

Application Form for Proposed Courses

Revised General Education Program Curriculum

Approvals and Statements:

Department Head: [Pearman, Cathy J \(M00063466\)](#)

Approval Status: Approved

Statement: Both the new course proposal and the CGEIP proposal should be in agreement

Date: 2016-03-10 14:16:38.0

CGEIP Chair: [Llewellyn, John E \(M00060026\)](#)

Approval Status: Approved

Date: 2016-04-14 09:06:37.0

Course Information:

Submitting User: [Sheffield, Eric C \(M00098076\)](#)

Submitting Date: 2016-01-19 15:47:13.0

Department Code: EDC

Course Number: 249

Course Title: Schooling in America

Credit Hours: 3

Prerequisites: 12 hours

How the course aligns with the GLG's: The American system of public and private education has been and continues to be at the institutional center of changes in public policy in the United States and in the state of Missouri. EDC 249 explores social, legal, and political issues as they play out in schools with regard to diversity, racism, sexism, and the effects of social class. Given that, more specifically EDC 249 meets the following goals in the following ways: Identify, consider, and present possible solutions to problematic issues of contemporary schooling (GG 1.SLO 1a and 2a). Through readings/discussions/projects, students will consider problematic issues surrounding schooling. Understand the history and role of schooling as an essential public institution through reading and critically analyzing both secondary and primary sources (GG 1; SLO 1b and c). Students will read/consider primary and secondary sources. Consider and critically analyze both mundane and more radical schooling structures, policies, and practices (GG 2; SLO 2b). Students will consider a variety of sources, mundane and radical, as to potentially better schooling structures/practices; Critically examine the role schools continue to play relative to race, gender, sexual orientation, and social class (GG 13; SLO 13a). Students will examine/consider schooling's role re: gender, race, sexual orientation, SES and its impact; Identify, understand, and critically explore school's role in developing identities and behaviors in tandem with issues of language, cultures, and beliefs both inside and outside schools themselves (SLO 13d). Students will consider schooling's place re: language, cultures, and beliefs.

Syllabus Attachment: [EDC 249 Gen Ed. syllabus1453240033519.doc](#)

Curricular Area, General Learning Goals, and Specific Learning Outcomes:

Course Area: Breadth of Knowledge

Course Type: Public Affairs - Public Issues

General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.

- **SLO13.2 - Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Pre-test/post-test(internally developed)
- Research paper
- Self-report survey

Assessment data instructors will track and report:

- Percent of items correct
- Score on common rubric

- **SLO13.4 - Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Pre-test/post-test(internally developed)
- Research paper
- Self-report survey

Assessment data instructors will track and report:

- Percent of items correct
- Score on common rubric

General Goal (1): Students will be able to develop the disposition and skills to gather, organize, refine, analyze, and evaluate critically information and ideas.

- **SLO1.1 - Identify and follow through on personally and socially relevant problems and reasonable solutions to those problems.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Pre-test/post-test(internally developed)
- Research paper
- Self-report survey

Assessment data instructors will track and report:

- Percent of items correct
- Score on common rubric

- **SLO1.2 - Identify relevant information sources, make reasoned choices among those sources, and open-mindedly follow where those sources lead.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Pre-test/post-test(internally developed)
- Research paper
- Self-report survey

Assessment data instructors will track and report:

- Percent of items correct
- Score on common rubric

- **SLO1.3 - Justify conclusions reached in the analysis of information.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Pre-test/post-test(internally developed)
- Research paper

- Self-report survey

Assessment data instructors will track and report:

- Percent of items correct
- Score on common rubric

General Goal (2): Students will be able to develop new ideas, products, or solutions and explore novel perspectives and approaches.

- **SLO2.1 - Develop creative and novel solutions to personally and socially relevant problems.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Pre-test/post-test(internally developed)
- Research paper
- Self-report survey

Assessment data instructors will track and report:

- Percent of items correct
- Score on common rubric

- **SLO2.2 - Take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Pre-test/post-test(internally developed)
- Research paper
- Self-report survey

Assessment data instructors will track and report:

- Percent of items correct
- Score on common rubric

Enrollment:

	Fall	Spring	Summer	Intersessions
Number of Sections:	6	6	1	0
Enrollment Per Section:	30	30	30	0

Total Annual Enrollment: 390

Other Considerations:

Modalities

- Traditional

High Impact Education Experiences

- Discussions
- Other

potentially, service learning components

Instruction:

Instructor type(s):	full time faculty; maybe one or two per course faculty
Instructor Qualifying Criteria:	Terminal Degree Area; Experience
Instructional methods that support student success:	This is a discussion, reading, writing based course. As such, course assignments will be very process oriented--faculty will support that process in providing opportunities to revise/improve assignments continually and support that with engaged/engaging class discussion and individual meetings. Additionally, we hope to incorporate service learning for those students who choose to do such projects.

Assessment:

Primary individual(s) that will review and analyze the assessment data across sections:

- Course coordinator

How results will be shared with those that teach the course:

- Electronic discussion board
- Written Report
- Other: meetings with instructors

When results will be shared with those that teach the course:

- Each semester

Coordinator: Eric Sheffield

Completed GEA Training: No

Comments

Llewellyn, John E	CGEIP Chair	2016-04-14 09:06:37.0	Approved by CGEIP on 13 April 2016. CGEIP's form does not indicate review by the dean, but the new course proposal was reviewed by the dean.
Hughes, Joseph J	CGEIP	2016-04-03 14:16:48.0	EDC 249 is appropriate for the Breadth of Knowledge/Public Affairs segment of MSU's General Education curriculum. The three General Goals and eight Specific Learning Outcomes addressed in the application are explicitly addressed in the syllabus, along with their relationship to the course's goals. The assessments addressed in the applications also occur in the syllabus. I find the staffing plans somewhat vague, but I assume that the department head has the matter in hand or she would not have approved the proposal. The proposed course coordinator, Dr. Eric Sheffield, has not yet completed GEA training. But given his protracted association with CGEIP, I am confident this situation will be remedied soon.
Gibson, Kathryn M	CGEIP	2016-03-28 13:28:23.0	The course addresses Breadth of Knowledge and Public Affairs in its focus. It would require one full time faculty and one or two per course faculty to offer the course to approximately 390 students annually. Faculty who actually would teach the course were not identified. It employs a traditional modality and uses discussion and significant writing and reading throughout the course. It addresses General Goal 1--SLO1.1, SLO1.2, SLO1.3; General Goal 2—SLO2.1, SLO2.2; and General Goal 13—SLO13.2, SLO13.4. Goals 1, 2, and 13 are addressed in the syllabus, which was included. The

course coordinator, Eric Sheffield, was identified, but he has not completed the GEA Training.

Gibson, Kathryn M	CGEIP	2016-03-25 12:42:44.0	The course addresses Breadth of Knowledge and Public Affairs in its focus. It would require one full time faculty and one or two per course faculty to offer the course to approximately 390 students annually. Faculty who actually would teach the course were not identified. It employs a traditional modality and uses discussion and significant writing and reading throughout the course. It addresses General Goal 1--SLO1.1, SLO1.2, SLO1.3; General Goal 2—SLO2.1, SLO2.2; and General Goal 13—SLO13.1, SLO13.4. However, the goals and outcomes in the syllabus do not match the goals and outcomes listed in the application. Only SLO 13.2 matches the application. The syllabus refers to SLO's from Goals 12 and 14, which are not included on the application. The course coordinator, Eric Sheffield, was identified, but he has not completed the GEA Training.
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