



May 27, 2020

James D. Fielder, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Kim E. Schatzel, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

Dear Secretary Fielder:

Towson University seeks your review and approval of a **Post-Baccalaureate Certificate in Global Citizenship in Education** under Code of Maryland (COMAR) 13B.02.03.06.

The program is designed to enhance the knowledge and practice of Maryland's formal and informal educators who work to prepare K-12 students for active participation in the community, nation, and world.

The 2018 market research brief by the Education Advisory Board (EAB), US Bureau of Labor Statistics employment projections, and the university's mission prompt this program.

Please contact Dr. Westley Forsythe if you have any questions or require additional information (410-704-3312, wforsythe@towson.edu).

Thank you in advance for your review.

Sincerely,

A handwritten signature in black ink that reads 'Kim Schatzel'.

Kim Schatzel, Ph.D.

President

KS/wrf

cc: Dr. Antoinette Coleman, Associate Vice Chancellor, Academic Affairs, USM
Dr. Karen Eskow, Interim Dean of Graduate Studies
Dr. Melanie L. Perreault, Provost and Executive Vice President of Academic and Student Affairs
Dr. Laurie Mullen, Dean College of Education

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Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

| | |
|---------------------------------|--|
| Institution Submitting Proposal | |
|---------------------------------|--|

Each action below requires a separate proposal and cover sheet.

| | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

| Payment Submitted: | Yes No | Payment Type: | R*STARS Check | Payment Amount: | Date Submitted: |
|--|-----------|---------------|--|--|-------------------|
| Department Proposing Program | | | | | |
| Degree Level and Degree Type | | | | | |
| Title of Proposed Program | | | | | |
| Total Number of Credits | | | | | |
| Suggested Codes | | | HEGIS: | CIP: | |
| Program Modality | | | On-campus | Distance Education (<i>fully online</i>) | |
| Program Resources | | | Using Existing Resources | Requiring New Resources | |
| Projected Implementation Date | | | Fall | Spring | Summer Year: |
| Provide Link to Most Recent Academic Catalog | | | URL: | | |
| Preferred Contact for this Proposal | | | Name: | | |
| | | | Title: | | |
| | | | Phone: | | |
| | | | Email: | | |
| President/Chief Executive | | | Type Name: | | |
| | | | Signature: | | Date: |
| | | | Date of Approval/Endorsement by Governing Board: | | |

Revised 3/2019

Global Citizenship in Education

A Proposal for a
Post-Baccalaureate Certificate Program
at Towson University

Executive Summary

Towson University's Post-Baccalaureate Certificate Program for Global Citizenship in Education is designed to enhance the knowledge and practice of Maryland's formal and informal educators who work to prepare children for active participation in the community, nation, and world. It is grounded in the belief that education is a universal human right in an increasingly interdependent world. The primary aim of the program is to promote globally-competent educators who can equip their K-12 students with knowledge and skills to address issues of global significance and participate in the global economy.

The program requires completion of 12 credit hours of coursework and is designed to accommodate students with at least a baccalaureate degree, who are interested in internationalizing school curriculum and programs.

- The program allows students to earn a stand-alone certificate.
- Graduate students may take one or more courses as electives to advance their knowledge of global citizenship.
- The Post-Baccalaureate Certificate also may be earned in conjunction with a doctoral (Ed.D) or master's (M.Ed.) degree program. Graduate degree programs with up to 12 units of electives can integrate this certificate program to enhance professional credentials.

Designed for formal and informal educators, the proposed program is not offered by another University System of Maryland or state-funded institution. This program would be

housed and administered by the Department of Secondary and Middle School Education, but it would leverage resources from across Towson University.

Increasing attention has been paid to the “civic empowerment gap,” as fewer black and Hispanic students in Maryland score at advanced levels on achievement tests (e.g., National Assessment of Education Progress in Civics) as compared to their white and Asian classmates. This gap is caused, in part, by the lack of global citizenship coursework available to Maryland teachers. To address this gap, a special focus of this certificate program is the global citizenship knowledge and skills of all children, especially those from historically disenfranchised groups.

**A. Centrality to Institutional Mission Statement and Planning Priorities
Need for Program: (Briefly describe the need—internal and/or external--for the proposed program and its importance to the programmatic emphases in the approved institutional mission.)**

In the United States, frequent appeals have been made for K-12 education reform that focuses squarely on preparing *all* students for life and work in a global society. Such reform emphasizes a deeper understanding of global interdependence, contemporary issues, and the connection between local and global issues (Brookings Institution, 2017; Chief Council of State School Officers, 2011; Gaudelli, 2016; Goren & Yemeni, 2017; Maguth & Hillburn, 2015; Merryfield & Wilson, 2005; North Carolina Department of Public Instruction, 2015; Organisation for Economic Cooperation and Development, 2018; UNESCO, 2015). Yet, despite the many calls to promote a “world-ready” K-12 curriculum, teachers are not well prepared to teach about the world (Alazzi, 2011; Howe, 2013). To address this problem, Towson University’s College of Education is well-positioned to offer the proposed certificate program for teachers in Maryland and around the world. The

focus of the program is to promote globally-competent educators who can equip their K-12 students with the “the capacity and disposition to understand and act on issues of global significance” (Chief Council of State School Officers, 2011, p. xi).

The proposed program ties closely with the institutional mission of Towson University. It addresses the following two goals from the *TU2020* strategic plan: “Academic Excellence and Student Success” with its emphasis on preparing globally-conscious students for an expanding workforce, and “Innovation in Teacher and Leader Preparation” with its emphasis on innovation to transform the K-12 classroom. Beyond institutional priorities, the proposed program responds to national concerns about economic competitiveness. According to the American Council on Education, “America’s future depends on our ability to develop a citizen base that is globally competent” (1998, p. 4). This program, then, seeks to develop globally-competent citizens by enhancing the knowledge and skills of teachers.

Since its inception as the Maryland State Normal School, Towson University has taken its role seriously in preparing teachers for the state of Maryland. Today more than one quarter of Maryland’s teaching force holding a degree or credential or both from the university. Towson University’s College of Education aims to be responsive to Maryland’s students, parents, teachers, administrators, and school districts, and it works to provide rigorous programs that are relevant to the best practices in the field.

The proposed certificate program in Global Citizenship in Education clearly aligns well with the mission of Towson University and that of the College of Education.

Excerpts of Towson University’s mission statement emphasizes its role in:

[F]ostering intellectual inquiry and critical thinking [to] prepare graduates who will serve as effective, ethical leaders and **engaged citizens** [W]e are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, **civic engagement**, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

This mission aligns with the College of Education's role as Maryland's preeminent teacher education institution:

Towson University has a distinguished history in the preparation of classroom teachers and education specialists. The College of Education offers a comprehensive slate of high quality, performance-based, professional education programs for the initial and advanced preparation of teachers and education specialists. The majority of graduates from the college enter schools as teachers and specialists.

Taken together, the mission, expertise, and leadership of Towson University's College of Education uniquely position the university to continue to provide high-quality programs for Maryland educators.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

The *Blueprint for Maryland's Future* (2019) boldly calls for the development of:

a **world-class** instructional system that will enable Maryland high school graduates to match students in the highest achieving countries in the world in academic attainments, equip them with the **complex skills** they will need **to be successful in** a technologically sophisticated **economy**, **contribute to** their **communities**, and play their roles as **informed and thoughtful citizens** in the world's oldest **democracy** (p. 80).

To effectively prepare world-class students, access to a "well-rounded curriculum" is a vital goal for all Maryland students. According to the *Maryland Every Student Succeeds Act Consolidated State Plan* (2018), more high school graduates will need to demonstrate

that they have earned credit for the completion of a well-rounded curriculum that includes achievement in a broad range of disciplines beyond English and mathematics. The proposed program seeks to provide educators with the tools to boost students' ability to succeed in a global economy and enhance their civic capacity from the local to the global level.

The *Maryland State Plan for Higher Education* (2017) identifies the ongoing need to “continue to improve college readiness among K-12 students, particularly high school students” (p. 81). By focusing on global citizenship in education, this certificate promotes students' problem-solving and critical thinking skills in global issues as part of a larger effort to prepare students for success in college, career, and civic life. Also, the state plan highlights the need to “improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements” (p. 83). Through distance education, the proposed program is designed to facilitate high-quality learning for educators, especially working professionals who face constraints of time and distance that make it difficult to enroll in traditional face-to-face graduate programs.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

The market viability for the proposed program is strong based on two key indicators. First, according to a 2018 market research brief by EAB, employer demand in the mid-Atlantic region for “bachelor’s-level global citizenship in education professionals increased 48 percent from H2 2013 to H2 2017 (i.e., 202 to 391 postings). By comparison, regional demand for bachelor’s-level professionals in all fields increased five percent (i.e.,

1,900,192 to 2,000,871 postings) across the same period” (2018, EAB, p. 12). For the full market research report from EAB, see Appendix B. This burgeoning demand presents an opportunity for Towson University to be responsive to employers’ changing needs. Second, the U.S. Bureau of Labor Statistics (2018) projects a seven and a half percent growth in nationwide employment of “kindergarten and elementary school teachers,” “middle school teachers,” and “high school teachers” from 2016 to 2026. As a result, over the next 10 years, the National Bureau of Labor Statistics predicts over 1.9 million new teachers will be hired. In Maryland, teacher shortages are already affecting schools, and the *Blueprint for Maryland’s Future* highlights the need to hire more teachers here in the near term. Taken together, these data point to current demand for the program and upward projections for the overall number of teachers, who are the principal target for program recruitment.

Within the University System of Maryland, Towson University prepares the largest number of teachers each year, and it also serves many practicing teachers and school leaders. Towson graduates work in all of the state’s 24 public school districts. At the moment, however, few options exist for teachers to deepen their knowledge of global citizenship education, and no options exist that are offered by University System of Maryland institutions.

Recruitment will also aim beyond Maryland—in particular to educators in neighboring states where Towson University’s regional reputation is strong. In addition, Towson University is well-positioned to leverage its international partners in order to promote the program for overseas educators.

D. Reasonableness of Program Duplication

There are no duplicate programs offered by institutions of higher education in the University System of Maryland.

E. Relevance to the Identity of Historically Black Institutions (HBIs)

The proposed Post-Baccalaureate Certificate would not overlap or compete with any program offered by Maryland's HBIs, and thus not affect the Maryland HBIs's identity.

F. Relevance to High-Demand Programs at Historically Black Institutions (HBIs)

It is not anticipated that this certificate will have any relevance to high demand programs at HBCIs.

G. Adequacy of Curriculum Design and Delivery to Related Learning Outcomes

Faculty from the Department of Secondary and Middle School Education designed the curriculum for the proposed program. The 12-credit certificate program is comprised of four courses: 1) Global Citizenship Education: Theory, Research, and Policy, 2) Globalization and Global Issues, 3) Teaching Global Issues, and 4) Capstone Seminar in Global Citizenship Education (see Table 1). The first course introduces the field of global citizenship education. The second course focuses on improving teacher knowledge of the nature of globalization and several contemporary global issues. The third introduces pedagogy and materials to support the teaching of global competencies. Building on the first three courses, the last course is an opportunity for educators to design an in-depth capstone project for implementation in their workplace. For complete descriptions of these courses, see Appendix A.

| |
|--|
| <p>SCED 701 Global Citizenship Education: Theory, Research, and Policy (3 credits)</p> <p>Key concepts, theories, research trends, and policy developments in global citizenship education.</p> |
| <p>SCED 702 Globalization and Global Issues (3 credits)</p> <p>Contemporary debates about the nature and limits of globalization; current events in relation to global issues such as population growth, human rights, refugees, environmental sustainability, food, water, and energy.</p> |
| <p>SCED 703 Teaching Global Issues (3 credits)</p> <p>International programs, partnerships, curriculum frameworks, methods, and materials for teaching global issues including human rights and environmental sustainability.</p> |
| <p>SCED 704 Capstone Seminar in Global Citizenship Education (3 credits)</p> <p>Curriculum development and program development for selected aspects of global citizenship education.</p> |

Table 1. Course Sequence

Admission into the program will be based on the following requirements:

- Completion of a bachelor's degree from a regionally accredited college or university**
- An overall minimum undergraduate GPA of 3.00 based on the last 60 units of total undergraduate and post-baccalaureate study
- Official transcripts for undergraduate and graduate course work
- A 400-600-word Statement of Purpose Essay describing the student's professional goals for advanced graduate study
- Current résumé
- Two letters of recommendation that describe the candidate's professional experience and academic work (Email addresses of recommenders must be entered on application)

**See Exceptions to Policy in Graduate Admissions

Non-immigrant international students: See additional admission information in Graduate Admissions.

Learning Outcomes

The following learning outcomes anchor the program.

Students will be able to:

1. demonstrate in-depth knowledge of a global issue.
2. demonstrate research skills by evaluating recent empirical research in the field of global citizenship education.
3. demonstrate analytic skills by critiquing existing curricula/programs.
4. design original work that advances the field of global citizenship education and provides creative solutions for dissemination to authentic audiences.

Multiple scoring tools have been developed to assess these program learning outcomes. The scoring tools will be employed every time a course is offered, and results related to each student's performance will be reported to the individual student, the program director, and the department faculty. This allows the program to provide specific feedback to current students, and it provides the program faculty with information needed to make changes in the curriculum and instruction to meet areas of student and program need.

Faculty from the Department of Secondary and Middle School Education will be involved in program evaluation through regular review of assessment data collected about the program. At the end of each course, instructors for this program will submit a summary of student performance data in relation to select learning outcomes for the program. Faculty will look across data summaries for trends in student performance for each

learning outcome. As a result of these analyses, course content may be modified to more effectively address program learning outcomes and students' needs.

H. Adequacy of Articulation

N/A

I. Adequacy of Faculty Resources

Four full-time, tenure-track faculty members at Towson University have scholarly expertise in global citizenship education. Dr. Todd W. Kenreich is Professor of Secondary and Middle School Education. He holds a Ph.D. in Social Studies and Global Education from The Ohio State University. Dr. Kenreich has written extensively on the teaching of global issues in the school curriculum. As a U.S. Fulbright Scholar in Japan, he explored the place of global citizenship in Japanese schools. His research interests include: global citizenship education, geography education, and teacher professional development. In addition, Dr. Kenreich currently serves as Co-Director of the Maryland Geographic Alliance, a network of geographers and educators that seek to promote global understanding through geographic literacy in schools.

Dr. Ashley Lucas is an Associate Professor of Secondary and Middle School Education, and she directs the M.Ed. program in Secondary Education. She holds a Ph.D. in Curriculum and Instruction from Indiana University. Dr. Lucas has published widely in the area of global citizenship education. Also, she has chaired the International Assembly of the National Council for the Social Studies.

Dr. Lea Ann Christenson is an Associate Professor of Early Childhood Education. She holds a Ph.D. in Curriculum and Instruction from University of Maryland, College Park. She is a recipient of the Gloria A. Neubert Award for Teaching Excellence. Dr. Christenson's scholarly work on global citizenship education has been published in a number of venues. She has also worked closely with teachers overseas in El Salvador as well as in Zimbabwe.

As a Professor of History, Dr. Robert Rook directs the Interdisciplinary Studies Program. He earned his Ph.D. in History at Kansas State University. Dr. Rook's research focuses on the history of the Middle East and Indian Ocean Basin in the 20th century, particularly diplomatic and military history and environmental history. For more than a decade, Dr. Rook has been a participant in the U.S. Navy's Regional Security Education Program (RSEP). This program was created to help service members prepare for overseas deployment with better insight into the various regions in which they operate. Through this program, Dr. Rook regularly provides service members with a deeper understanding of regional history, culture, religion, economy, and politics. In addition, he is the recipient of the USM Regents Award for Public Service.

Complete the following table:

| Faculty Resources | | | | | |
|-----------------------|-----|--|---------------------|---------------------------------|------------------|
| | FTE | Highest Degree Earned/Field of Study | Rank | Status (Full-time or Part-time) | Courses Teaching |
| Existing Faculty | | | | | |
| Todd W. Kenreich, PhD | 1 | PhD, Social Studies and Global Education | Professor | Full-time | SCED 701 |
| Robert Rook, PhD | 1 | PhD, History | Professor | Full-time | SCED 702 |
| Ashley Lucas, PhD | 1 | PhD, Curriculum & Instruction | Associate Professor | Full-time | SCED 703 |
| Lea Ann Christianson | 1 | PhD, Curriculum & Instruction | Associate Professor | Full-time | SCED 704 |

(Note: Faculty resources must address minimum requirements detailed in COMAR 13B.02.03.11 and 13B.02.03.20 (1) at least 50% of the total semester credit hours within the program shall be taught by full-time faculty; and 2) at least 1/3 of the courses offered in an off-campus program shall be taught by full-time faculty of the parent institution.)

J. Adequacy of Library Resources

On the main campus of Towson University, the Albert S. Cook Library supports students and faculty with a broad range of resources, services, and learning opportunities that are available on and off campus. Cook Library's online catalog and electronic resources are available to all students at anytime, anywhere through the library's web page: <http://libraries.towson.edu>. The Cook Library web portal connects users to library catalogs, electronic databases, electronic books, online journals and the Internet. The library's collection includes more than 600,000 books, as well as almost 250,000 electronic books that can be accessed by students from any location. Towson students also have access to more than 150 electronic databases and approximately 20,000

electronic and print journals. Cook Library's collection is especially strong in areas related to teacher education. In addition to the rich resources available at Cook Library, Towson students can utilize other area library collections. The Towson University College of Education has and will continue to submit requests to Cook Library for books and other resources that support scholarly inquiry into global citizenship education.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

The College of Education has been located in Hawkins Hall since its opening in 1977. Recently, the CoE has expanded into the adjacent and connected Psychology Building, which gives it extensively more space for both classrooms and offices. During the summer of 2017, the university extensively renovated Hawkins Hall with new ceilings, lighting, HVAC, flooring, and sprinklers installed throughout the building. Additionally, the renovation included technology upgrades to all classrooms and the introduction of two new workspaces that permit students, faculty, and classes to work with technology in collaborative and innovative ways. As such, the facilities of Hawkins Hall are sufficient for the purposes of this program.

L. Adequacy of Financial Resources with Documentation

Towson University receives funding from both state funding and other revenue streams. For the 2018-2019 academic year, for example, Towson received state-assisted revenues of over \$311,213,013, a sum which represents nearly 60% of Towson's total budget of \$519,793,923. The proposed certificate program will operate within this budget, and over time, it will generate additional funding. As a result, the Global Citizenship in

Education certificate program will not need additional resources from the University Provost.

M. Adequacy of Provisions for Evaluation of Program

Systematic evaluation for the proposed certificate program would be conducted yearly by the College of Education and by Towson University. At the state level, the program would be reviewed every seven years by University System of Maryland. The evaluation process for the certificate program includes the submission (each fall) of a report known as the Yearly Assessment System Update and Data Analysis Report (YASU/DAR) to the College of Education for review. The YASU/DAR provides a summary of assessment data, analysis and interpretation of the data in relation to program goals, and—based on important trends in the data—revised goals or new goals for the academic year ahead. The College of Education assessment team reviews the reports and sends feedback to the department. The YASU/DAR is then forwarded on to the Towson University Office of Assessment for university-level review.

The University System of Maryland requires a program review by external reviewers for all academic degree programs every seven years. The 7-year program review process is extensive and consists of an internal self-study of each program within the context of the discipline as a whole and the department in which it resides. Each review must include feedback from an external reviewer and a comprehensive plan for improvement.

N. Consistency with the State’s Minority Student Achievement Goals

Minority student achievement goals are enumerated in COMAR 13B.02.03.05 and in the *State Plan for Post Secondary Education*. To address the central goal of “equitable access to affordable and quality postsecondary education for all Maryland residents,” the proposed program supports ongoing efforts to “improve college readiness among K-12 students, particularly high school students” (Strategy #1 from the State Plan). In particular, this program seeks to improve teacher quality as one lever to raise K-12 students’ college readiness.

At Towson University, creating a more diverse and inclusive campus is one of eight presidential priorities that are linked to and aligned with the university’s strategic plan. The proposed program will work with the Office of Graduate Studies in its efforts to recruit and retain underrepresented minority students in programs through targeted marketing efforts and outreach at graduate school conferences.

O. Relationship to Low Productivity Programs identified by the Commission

N/A.

P. Adequacy of Distance Education Programs.

If proposing a distance education program, please provide evidence of the Principles of Good Practice

N/A

Program Resources and Expenditures Tables

Instructions: Double clicking on the tables below allows you to input data as you would in an excel spreadsheet. The calculations will be completed automatically. Simply click on the page elsewhere to embed the spreadsheet in the Word document again.

| | | | | | |
|---|----------|----------|----------|----------|----------|
| Subtotal Tuition | \$0 | \$0 | \$0 | \$0 | \$0 |
| Annual Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Subtotal Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Full-time Revenue of New Students | \$0 | \$0 | \$0 | \$0 | \$0 |
| b. Annual Part-time Revenue | 0 | 0 | 0 | 0 | |
| Number of Part-Time Students | 10 | 12 | 14 | 15 | 15 |
| Credit Hour Tuition Rate | \$398 | \$398 | \$398 | \$398 | \$398 |
| Annual Fees Per Credit Hour | \$130 | \$130 | \$130 | \$130 | \$130 |
| Annual Credit Hours Per Student | 9 | 9 | 9 | 9 | 9 |
| Subtotal Tuition | \$35,820 | \$42,984 | \$50,148 | \$53,730 | \$53,730 |
| Subtotal Fees | \$11,700 | \$14,040 | \$16,380 | \$17,550 | \$17,550 |
| Total Part Time Revenue | \$47,520 | \$57,024 | \$66,528 | \$71,280 | \$71,280 |
| 3. Grants, Contracts & Other Sources ³ | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (Add 1 - 4) | \$47,520 | \$57,024 | \$66,528 | \$71,280 | \$71,280 |

¹ Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

² This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

³ Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

TABLE 2: EXPENDITURES

Fill in blue shaded areas only.

| Expenditure Categories | (Year 1) | (Year 2) | (Year 3) | (Year 4) | (Year 5) |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. Total Faculty Expenses | \$43,225 | \$43,225 | \$43,225 | \$43,225 | \$43,225 |
| (b + c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. #FTE | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| b. Total Salary | 32,500 | 32,500 | 32,500 | 32,500 | 32,500 |
| c. Total Benefits | 10,725 | 10,725 | 10,725 | 10,725 | 10,725 |
| 2. Total Administrative Staff Expenses | 0 | 0 | 0 | 0 | 0 |
| (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. #FTE | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| b. Total Salary | 0 | 0 | 0 | 0 | 0 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 3. Total Support Staff Expenses | 0 | 0 | 0 | 0 | 0 |
| (b + c below) | | | | | |
| a. #FTE | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| b. Total Salary | 0 | 0 | 0 | 0 | 0 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 4. Equipment | 0 | 0 | 0 | 0 | 0 |
| 5. Library | 2,000 | 500 | 500 | 500 | 500 |
| 6. New or Renovated Space | 0 | 0 | 0 | 0 | 0 |
| 7. Other Expenses | 3,000 | 1,500 | 1,000 | 1,000 | 1,000 |
| TOTAL (1-7) | \$48,225 | \$45,225 | \$44,725 | \$44,725 | \$44,725 |

Appendix A

PBC Course Descriptions

SCED 701 Global Citizenship Education: Theory, Research, and Policy (3 credits)

Key concepts, theories, research trends, and policy developments in global citizenship education.

This course begins with an intellectual history of global citizenship education as a curriculum reform effort in U.S. schools. It traces the evolution of this interdisciplinary field from its roots in intercultural education (post-World War I), environmental education (1970s), and global education (1980s). At the same time, this field draws on the traditional disciplines of geography, economics, political science, law, and history as well as concepts from environmental studies, development studies, and international relations. Key concepts are introduced such as global systems, cultural diffusion, perspective consciousness, and interdependence. The theoretical works of Veronica Boix Mansilla, Audrey Osler, Robert Hanvey, William Kniep, Roland Case, Fred Czarra, Walter Parker, David Hansen, and James Banks are examined. Research trends and policy developments in the United States are explored, and then the course closes with comparative case studies of policy in global citizenship education in Canada, Finland, and Japan.

SCED 702 Globalization and Global Issues (3 credits)

Contemporary debates about the nature and limits of globalization; current events in relation to global issues such as population growth, human rights, refugees, environmental sustainability, food, water, and energy.

This course seeks to deepen teachers' content knowledge about globalization and select global issues. The course introduces globalization as a complex and highly contested topic of study in the social sciences. Globalization, after all, is not at all new, and an early example is the ancient trade network known as the Silk Road. Yet, recent advances in communications and transportation technology have accelerated and intensified what Guillén describes as the "process of greater interdependence and mutual awareness among economic, political, and social units in the world, and among actors in general" (2001, p. 236). In the first third of the course, students examine the contemporary debates about globalization in relation to modernity and Westernization. The remainder of the course introduces current events in eight global issues. In the area of population growth, for example, students explore demographic trends for the world's 7.6 billion people with an expectation that the world's population is projected to be 8 billion by 2024, and 9 billion by 2040. The nature and implications of this projected growth are examined in relation to a web of other global issues such as food, water, and energy.

SCED 703 Teaching Global Issues (3 credits)

International programs, partnerships, curriculum frameworks, methods, and materials for teaching global issues including human rights and environmental sustainability.

Building on the theories of global citizenship education in the first course and on the content knowledge of global issues in the second course, this course presents a broad range of practical examples of global citizenship education. Innovative programs and partnerships from throughout the world are introduced. Curriculum frameworks such as those used for the International Baccalaureate program are analyzed and evaluated. Throughout the course, there is a consistent emphasis on instructional methods and materials to support the teaching of global issues in the classroom.

SCED 704 Capstone Seminar in Global Citizenship Education (3 credits)

Curriculum development and program development for selected aspects of global citizenship education.

This seminar is designed to support students in their creation of a culminating capstone project that draws on knowledge and skills acquired throughout the certificate program. For this course, the capstone project is intended to promote globally competent K-12 students through the design of a new curriculum or program. The focus of the project would be driven by its immediate relevance to the authentic needs of K-12 students. Examples of successful capstone projects would be: 1) an international partnership between a third-grade classroom in Maryland and its counterpart in India; 2) a fifth-grade interdisciplinary unit of instruction on water as a global resource; 3) a middle school partnership with the Baltimore Council on Foreign Affairs to create an after-school club on international affairs; 4) a set of high school government lessons on American diplomacy through the use of video conferencing with a U.S. Foreign Service Officer posted overseas; 5) an education grant proposal with the U.S. Department of State's Bureau of Educational and Cultural Affairs, and 6) a service-learning project with a local immigration resettlement center.