

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Senate Document Number 10012S

Date of Senate Approval 04/05/12

Statement of Faculty Senate Action:

APC Document 86: Add new course, EDUC 352, Introduction to West African Education
Add the course as an elective option in the Africana Studies minor

Effective Date: Fall 2012

1.Add: On page 129, new course:

352 Introduction to West African Education (3)

Comprehensive study of primary and secondary schooling in Ghana. Involves critical writing and discussions, analysis of materials and strategies, and field experiences in primary and secondary schools in Ghana. See department chair.

2.Add: On page 69, under **African Studies Electives**, after DAN 260:

EDUC 352 Introduction to West African Education (3)

Impact:

This elective course will add no hours to any major or licensure requirement. As part of the Ghana Topical Cluster, it will help students complete the ILS cluster requirement. Because this is a summer course offering, it is a self-sustaining course. This course was offered as a special topics course in the Summer of 2011; we are seeking permanent status for the course so that it might be approved as part of the Ghana Topical Cluster. It is intended that this course is only to be taught in Ghana, given the centrality of field observations. The following faculty could teach this course and are committed to its aims: Dr. Agya Boakye-Boaten, Reid Chapman, Dr. Tiece Ruffin. This course will also be cross-listed as an Africana Studies course, making it easier for students completing a minor in that program to satisfy the requirements. It could also be taught as an Honors course helping students in the Honors Program.

Rationale:

This course is part of the UNC Asheville Ghana Study Abroad program, giving that program a unique look at Ghanaian culture and comparing its education system to that of the United States. Course objectives include the following:

It is intended that students will:

1. demonstrate knowledge of key historical events and persons in the development of present educational ideas and practices in Ghana.
2. demonstrate knowledge of educational aims in Ghana and compare these to those of the US educational system.
3. be aware of today's diverse student population (including, but not limited to, children with

special needs, children of diverse cultural and social backgrounds) and the ways in which Ghanaian schools attempt to provide equal educational opportunities for all students.

4. be familiar with political, financial, and legal aspects of public education in Ghana.
5. synthesize the concepts of the course by developing positions on important issues in ongoing communications and course assignments.
6. participate in, analyze, and report on field observations. This will include critical engagement in course material and analysis of observations. Students will also clarify their own thinking about education.

This course helps the University obtain its vision: “UNC Asheville students, within a diverse and inclusive community, experience liberal arts education at its best.”

This course will also address the University’s third Student Learning Outcome: “Students develop respect for the differences among people and ideas, and learn to clarify and articulate their own values.”

This course will also help the teaching licensure candidates address some of the state-mandated 21st century standards, specifically:

- “Teachers recognize the interconnectedness of content areas/disciplines: relates global awareness to the subject;”
- “Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures;” and
- “Teachers consider and incorporate different points of view in their instruction [by] demonstrate[ing] knowledge of diverse cultures.” (NC Department of Public Instruction)

NC Department of Public Instruction. “NC Professional Teaching Standards.”

<http://www.dpi.state.nc.us/docs/profdev/standards/teachingstandards.pdf> (Accessed 10/18/11).