

TO: Martha McCarthy

FROM: Peg Sutton

DATE: September 12, 2006

**RE: Modifications to the Masters program in International/ Comparative Education**

Because of a number of changes in faculty and in the interests of incoming students, the faculty members in Foundations discussed modifications to requirements for the ICE Masters' degree at our program area meeting on September 8. This memo summarizes our recommendations, which we hope will serve as the basis for a discussion among the ELPS faculty as a whole.

In general, we are in favor of creating a more flexible program that can be adapted to the range of interests represented among Masters' students in recent years. Whereas in the past, this program was focused on providing education for people who might work in the field of education and development, it now also attracts those who aspire to work in the fields of student exchange, curriculum development, and other areas. It is also of interest to practicing teachers who seek to widen their knowledge of global issues.

Thus, we propose three major changes:

- (a) Reduce the "Basic Core" requirements from 15 credits to nine credits, retaining the nine-credit requirement for "Specialized Studies in International and Comparative Education." This reduces the required "H" courses from 24 to 18 hours.
- (b) Require each Masters student, in consultation with his/her advisor, to create a nine-credit "concentration" of courses, along with a rationale for the concentration. We envision this concentration as being built from courses available anywhere in the university. For example, one student may choose a concentration in Higher Education and take courses wholly within the School of Education. Another may wish to develop an "area studies" expertise in e.g., Africa, Latin America, or East Asia. The three courses may then come from either the College of Arts and Sciences alone or from a combination of SOE and COAS courses;
- (c) Introduce an Inquiry requirement. Require one inquiry course, approved by the advisor. We are in favor of adding an inquiry component because such skills contribute to graduate's competitiveness in the job market.

In relation to (a) we propose two changes in specific course requirements:

1. Eliminate H560: Education and Social Change (no longer offered since the retirement of Harbans Bhola) as a required course. We believe that the subject matter is encompassed in other required and optional courses, in including H551 and several H637 courses that are regularly offered.
2. Move H620: Seminar in Education Policy Studies from “Basic Core” to “Specialized Studies in International and Comparative Education.” The reason for this proposal is, as noted above, that not all of our Masters students are aspiring to work in policy related fields or positions.

Taking these changes together, the new ICE Masters’ program requirements would comprise the following:

### **Proposed Master’s Program in International and Comparative Education**

- I. Basic Core (9 credits)**
  - H551 Comparative Education
  - H552 Comparative Education II
  - H637 Topical Seminar - Comparative and International Education topic
- II. Specialized Studies in Educational Foundations (9 credits)**
  - Three courses selected from:
    - H504 History of American Education
    - H520 Education and Social Issues
    - H525 Anthropology of Education
    - H530 Philosophy of Education
    - H540 Sociology of Education
    - H620 Seminar in Educational Policy Studies
    - A630 Economic Dimensions of Education
    - H637 Topical Seminar
  - One course selected from:
    - H590 Independent Study (3 credits) or
    - H553 Travel Study (3 credits)
- III. Concentration (9 credits)**
  - Three courses, selected with the advisor, that form a coherent concentration pertinent to the student’s specific interests in the content of comparative and international education or the application of comparative methods to the study of education, for example, African Studies, curriculum, East Asian Studies, higher education, language education. Courses may be selected from those offered by any appropriate unit in the University, but in planning the

concentration, students are particularly encouraged to include courses outside the School of Education.

**IV. Inquiry Methodology (3 credits)**

One course in educational inquiry methodology, selected with the advisor. These are usually Y-prefix courses in the School of Education, but they may include inquiry outside the School courses on the approved list available at <http://www.indiana.edu/~educate/ApprovedInquiryCoreClasses.pdf>.

**V. Electives (6 credits)**

Students choosing to complete a master's thesis will take 6 credits of H599 Master's Thesis to meet this requirement. Those who do not should select elective courses with the consent of the advisor.