NC STATE UNIVERSITY

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Council on Undergraduate Education 2019-2020

May 15th 2020
Meeting hosted via Zoom
1:30pm-2:30pm

Call to Order 1:30pm

- Welcome and Introductions Chair Kim Bush
- Approval of CUE May 1, 2020 Minutes

New Business

Special Topics/HON Course Offerings				
Presenter	**Reviewers**	**GEP Category Under review**	**GEP Action**	**Notes**
Lee	All	IP	IPGE 295 – Integrating Across Disciplines to Address Wicked Problems and Grand Challenges	1st Offering Summer 2020

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

May 1, 2020
Electronically Hosted
Call to Order: 1:32 PM

Members Present: Chair Kim Bush, Past Chair Daniel Monek, Carolina Gill, Johnathan Casper, Robert Beckstead, David Gilmartin, Nancy Moore, Jillian Haeseler, Herle McGowan, Alice Lee, Katherine Annett-Hitchcock, Darby Orcutt, Carrie Pickworth

Members Absent: Autumn Belk, James Minogue, Roby Sawyers, Min Liu,

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Stephany Dunstan, Erin Dixon

Guests: Ross Bassett, Anne Auten, Scott O'Leary, Andrew Taylor

WELCOME AND INTRODUCTIONS

- ***Remarks from Chair Kim Bush*** – Had the proxies and guest introduce themselves.
- ***Remarks and Updates from OUCCAS/DASA –*** Li and Lexi provided information about how training will be provided over the Summer and end of the year committee events.
- ***Approval of the Minutes from April 3rd 2020*** – *Approved Unanimously*
  - Discussion: Motion to approve the past minutes by Daniel Monek.

OLD BUSINESS

- **HI 375 Global History of Travel and Tourism** (GK, HUM) – *Approved with suggestion.*
  Discussion: Motion to approve by member David Gilmartin. In the first HUM objective it may be a good idea to add a word before 'analyze'.

- **HI 382 History of Capitalism in America** (HUM, IP, USD) – *Approved Unanimously*
  Discussion: Motion to approve by member Jillian Haeseler. Members indicated the appropriate changes were made.

NEW BUSINESS

Special Topics/HON Course Offerings – Asked to go first for the sake of the guest's time.

- **HON 293 Feelings of/from Technology: Analog Bodies in Digital** (IP,GK) – *Approved Unanimously*
  Discussion: Motion to approve the course by Daniel Monek.

- **HON 295 Election 2020** (SS) – *Approved Unanimously*
  Discussion: Motion to approve the course by Daniel Monek. Member asked if we would need more details in objective three, about the origins, or if it would be studied by state. Members discussed if more information was required, they believe it is not required, but maybe a good idea. Committee decided the information is sufficient.

- **HON 296 Science, American Style** (IP) – *Approved Unanimously*
  Discussion: Motion to approve the course by Daniel Monek. Reviewers indicated the course looks good.

- **Consent Agenda**– *Approved Unanimously*
  Discussion: Motion to approve by member Daniel Monek.

GER>GEP Review

- **ENG/FL 392 Major World Authors** (HUM, GK) – *Approved Pending*
  Discussion: Motion to approve by member David Gilmartin. Member asked if using an author outside of the US and "Charles Dickins" are both in the GEP information, does this need to be adjusted. Suggestion to use an example of an author outside of the English/American tradition and to remove the measure in objective 2, since they are not using

objective 2.
Motion to amend the motion to pending these two changes.

- **ENT/FOR 402 Forest Entomology** (NS) – *Table*
  Discussion: Motion to approve by member Robert Beckstead. Presenter reached out to the author today, while the information is in the CIM record, the information is unorganized.
  The measure should be specific instead of a running list, and only need measure #2 to align with the outcome.
  There is extra information that the presenter felt could be deleted. Robert volunteered to work with the instructor to provide more streamline information.
  Motion to amend the motion to Table.

- **NR 406 Conservation of Biological Diversity** (IP) – *SUNSET*
  Discussion: Motion to Sunset by member Johnathan Casper.

Courses for GEP Category - Review

- **PP 222 Kingdom of Fungi** (NS) – *Approved Pending*
  Discussion: Motion to approve the course by Carrie Pickworth. In objective 1, does the measurement have to align with all three? Member saw everything except 'testing a hypothesis'. Members discussed that the outcomes should be shorter in the 1st and 2nd objectives.
  Members discussed that hypothesis do not need to be explicitly stated, members from the college of sciences indicated they were able to see how hypothesis would be tested in the third objective and measure.
  Members believe the additional text should be deleted.
  Members feel the outcomes should be "students will be able to use scientific methods and processes to solve problems related to fungal ecology and human interactions." &
  "students will be able to describe scientific concepts, principles, laws, and theories related to fungal classification, developmental biology, ecology, evolution, and life history" for the first and second outcomes and remove the remainder of the information from the outcome field. If the instructor would like to keep the rest of the information in the measures to provide detailed information.
  Motion to amend the motion to approved pending the narrowing down of the outcomes fields.

Discussion: Thank you to Kim and the committee for their hard work finishing the GER>GEP review and the rest of the year.

Meeting adjourned at 2:15 PM

Respectfully submitted by Lexi Hergeth

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	NC State	**New GEP Special Topics Offering**	X
Special Topic Title: (30 character limit)	Integrating Across Disciplines to Address Wicked Problems and Grand Challenges	**Review for 2nd Offering**	☐
Term to be Offered	Summer II 2020		
Instructor Name/Title	Coordinators: Jane Lubischer, Rob Dunn, Melissa Ramirez		

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?

We expect to include perspectives from these disciplines: history, microbiology, ecology, evolutionary biology, epidemiology, public health, biotechnology, economics, sociology, psychology, communication, film studies

Because this course will serve students from programs across campus, one assessment will allow students to choose three disciplines on which they want to focus their answers.

By the end of this course, students should be able to:

1. identify various disciplinary perspectives as applied to the challenges associated with addressing a complex problem. (primarily quizzes)
2. identify the elements and intellectual standards of critical and creative thinking.
3. differentiate among the distinct approaches of three disciplines to understanding and addressing a complex problem. (quizzes and Task Force Assignment)
4. apply the approaches of three disciplines to address a complex problem. (Task Force Assignment)
5. design a strategy involving multiple disciplines to address a complex problem. (Task Force Assignment)
6. compare the contributions that disciplines have made to worldwide responses to the COVID-19 pandemic. (quizzes and Task Force Assignment)
7. explain the reasoning behind various responses to the COVID-19 pandemic. (quizzes and Task Force Assignment)
8. identify some of the challenges of effectively implementing those responses. (quizzes and Task Force Assignment)

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 will be presented by a series of scholars from a variety of disciplines and departments across campus. Each presenter will bring a different perspective to topics related to the current pandemic. Course coordinators will work with each presenter to identify 1-3 learning outcomes specific to their presentations (in alignment with the overall course student learning outcomes). Coordinators then will ensure that formative and summative assessments address those outcomes and that challenge students to integrate across different presenters and disciplines. The entire course is being designed to enable students to gain the sort of cohesive understanding the COVID-19 pandemic that is possible only by integrating across multiple viewpoints.

Obective 1

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.

By the end of this course, students should be able to:

-differentiate among the distinct approaches of three disciplines to understanding and addressing a complex problem.

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.

1.1 Regular quizzes on Moodle will ask questions specific to the learning outcomes of each presentation. Quizzes also will ask questions that require the students to compare across presentations (and therefore across disciplines). These formative assessments (students will receive feedback and be allowed to re-take each quiz) will be used to help students identify different disciplinary areas and learn about the distinct approaches and contributions of the disciplines considered.

1.2 This outcome will also be assessed through the Task Force Assignment (attached).

Obective 2

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.

By the end of this course, students should be able to:

-identify various disciplinary perspectives as applied to the challenges associated with addressing a complex problem.

-apply the approaches of three disciplines to address a complex problem.

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.

2.1 The identification outcome will be assessment primarily through quizzes as described above.

2.2 The application outcome will be assessed through the Task Force Assignment (attached).

Obective 3

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.

(I never understood how students can address Objective 1 or Objective 2 without exploring the approaches or views of different disciplines.)

By the end of this course, students should be able to:

-compare the contributions that different disciplines have made to worldwide responses to the COVID-19 pandemic.

-design a strategy involving multiple disciplines to address a complex problem

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.

3.1 The comparison outcome will be assessed primarily through quizzes as described above under Objective 1.

3.2 The design outcome will be assessed through the Task Force Assignment (attached).

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): **Online, asynchronous**
  - Seat count: **~5000 students (all incoming students)**
  - Room assigned or room preference including needed classroom technology/seat type: **NA**

This will be an online delivered course.

- 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?_____0%

a. If seats are restricted, describe the restriction being applied. **Course is intended as a common learning experience for students who will be starting at NC State in 2020-21, and will be designed for, and offered to, incoming students.**

b. Is this restriction listed in the course catalog description for the course? **NA**

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.

All instructional materials and resources will be provided to students online.

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

Every presenter will introduce themselves – their path, their disciplinary background, their work – and then give a presentation on their topic. Topics and readings will be finalized once all faculty participants are confirmed. We promise to provide the studenst a clear schedule of reading assignments, presenters and their topics, associated activities, and due dates for assignments. This is a tentative list of topics:

Introductions (to the educational context of this course, the course content, and how students can navigate the course)
Early history of human societies and disease
Microbial biodiversity
Emerging diseases and their ecology
Biology of COVID-19
Rapid evolution of viruses
Disease in other contexts
How and why we measure disease
Public science approach to understanding our local data
Health care disparities
Herd immunity and vaccines
Modeling disease spread
Decision making and flattening the curve
Drug development
Food safety and food supply
Health and well-being in new circumstances; measuring health
Influencing human behavior
Communication and persuasion
The role of film
Responding to COVID-19
The future of disease in a global world
NC State's response to COVID-19

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

We will likely have about 30 presenters (some working together in a dialogue format, some in a panel format, some giving lectures) from across campus.

SIGNATURE PAGE FOR IPGE 295

RECOMMENDED BY:

This course is not being proposed by a single department or college – we suggest that the Associate Deans for Academic Affairs be consulted regarding their support for this proposal.

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 _____

NOTE: The following assessment will be given to the students at several times throughout the course. We will explain to students that we expect them to develop a more complete and more thoughtful set of responses by the end of the course. Subsequent submissions will build on earlier submissions, so they can modify or completely change their answers. Their first submission is required, but it need not be complete. Before their second submission, they will receive a rubric to guide their revisions (and to show them the value of a rubric). Their penultimate submission will involve a peer review process using TurnItIn on Moodle and based on the rubric.

Task Force Assignment

You are appointed by the Governor to create and oversee the SARS-CoV 2 Testing and Contact Tracing Task Force, which can include no more than eight members (plus you). The charge to your Task Force will be to design a program for identifying cases and tracking their contacts in order to better contain COVID-19 outbreaks. Your Task Force must also design an implementation plan for that program.

1. First, list the experts (8 maximum) you want on your Task Force – what disciplines do you think should be represented to address the challenge of creating and implementing a plan to better contain COVID-19 outbreaks?
2. Second, pick three of those disciplinary experts and explain why they are important to creating and implementing a plan to better contain COVID-19 outbreaks. In your explanation, be sure to include the following for each expert (and use this structure for your answers):
    a. What is their <u>discipline?</u>
    b. What types of <u>questions</u> do you expect that expert to raise (give examples)?
    c. What <u>knowledge or skill sets</u> do you expect that expert to contribute (give examples)?
    d. Using the examples you provided in 'b' & 'c', explain how this disciplinary expert will contribute to the success of your Task Force in addressing the challenge of creating and implementing a plan to better contain COVID-19 outbreaks.
3. Every good implementation plan includes a section on challenges that can be expected during implementation – provide a bullet list summary of the challenges that you might anticipate in implementation of a testing and contact tracing plan.
4. If you were one of the experts rather than the leader of the Task Force, what do you think your disciplinary focus would be (or what do you plan your disciplinary focus will be)? Explain why.