TLS 386	Global Citizenship: Reading the World and the Word	Spring
TLS 412	Promoting Diversity in Multicultural Contexts	Summer, Fall
TLS 467	Poetry, Politics and Pedagogy: The Role of Art, Activism, and Performance in Education	Fall
TLS 200	Sustainability and Education	Fall and spring
TLS 307	Youth Activism in Social Movements	Spring
TLS 482	Children’s Literature in the Bilingual/Multilingual Classroom	Fall

Sincerely,



Marcy B. Wood  
Department Head  
520-621-1700  
mbwood@email.arizona.edu



**COLLEGE OF EDUCATION  
DISABILITY AND PSYCHOEDUCATIONAL STUDIES**

1430 E 2<sup>ND</sup> Street  
P.O. Box 210069  
Tucson, AZ 85721-0069

Tel: 520-621-7822  
Fax: 520-621-3821



Date: September 16, 2019

To: Dr. Jenny Lee, Professor

Dr. Lee,

I am writing this letter to confirm our departmental support for the Global Education Minor. We appreciate the inclusion of our faculty and expertise in this effort. In addition, I want to confirm that as part of the minor, we welcome students to take the following courses.

SERP 404 Cultural and Linguistic Diversity in Exceptional Learners

SERP 475 Observation and Participation in Special Education

Please let us know if we can provide any further support in this process.

Respectfully,

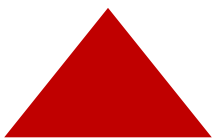


Carl Liaupsin, Professor and Head

Disability and Psychoeducational Studies

College of Education

520-626-3810

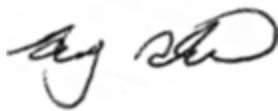


September 13, 2019

To whom it may concern,

I am writing this letter of support for the new Global Education Minor in the College of Education, and that we are supportive as well of the EDL and HEd courses housed in our department, EDL 200 (A global perspective on schooling), HEd 335A (Planning and design of domestic and global experiential learning), and HEd 335B (GEL Southeast Asia, culture, history, and people). We are excited about this new minor, which will provide good opportunities for undergraduates.

Yours sincerely,



Gary Rhoades, Professor and Director,  
Center for the Study of Higher Education  
Head, Educational Policy Studies and Practice  
College of Education  
University of Arizona  
Tucson, AZ 85721  
[grhoades@email.arizona.edu](mailto:grhoades@email.arizona.edu)



September 9, 2019

Colleagues:

The Department of English is delighted to participate in the new Global Education Minor. We have the capacity to support the two classes listed as electives, English 357 and English 455.

Please let me know if there is anything else I can do to help.

All best,



Aurelie Sheehan  
Head and Professor

**DEPARTMENT OF PUBLIC & APPLIED HUMANITIES**

Richard A. Harvill Building  
Room 337  
1103 E. 2<sup>nd</sup> Street  
PO Box 210076  
Tucson, Arizona 85721-0076

Tel: (520) 621-3025

[www.pah.arizona.edu](http://www.pah.arizona.edu)



July 2, 2019

Jenny J. Lee  
Professor  
Center for the Study of Higher Education  
Department of Educational Policy Studies and Practice

Dear Dr. Lee:

I write this letter in support of the proposed Global Education Minor (GEM) and the inclusion of PAH 372 (Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations) as an elective option in GEM. PAH 372 is always offered during the fall and spring semesters, and is often offered during the summer and winter sessions as well.

Please let me know if there are additional ways we can help support the GEM proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Judd Ruggill'.

Judd Ruggill  
Professor and Head  
Department of Public and Applied Humanities

**DEPARTMENT OF  
RELIGIOUS STUDIES & CLASSICS**

Learning Services Building  
Room 203  
1512 E. First Street  
PO Box 210105  
Tucson, Arizona 85721-0105

Tel: (520) 621-1689  
Fax: (520) 621-3678

[www.religion.arizona.edu](http://www.religion.arizona.edu)  
[www.classics.arizona.edu](http://www.classics.arizona.edu)



Jenny J. Lee, Professor  
Center for the Study of Higher Education  
Educational Policy Studies and Practice  
University of Arizona  
Tucson, AZ 85721

August 1, 2019

Dear Jenny:

I am writing in support of the new Global Education Minor (GEM) in the College of Education. I approve cross-listing the following courses, which are housed in the Department of Religious Studies and Classics:

RELI/HUMS/ANTH 428A - Globalization, the Environment, and Indigenous Religions (usually offered both fall and spring)

RELI 302 - Ellis Island, 9/11, and Border Walls: Religion, Ethnicity, and Immigration in the U.S. (usually offered once each academic year, in either fall or spring)

Please do let me know if I can assist in any other way.

Sincerely,

A handwritten signature in blue ink, appearing to read 'K-K. S'.

Karen K. Seat  
Head, Department of Religious Studies and Classics  
Director, School of International Languages, Literatures, and Cultures (SILLC)







School of Sociology  
College of Social  
and Behavioral Sciences

P.O. Box 210027  
Tucson, AZ 85721-0027  
Tel: (520) 621-3531  
Fax: (520) 621-9875  
<http://sociology.arizona.edu>

July 12, 2019

Dear Jenny Lee:

I am writing this letter of support for the new minor "Global Education," to be housed in the College of Education. I am excited about the opportunity to see this new minor flourish on campus and wholeheartedly lend my support. Sociology offers a course, cross-listed with Latin American Studies, called *Latin America, Globalization and Development* (SOC/LAS 384). We offer it next in fall 2019, and are happy to have it listed as an elective in Global Education minor. The professor who teaches the course regularly (Kathleen Schwartzman) retires in May 2020, so I am not sure who the instructor will be after that, or how often it will be offered, but likely once per year.

If you need anything else, please feel free to contact me at 520-621-9351 or email [leahey@arizona.edu](mailto:leahey@arizona.edu).

Sincerely,

A handwritten signature in cursive script that reads 'Erin Leahey'.

Erin Leahey  
Professor



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Mexican American  
Studies

Anna Ochoa O'Leary, Ph.D., Head  
Department of Mexican American Studies  
College of Social & Behavioral Sciences  
César Chávez Building, Rm. 208  
University of Arizona

1110 E. James E. Rogers Way  
PO Box 210023  
Tucson, AZ 85721-0023  
520-621-7551  
<http://mas.arizona.edu>

July 22, 2019

Jenny J. Lee, Professor  
Center for the Study of Higher Education  
Educational Policy Studies and Practice  
University of Arizona  
Tucson, AZ 85721

Dear Dr. Lee

I am writing this letter of support for the new undergraduate minor in Global Education that the College of Education is proposing. With the growth in the number of migrants, refugees, and asylum seekers exceeding 50 million worldwide in the last 4 decades alone, I think this new minor will provide many students the opportunity to develop an understanding of some of the most pressing challenges of the day. I am willing and look forward to cross-listing Mexican American Studies courses, MAS 317 *Latin American Migration and the Remaking of the US* (offered every fall semester) and MAS 470/570, *The Feminization of Migration: Global Perspectives*, (offered every two years in the spring semester). I am grateful that you have considered these courses and am excited about the opportunity to see this new minor flourish on campus. I am pleased to offer my whole heartd support in this endeavor.

If you need further information, please feel free to contact me using the contact information above, or via email at [olearya@email.arizona.edu](mailto:olearya@email.arizona.edu).

Sincerely your,

Anna Ochoa O'Leary, Ph.D.  
Professor and Department Head



**From:** [Wood, Marcy B - \(mbwood\)](#)  
**To:** [Lopez, Francesca A - \(falopez\)](#); [Marquez, Martin - \(martinmarquez\)](#); [Lee, Jenny J - \(jennylee\)](#); [Coonan, Pamela J - \(coonan\)](#)  
**Cc:** [Parra, Jorge Fernando - \(jorgeparra\)](#); [Koshel, Richard J - \(jkoshel\)](#)  
**Subject:** RE: Global Education Minor  
**Date:** Tuesday, September 17, 2019 3:15:41 PM

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I have also reviewed the materials and approve the proposal.

Marcy

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**From:** Lopez, Francesca A - (falopez) <[falopez@email.arizona.edu](mailto:falopez@email.arizona.edu)>  
**Sent:** Tuesday, September 17, 2019 2:27 PM  
**To:** Marquez, Martin - (martinmarquez) <[martinmarquez@email.arizona.edu](mailto:martinmarquez@email.arizona.edu)>; Lee, Jenny J - (jennylee) <[jennylee@email.arizona.edu](mailto:jennylee@email.arizona.edu)>; Coonan, Pamela J - (coonan) <[coonan@email.arizona.edu](mailto:coonan@email.arizona.edu)>; Wood, Marcy B - (mbwood) <[mbwood@email.arizona.edu](mailto:mbwood@email.arizona.edu)>  
**Cc:** Parra, Jorge Fernando - (jorgeparra) <[jorgeparra@email.arizona.edu](mailto:jorgeparra@email.arizona.edu)>; Koshel, Richard J - (jkoshel) <[jkoshel@email.arizona.edu](mailto:jkoshel@email.arizona.edu)>  
**Subject:** RE: Global Education Minor

I have reviewed the materials and approve the proposal.

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**From:** Marquez, Martin - (martinmarquez) <[martinmarquez@email.arizona.edu](mailto:martinmarquez@email.arizona.edu)>  
**Sent:** Tuesday, September 17, 2019 2:24 PM  
**To:** Lopez, Francesca A - (falopez) <[falopez@email.arizona.edu](mailto:falopez@email.arizona.edu)>; Lee, Jenny J - (jennylee) <[jennylee@email.arizona.edu](mailto:jennylee@email.arizona.edu)>; Coonan, Pamela J - (coonan) <[coonan@email.arizona.edu](mailto:coonan@email.arizona.edu)>; Wood, Marcy B - (mbwood) <[mbwood@email.arizona.edu](mailto:mbwood@email.arizona.edu)>  
**Cc:** Parra, Jorge Fernando - (jorgeparra) <[jorgeparra@email.arizona.edu](mailto:jorgeparra@email.arizona.edu)>; Koshel, Richard J - (jkoshel) <[jkoshel@email.arizona.edu](mailto:jkoshel@email.arizona.edu)>  
**Subject:** RE: Global Education Minor  
**Importance:** High

Hi all,

Marcy is not in our system yet. To ensure that the proposal is not delayed, could we get your (Marcy and Francesca) approval through email, while we work out the workflow. I will place the proposal on College Academic Administrator Council's September 24<sup>th</sup> meeting agenda **if I receive your (Marcy and Francesca) approval on or before 5pm today**. CAAC chair, John Koshel, included in this email, will follow-up about a presentation time. The proposal will also be added to the Academic Programs Subcommittee's (APS) September 24<sup>th</sup> meeting, occurring later that date. I will follow-up with more details once I have your response.

I have attached the merged proposal to this email. The documents uploaded to CAAC (and APS) will include the files with faculty CV and course syllabi.

**From:** [Lopez, Francesca A - \(falopez\)](mailto:falopez@email.arizona.edu)  
**To:** [Marquez, Martin - \(martinmarquez\)](mailto:martinmarquez@email.arizona.edu); [Lee, Jenny J - \(jennylee\)](mailto:jennylee@email.arizona.edu); [Coonan, Pamela J - \(coonan\)](mailto:coonan@email.arizona.edu); [Wood, Marcy B - \(mbwood\)](mailto:mbwood@email.arizona.edu)  
**Cc:** [Parra, Jorge Fernando - \(jorgeparra\)](mailto:jorgeparra@email.arizona.edu); [Koshel, Richard J - \(jkoshel\)](mailto:jkoshel@email.arizona.edu)  
**Subject:** RE: Global Education Minor  
**Date:** Tuesday, September 17, 2019 2:26:37 PM

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I have reviewed the materials and approve the proposal.

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**From:** Marquez, Martin - (martinmarquez) <[martinmarquez@email.arizona.edu](mailto:martinmarquez@email.arizona.edu)>  
**Sent:** Tuesday, September 17, 2019 2:24 PM  
**To:** Lopez, Francesca A - (falopez) <[falopez@email.arizona.edu](mailto:falopez@email.arizona.edu)>; Lee, Jenny J - (jennylee) <[jennylee@email.arizona.edu](mailto:jennylee@email.arizona.edu)>; Coonan, Pamela J - (coonan) <[coonan@email.arizona.edu](mailto:coonan@email.arizona.edu)>; Wood, Marcy B - (mbwood) <[mbwood@email.arizona.edu](mailto:mbwood@email.arizona.edu)>  
**Cc:** Parra, Jorge Fernando - (jorgeparra) <[jorgeparra@email.arizona.edu](mailto:jorgeparra@email.arizona.edu)>; Koshel, Richard J - (jkoshel) <[jkoshel@email.arizona.edu](mailto:jkoshel@email.arizona.edu)>  
**Subject:** RE: Global Education Minor  
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Best,

Martin Marquez II  
Assistant Director for Academic Programs  
Academic Administration  
University of Arizona  
*Curricular Affairs collaborates with and provides services for administrators, faculty, academic professionals, staff, and students to advance the academic mission of the University of Arizona.*

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**From:** Lopez, Francesca A - (falopez) <[falopez@email.arizona.edu](mailto:falopez@email.arizona.edu)>  
**Sent:** Tuesday, September 17, 2019 1:47 PM  
**To:** Lee, Jenny J - (jennylee) <[jennylee@email.arizona.edu](mailto:jennylee@email.arizona.edu)>; Coonan, Pamela J - (coonan) <[coonan@email.arizona.edu](mailto:coonan@email.arizona.edu)>; Marquez, Martin - (martinmarquez) <[martinmarquez@email.arizona.edu](mailto:martinmarquez@email.arizona.edu)>; Wood, Marcy B - (mbwood) <[mbwood@email.arizona.edu](mailto:mbwood@email.arizona.edu)>