

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

### Submission Information

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College/School

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Mary Lou Fulton Teachers College (CTE)

Department/School

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Division of Teacher Preparation (CELEMED)

Submission Type

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New Request

Requested Effective Date

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Fall 2024

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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TEL

Course Number

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208

Units/Credit Hours

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3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

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Education in a Changing World

Course Catalog Description

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Examines education in the social context and the changing nature of education and schooling in the 21st century. Areas of inquiry include how context and students' cultural backgrounds and identities can serve as a resource for learning. Explores issues of equity and social justice including the role of education in empowering people to make positive changes in their lives and society.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

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none

Is this a crosslisted course?

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No

Is this course offered by (shared with) another academic unit?

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No

General Studies Gold Designation Request

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Requested Designation

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Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

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[TEL208 Education in a Changing World.pdf](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

**Instructions:** In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

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### **Exploring your Personal Local, Regional, and Global Context**

In this assignment, you will embark on a journey of self-discovery to explore your background through local, regional, and global lenses. Examining the various influences that have shaped your identity and experiences will give you a deeper understanding of yourself within different contexts. -To reflect on the factors that contribute to your local identity and upbringing.

- To explore how regional influences have shaped your values, beliefs, and perspectives.
- To consider the global connections and influences that impact your background.
- To self-reflect and gain insights into your identity and cultural awareness.

### **Critical Commentary and Discussion**

In small groups, students will come prepared to facilitate a discussion. This means that you will prepare questions to discuss the week's readings (comparing, assessing, synthesizing, and analyzing the authors' viewpoints), as well as prepare to lead one class activity to illustrate and apply the topic and issues of the session. Additionally, students must choose a current event relevant to the topic, which could be a local, regional, or global issue.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

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**Unraveling Education Systems Across Arizona/State lines/Continents\*\*\*\*I** In this assignment, students will delve into the complexities of education systems at either regional or global levels, examining demographic trends, socio-economic factors, and cultural influences. They will analyze the impact of local stakeholders and policies on educational practices, compare regional disparities in resources and outcomes, and evaluate global trends and perspectives. Through integrating diverse perspectives into classroom practices, students will foster cross-cultural understanding and equity, while also considering the influence of religion, economics, politics, immigration, language, and technology.

### **Education Explorer: A Comparative Journey\*\*\*\*\***

"Education Explorer" is a user-friendly multimodal visual that compares and contrasts two different education systems from various cultural, political, and socio-economic perspectives. Through this exploration, we aim to highlight the importance of adapting teaching practices, curriculum considerations, and classroom activities to meet the needs of diverse learners. Additionally, we will showcase how to implement culturally relevant pedagogies foster cross-cultural understanding, social justice, and equity in the classroom.

### **Reflective Analysis on Local and Regional Issues Impacting Education**

This reflective writing assignment is to assess your understanding of local and regional issues that influence education following our exploration of this topic. Through introspection and critical analysis, you will reflect on the complexities of these issues and their implications for educational systems at both local and regional levels.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

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considerations, and classroom activities to meet the needs of diverse learners. Additionally, we will showcase how implementing culturally relevant pedagogies fosters cross-cultural understanding, social justice, and equity in the classroom.

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- To reflect on the factors that contribute to your local identity and upbringing.
- To explore how regional influences have shaped your values, beliefs, and perspectives.
- To consider the global connections and influences that impact your background.
- To self-reflect and gain insights into your identity and cultural awareness.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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### **Smashbook Journal**

Students will create an entry that allows them to merge evidence-based scholarly readings, thoughts, images, and artifacts into one place for reflection. Students will locate or create images, headlines, photographs, signs, symbols, colors, words, phrases, etc. that represent their thoughts and feelings about the weekly topic. They will then combine these items into one entry in their journal to demonstrate their understanding of the content. This serves as (a) a formative measure for the instructor to understand what students are coming to class knowing, (b) a tool to prepare students for the discussion facilitations, and (c) a reference guide for future users.

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### **Reflective Analysis on Local and Regional Issues Impacting Education**

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List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

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### **Student Learning Outcomes**

#### **1. Understand Local Educational Contexts:**

Discover the unique characteristics and challenges of education within local communities, including factors such as demographics, socio-economic status, and cultural influences. **[GCSI L02]**

Investigate the roles of local stakeholders, such as schools, families, and community organizations, in shaping educational practices and outcomes. **[GCSI L01] [GCSI L04]**

Explore how local policies and initiatives impact educational access, quality, and equity within specific geographical areas. **[GCSI L01] [GCSI L02]**

## **2. Examine Regional Educational Systems:**

Compare and contrast educational systems across different regions, considering variations in curriculum, teaching methods, and educational priorities. **[GCSI L01] [GCSI L04]**

Explore regional disparities in educational resources, opportunities, and outcomes, identifying factors that contribute to inequities. **[GCSI L02][GCSI L03]**

Examine regional initiatives and collaborations aimed at addressing common educational challenges and promoting innovation in teaching and learning. **[GCSI L02]**

## **3. Explore Global Educational Trends and Perspectives:**

Understand global trends and developments in education. **[GCSI L01]**

Examine diverse cultural, political, and socio-economic perspectives on education from around the world, considering both commonalities and differences. **[GCSI L02]**

Evaluate the role of global institutions, policies, and initiatives in shaping educational agendas and addressing global challenges such as access to education. **[GCSI L02][GCSI L04]**

## **4. Integrate diverse cultural, political, and socio-economic perspectives to inform classroom practices.**

Analyze how diverse cultural beliefs, political ideologies, and socio-economic conditions shape educational practices worldwide and how these factors impact teaching and learning approaches, classroom dynamics, and educational outcomes. **[GCSI L02] [GCSI L03]**

Reflect on how understanding and respecting diverse perspectives can enhance student engagement, empathy, and critical thinking skills. **[GCSI L01].[GCSI L03]**

Utilize insights from diverse cultural, political, and socio-economic perspectives to adapt teaching methods, curriculum content, and classroom activities to meet the needs of diverse learners. **[GCSI L03]**

Implement culturally relevant pedagogies and approaches that foster cross-cultural understanding, social justice, and equity in the classroom. **[GCSI L04]**

## Form Submission - Proposer

Submitted for Approval | Proposer

Angelia Linder - April 9, 2024 at 12:20 PM (America/Phoenix)

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## Department Approval

Approved

Nicole Thompson - April 9, 2024 at 3:57 PM (America/Phoenix)

Alana Lackore

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## GSC Coordinator Review

Approved

Kaitlyn Dorson - April 9, 2024 at 4:38 PM (America/Phoenix)

Title change under review in Kualu CM

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - April 9, 2024 at 5:16 PM (America/Phoenix)

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## Pre-GSC Meeting

Approved

Kaitlyn Dorson - April 9, 2024 at 5:29 PM (America/Phoenix)

April Randall

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## Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - April 23, 2024 at 2:40 PM (America/Phoenix)

Revise and Resubmit. Based on the materials and content provided, this course appears to focus more on U.S. centered issues and not a majority on global issues. When global issues are discussed, it appears that it is a student-decision (they can choose between local, regional or global), which means there is a gap in global focus for some students who may choose to focus on regional or local issues. Please submit clear, detailed information about how the majority of the course focuses on non-U.S. centered regions.

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## General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Angelia Linder

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## College Notification

Notification

Angelia Linder

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## ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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