**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** ED 101 – Schooling in America

**Home Department:** School of Education, Leadership, and Public Service

**Department Chair Name and Contact Information** (phone, email): Joe Lubig, 227-1880, [jlubig@nmu.edu](mailto:jlubig@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every semester

**Official Course Status**: Has this course been approved by CUP and Senate? **YES** IN PROGRESS

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. **Overview of the course content**

ED 101 introduces non-education majors to the historical, economic, social, and political perspectives on US education. The course examines education from the perspective of the informed citizen, with a focus on policy questions and their implications for society and for the children in America’s schools.

The course emphasizes understanding of the multiplicity of forces influencing our schools, including: local, state, and national governance of public schools; parental and community imperatives; philanthropy; research on best practices; and, technology. Likewise, the course examines how our schools impact society.

A central theme of the course is the role of education in promoting social justice. The course examines the complexity around how diversity in culture, geography, race, gender, income, and individual needs impact school success and failure.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

1. Critical Thinking:

In order to satisfy the *Evidence* learning outcome dimension, ED 101 requires students to use information gleaned from text readings, online content, discussion forums, and professional experience to describe and analyze educational policies and dilemmas and to apply critical thinking skills in forming positions on issues.

In order to satisfy the *Integration* learning outcome dimension, ED 101 requires students to cumulatively combine theories and concepts from text readings, online content, discussion forums, and professional experience to demonstrate awareness of one’s own educational experiences and values, and to investigate the interrelationships and tensions that occur between personal, familial, and societal values related to schooling in the US.

In order to satisfy the *Evaluation* learning outcome dimension, ED 101 requires students to critically assess the relative value of related course ideas and education frameworks to identify and support pragmatic approaches to ameliorating problems facing US schools today. Students will enhance their ability to think critically, to analyze complex and diverse concepts, and to use their reasoning, judgment and imagination to create new possibilities for influencing educational policy and practice.

1. Perspectives on Society:

In order to satisfy the *Analysis of Society Connections* learning outcome dimension, ED 101 requires students to draw from and synthesize theories and concepts introduced from a range of academic vantages in order to formulate solutions to complex educational problems. Students will demonstrate awareness of one’s own values and investigate the interrelationships and tensions that occur between personal, familial, and societal values surrounding educational policies and practices.

In order to satisfy the *Ethical Issues* learning outcome dimension, ED 101 emphasizes course readings, discussions, and activities about social justice and ethical perspective taking. Using an ethical lens, students, will demonstrate knowledge of how diversity in culture, geography, race, gender, income, and individual needs impact school success and failure.

In order to satisfy the Integrated *Development and Context of Society* learning outcome dimension, ED 101 will require students to contextualize education ideals in local, state, and national contexts. Examining current events and case studies from multiple perspectives, students will use course concepts to understand educational policies to recommend ways to increase educational outcomes. The course requires students to participate in and to lead a small group with an interdependent task.

1. **Describe the target audience (level, student groups, etc.)**

ED 101 is targeted at students not pursuing a degree in education. The course should be relevant and attractive to all students since they have experience with the subject.

1. **Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

ED 101, beyond its service as an approved course in the GEC, would allow for several opportunities:

* Our K12 colleagues have been asking our School to develop a dual enrollment course that would meet GEC/liberal studies requirements while also giving young people a look at current issues and topics in our American schools with the hope that these students would consider teaching as a major.
* Active traditional and non-traditional NMU students enrolled in the course may show promise as a future teacher and they could be contacted directly by the School to gauge interest in adding the pedagogy courses required for teaching to their content major and/or minors.

1. **Provide any other information that may be relevant to the review of the course by GEC**

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task type:* Weeklyresponses to questions/prompts based on text readings, online articles and videos, as well classmates’ comments discussion forums.  *Frequency:* Weekly  *Overall grading weight:* 35%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to assess the quality of information integrated into an educational argument proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support (i.e., source citations, quoted material, facts or figures, representative examples) for statements and arguments made in response to questions/prompts. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the writer.  *Task type:* Diversity and Equality of Opportunity Research Paper  *Frequency:* Once each per semester.  *Overall grading weight:* 17.5%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to assess the quality of information integrated into an educational argument proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support (i.e., source citations, quoted material, facts or figures, representative examples) for statements and arguments made in response to questions/prompts. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the writer. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | *Task type:* Politics of Schooling Report  *Frequency:* Once per semester.  *Overall grading weight:* 9%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to integrate insight and reasoning with existing understanding to reach informed conclusion proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.    *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support from course materials and other sources. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the writer. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | *Task type:* Economics of Education Project  *Frequency:* Once per semester.  *Overall grading weight:* 9%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to integrate insight and reasoning with existing understanding to reach informed conclusion proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.    *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students utilize education frameworks (historical, social, economic, and political) to evaluate educational policy and procedures, and to make recommendations for improvement of educational outcomes. |

**PLAN FOR LEARNING OUTCOMES  
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society** | Analysis of social issues, structures and processes or events | *Task type:* Weeklyresponses to questions/prompts based on text readings, online articles and videos, as well classmates’ comments discussion forums.  *Frequency:* Weekly  *Overall grading weight:* 35%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to assess the quality of information integrated into an educational argument proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*:  Weekly prompts will ask students to analyze educational issues, both long-standing (eg -achievement gap) and current (eg- high-stakes testing). Students will describe policy recommendations, including analysis of the strengths and weaknesses of each choice before selecting and defending the best option.  *Task type:* Social Goals of Schooling Paper  *Frequency:* Once per semester.  *Overall grading weight:* 12%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to integrate insight and reasoning with existing understanding to reach informed conclusion proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.    *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students utilize education frameworks (historical, social, economic, and political) to evaluate educational policy and procedures, and to make recommendations for improvement of educational outcomes |
| **Ethical Issues** | Addressing ethical issues in society | *Task type:* Education Ideologies Interview  *Frequency:* Once per semester.  *Overall grading weight:* 12%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to integrate insight and reasoning with existing understanding to reach informed conclusion proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.    *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students can apply ethical decision-making in their analysis of ideologies influencing education policy today. |
| **Development and context of society** | Explore themes in the development of human society | *Task type:* Local History of Schooling Research Project  *Frequency:* Once each per semester.  *Overall grading weight:* 6%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to assess the quality of information integrated into an educational argument proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will ask students to consider modern education issues in light of historical themes and events. For example, students might be asked to analyze the emergence of middle schools in light of the self-esteem movement in the 1970s. |