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
   CS-190SS and CS-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 (CS/MA-191SS) or three hours (CS/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.

The readings will explore the impact of race, ethnicity, and economic class on primary and/or secondary education in the U.S. For example, they will

- focus on segregation in U.S. schools and its impact on academic achievement, and/or
- consider the history and effects of “No Child Left Behind,” and/or
- explore arguments for and against voucher programs.
If the course is offered next semester, students will read: "Fifty Years after 'Brown v. Board of Education': A Two-Tiered Education System," a report by the National Commission on Teaching and America's Future

From the abstract:
'This report provides teachers' views of unequal teaching and learning opportunities that are still common in many of America's public schools. It analyzes the responses of 3,336 public school teachers in California, Wisconsin, and New York who were surveyed by Lou Harris and the Peter Harris Research Group. The findings paint a chilling picture of inequitable school conditions where low income students and children of color are too often taught by unqualified teachers, with insufficient instructional materials and a limited supply of textbooks and inadequate technology, in overcrowded and crumbling buildings--with vermin and broken bathrooms. The data show that these substandard teaching and learning conditions are rarely found in public schools where the majority of students come from more affluent backgrounds and have a low risk of school failure. This report concludes that we have a two-tiered education system--one for the more affluent, who enjoy the privileges of a relatively healthy educational environment, and the other for the least privileged, who suffer an educational environment that, in many cases, virtually forecloses their chance of learning.'

A link to the full text can be found at
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED494580&ERICExtSearch_SearchType_0=eric_accno&accno=ED494580