

## GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (IPGK 295)

This form is to be used for submitting a Special Topics shell offering for the *Interdisciplinary Perspectives and Global Knowledge* GEP categories to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

The *GEP Global Knowledge objectives* will provide instruction and guidance that help students to:

4. Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following:

5. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
6. Explain how the distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
7. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

### IPGK 295

<b>Department(s)/Program</b>		<b>New GEP Special Topics Offering</b> <input type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)		<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>		
<b>Instructor Name/Title</b>		

### SECTION 1: GEP CRITERIA

#### Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

#### *Interdisciplinary Studies*

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.*

#### **Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives* Objective 2:  
**Obj. 2) Identify and apply authentic connections between two or more disciplines.**

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives* Objective 3:  
**Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.**

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

**To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:**

- A. Which disciplines will be synthesized, connected, and/or considered in this course?
  
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

***Global Knowledge***

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge* Objective 4:  
**Obj. 4) Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.**

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge* Objective 5, 6, or 7:

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

## SECTION 2: REQUISITES AND SCHEDULING

### General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives and Global Knowledge* category designations and GEP student learning outcomes.

### *Special Topics Term Scheduling:*

- List below the course scheduling detail:
  - Meeting time and day(s):
  
  - Seat count:
  
  - Room assigned or room preference including needed classroom technology/seat type:
  
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? \_\_\_\_\_ %

- a. If seats are restricted, describe the restriction being applied.
  
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

## SECTION 3: ADDITIONAL INFORMATION

*Complete the following 3 questions or attach a syllabus that includes this information.*

**1. Title and author of any required text or publications.**

**2. Major topics to be covered and required readings including laboratory and studio topics.**

**3. List any required field trips, out of class activities, and/or guest speakers.**

**SIGNATURE PAGE FOR IPGK 295**

**RECOMMENDED BY:**

\_\_\_\_\_  
HEAD, DEPARTMENT/PROGRAM

\_\_\_\_\_  
DATE

*\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

**ENDORSED BY:**

\_\_\_\_\_  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
COLLEGE DEAN

\_\_\_\_\_  
DATE

**APPROVED BY:**

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

\_\_\_\_\_  
DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_