**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:

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

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| **IPGK 295** | | | | |
| **Department(s)/Program** |  | **New GEP Special Topics Offering** |  |  |
| **Special Topic Title:**  (30 character limit) |  | **Review for 2nd Offering** | | |
| **Term to be Offered** |  | | | |
| **Instructor Name/Title** |  | | | |
| **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](http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives)] | | | | |
| ***Interdisciplinary Studies*** | | | | |
| **To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:**   1. Which disciplines will be synthesized, connected, and/or considered in this course? 2. 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”? | | | | |
| 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.*** | | | | |

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

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| **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? %***   1. If seats are restricted, describe the restriction being applied. 2. 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