

GE CRITERIA APPROVAL FORM

Course Number and Title: EDUC 512 Equity Diversity and Foundations of Schooling

Faculty member(s) proposing Course: J Karp & L Castaneda

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 checked="" type="checkbox"/>	C3b: Multicultural
<input type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input type="checkbox"/>	Upper Division Interdisciplinary GE
Lab Included? Yes <input type="checkbox"/> No <input type="checkbox"/>	

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

“Category C-3b Multicultural courses:

- *Address issues, “ways of knowing” and perspectives from at least two cultures, where a culture is broadly defined to include aspects of ethnicity, class, gender, ability/ disability and community*
- *Involve students with other cultures in an in-depth way, not simply observing a culture from the outside, as in a survey of other cultures.”*

The GE categorization is being requested because this course addresses the various ways different cultural groups (in terms of ethnicity, gender, class and community) interact with, affect and are affected by schooling. Students are involved in deep exploration and understanding of the cultural, ethnic and gender issues while examining their own beliefs and the impact these have on their teaching and learning. Student activities include writing personal and family histories and sharing their experiences with each other, writing a number of reflections about their experiences with their own and other cultures related to schooling, completing a book review assignment such as “Read one of the following three books:

Our America, Black Teachers on Teaching, Ready from Within, or Across the Wire. In a group discussion with others who read the same book, address the following.

How do we know what we know (the question of evidence)?

What causes what (the question of patterns/connections)?

Whose point of view was taken (the question of multiple perspectives)?

How might things have been different (the question of supposition)?

Who cares (the question of why it matters)?”

They complete a number of other assignments and class activities in which they explore the issues of culture and perspectives on culture.