NC STATE UNIVERSITY

**Division of Academic and Student Affairs**
Office of Undergraduate Courses & Curricula
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## Council on Undergraduate Education 2019-2020

February 7th 2020
**Talley Student Union 5101**
1:30pm-3:00pm

**Call to Order 1:30pm**

- Welcome and Introductions Chair Kim Bush
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE January 24th, 2020 Minutes

**Old Business**

| GER> GEP Review | | | | |
|---|---|---|---|---|
| **Presenter** | **Reviewers** | **GEP Category Under review** | **GEP Action** | **Notes** |
| Annett-Hitchcock | Podurgal, Pickworth, McGowan | VPA | FTM 400 Major Fashion Designers | *Up for review. Tabled at 4 Oct. 2019 Meeting |

**New Business**

| Consent Agenda | | |
|---|---|---|
| **GEP Category** | **GEP Action** | **Notes** |
| HUM | ENG 449 16th-Century English Literature | Course Drop |

| GER> GEP Review | | | | |
|---|---|---|---|---|
| **Presenter** | **Reviewers** | **GEP Category Under review** | **GEP Action** | **Notes** |
| Lee | Haeseler, Gill, Moore | NS | CH 111 Preparatory Chemistry | *Up for review. |
| Haeseler | Casper, Minogue, Annett-Hitchcock | HUM, GK | ENG 439 Studies in English Renaissance Literature | *Up for review. HUM, new to GK |
| Haesler | Lee, Gill, Podurgal | HUM | ENG 467 American Colonial Literature | *Up for review. |
| Gill | Haeseler, Belk, Orcutt | HUM | LAR 221 Introduction to Environment and Behavior for Designers | *Up for review. |
| Gilmartin | Lee, Beckstead, Liu | GK, SS | SOC/GEO 220 Cultural Geography | *Up for review. |
| Gilmartin | Belk, Casper, Monek | USD, SS | SOC/WGS 304 Gender in Society | *Up for review. |

| Special Topics/HON Course Offerings | | | | |
|---|---|---|---|---|
| **Presenter** | **Reviewers** | **GEP Category Under review** | **GEP Action** | **Notes** |
| Belk | Orcutt, Annett-Hitchcock, Gilmartin | HES | HES 295 (001) Introduction to Jiu-Jitsu | 1st offering Eff. Fall 2020 |
| Monek | McGowan, Liu, Pickworth | IP | IPGE 295 Integrating STEM and Education: An Overview | 1st offering Eff. Fall 2020 |
| Beckstead | Belk, Monek, Gilmartin | IP, GK | IPGK 295 Global Relationships of Agriculture and Cultures | 1st offering Eff. Fall 2020 |

**Discussion**:
**Notes:**

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to https://next-catalog.ncsu.edu/courseadmin/ and type the course prefix and number into the search bar.

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**Council on Undergraduate Education 2019-2020**

January 24, 2020
Talley Student Union 5101
Call to Order: 1:30 PM

**Members Present:** Chair Kim Bush, Past Chair Daniel Monek, Autumn Belk, Carolina Gill, Johnathan Casper, Robert Beckstead, Carrie Pickworth, David Gilmartin, Nancy Moore, Alice Lee, James Minogue, Darby Orcutt, Min Liu, Richard Podurgal, Robin Kube (JH Proxy), Patrick Flynn (RP Proxy)

**Members Absent**: Katherine Annett-Hitchcock, Herle McGowan, Jillian Haeseler,

**Ex-Officio Members Present:** Lexi Hergeth, Samantha Rich, John Harrington

**Guests**: Benoit Jacquet, Carol Lewald, Gary Blank

**WELCOME AND INTRODUCTIONS**

- ***Remarks from Chair Kim Bush*** – Had the proxies and guest introduce themselves.
- ***Remarks and Updates from OUCCAS/DASA –*** *No updates.*
- ***Approval of the Minutes from January 10th 2019*** – *Approved Unanimously*
  - Discussion: Motion to approve the past minutes by Daniel Monek.

**NEW BUSINESS**

*HON or Special Topics Courses*

- **HON 297 Globalizing North Carolina** (IP, USD) – *Approved Suggestion*
  Discussion: Motion to approve the course by Autumn Belk. Member brought attention to the sample prompt and asked if the 3 is a typo or if this is three sources. Guest indicated the prompt is a summary of what the students will read. Member asked if the prompt in IP objective two's measure should read "changes in work and social community…" removing the 'to'.

*GER>GEP Review*

- **HS 304 Ornamental Plant Identification** (NS) – *Tabled*
  Discussion: Motion to approve by member Carrie Pickworth. Member brought attention to the first objective in NS "Students will develop an evaluation system…" and the test questions are about identifying characteristics and that the students would not be developing but identifying. The office of assessment and other reviewers agreed that the measure and outcome are not aligning, "Identify" wouldn't align with the objective. Assessment also brought attention to the second objective and indicated "an appreciation of" is generally not measurable action. Member also indicated "identify" in the second objective doesn't alight with inferences. Motion to amend the motion to table.

- **PRT 152 Introduction to Parks, Recreation and Tourism** (SS) – *Tabled with Suggestion*
  Discussion: Motion to approve by member Johnathan Casper. Member brought attention to the first measure indicating that the objective will be measures and asked for example of an exam question.
  In the third objective, to examine social science theories, given the measure indicating 'Students will write an essay using social science theory(s) to explain….'. Members discussed that the prompt would be to write an essay using social science theory.
  Motion to amend the motion to table until a sample essay question is provided. Suggestion to elaborate on the third objective's measure.

- **FOR 248 Forest History, Technology and Society** (IP) – *Approved Suggestion*
  Discussion: Motion to approve by member Johnathan Casper. Member asked if this is geography in addition to forestry. Guest Gary Blank indicated he's come to the conclusion that forestry is interdisciplinary itself. He also indicated

students are looking at the impact of societies on the resources available at the time of existence, the economy, the impact on the geography and landscapes. Members agreed Forestry and natural resource management and cultural geography are being covered as interdisciplinary.
Assessment brought attention to objective three and the alignment of the outcome "Students will observe…" and objective "explore and synthesize". Assessment representative suggested to amend to "students will describe and synthesize".
Members opted for this to be a suggestion.

- **BIO 183 Introductory Biology: Cellular and Molecular Biology** (NS) – *Approved Suggestion*
  Discussion: Motion to approve by member Alice Lee and introduced guest Benoit Jacquet. Member indicated the outcomes in CIM are fine, however in the syllabus seems to be missing the second outcome and suggested syncing the syllabus with the CIM record.

- **CH 102 General Chemistry Lab** (NS) – *Approved Suggestion*
  Discussion: Motion to approve by member Alice Lee. Reviewers indicated it looks good, one asked if it was okay to reference an attachment. Members discussed this was large, including graphs, etc. Suggestion to include an example in the CIM record.

*Courses New to GEP*

- **ENG 485 Shakespeare: Revisions and Resources** (HUM) – *Tabled*
  Discussion: Motion to approve the course by David Gilmartin. Member brought attention to the second objective's outcome which indicated "interpret quotations….compare their interpretations to those offered from other critical sources" and the measure indicating "describe and differentiate the changes in the symbolism of blood in the play". "What is your own interpretation of symbolism of blood in the play" would align well with the play.
  Motion to table the course to provide alignment in the outcome and the measure, particularly with the last sentence in the measure.

Meeting adjourned at 2:09 PM

*Respectfully submitted by Lexi Hergeth*

# GEP Health and Exercise Studies Special Topic Shell Offering (HES 295)

*This form is to be used for submitting a Special Topics shell offering for the Health and Exercise Studies GEP category 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 Health and Exercise Studies objectives*** will provide instruction and guidance that help students to:

1. Acquire the fundamentals of health-related fitness, encompassing cardio-respiratoryand cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.
2. Apply knowledge of the fundamentals of health-related fitness towards developing, maintaining, and sustaining anactive and healthy lifestyle.
3. Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport.
4. Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

| **HES 295-001** | | |
|---|---|---|
| **Department(s)/Program** | Heath and Exercise Studies | **New GEP Special Topics Offering** V |
| **Special Topic Title:** (30 character limit) | Introduction to Jiu-Jitsu | **Review for 2nd Offering** ☐ |
| **Term to be Offered** | Fall 2020 | |
| **Instructor Name/Title** | Jeong Dae Lee, Assistant Teaching Professor | |

## 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 theoutcome.
- 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 appliedto all course sections.
- For assistance with writing outcomes and list of active verbs using ***Bloom's Taxonomy*** [Click Here]

List the Instructor's student learning outcomes for the course that are relevant to GEP *Health and Exercise Studies Objective 1*:
***Obj. 1) Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.***

Perform the fitness requirements necessary for the safe practice of jiu-jitsu, including cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.

***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.*

During a skills test, students will be prompted to demonstrate jiu-jitsu skills including ground controls, takedowns, and submissions, which require integration of the components of physical fitness for proper execution. Each skill will be evaluated for appropriate hand or arm positions, movements, and/or grips; appropriate use of leverage, balance, and/or pressure with the body; and appropriate foot or leg positions, movements, and/or trips.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Health and Exercise Studies Objective 2*:
***Obj. 2) Apply knowledge of the fundamentals of health-related fitness towards developing, maintaining, and sustaining an active and healthy lifestyle.***

Describe how training in jiu-jitsu contribute to a healthy lifestyle as a martial art.

***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.*

Students will receive a question during their written exam and write an essay type of answers. See the attached examples and the following exemplary question:

"There are many benefits from training jiu-jitsu as a martial art. Using the examples you experienced from our class, identify what benefits you learned and would like to apply to your healthy lifestyles particularly in association with physical, emotional, and/or social health and wellness."

List the Instructor's student learning outcomes for the course that are relevant to GEP *Health and Exercise Studies Objective 3*:

***Obj. 3) Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport.***

Perform fundamental jiu-jitsu skills that are needed for grappling or ground combat techniques.

***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.*

Students will take a skill test to demonstrate their physical competencies in fundamental jiu-jitsu skills. The major skills to be assessed include takedowns, ground controls, and submissions. (Rubric included on the course syllabus.)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Health and Exercise Studies Objective 4*:

***Obj. 4) Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.***

Explain safety and etiquette within the contexts of self-defense training or game play settings.

***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.*

Students will write an essay as part of their written exam to address this outcome. Sample written exam essay question:

"Safety and etiquettes in martial arts are practiced in an effort to maintain/create enjoyable, healthy, and respectful training atmospheres among others. For this reason, jiu-jitsu practitioners follow a number of strict rules in their training routines. Using the examples you learned from your class experiences during the semester, (1) list specific safety and etiquette rules you used and (2) explain "how" and "why" the rules could enable your training to be enjoyable, healthy, and respectful. In your answers, you must include more than three examples of rules."

## 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 ***Health and Exercise Studies*** category designation and GEP student learning outcomes.

***Special Topics Term Scheduling:***

- List below the course scheduling detail:
  - Meeting time and day(s): 1:55-3:45PM, Wednesday
  - Seat count: 18
  - Room assigned or room preference including needed classroom technology/seat type: CG 3303
- 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? 100%***

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.*

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.**

See the course syllabus

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

# *SIGNATURE PAGE FOR HES 295*

**RECOMMENDED BY:**

HEAD, DEPARTMENT/PROGRAM — DATE 11/12/2019

***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 1/22/2020

COLLEGE DEAN — DATE 1/22/20

**APPROVED BY:**

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION — DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) — DATE

APPROVED EFFECTIVE DATE _____

NC STATE UNIVERSITY

**Department of Health and Exercise Studies**

# HESS 295 Special Topic
## *Introduction to Jiu-Jitsu*
**Fall 2020**

| | |
|---|---|
| **Instructor** | Jeong Dae (JD) Lee, Ph.D. |
| **Email** | jlee86@ncsu.edu |
| **Office** | 1309 Carmichael Gym |
| **Office Hours** | by Appointment |
| **Course Meeting** | M 1:55 - 3:45pm, 8/19 – 12/2/2020 |
| **Credit Hours** | 1 |
| **Prerequisites** | None |

**Textbook**
No textbook is required for this course. Handouts will be given out by instructor.

**Course Description**
Jiu-jitsu has been developed as a martial art that focuses primarily on grappling or ground combat techniques. This course is designed for students to learn fundamental skills and tactics/strategies of jiu-jitsu in an aspect of self-defense or game play. In addition, the benefits of jiu-jitsu will be addressed and defined within the context of martial arts. The major topics include takedowns, ground controls, submissions, tactics/strategies and benefits of jiu-jitsu. It is required that students wear a jiu-jitsu uniform (gi). Students may purchase the uniform from the NC State Bookstore. Approximate fee is $80.

**Health Information Statement**
Physical activities in this class are considered moderate to vigorous and are considered limited contact. The NC State Department of Health and Exercise Studies supports the development and improvement of physical health, while doing so safely. If you have a known medical condition that could be adversely affected by participating in the typical activities of this class, please contact your usual physician for recommendations about how to participate safely or whether it is more appropriate to choose a different Health and Exercise Studies course. If your physician has provided you with recommendations to modify participation in this class, please share those recommendations with the instructor within the first week of class, if possible. If you are not certain whether you have a medical condition that puts you at risk for participation in this class or have a medical condition and cannot access your usual physician in a timely manner for recommendations for safe participation, consider making an appointment at Student Health to discuss your concerns (appointment number is 919.515.7107 or book on-line at healthweb.ncsu.edu).

**GEP Objectives for Courses in the Category of Health and Exercise Studies**

Each course in the Health and Exercise Studies category of the General Education Program will provide instruction and guidance that help students to:

1. acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport; and
4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

**Course Student/Course Learning Outcomes**

By the end of the semester, students will be able to:

1. perform the fitness requirements necessary for the safe practice of jiu-jitsu, including cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.
2. describe how training in jiu-jitsu contribute to a healthy lifestyle as a martial art.
3. perform fundamental jiu-jitsu skills that are needed for grappling or ground combat techniques.
4. explain safety and etiquette within the contexts of self-defense training or game play settings.

**Safety**

1. Earrings, necklaces, or facial jewelry **MUST** be removed prior to class.
2. Students must follow hygiene rules such as trimming nails, washing uniforms, showering after class, treating skin infections, and so forth[1].
3. Strict safety guidelines will be adhered to during all class sessions. If any unsafe behaviors are observed, the instructor may ask the student to leave class.
4. Inform the instructor of any medical concerns or symptoms of nausea, fainting, shortness of breath or dizziness that may restrict participation in the activity.
5. Drink plenty of fluids throughout the day and prior to participation in class. 64 oz. is recommended.

[1] More tips for good hygiene are as follows:

- Make sure fingernails and toenails are clipped short.
- Shower as soon as possible after class to minimize the risk of skin infections.
- Students with any infectious skin diseases such as ringworm must be reported and avoid contacting other students. In the meantime, they need to consult a physician.
- Do not train with open cuts or scratches unless they are properly covered.
- Wearing compression shorts and rash guard under your uniform is strongly recommended.
- Wash your uniform after class.
- Wear shoes when you are not on the mat.

**Attendance**

Students are expected to attend all classes and to arrive and leave at the scheduled times. The instructor will adhere to the university attendance policy. In case of an excused absence, the student will be allowed to make up any written work missed within one week of returning to class. Students are responsible for submitting such work and for scheduling make-up exams with the instructor. In this particular class:

1. Students are expected to be in class on time, participating in activity, each class day.
2. You may have 2 absences with no penalty, but at 3, excused and/or unexcused, you fail the course. There is NO EXCEPTION that 3 absences *of any kind* will result in failure of the course.
3. Attendance recording begins the first day of the semester.
4. Two tardies = one absence. If you are 10 minutes or later for class, you will be considered absent.
5. All missed tests and assignments should be completed within one week of returning to class, or mutually agreed upon by the instructor. You must always show your all-campus card to enter Carmichael Gymnasium.
6. A maximum of two (2) incentive points will be awarded to students who attend and participate in every scheduled class.

**Grading Scale**

Each student has the option of taking the class for a letter grade (+/-), credit only, or audit.

| | | |
|---|---|---|
| 97 - 100 = A+ | 93 – 96.99 = A | 90 – 92.99 = A- |
| 87 – 89.99 = B+ | 83 – 86.99 = B | 80 – 82.99 = B- |
| 77 – 79.99 = C+ | 73 – 76.99 = C | 70 – 72.99 = C- |
| 67 – 69.99 = D+ | 63 – 66.99 = D | 60 – 62.99 = D- |
| 0 – 59.99 = F | | |

**Assessments**

1. Final grades will be determined using the point distributions and weight percentages listed below.
2. Letter grades will be given according to the plus (+)/minus (-) grading scale.
3. Students electing to take the course for credit-only must score a minimum final average grade of 70% to achieve satisfactory completion of the course.

Skills Test (70%):

- Takedowns
- Ground Controls (Mount, Escape, & Pass)
- Submissions (Chokehold & Joint-Lock)

Written Exam (30%)

One written exam is given and it will include questions about safety, etiquette, and benefits of jiu-jitsu as a martial art for a healthy life style from lecture/handouts provided.

**Requirements for Credit Only**
In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. Note: The student is responsible for requesting credit only grading on MyPack Portal by the University deadline.

**Requirements for Auditors**
Audit students must attend all classes except written exams and will be allowed four absences before NR will be recorded as a final grade.

**Incomplete Grades**
Incomplete grades will be assigned only if unavoidable and unforeseen events occur, such as a medical emergency, preventing the student from completing a course requirement before the final grades are submitted. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the IN is awarded, unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work, in which case the period can be extended. Make up work is to be limited to accomplishing the work not completed.

**Electronic Hosted Course Components**
Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course. Online class evaluations will be available for students to complete during the last 2 weeks of semester. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors. https://policies.ncsu.edu/regulation/reg-08-00-11/

**General Information**

1. Academic Integrity: For all written assignments, students will be expected to adhere to the University Honor Code: "I have neither given nor received unauthorized aid on this test or assignment." It is the understanding and expectation of the instructor that the student's signature on any test or assignment means that the student neither gave nor received unauthorized aid. Consult the university website: https://studentconduct.dasa.ncsu.edu/academic-integrity-overview/
2. Disability Services Office Statement for Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office (https://dro.dasa.ncsu.edu/) at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the

Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) https://policies.ncsu.edu/regulation/reg-02-20-01/

3. Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at https://policies.ncsu.edu/policy/pol-04-25-05/ or https://policies.ncsu.edu/regulation/reg-04-25-02/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.
4. Due to the nature of the activities in this class, it may be necessary for safety reasons to have some amount of physical contact occur to assist in acquiring the proper form/technique. The students should inform the instructor if they do not want any physical contact to assist in acquiring the proper form/technique.
5. Every fitness activity has certain inherent risks, and regardless of precautions taken it is impossible to ensure total safety. Adhere to all safety guidelines to reduce your risk of injury.
6. The use of illegal drugs, tobacco products, or alcoholic beverages is prohibited.
7. Pets and visitors are not allowed during class periods. Firearms, weapons, and/or fireworks are prohibited from class.
8. Please turn off cell phones during class.

**Useful Links**

Attendance: http://policies.ncsu.edu/regulation/reg-02-20-03
Student Ombuds: https://ombuds.dasa.ncsu.edu/
Credit only: https://policies.ncsu.edu/regulation/reg-02-20-15/
Academic calendar: https://studentservices.ncsu.edu/calendars/academic/
Audit: https://policies.ncsu.edu/regulation/reg-02-20-04/
Grades: https://policies.ncsu.edu/regulation/reg-02-50-03/
Incomplete grade: http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/grading/
Class evaluation: https://oirp.ncsu.edu/classeval/
Class evaluation for students: https://oirp.ncsu.edu/classeval/for-students/
Student conduct/Honor code: https://policies.ncsu.edu/policy/pol-11-35-01/
Anti-discrimination: https://policies.ncsu.edu/policy/pol-04-25-05/
OIED: https://oied.ncsu.edu/divweb/equity/

# Tentative Schedule

| Session | Date | Day | Topics/Activities | Lecture/Readings |
|---|---|---|---|---|
| 1 | 8/19 | Wed | Introduction & Basic Movements: Break-Falls (Forward, Sideways, & Backward) | |
| 2 | 8/26 | Mon | Basic Movements: Framing & Technical Stance | |
| 3 | 9/2 | Wed | Basic Movements: UPA & Shrimping | YouTube Videos on Moodle |
| 4 | 9/9 | Wed | Ground Controls: Mounts & Escapes | Lecture Notes on Moodle |
| 5 | 9/16 | Mon | Takedowns: Hip Throw & Single Leg | |
| 6 | 9/23 | Wed | Takedowns: Double Leg & Clipping | Lecture Notes on Moodle |
| 7 | 9/30 | Mon | Ground Controls: Mounts & Escapes | |
| 8 | 10/7 | Wed | Ground Controls: Guards & Passes | |
| 9 | 10/14 | Mon | Ground Controls: Guards & Passes | Lecture Notes on Moodle |
| 10 | 10/21 | Wed | Submissions: Chokeholds | |
| 11 | 10/28 | Mon | Submissions: Chokeholds | |
| 12 | 11/4 | Wed | Submissions: Joint-locks | |
| 13 | 11/11 | Mon | Submissions: Joint-locks | Lecture Notes on Moodle |
| 14 | 11/18 | Wed | Tactics/Strategies & Competition Rules | IBJJF Competition Rules on Moodle |
| 15 | 12/2 | Mon | Skills Test & Written Exam | |

**SKILLS TEST RUBRIC**

**Instructions:**

This fundamental skills test will be done by observation during class. Students will perform all necessary skills in response to a certain situational position given with a cue, and then the instructor grades their basic skills using the following criteria and scoring keys described in the below.

**Criteria**

**Takedown:** (1) Appropriate arm positions, movements, and grips, (2) Appropriate use of leverage and balance with the body, (3) Appropriate leg positions, movements, and/or trips.

**Mount:** (1) Appropriate arm positions and grips, (2) Appropriate use of balance and pressure with the body, (3) Appropriate leg positions and pressures.

**Escape:** (1) Appropriate arm positions, movements, and grips, (2) Appropriate use of leverage and balance with the body, (3) Appropriate leg positions and movements.

**Pass:** (1) Appropriate arm positions, movements, and grips, (2) Appropriate leverage, balance, and pressure with the body, (3) Appropriate leg positions and movements.

**Chokehold:** (1) Appropriate arm positions, movements, and grips, (2) Appropriate use of leverage, balance, and/or pressure with the body, (3) Appropriate leg positions, movements, and pressures.

**Joint-lock:** (1) Appropriate arm positions, movements, and grips, (2) Appropriate use of leverage, balance, and pressure with the body, (3) Appropriate leg positions, movements, and pressures.

**Scoring Key**

**10 pts.** Very good - all necessary skills are all performed at all times; no mistake is observed.

**9 pts.** Good - all necessary skills are mostly performed; 1 or 2 mistakes are observed.

**8 pts.** Fair - necessary skills are fairly performed; 3 or 4 mistakes are observed.

**7 pts.** Poor - necessary skills are poorly performed; 5 or 6 mistakes are observed.

**6 pt.** Very poor - necessary skills are rarely performed; 7 or more mistakes are observed.

**0 pt.** No learned skill is performed at all.

| **Names** | **Fundamental Skills (60 pts.)** | | | | | | **Total Scores** |
|---|---|---|---|---|---|---|---|
| | Takedown (10 pts.) | Ground Control | | | Submission | | |
| | | Mount (10 pts.) | Escape (10 pts.) | Pass (10 pts.) | Chokehold (10 pts.) | Joint-Lock (10 pts.) | |
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# GEP Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)

*This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category 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.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

| IPGE 295 | | | |
|---|---|---|---|
| **Department(s)/Program** | STEM Education | **New GEP Special Topics Offering** | X |
| **Special Topic Title:** (30 character limit) | Integrating STEM and Education: An Overview | **Review for 2nd Offering** | ☐ |
| **Term to be Offered** | Fall 2020 | | |
| **Instructor Name/Title** | Cyndi Edgington, Assistant Teaching Professor | | |

## 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]

**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?

Science, Mathematics, Engineering and Technology (STEM) and Education

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"?

Material in this course will be presented to provide students with the opportunity to examine STEM as a discipline and to examine the teaching and learning of STEM. Course readings and discussions will include topics such as policy regarding STEM education, research in both STEM disciplines and education, and issues of STEM/education (i.e. funding, equity, historical perspectives). Students will be asked to compare and contrast STEM and STEM Education throughout the course in order to develop a broad understanding of the connections between the fields of study.

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.***

Students will describe the differences in the view of STEM disciplines as part of the "hard sciences" and as part of the US educational system in grades K-12.

***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.*

Students will choose a content area in one of the STEM disciplines (i.e. biology or algebra). They will research this area as well as the teaching and learning of this area and write a paper comparing and contrasting the perspectives of the topic as a "hard science" and from an educational perspective.

In groups, students will analyze two grant proposals: one in science/mathematics and one in science/mathematics education. They will compare and contrast the methods, products, and contributions to society.

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.***

Students will discuss the similarities and differences between STEM and the teaching of STEM and be able to explain these comparisons.

***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.*

Students will frequently be asked to compare and contrast issues and topics that are relevant to both STEM and STEM Education.

Example assignment: Consider a 5th grader learning about the scientific method. Explain the connections between the scientific method as a practice in industry and the way a teacher might teach that idea.

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.***

Students will describe and evaluate approaches to various issues in STEM and STEM Education.

***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.*

Students will frequently be asked to compare and contrast issues and topics that are relevant to both STEM and STEM Education.

Example assignment: Consider a 5th grader learning about the scientific method. Explain the connections between the scientific method as a practice in industry and the way a teacher might teach that idea.

## 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*** category designation and GEP student learning outcomes.

***Special Topics Term Scheduling:***

- List below the course scheduling detail:
  - Meeting time and day(s): Thursdays, 3:00-5:45 pm
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: Poe 320 (tables with chairs, document camera, computer projection)
- 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): EMS 296: Special Topics in Education with IPGE 295

***What percentage of the seats offered will be open to all students? 100 %***

a. If seats are restricted, describe the restriction being applied. n/a

b. Is this restriction listed in the course catalog description for the course? n/a

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

Course is not available to MED, SED, or TDE majors.

***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)*

None

## 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.**

Syllabus attached.

**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 IPGE 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 _____

## EMS 296 Course Syllabus

### EMS 296 – Special Topics in Mathematics Education: STEM and STEM Education

**Section 001**

**Fall 2020**

**3 Credit Hours**

### Special Notes

This course is cross listed as IPGE 295 Special Topics Interdisciplinary Perspectives

### Course Description

This course offers an overview of the study of the science, technology, engineering and mathematics (STEM) and the study of the teaching and learning of STEM. STEM Education has become one of the biggest buzz words in the United States today. Billions of dollars are spent funding research in STEM. Some of that research is to develop new knowledge in what we know about the areas of STEM as disciplines, and some research is about how we can better educate students in these areas. This connection has become very tightly woven and often there is no distinction made. Additionally, there is a huge shortage of STEM teachers. Often, students consider adding teaching to their major. This course will provide a real understanding of teaching, learning, and research about STEM and STEM Education, and offer opportunities to consider teaching as a career.

### Learning Outcomes

1. Students will describe the difference in the methods of learning and doing in the STEM disciplines and as a part of the U.S. Educational System in grades K-12.
2. Students will discuss the similarities and differences between STEM and the teaching of STEM and be able to explain the comparisons.
3. Students will present science, engineering or math lessons at elementary, middle school, and high school levels.
4. Students will describe and advocate for various issues in STEM and/or STEM Education.

### Course Structure

Teaching strategies: Class discussions, group work, reflections, guest speakers, electronic communication, inquiry activities

### Course Policies

Laptops, tablets, and, on occasion, mobile devices will be used during class. It is expected that these tools are used for appropriate class engagement at all times.

### Instructors

**Dr Cyndi Edgington** (cpedging) - *Instructor*
**Email:** cpedging@ncsu.edu
**Phone:** 919-515-1754

**Office Location:** Poe 502J
**Office Hours:** T 10:00-11:00

## Course Meetings

### Lecture

**Days:** H
**Time:** 3:00-5:45 pm
**Campus:** Main
**Location:** TBD
*This meeting is required.*

## Course Materials

### Textbooks

**On teaching science: Principles and strategies that every educator should know** - *Jeffery Bennett*
**Edition:** 1st
**ISBN:** 978-937548-40-7
**Cost:** 11.73
*This textbook is required.*

### Expenses

None.

### Materials

**Access to computer with word processing, internet access. and a printer for printing assignments and articles as needed.** - Varies
*This material is required.*

## Requisites and Restrictions

### Prerequisites

None.

### Co-requisites

None.

### Restrictions

Course is not available to STEM Education majors (MED, SED, TED)

## General Education Program (GEP) Information

### GEP Category

Interdisciplinary Perspectives

### GEP Category Outcomes

1. Students will describe the difference in the methods of learning and doing in the STEM disciplines and as a part of the U.S. Educational System in grades K-12.
2. Students will discuss the similarities and differences between STEM and the teaching of STEM and be able to explain the comparisons.
3. Students will present science, engineering or math lessons at elementary, middle school, and high school levels.
4. Students will describe and advocate for various issues in STEM and/or STEM Education.

### How This Course Will Fulfill GEP Category Outcomes

Students will choose a content area in one of the STEM disciplines (i.e. biology or algebra). They will research this area as well as the teaching and learning of this area and write a paper comparing and contrasting the perspectives of the topic as a "hard science" and from an educational perspective.

In groups, students will analyze two grant proposals: one in science/mathematics and one in science/mathematics education. They will compare and contrast the methods, products, and contributions to society.

Students will frequently be asked to compare and contrast issues and topics that are relevant to both STEM and STEM Education.

Example assignment: Consider a $5^{th}$ grader learning about the scientific method. Explain the connections between the scientific method as a practice in industry and the way a teacher might teach that idea.

Students will choose a problem related to STEM/STEM Education (i.e. funding, equitable access, historically underrepresented populations, historical perspectives, teaching/learning, etc). Students will research various perspectives related to their chosen topic and develop a project that includes a summary of the problem and a proposed solution.

### Which disciplines will be synthesized, connected, and/or considered in this course?

STEM disciplines and STEM Education

### How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Course readings will be chosen to represent multiple perspectives from STEM disciplines as well as the teaching and learning of STEM. Experts from STEM disciplines and education (K-12 teachers, administrators from STEM-focused schools, leaders of K-12 STEM initiatives, and post-secondary teachers and researchers) will speak to students throughout the semester. The instructor will engage students in science/math/technology/engineering activities from the K-12 perspective. Students will compare and contrast these activities with the nature of "doing" STEM from a research and/or industry perspective.

### GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

## Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

## Safety & Risk Assumptions

None.

## Grading

### Grade Components

| Component | Weight | Details |
|---|---|---|
| **Classwork and Weekly Assignments** | **30%** | Assignments will include presentations, evidence of in-depth treatment of reading, reflections, and homework problems. |

| Component | Weight | Details |
|---|---|---|
| **Grant Analysis Project** | **20%** | Students will work in groups to analyze two grant proposals- one in STEM and one in STEM education. They will compare and contrast methods, products, and contributions to society. A full project description and rubric will be shared. |
| **Midterm Project** | **20%** | Students will choose a content area in one of the STEM disciplines. They will research this area as well as the teaching and learning of this area and write a paper comparing and contrasting the perspectives of the topic as a "hard science" and from an educational perspective. A full project description and rubric will be shared. |
| **Final Project** | **30%** | Students will choose a problem related to STEM/STEM Education (i.e. funding, equitable access, historically underrepresented groups, historical perspectives of STEM teaching/learning, etc). Students will research various perspectives related to their chosen topic and develop a project that includes proposed solutions to the identified problem. Earlier deadlines to help students develop this will be included. A full project description and rubric will be shared. |

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**Letter Grades**

**This Course uses Standard NCSU Letter Grading:**

| | | | | |
|---|---|---|---|---|
| 97 | ≤ | **A+** | ≤ | 100 |
| 93 | ≤ | **A** | < | 97 |
| 90 | ≤ | **A-** | < | 93 |
| 87 | ≤ | **B+** | < | 90 |
| 83 | ≤ | **B** | < | 87 |
| 80 | ≤ | **B-** | < | 83 |
| 77 | ≤ | **C+** | < | 80 |
| 73 | ≤ | **C** | < | 77 |
| 70 | ≤ | **C-** | < | 73 |
| 67 | ≤ | **D+** | < | 70 |
| 63 | ≤ | **D** | < | 67 |
| 60 | ≤ | **D-** | < | 63 |
| 0 | ≤ | **F** | < | 60 |

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**Requirements for Credit-Only (S/U) Grading**

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to http://policies.ncsu.edu/regulation/reg-02-20-15.

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**Requirements for Auditors (AU)**

Information about and requirements for auditing a course can be found at http://policies.ncsu.edu/regulation/reg-02-20-04.

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**Policies on Incomplete Grades**

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at http://policies.ncsu.edu/regulation/reg-02-50-3.

### Late Assignments

**The penalty for late work is 10% off for each day the work is late** (only accepted up to 4 days after due date, after which a zero will be given on the assignment). Should you miss turning in a graded assignment on time due to an excused absence, said work shall be due at the next class (following the excused absence).

## Attendance Policy

For complete attendance and excused absence policies, please see http://policies.ncsu.edu/regulation/reg-02-20-03

### Attendance Policy

Attendance is required. If you will miss class for any reason, you must notify me *before* class to discuss the reason for an excused absence and be prepared to complete *all* in-class work and homework assignments *before the next class meeting.* In case of emergency or unforeseen circumstances, please notify me as soon as possible after an absence of this nature. You should be prompt in meeting all obligations and satisfactorily complete all assignments. You should come to class prepared, ready to stay engaged during the lesson, share your thoughts and questions, and to encourage others to do so as well. This includes refraining from checking email, Facebook, text messages, and other popular distractions.

### Absences Policy

You are allowed one unexcused absence. Two percentage points will be deducted from the final grade for each additional unexcused absence from class.

### Makeup Work Policy

For an excused absence, all assignments should be completed by the next class. For unexcused absences, the late work policy applies.

### Additional Excuses Policy

None.

## Academic Integrity

### Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at http://policies.ncsu.edu/policy/pol-11-35-01

### Academic Honesty

See http://policies.ncsu.edu/policy/pol-11-35-01 for a detailed explanation of academic honesty.

### Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

## Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

**Accommodations for Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) (https://policies.ncsu.edu/regulation/reg-02-20-01/).

**Non-Discrimination Policy**

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure). NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://policies.ncsu.edu/policy/pol-04-25-05 or https://oied.ncsu.edu/divweb/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

**Course Schedule**

**NOTE:** The course schedule is subject to change.

| | |
|---|---|
| Week 1-3 | Introduction to STEM Education: Issues of Equity, Issues of K-12 articulation of topics, Issues of teaching at Elementary, Middle School, High School |
| Week 4-6 | Introduction to STEM disciplines and Engineering Big Ideas, History of science and mathematics |
| Week 7-9 | Policy in STEM and STEM Education |
| Week 10-12 | Teaching of STEM Topics |
| Week 13-15 | Comparing and contrasting STEM and STEM Education |

# 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:

1. 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:***

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

| IPGK 295 | | | |
|---|---|---|---|
| **Department(s)/Program** | College of Agriculture and Life Sciences | New GEP Special Topics Offering | X |
| Special Topic Title: (30 character limit) | **ALS 495: Special Topics in Agriculture and Life Sciences (Global Relationships of Agriculture and Cultures)** | Review for 2nd Offering | ☐ |
| Term to be Offered | Fall 2020 | | |
| **Instructor Name/Title** | Robert Beckstead/Associate Professor | | |

## 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*

**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? Sociology, economics and agricultural science

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". Students will be taught concepts from sociology, anthropology, economics and agricultural science and instructed how to integrate these concepts to discuss and analyze current agricultural practices and views.

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.***

Students will use and integrate concepts from sociology, economics and agricultural science to analyze decisions regarding agricultural practices.

***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.*

Homework prompt: Research how public opinion, economics and agricultural science influence the decision for poultry producers to utilize or exclude subtherapeutic levels of antibiotics in chicken feed. Decide which source of information has a greater influence on the producers' decision and defend your conclusion.

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.***

Students will use concepts from the class to explain how the political and social context influences funding of agricultural research.

***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.*

Homework assignment: Evaluate United States Department of Agriculture (USDA) grant funding objectives for 2020. Identify five research funding objectives that may have been influenced by political and social current events. Explain or defend your reasoning.

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.***

Students will investigate issues in food production and formulate a solution using concepts from sociology, economics and agricultural science.

***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.*

Poster assignment: Students will work in pairs to research different perspectives (social, economic, and agricultural) of an agricultural issue in food production, formulate a solution to the issue, and create a poster presentation to inform their peers about the issue, opposing perspectives and their proposed solution.

## *Global Knowledge*

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 1*:

***Obj. 1) 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.***

Students will analyze how the global networks of agricultural goods and practices influences the culture of non-U.S. countries in terms of social structure, religion and cuisine.

***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.*

Homework assignment: Students will choose an animal or plant crop and conduct research to address the questions of how the introduction of the crop/animal and agricultural methods for its production alter the culture of a non-U.S. country or region in terms of religion, tradition, art, cuisine, social structure, etc.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge* Objective 2, 3, or 4.

***Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.***

Students will explain how external influences such as international trade of agricultural products and internal factors such local food preferences alter agricultural communities in non-U.S. countries.

***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.*

Example test question: Explain how global food speculation and trade along with 3rd world agricultural practices and food preferences can lead to poverty in rural non-U.S. agricultural communities.

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

X. GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
X. GEP Courses should have no more than ONE pre-requisite.
X. GEP Special Topics are approved as a one-term offering.
X. 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): M/W
  - Seat count: 40
  - Room assigned or room preference including needed classroom technology/seat type: Lecture Hall
- 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? 100 %***

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.*** **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)* ***None***

## 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. None**

**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 1/14/2020

***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 15 JAN 2020

COLLEGE DEAN — DATE 15 JAN 2020

**APPROVED BY:**

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION — DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) — DATE

APPROVED EFFECTIVE DATE _____

# ALS 495
# Special Topics in Agriculture and Life Sciences:
# **Global Relationships of Agriculture and Cultures**

## What will you discover in this course?

Students will examine the fundamental and complex global relationship between agriculture and human culture through this course. Specifically, we will explore how humans have modified their environment to produce food and the effect this has had on cultures, national and international politics, social interactions, economics, and the environment.

## What will you take away from this course?

Upon successful completion of this course, students will be able to:

1. use and integrate concepts from sociology, economics and agricultural science to analyze decisions regarding agricultural practices.
2. use concepts from the class to explain how the political and social context influences funding of agricultural research.
3. investigate issues in food production and formulate a solution using concepts from sociology, economics and agricultural science.
4. analyze how the global networks of agricultural goods and practices influences the culture of non-U.S. countries in terms of social structure, religion and cuisine.
5. explain how external influences such as international trade of agricultural products and internal factors such local food preferences

## Helpful Resources

**GEP requirement:**
This course fulfills an Interdisciplinary Perspectives and Global Knowledge GEP requirement.

**Semester**: Fall
**Course credits**: 2 credit hours
**Class schedule**: Mon./Wed.


**Instructor**: Robert Beckstead
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**TA**: Katherine Cupo
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**Office hours**:
Students are welcome to contact the instructor or TA by phone or email to schedule an appointment.
Preferred contact method: email

**Prerequisites**: None!

**Required Materials**:
No textbook required.
Each student needs a **TopHat** account. This is free to students through the NCSU website. Click the link above for details and directions for setting up your account.

**WolfWare**:
All course materials will be posted electronically on **WolfWare/Moodle**.

## How to be successful in this course

**Attend class!**
Students must attend all classes to gain the most from the course and to complete TopHat quizzes and earn participation points. Students must email the professor within 24 hours of a missed class to provide documentation of an excused absence. Students may make-up missed quizzes and turn in late assignments for full credit only with an excused absence. Make-up work will be scheduled with the professor via email. Missed quizzes and assignments turned in late due to an unexcused absence will be awarded a score of zero. Please reference NCSU's **Attendance Regulations**.

**Check the Moodle page often!**
Students should visit the course Moodle page through WolfWare often to keep up to date on course announcements; changes to the schedule/syllabus; assignments; deadlines; and additional course resources posted throughout the semester.

**If you have a conflict with the exam schedule, let us know early!**
Students must take all exams and quizzes. Make-up exams are only allowed for excused absences, such as medical illness/injury with a doctor's note; death in the immediate family, or university club or sport travel with notification prior to travel. *Students must email the instructor at least 24 hours prior to the exam date to schedule a make-up exam!* Determination of whether absences are excused rest solely with the instructor.
Quizzes are given during the first 10 minutes of class. There are no make-ups for quizzes or TopHat questions, so attend every class! There is one extra quiz and day of TopHat questions which will allow the lowest quiz score to be dropped and one day of TopHat points to be missed.

## What happens when class is cancelled for inclement weather?

Material missed as a result of class cancellations will be posted on Moodle or additional class sessions will be offered for missed material. Students are responsible for this material and should decide to either review the material on Moodle or attend the makeup sessions.

## How will the course be graded?

| | | |
|---|---|---|
| TopHat class participation | 10% | 100 points |
| Homework | 10% | 100 points |
| Quizzes | 10% | 100 points |
| Poster project | 30% | 300 points |
| Midterm exam | 20% | 200 points |
| Final exam | 20% | 200 points |
| Final Grade | 100% | 1000 points |

Please refer to the **NCSU Grades and Grade Point Average** regulation for more information.

| | | | |
|---|---|---|---|
| A+ | 97 to 100% | C+ | 77 to <80% |
| A | 93 to <97% | C | 73 to <77% |
| A- | 90 to <93% | C- | 70 to <73% |
| B+ | 87 to <90% | D+ | 67 to < 70% |
| B | 83 to <87% | D | 63 to < 67% |
| B- | 80 to <83% | D- | 60 to <63% |
| | | F | 0 to <60% |

## What will the graded components of the course consist of?

**TopHat Class Participation/Attendance:**
Students will be asked to answer a total of three TopHat questions during class (such as, *what number is written on the whiteboard?*) for participation credit. Students must attend class and answer all three questions correctly to earn participation credit for that class.

**Homework assignments:**
There will be 14 homework assignments that must be handed into the professor prior to the beginning of class on the due date. The completed homework assignments should be formatted as written reports, no longer than a page, that describe your research on an assigned topic or your experience completing an assigned task. Some homework assignments require students to read an article or watch a documentary to be able to answer specific questions, perform a task or survey and report on the results, or research a topic discussed in class. Below is an example of a homework prompt you may be asked to complete in this course.
*Ask 10 people if they would be willing to pay twice as much for their food if it would guarantee an improvement in animal welfare and a reduction of environmental impact and why or why not? Answer this question for yourself and provide your reasoning.*

Late assignments will not be accepted without an excused absence and will receive a score of zero.

**Quizzes:**
Students will be required to read articles and watch documentaries outside of class to maximize class time for discussion. To facilitate these discussions, the class will complete a TopHat quiz, separate from the participation questions, addressing the assigned materials.
List of required readings and videos:

1. The Emergence of Human Societies, to 3000 B.C.E. Myhistorylab.com
2. Food Safety Modernization Act. www.FDA.gov
3. Urban Gardening: Managing the Risk of Contaminated Soil. Environmental Health Perspectives
4. Fair Miles: Recharting the Food Miles Map. Chi, MacGregor and King
5. Powerful Coalition Gains Exemption for Small Farmers. foodsafety.news21.com
6. Top Ten Myths About Sustainability. Michael D. Lemonick/ Scientific American
7. Some We Love, Some We Hate, Some We Eat. Chapter 9. Hal Herzog
8. The Supplemental Nutrition Assistance Program: History, Politics, and Public Health Implications. Marion Nestle
9. Food Inc. Magnolia Pictures
10. Critically Evaluating Scientific Claims in the Popular Press. Bob Ford
11. The Debate about GMO safety is Over, Thanks to a New Trillion-Meal Study. Jon Entine
12. Are we Approaching a Global Food Crisis? Katarina Wahlberg
    Development and Social Change. Philip McMichael. Pg. 67-78
13. Sanctity of the Cow. www.britannica.com
14. Dogs Decoded. Nova

**Poster Project:**
Students will work in pairs to evaluate a specific issue discussed in the course and present their research and analysis as a persuasive argument to their peers in the format of a research poster. This project is designed to enable students to utilize research and analysis skills they have developed through the course in addition to improving teamwork and presentation skills. To successfully produce an effective poster presentation, students will need to work together to critically analyze an issue in agriculture, create a solution for the problem, design a visually appealing poster presentation, and actively engage with their peers to communicate their analysis of the issue at a mock-poster session. Students will be graded on the content of their posters, visual design and layout of the posters, oral presentation and discussion of the issue, and written reviews of five of their other classmates' posters.

### A note on electronically hosted components of the course:

All course materials are available in an electronic format via the course Moodle. PowerPoint slides are made available to students after each lecture. Links are provided for online PDFs and videos, and assignments are posted to the Moodle page at the start of the course. Students have access to the Moodle site during the course term only.

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

All course materials (including readings, videos, PowerPoint presentations, exams and assignment documents) provided for the course are protected by Copyright and may not be reproduced or distributed outside the course without obtaining permission from the professor or publishing source.

### Requirements for Credit-Only (S/U) Grading:

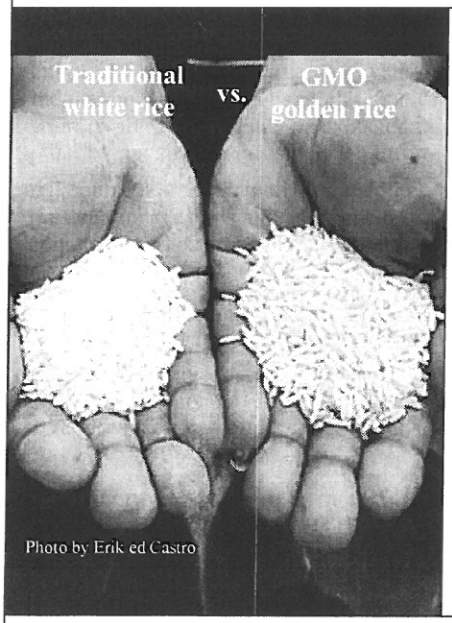
In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to the **NCSU Credit Only Regulations**.

### Requirements for Auditors (AU):

Please refer to the **NCSU Audits Regulations** for information about and requirements for auditing a course.

### Policies on Incomplete Grades:

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. An incomplete that change to an F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. Please review the **NCSU Grading Regulations**.




**Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities**

### Statement of Academic Integrity:

The Code of Student Conduct outlines expectations regarding academic integrity for all students at North Carolina State University. All course assignments, quizzes, and exams should reflect the student's individual work and bind the student to this code. Please refer to the **Code of Student Conduct** for details. In addition, each student is expected to abide by the Pack Pledge, "I have neither given nor received unauthorized aid on this test or assignment."

### Statement for Students with Disabilities:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the **Academic Accommodations for Students with Disabilities Regulation**.

### University Non-discrimination Policy:

Please refer to the university policy on **equal opportunity, non-discrimination and affirmative action**.

### Remember to be respectful to your fellow classmates!

Please remember to be professional in behavior and actions while in the classroom.

- Cell phones, tablets and computers may be used for TopHat participation but should not become a distraction to oneself or others.
- Disruptive behavior is not tolerated during class (i.e. surfing the web; emailing; working on projects in class).
- Always be respectful to your classmates and the instructor!

**"Food is a central activity of mankind and one of the single most significant trademarks of a culture."**

- Mark Kurlansky

## Course Schedule

| Lecture | Lecture Topics | Assignments due |
|---|---|---|
| 1 | Introduction/Syllabus/Class assignments/Technology needs | |
| 2 | Introduction to Moodle and TopHat/Awareness of global food production, population needs and cost | Homework 1 |
| 3 | The relationship between agriculture and cultural evolution | |
| 4 | How domestication is changing human culture | Homework 2 |
| 5 | Role of farming in agrarian and industrial societies (Michael Schulman - Rural Sociologist) | |
| 6 | The changing face of agriculture in the US and abroad | Homework 3 |
| 7 | The role of food production in sustainability | |
| 8 | Guest Lecture: North Carolina farmer-who is growing your food (Ron Prestage and Dean Linton) | Homework 4 |
| 9 | Food Fads: How US food choices influence agricultural practices internationally | |
| 10 | Guest Lecture: International agriculture (Prafulla Regmi) | Homework 5 |
| 11 | "Trust me I'm an experts"-critical evaluation of scientific data | |
| 12 | How propaganda affects the cultural view of food and farming practices | Homework 6 |
| 13 | Changing view of animals (food vs pet) | |
| 14 | Food of religions and the religion of food | Homework 7 |
| | **Midterm Exam** | |
| 15 | Environmental effects on food systems, economic development and culture | |
| 16 | Does farm size matter? | Homework 8 |
| 17 | The farm in the city: urban agriculture | |
| 18 | **Poster project assignment** | Homework 9 |
| 19 | Genetically modified food on drugs | |
| 20 | Politics of GMOs | Homework 10 |
| 21 | The new science of food production | |
| 22 | The role of agriculture in international trade (Sociologist - Pending) | Homework 11 |
| 23 | SNAP politics and agriculture (USDA rep. - Pending) | |
| 24 | Guest Lecture: North Carolina Farmer-who is growing your food (Sweat Potato Farmer - Pending) | Homework 12 |
| | **Poster presentation session (Pairs)** | |
| 25 | The diversion of food/land for alternative uses | Homework 13 |
| 26 | How dangerous is my food? | |
| 27 | Is there going to be enough to eat? | Homework 14 |
| 28 | What does it all mean? | |
| | **Final Exam** | |

***The instructor reserves the right to alter the course schedule and syllabus. Changes will be announced in class and through Moodle.***