

GE CRITERIA APPROVAL FORM

Course Number and Title: **EDUC 330 Introduction to Secondary Schooling**

Faculty member(s) proposing Course: Jeanne Grier, Mary Adler, Nancy Mozingo

Indicate which of the following GE would be satisfied by this course by marking an “X” on the appropriate lines. Courses may be placed in up to *two* GE categories as appropriate. Upper Division Interdisciplinary GE courses (UDIGE) may be placed in two GE categories in addition to the UDIGE category.

GE Category	
<input type="checkbox"/>	A1: Oral Communication
<input type="checkbox"/>	A2: English Writing
<input type="checkbox"/>	A3: Critical Thinking
<input type="checkbox"/>	B1: Physical Sciences—Chemistry, Physics, Geology, and Earth Sciences
<input type="checkbox"/>	B2: Life Sciences—Biology
<input type="checkbox"/>	B3: Mathematics—Mathematics and Applications
<input type="checkbox"/>	B4: Computers and Information Technology
<input type="checkbox"/>	C1: Art
<input type="checkbox"/>	C2: Literature
<input type="checkbox"/>	C3a: Language
<input type="checkbox"/>	C3b: Multicultural
<input checked="" type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input checked="" type="checkbox"/>	UDIGE: Upper Division Interdisciplinary GE
	Lab included: _____ YES <input checked="" type="checkbox"/> NO

Please provide a brief explanation of how the proposed course meets *each* of the criteria for the selected GE categories.

GE CATEGORY D

- **Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience**
- **Focus on how a social science discipline conceives and studies human existence**

The realities of secondary schools are the focus of this course designed for students interested in becoming a secondary teacher. Students explore the connections between the university content taught in their courses and the content taught in secondary schools. This issue is of extreme importance in developing pedagogical content knowledge in future teachers. Students also are introduced to issues in secondary schooling such as the middle school concept, tracking, teaming, gangs and student drug use. Because this will be a field based course, EDUC 330 students will be in schools observing and interacting with secondary schools, classrooms, teachers, and students in order to conceptualize concepts from a disciplinary –both educationally and content-based—perspective.

- **Address issues using the methods commonly employed by a social science discipline**

Observation is a key component in learning about educational situations. Students in this course will be taught how to make careful and detailed observations about the elements in their setting. Students will have the opportunity to develop their skills as an interviewer by collecting data and information from a variety of school personnel.

UPPER DIVISION INTERDISCIPLINARY

- **Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines**

Students in a variety of majors (science, English, mathematics, business, history, etc.) interested in becoming secondary teachers are the intended audience for this course. Placements in secondary schools will be made with the students' majors in mind. As a major part of this course content specialists will be invited to several of the classes to focus on the subject matter content being taught in the secondary schools as related or aligned to university level content. These breakout sessions will also be attended by a faculty in education for a dual perspective on teaching secondary content. Students are also encouraged to enroll in a core content course in their major to make even more direct linkages between university and secondary school content.

- **Include substantive written work consisting of in-class writing as well as outside class writing of revised prose**

The main sources of formative assessment for this course are various writing intensive projects. Students will be asked to interview and write about various school personnel and resources. Another assignment specific to making the connections between content at specific grade levels is a comparative analysis of a secondary textbook with a university-level textbook. This report would be writing intensive and require several iterations and revisions. Students will also begin working on their reflective portfolio that will require substantive writing and reflection on the evidence they wish to include.