

GLOBAL EDUCATION, MINOR

To access Minor Requirements, please view the Curriculum Guide tab.

PROGRAM LEARNING OUTCOMES

PROGRAM GOAL 1 Danielson Framework 1b: Demonstrating Knowledge of Students:

Child and adolescent development; Learning process; Special needs; Students' skills, knowledge, and language proficiency; Students' interests and cultural heritage

- **University Wide Outcome 2: Apply critical thinking to argument and problem solving:** Gather, analyze and evaluate information and ideas. Produce well-supported reasons and evidence. Reach well-argued conclusions and decisions. Use a variety of viewpoints and reflective thought.

PROGRAM GOAL 2 Danielson Framework 1c: Setting Instructional Outcomes:

Value, sequence, and alignment; Clarity; Balance; Suitability for diverse learners

- **University Wide Outcome 2: Apply critical thinking to argument and problem solving:** Gather, analyze and evaluate information and ideas. Produce well-supported reasons and evidence. Reach well-argued conclusions and decisions. Use a variety of viewpoints and reflective thought.

PROGRAM GOAL 3 Danielson Framework 1d: Demonstrate Knowledge of Resources:

Resources for Classroom Use; Resources to Extend Content Knowledge and Pedagogy; Resources for Students

- **University Wide Outcome 2: Apply critical thinking to argument and problem solving:** Gather, analyze and evaluate information and ideas. Produce well-supported reasons and evidence. Reach well-argued conclusions and decisions. Use a variety of viewpoints and reflective thought.

PROGRAM GOAL 4 Danielson Framework 3a: Communicate with Students:

Expectations for Learning; Directions and Procedures; Explanations of Content; Use of Oral and Written Language

- **University Wide Outcome 1. Act as effective communicators:** Communicate successfully with diverse audiences in speech and writing. Demonstrate active listening skills. Apply analytical reading to support language use.
- **University Wide Outcome 9. Develop a worldview that acknowledges diversity and global interdependence:** Understand the importance of diverse experiences, cultures, and identities. Understand the ways that group and individual inequalities and interactions impact self and society. Apply multiple perspectives to address local, regional, global, and cultural issues.

PROGRAM GOAL 5 Danielson Framework 3c: Engage Students in Learning:

Activities and Assignments; Grouping of Students, Instructional Materials and Resources; Structure and Pacing

- **Middle States Standards III.5.a:** Offer a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field
- **University Wide Outcome 9. Develop a worldview that acknowledges diversity and global interdependence:** Understand the importance of

diverse experiences, cultures, and identities. Understand the ways that group and individual inequalities and interactions impact self and society. Apply multiple perspectives to address local, regional, global, and cultural issues.

PROGRAM GOAL 6 Danielson Framework 4e Growing and Developing Professionally:

Enhancement and Content Knowledge and Pedagogical Skills, Receptivity to Feedback from Colleagues, Service to the Profession

- **Middle States Standards II.2:** Foster a climate of respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives
- **University Wide Outcome 5. Develop as a whole person:** Acquire and apply knowledge and skills in the major and profession, including soft skills. Make connections beyond traditional disciplinary boundaries. Demonstrate a desire for lifelong learning. Establish an identity that incorporates emotional and physical wellness.

PROGRAM GOAL 7 Danielson Framework 4f: Demonstrating Professionalism:

Integrity and Ethical Conduct, Service to Students, Advocacy, Decision Making

- **University Wide Outcome 8. Act ethically:** Respect the range of ethical perspectives. Understand their own values and principles. Recognize the consequences and impacts of their actions on others.

Related Links

Global Education Minor, Page ([https://www.sru.edu/academics/majors-and-minors/global-education-\(minor/\)](https://www.sru.edu/academics/majors-and-minors/global-education-(minor/)))

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

GPA Requirement

Minor GPA: 2.0 or Higher

Minor Requirements

- Students must complete at least 6 credits in their minor from SRU.
- A minimum of 6 credit hours must be upper division (courses numbered 300 and above)
- A minor shall be no fewer than 18 credits.

| Code | Title | Hours |
|-------------------------------|---|-------|
| Core Courses | | |
| CDEV 248 or ELEC 200 | Human Development and Education Child Development Typical | 3 |
| ELEC 237 or SEFE 326 | ELL Strategies and Practice for Early Childhood Education ELL Strategies and Practice | 3 |
| Subtotal | | 6 |
| Electives | | |
| Select four of the following: | | 12 |
| COMM 217 | Intercultural Communication | |
| ELEC 405 | Overview of and Immersion in Global Education | |
| PHIL 140 | World Religions | |
| SEFE 420 | American Education in the Twenty-First Century: A Comparative Perspective | |

| | | |
|--------------------|--|-----------|
| SPAN 110 | Spanish for Educators | |
| SPED 353 | Teaching in an Area of High Need | |
| MODL 3XX/4XX | Any Modern Language Course at 300 level or higher ¹ | |
| Subtotal | | 12 |
| Total Hours | | 18 |

* Some courses may require pre-requisites. Please see course descriptions to determine if there are any pre-requisites for that specific course.

¹ Any Modern Language Course at 300 level or higher.

Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

MINOR IN GLOBAL EDUCATION (11A)

This program is effective as of Summer 2024

Revised 12.19.2023

UCC 11.28.2023