A. GE component for which course is being proposed:
   Serving Society; Enacting Justice

B. Submitted by Department of Math/CS

C. Ideally, submissions should be discussed by the entire department prior to submittal.
   Chair has reviewed and approved the course.

D. Course being proposed (please attach syllabus):
   MA-190SS and MA-191SS

E. This course
   - Has not been modified, but is being submitted to check its suitability
   - Has had its syllabus rewritten to communicate the course’s contribution to
     GE
   - Has had its contents modified to address the relevant GE issues
   - Is a new course designed to fulfill the GE requirement

F. This course is being submitted as
   - A Template. Applicable to courses with multiple sections which require only general
     training in the discipline. The submission should come with the approval of the
     department chair and should clearly identify what course content and what elements of
     the syllabus the department has agreed will common to all sections. Upon approval by
     the GE Committee, any course whose syllabus is determined by the department to meet
     the specifications of the template is approved to satisfy this area requirement. A copy of
     each syllabus should be forwarded to the G.E. committee for record keeping purposes.
   - An Individual Course. Applicable to courses requiring specialized training in the
     discipline or are typically offered by a particular instructor. The course should be
     resubmitted and reassessed in the event of a change in staffing or syllabus.

G. Brief statement of rationale:
   In this course, students will spend one (MA-191SS) or three hours (MA-190SS) per week either (1)
   tutoring elementary, junior high, or high school students, primarily in mathematics or (2) running
   after-school enrichment programs in mathematics or computer science in local elementary, junior
   high, or high schools.

   The purpose of the course is to provide participants with opportunities to use the knowledge and
   skills they have gained in the classroom to serve others, particularly school children who come from
   economic classes and ethnic groups that may be underserved by the local school system. As they use
   their skills, students will have opportunities to reflect on issues of justice as they observe the effects of
   economic class and ethnicity on children’s education.