

MAY 09 2011

The University of Toledo  
COLLEGE OF  
GRADUATE STUDIES

Existing Course Modification Form

Administrative Use Only	
Code*:	CM <input type="text"/>
Date Received:	<input type="text"/> / <input type="text"/> / <input type="text"/> (mm/dd/yyyy)
Effective Date:	<input type="text"/> / <input type="text"/> / <input type="text"/> (mm/dd/yyyy)
CIP Code (if changed):	<input type="text"/>
Subsidy (if changed):	<input type="text"/>

\* denotes required fields

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

College\*: Education      Dept/Academic Unit\*: Foundations of Education

Course Alpha/Numeric\*: TSOC - 6120

Contact Person\*: Mary Ellen Edwards      Phone: 530-2392 (XXX - XXXX)      Email: maryellen.edwards@utoledo.edu

Present

Supply all information asked for in this column.  
(Supply core and transfer module info if applicable.)

Course Title\*:  
Comparative Education

Credit Hours\*: 3

CrossListings:

Insert

TSOC 8120

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Remove

Proposed

Fill in appropriate blanks only where entry differs from first column.

Course  
Title: International Education

Credit Hours:

CrossListings:

Insert

TSOC 8120  
HED 6120  
HED 8120

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Remove

Prerequisite(s)(if prerequisite is longer than 50 characters, please place it in Catalog Description):

TSOC 5400/7400

Catalog Description (only if changed):

The purposes, structure and practice of formal and non-formal education are explored using a wide range of concepts and paradigms of comparative educational analysis throughout the globe.

- Univ Core:  Engl  Hum  Math  Sci  Soc Sci  
 US Culture  Non-US Culture
- Transfer Module:  Arts & Humanity  Engl  Math  
 Social Science  Natural Science & Physics

Reason for change\*

Course has been substantially updated, and the title and description more closely track current practice and will appeal to a wider audience of students.

Has course content changed?  No  Yes If course content is changed, give a brief topical outline of the revised course below ( less than 1500 words.)

Not sure what is on file. New topical outline of revised course attached.

Or attach an electronic copy of outline:

Browse...

Has the course changed from a non-core curriculum course to a core curriculum course?  No  Yes If so, explain how this course fulfills the core curriculum/general education guidelines in Faculty Senate Website and submit a course syllabus using the template:

List any course or courses to be dropped.

Effective Date: Mon / Day / Year

Approval:

Department Curriculum Authority:

*William M Gray*

Date Month / Day / Year  
04 / 15 / 2011

Department Chairperson:

*William M Gray*

Date Month / Day / Year  
04 / 15 / 2011

College Curriculum Authority:

*Bertha Fedehan*

Date Month / Day / Year  
04 / 25 / 2011

College Dean:

*Beverly Schmall*

Date Month / Day / Year  
5 / 4 / 2011

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

UUCS or Graduate Council Curriculum Chair:

*[Signature]*

Date Month / Day / Year  
7 / 6 / 2011

Faculty Senate Core Curriculum Committee Chair:

*[Signature]*

Date Month / Day / Year

Office of the Provost:

*[Signature]*

Date Month / Day / Year

Registrar's Office:

*[Signature]*

Date Month / Day / Year

Submit Course Modification

You will see a confirmation page after you press the submit button. If you do not see the confirmation page, please call x 4320 or send an email to ProvostWebMaster.utoledo.edu. Thanks.

*(for 1500 word section)*

## **TSOC 6120/8120 Comparative Education**

**Course Description:** This course is designed to examine educational systems from a global or international perspective. Complex interrelationships between global issues and education systems will be examined. Theoretical perspectives on educational systems and social policies will be analyzed. Topics will include educational policy, finance, governance, organization, accessibility, and assessment. Emphasis will be on the interactions between educational institutions and social values, and how education can be used to build a more global society. Some sections of the course will include an international field study trip. There are no pre-requisites or co-requisites. The course is cross listed with HED 6120/8120.

**Requirements:** Individual students will be required to focus on a particular country and a particular topic or issue in the class. Some examples of more focused issues include the following: Academic versus Professional/Technical education, Brain Drain, Educating special populations, Decentralization, Demographic transformations, Environmental issues, Gender inequalities, Language and literacy, Multiculturalism, Indigenous peoples, Human Rights and Peace education, Religion, Rural-Urban inequities, Social and Ideological conflict

**Objectives:** There are eight specific goals for this course. These are to:

1. examine historical factors which have influenced education around the world;
2. explore education governance, administration and policy-making within different nations and cultures.
3. explore the emerging interdependence of global educational issues in our constantly changing international environment;
4. study key international agencies, networks, and organizations that impact educational policies such as United Nations Educational, Scientific, and Cultural Organization (UNESCO), and The Organisation for Economic Co-operation and Development (OECD)
5. gain an understanding of comparative educational research methodologies;
6. examine challenges to education created by shifting global politics, and economics;
7. establish research and practice networks for future educational collaboration.; and
8. provide a foundation for including an optional international field study trip.

### **Topic Outline**

#### **Overview of the field of International Education**

Twenty five percent (25%) or 4 of 15 weeks of class time.

- Introduction and Overview
- International Education – History, Theory and Research methods.
- Comparative Education today- Internationalization and Globalization

### **Country/ Regional Case Studies**

Thirty-five percent (35%) or 5 of 15 weeks of class time

- Europe and North America
- Africa
- Asia
- Latin America

### **Issues in International Education**

Forty percent (40%) or 6 of 15 weeks of class time

- Administration, Governance and Organization
- Access, Accountability and Quality Assurance
- Financing Education – Resources and Diversity, Privatization (Private vs. Public)
- Educational Reform, Technology and Distance Education
- The Academic Profession and the International student
- Education and social change, student activism

### **Catalog description (30 word max)**

Complex interrelationships between global issues and education systems will be examined including theory and research on international education. Education explored as a builder of a more global society.