



Council on Undergraduate Education 2020-2021

May 7th, 2021
Meeting hosted via Zoom
 1:30pm-X:XXpm

Call to Order 1:30pm

- Welcome and Introductions Chair Carrie Pickworth
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE April 23rd, 2021 Minutes

Old Business

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Ouellet, Morant, Gill	USD	WGS 200 Introduction to Women's, Gender, and Sexuality Studies	Revisions: Title, Abbr. Title, Offering, Delivery, Length, Contact Hours (up), GEP, Requisites, Catalog Description, SLO, Student Eval

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
IP	IPGE 295 Wicked Problems, Wolfpack Solutions	Review for 3 rd Offering

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Xiang, Lee, Orcutt	IP, SS	PSY 432 Human Sexuality and Intimate Relationships	New Course
Domingue	Gill, Ouellet, Jordan	IP	SLC 202 / EI 202 CREATE: Carolina Regional Entrepreneurship Albright Team Experience I	New Course
Haeseler	Lee, Hergeth, Jordan	SS, USD	SW 307 Social Welfare Policy: Analysis and Advocacy	New to GEP
Haeseler	Morant, Gill, Park	SS, USD	SW 310 Human Behavior Theory for Social Work Practice	New to GEP

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Park, Moore, Miller	HUM	ENG 339 Literature and Technology	Revisions: Offering, Contact Hours, Student Eval
Gilmartin	McGowan, Morant, Lee	HUM	ENG 341 Literature and Science	Revisions: Offering, Contact Hours, Requisite, Student Eval
Domingue	Orcutt, Gilmartin, Xiang	HES	HESS 230 Pilates	Revisions: Offering, Delivery, Course Length, Contact Hours, Course Attributes, DELTA, Prerequisites/Requisites, SLO, Student Eval

Discussion: USDEI recommendation review and voting.

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.



Council on Undergraduate Education 2020-2021

April 23rd, 2021
Meeting hosted via Zoom
1:30pm-3:04pm

Members Present: Chair Carrie Pickworth, Kimberly Bush, Qiuyun (Jenny) Xiang, David Gilmartin, Jillian Haeseler, Carolina Gill, Nancy Moore, Tamah Morant, Herle McGowan, Alice Lee, Helmut Hergeth (COT Proxy), Autumn Mist Belk, Peggy Domingue, Darby Orcutt, Travis Park, Chad Jordan

Members Absent: Etienne Ouellet, Steven Miller

Guests: Keith Howard

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Erin Dixon, Julia Law, Stephany Dustan, Bret Smith

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth** – Had guests and proxies introduce themselves
- **Remarks and Updates from OUCCAS/DASA** – Reminded the committee this being the second to last meeting.
- **Approval of the Minutes from April 9, 2021** – Approved
Discussion: Moved to approve by Helmut Hergeth.

NEW BUSINESS

Consent Agenda – Approved

Motion to approve by member Chad Jordan

Review Courses for GEP

- **ENG 453 Studies in Nineteenth-Century Literature (HUM)** – Approved
Discussion: This course was presented by Jillian Haeseler.
- **PRT 238 Diversity and Inclusion in Recreation and Sport (USD)** – Approved
Discussion: This course was presented by Kimberly Bush. Member asked what week 16 would be for, guest Keith Howard indicated this would be a culmination of the information taught in the course.
- **WGS 200 Introduction to Women's, Gender, and Sexuality Studies (USD)** – Tabled (1 no, 1 abstain).
Discussion: This course was presented by Jillian Haeseler. She asked how the committee felt about the clarity of the outcome alignment for objective two. Member indicated this is a great example of why the objectives are currently being adjusted, but that members cannot hold the instructor to the new standards which have not yet been decided. Other reviewers indicated this was a challenging course but the objectives were met as the standard is now. Member indicated they would like more explanation on the frameworks of WGS and how they categories the processes. Other members agreed the second outcome could have expanded upon the three levels indicated. Member indicated if the instructor were to expand upon the frameworks this would help tie the outcome with the objective. Member asked if this would impact the outcomes which will be further review from UCCC after the CUE meeting. As a revision of an existing course, WGS 200 was coming to CUE first after which UCCC would review the changes. Members discussed whether the outcomes in CIM needed to reflect the outcomes in the syllabus as students would see them, and it was confirmed that the information in CIM should be the same as those in the syllabus, even if in order to clearly align it meant that there was a greater potential for repetition in a syllabus. The GEP outcomes (if the same as overall course outcomes) would be revised in the syllabus then moved forward. Motion to table, members discussed the schedule meaning the UCCC Meeting would be the first in Fall.
This is a course existing on the GEP list that has made changes, and since the change would not negatively impact any students, members voted to amend the motion to tabled, which was carried. Tabled in a request to clarify the outcome for objective two regarding what the framework of WGS is and how it aligns with the historical political and economic processes.

USD Discussion

Prior to the meeting, members participated in an ad-hoc survey where their thoughts regarding the USDEI standalone/corequisite and 1-3 credit/3-credit-only discussions.

Li reminded the committee that any alteration of the must be from the existing GEP hours. If the course is stand-alone the course will no longer be a co-requisite, and if USDEI is a co-requisite it will not by nature have a credit hour requirement and to apply 3-credits only would take the form of CUE only approving 3-credit courses for the requirement.

The Wilson College of Textiles indicated that the number of hours should not be required if the outcomes are sufficient.

The Poole College of Management indicated that they were less concerned with co-req vs standalone and more concerned with the ability to have flexibility within the hours to achieve 3 credit hours.

Members from Design and other colleges relayed concerns that losing the Additional Breadth hours would mean that the VPA category could be completely overtaken. Members discussed the part of the recommendation that would allow up to 3 credits of VPA to count for HUM credit (which would also account for the variability of credit hours of courses in the VPA list).

Member asked if GK would need to be updated to 3 credit hours. This would not be decided in this particular vote and memo but is a potential topic of discussion for next year. Some colleges had been previously concerned that these two should be equal which is something to consider for the future.

Member suggested that if credit hours is a proxy of scholarly depth or understanding that perhaps a more significant rewrite of the outcomes would be warranted. Members asked if it would be possible to find out how many courses would fulfill the current rewrite recommendation, and Li confirmed that an inventory of which courses filled out how many objective fields could be created manually but that any re-write of the outcomes would require CUE's review of all current USD courses regardless similar to the GER>GEP review done in past years.

Members agreed that the rigor in the objectives is priority over the discussion of stand-alone vs co-requisite. The chair confirmed with the committee that the rigor would be up to standard.

Members reiterated that making a course a co-requisite would mean the committee could only approve 3 credit hours going forward. Members discussed what new courses might be created due to these changes and clearer guidance.

Member asked how many students would be impacted by a 3 credit hour only requirement that have currently already met the 3 credit hour requirement. Especially the new students when all the 1 or 2 credit hour courses would fall off. The Chair and Li confirmed that any of the alterations currently under discussion by members would be future dated, both to allow for time to get input on CUE's recommendation to the provost from other stakeholders on and to ensure that current students would not be adversely affected by implementation.

Another option was raised to leave the credit hours and co-requisite status as is and increase the rigor of the objectives. Increasing the rigor with a rewrite would result in a need to schedule a review of all USD courses.

Members discussed that a rewrite would need to be incredibly meaningful in order to effect the changes that have been discussed at CUE and with the colleges. A member brought up the initial questions sent to members for college discussions about the purpose and hope of the USD requirement as a part of the GEP, and that was to signal the importance of the topic and to get students to a higher level of engagement and understanding than the requirement aims for currently. Li Marcus echoed a member's words from a previous meeting that this is a time to be bold and make change.

To sum up the discussion, Li outlined the options available based on discussion, implementation, etc as:

1) USD stays as-is (possibly with a more significant rewrite of the outcomes) 2) maintain co-req status and only approve 3 credit hour courses moving forward 3) shift the requirement to a stand-alone (which could still count towards major requirements, just not other GEPs), which could require 3-hour courses or be fulfilled with any combination courses up to 3 hours.

Motion for a stand-alone, three credit hour requirement able to be fulfilled with a combination of 1-3 credit hour courses and changing the name to USDEI

9 Yes - Kim Bush, Carolina Gill, Herle McGowan, Chad Jordan, Nancy Moore, Alice Lee, Peggy Domingue, Tamah Morant, Autumn Belk

3 No - David Gilmartin, Helmut Hergeth, and Jillian Haeseler.

Motion to shift 3 credits from Additional Breadth with 3 Hours from VPA can go towards HUM requirements.

9 Yes – Alice Lee, Herle McGowan, Chad Jordan, Nancy Moore, Autumn Belk, Peggy Domingue, Qiuyun Xian, Tamah Morant, Carolina Gill, Helmut Hergeth
2 No – David Gilmartin, Jillian Haeseler

Autumn and Tamah volunteered to write a memo and provide objective revisions for the next meeting.

Meeting adjourned at 3:04 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	Biological Sciences/Provost Office/University College	New GEP Special Topics Offering	
Special Topic Title: <small>(30 character limit)</small>	Wicked Problems, Wolfpack Solutions	Review for 3rd Offering	<input checked="" type="checkbox"/>
Term to be Offered	Summer 2021		
Instructor Name/Title	Dr. Jane Lubischer		

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?
The disciplines incorporated and the specific problem addressed will vary from offering to offering, but each time the course will draw from as many different disciplines as possible. In our first offering (WPWS 2020 on the COVID-19 pandemic), we had 28 presenters representing over 30 disciplines across 11 colleges and interdisciplinary units.

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"?

The course is designed to enable students to gain the sort of cohesive understanding of a wicked problem (e.g., the COVID-19 pandemic) that is possible only by integrating across multiple viewpoints. And the real goal is to demonstrate to students the value of integrating across multiple disciplines. Whatever the wicked problem being addressed, this course will recruit presenters from as many different disciplines as possible. Presentations (videos, podcasts, readings) are woven into a term-long narrative, and students complete activities after each presentation as well as weekly activities, each of which builds on what the student did in the previous week. As we are putting together the 2021 offering of this course (on Global Change and Social Inequity), presenters are in communication with each other as well as with the course designers, to create this narrative and to use it in customizing the work to be completed by students to this new topic.

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.*

SLO 3. Differentiate among the distinct approaches of multiple 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.

Students complete weekly assignments that contribute (and build) toward a final report in which they recommend to the Governor what disciplines should be included (and why) on a task force that will advise him on how to address the pandemic. The following is taken from an early portion of that term-long assignment.

Example

In this course, you will meet faculty from all across campus - faculty who trained and who work in a wide variety of disciplines. A discipline is typically described by its object of study and the sorts of questions it asks, by a body of specialized knowledge and concepts, by a distinct terminology, and by the specific research methods it uses to produce new knowledge.

Having heard that you are familiar with a broad range of disciplinary areas, the Governor asks you to recommend how he should construct an advisory group (a Task Force) to help him address the COVID-19 pandemic and all of its impacts in North Carolina.

To begin, create a list of disciplines that have been represented so far in this course by our presenters (you should find at least 8 disciplines at this point) and write a very brief (2 sentences for each discipline) description of the approach to the pandemic that an expert in that discipline might take if they were on your Task Force -- what perspectives would they bring to the table? Keep in mind that providing specific examples is a good way to improve the precision and clarity of your answer.

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.*

SLO 4. Compare the contributions that different disciplines can make to understanding or responding to the problem being addressed.

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 complete weekly assignments that contribute (and build) toward a final report in which they recommend to the Governor what disciplines should be included (and why) on a task force that will advise him on how to address the pandemic. The following is taken from the middle portion of that term-long assignment.

Example

In addition, the Governor has instructed you to create smaller Working Groups that will work together between meetings of the full Task Force. The Governor has given you full authority to decide how to structure these Working Groups. Using your full Task Force discipline list, organize all of those disciplines into 3-5 Working Groups. As you decide how to organize these Working Groups, consider a range of issues, including areas of interest, proficiencies, skill sets, and group size dynamics. Explain why you have grouped them in the way that you have. For example, do the contributions of each discipline complement others in the group, do they share similar areas of expertise or interest, will they challenge each other to consider different priorities?

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.*
SLO 5. 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.

Students complete weekly assignments that contribute (and build) toward a final report in which they recommend to the Governor what disciplines should be included (and why) on a task force that will advise him on how to address the pandemic. The following is taken from the last portion of that term-long assignment. The final submission requires students to compile their comprehensive Final Recommendation, and that includes...

Example (builds on the previous examples)

"Write a brief charge for each Working Group -- this essentially means to provide instructions to each working group as to what topics they should address when they come back to report to the full task force. These topics should be specific to the overall goal of advising the governor on how to address the COVID-19 pandemic and all of its impacts in North Carolina. The topics for each Working Group should be appropriate to the disciplines included in that group."

...

"Yesterday, you received notice from the Governor's assistant that it is time to submit your recommendations for how best to structure this Task Force. At the same time, this assistant suggests that perhaps it would be best to have a smaller Task Force with just three disciplines represented (implying that this would make it easier to reach consensus). Before you finalize and submit your Final Recommendations, be sure to add any new disciplines introduced in Week 5 as well as any disciplines that you think should be included but that weren't represented in the course."

Students also are instructed to include:

"A direct response to his Assistant's suggestion to cut back on the number of disciplines included. This Assistant has some influence, so you need to make a case while remaining professional."

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):
 - Seat count: 4500
 - Room assigned or room preference including needed classroom technology/seat type:
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

Course will be made available via Moodle to all students joining NC State in the following term (e.g., course is available over the summer for students starting in the Fall).

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 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 _____

SIP 114: Wicked Problems, Wolfpack Solutions (2 cr): Integrating Across Disciplines to Address Wicked Problems

Wicked Problems, Wolfpack Solutions 2020: The COVID-19 Pandemic

NOTE: Topic will change with subsequent offerings of the course. For example, 2021 will focus on global change and social inequities

Table of Contents

[COMMUNICATION](#)
[COURSE INFORMATION](#)
[COURSE OVERVIEW](#)
[COURSE GOALS](#)
[LEARNING OUTCOMES](#)
[COURSE MATERIALS](#)
[TECHNOLOGY REQUIREMENTS](#)
[NETIQUETTE](#)
[GRADING](#)
[COURSE SCHEDULE](#)
[COURSE POLICIES](#)
[UNIVERSITY POLICIES](#)
[COURSE EVALUATIONS](#)
[SYLLABUS MODIFICATION STATEMENT](#)

We acknowledge that while at NC State University, we are present on the traditional territory and homelands of the Catawba Nation.

COMMUNICATION

Communication about this course starts with this syllabus. Please take the time to look through all of it. The course website can be found here: <https://wolfware.ncsu.edu/courses/my-wolfware/>

Our goal is to create an inclusive space welcoming those of all races, ethnicities, national origins, religions, abilities, ages, sexual orientations, sexes, gender identities, and veteran statuses. We ask all participants to work with us to create welcoming intellectual, physical and virtual spaces by treating each other with respect -- by listening to understand, by not making assumptions, and by avoiding judgmental attitudes and comments.

In an effort to affirm and respect the identities of all members of the classroom and beyond, please contact course facilitators (wolfpack-solutions@ncsu.edu) if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory. You can update your personal information in MyPack Portal -- for instructions on how to do so, please visit: <https://studentservices.ncsu.edu/your-resources/privacy/pronouns-and-gender-identity/> and <https://studentservices.ncsu.edu/your-resources/privacy/preferred-name/>

Announcements

Communication we have about this class will be conducted by email announcement through the Moodle course website. It is your responsibility to regularly check and maintain the email account you have on record with NC State Registration and Records. **You should check this email account (i.e., read the emails) at least once a day.** Many instructors and advisors at NC State will communicate with you via email.

If you have course-specific questions or concerns, please refer to the Announcements forum on Moodle and the Wolfpack Solutions FAQ page. These resources will be updated frequently as needed.

If you have questions that are not addressed on the FAQ page, then you can email the course facilitators at wolfpack-solutions@ncsu.edu.



Response Time

We will try to respond within two (2) business days.

COURSE MATERIALS

All course materials will be provided on the course Moodle site (<https://wolfware.ncsu.edu/courses/my-wolfware/>).

ABOUT THIS COURSE

Wicked Problems, Wolfpack Solutions (SIP 114) is a shared academic experience designed for all students new to NC State. Each year, this course focuses on a current wicked problem, defined as a highly complex problem that can only be addressed through collaborative, multidisciplinary efforts. This course explores a wicked problem and possible solutions through the perspectives of NC State scholars representing many different areas of study and reflects NC State's commitment to inclusion of individuals and ideas from a broad diversity of backgrounds and experiences.

Students, we hope that by engaging fully in this course you will not only feel inspired and energized to explore the wide variety of areas of study available at NC State, but also begin to reflect on where and how you can connect with others to develop your own sense of belonging in the Wolfpack learning community. We value each student's unique perspective, background and potential, and hope that you will feel supported and cared for as you begin your undergraduate journey at NC State. Welcome!

Structure

- This online course delivers all learning materials, activities, and assignments through **Moodle**, a secure and easy-to-use online learning platform.
- The course is completely **asynchronous**, which means that students have no real-time class meeting requirements. We do hope that you can join us at the live events we also have scheduled, but these will also be recorded for those who cannot participate in real time.
- Learning activities include videos, podcasts, live events, reading assignments, self-check quizzes, written reflections, peer reviews, discussion forums, and a course-long project.
- This course consists of five (5) modules, with a new module opening on each Monday of the term. Assignments are designed to be completed in the order presented and all are due by the end of the final exam period of the term. There is no final exam in this course.

COURSE GOALS

Students who fully engage with the activities in this course will have the opportunity to do the following:

Interdisciplinarity. Explore how NC State faculty and other experts from a wide variety of disciplines each offer valuable, evidence-based perspectives and solutions to the wicked problems of the world and envision the contributions they themselves can make.

Transition. Discover and develop skills, strategies and relationships needed to thrive at NC State and beyond.

Intentionality. Reflect on how to make informed, value- and goal-driven decisions about their own university experience. Create a conceptual framework for their own college education to help guide decisions about majors, minors, courses, and co-curricular experiences.

Community. See themselves and others as valuable, contributing and cared-for members of the NC State family. identify where and how they can connect with experiences and with other people to develop their own sense of belonging.

STUDENT LEARNING OUTCOMES

Students, by the end of this course you should be able to:

1. identify various disciplinary perspectives in the context of addressing a complex problem.
2. identify the elements and intellectual standards of critical and creative thinking.
3. differentiate among the distinct approaches of multiple disciplines to understanding and addressing a complex problem.
4. compare the contributions that different disciplines can make to understanding or responding to the problem being addressed.
5. design a strategy involving multiple disciplines to address a complex problem.
6. describe the way(s) in which you could envision yourself helping to address a complex societal problem.
7. explain the value of taking an interdisciplinary approach to solving problems and to your own college education.
8. explain the reasoning behind various responses to the COVID-19 pandemic and identify some of the challenges of effectively implementing those responses.

[NOTE: With each new offering of the course, the last outcome will be modified to fit the topic.]

GENERAL COURSE INFORMATION

Course Website (Moodle): <https://wolfware.ncsu.edu/courses/my-wolfware/>

Course Credit Hours: 2 credits

Contact for questions: wolfpack-solutions@ncsu.edu

Course Credit

Students who complete all assignments at a satisfactory level by the end of the term (final due date is provided on the Moodle site) will receive course credit for this course in their first full semester at NC State.

General Education Program (GEP) Information

This course fulfills 2 credits of the Interdisciplinary Perspectives requirement of the General Education Program. The objectives for this GEP category are:

1. Distinguish between the distinct approaches of two or more disciplines. (SLO 3-5)
2. Identify and apply authentic connections between two or more disciplines. (SLO 4-5)
3. Explore and synthesize the approaches or views of two or more disciplines. (SLO 5)

Those student learning outcomes (SLOs) most relevant to each category are indicated in parentheses.

TECHNOLOGY REQUIREMENTS

Hardware

NC State's Online and Distance Education provides [technology requirements and recommendations](#) for computer hardware.

Software

- > [Moodle and Wolfware](#)
 - o [Moodle Accessibility Statement](#)
 - o [Moodle Privacy Policy](#)
 - o [NC State Privacy Policy](#)
- > [Adobe Reader](#) (for reading PDF files)
 - o [Accessibility Statement](#)
 - o [Adobe Privacy Policy](#)
- > [G Suite](#)
 - o [Accessibility Statement](#)
 - o [Privacy Policy](#)

Minimum Computer and Digital Literacy Skills

- > Regular access to a reliable internet connection
- > Proficient typing and word processing skills (MS Word, text editors, Google Docs)
- > Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers
- > Ability to download and upload attachments
- > Knowledge of copy/paste and use of spell check
- > Ability to use computer networks to locate and store files or data
- > Internet skills and ability to perform online research using various search engines and library databases. Visit [Distance Learning Services](#) at NC State Libraries for more information.
- > Properly cite information sources

NETIQUETTE

Netiquette is the term used to describe the special set of rules for online communication.

Students should be aware that their behavior impacts other people, even online. We will all strive to develop a positive and supportive environment and will be courteous to one another. Due to the nature of the online environment, there are some things to remember when taking an online course and engaging with others.

Tips for Success:

- > **Do:** Follow the same standards of behavior that you subscribe to offline. Keep in mind that all online communication is documented and therefore permanent.
- > **Don't:** Attack others in discussion forums. This includes responding in a highly critical, sarcastic, or ridiculing manner – especially if on a personal level. Remember that these discussions are meant for constructive exchanges and learning!
- > **Do:** Ensure you are responding to forums by the due date, in order to leave time for peers to comment on your response.
- > **Don't:** Go for long periods of time without engaging with the online classroom community! In online, hybrid, or face to face courses that you take in the future, you should plan to have regular communication with your instructor as well.
- > **Do:** Remember to read over your posts before selecting "Submit."
- > **Don't:** Use slang, poor grammar, and other informal language in discussion forums or email messages to instructors or classmates.

GRADING

Grading Policy

You will not earn a letter grade for this course. Participation in and completion of all course activities will earn you two general education credit hours at no cost. The two credit hours will be added to your spring 2020 transcript at the end of the spring semester (similar to the way we award Advanced Placement credit) and will count toward the Interdisciplinary Perspectives category of the General Education Program.

Earn course credit by completing all:

- > Self-Check activities with a score of 75% or greater
- > Surveys (after each presentation)
- > Reflections (weekly)
- > Task Force Project assignments (weekly)

COURSE SCHEDULE

This course runs over a five-week period. Although the course is self-paced, the science of learning tells us to advise that you distribute the work over all of those five weeks.

Week	Open Date	Topic	To Explore	To Do
Preview	11/28/2020	Start Here!	Introduction & Course Overview	Self-Check, Practice Activities
Week 1	11/30/2020	Setting the Stage	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 2	12/7/2020	The Current Crisis	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 3	12/14/2020	How We See the Disease	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 4	12/21/2020	Solutions	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 5	12/28/2021	Anticipating the Future	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
All assignments are due by January 8, 2021. See the Late Assignments section (next) for details.				

NOTE: course schedule is subject to change.

COURSE POLICIES

Late Assignments

Every course syllabus should clearly indicate whether or not assignments will be accepted late and what the impact is on the grade for that assignment (and for the course). In most courses, assignment due dates will occur throughout the term, spacing out your learning. In this course, because it can be completed entirely on your own schedule, all assignments are due by the end of the term. We will accept assignments after that time only if you contact us at Wolfpack-Solutions@ncsu.edu and explain why you cannot submit by the end of the term.

For your learning, it is best to complete assignments (1) in the order they are provided and (2) spaced out throughout the term. To the extent you can do so, please stay “on schedule” with the weekly layout of this course.

Incomplete Grades

Incomplete grades are typically used in situations in which a student cannot complete coursework due to circumstances beyond their control. In order for an instructor to post an incomplete (IN), the student must be in communication with the instructor and must have an understanding of what is required in order for them to complete the course. Once the student completes all coursework (and there may be a deadline for doing so), the instructor will then submit a grade change to post the course grade. We are not posting a grade for this course, but we will post credit in your first semester at NC State. If you need additional time to complete coursework after the deadline (due to circumstances beyond your control), contact us at Wolfpack-Solutions@ncsu.edu and explain why you cannot complete all of your coursework on time.

Attendance and Participation

The requirements for attendance and participation will vary in each course that you take at NC State. These policies will be detailed for you in each course syllabus and include links to NC State's Attendance Policy: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/> and the Withdrawal Process: <https://studentservices.ncsu.edu/your-classes/withdrawal/process/>

In this course, because all course activities can be completed entirely on your own schedule prior to the close of the course, attendance and participation will not be tracked. We will be looking for completion as detailed in the Grading Policies described above.

UNIVERSITY POLICIES

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

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.

Students are responsible for reviewing the NC State University Policies, Regulations, and Rules (PRRs) that pertain to their course rights and responsibilities:

- > [Equal Opportunity and Non-Discrimination Policy Statement](#) and [additional references](#)
- > [Code of Student Conduct](#)
- > [Grades and Grade Point Average](#)
- > [Credit-Only Courses](#)
- > [Audits](#)

These PRRs don't change very often, but the links should be included in every syllabus. If changes are made to any PRR, the university should communicate those changes directly to you and to your advisors and instructors. This is another good reason to pay attention to the emails you receive.

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, 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 \(REG02.20.01\)](#)

Basic Needs Security

Any student who faces challenges securing food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. In addition, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program <https://dasa.ncsu.edu/pack-essentials/>

COURSE EVALUATIONS

In this course, we will ask for your feedback in the form of multiple surveys that you will access in Moodle. We use your anonymous responses to make changes to future course offerings.

Formal course evaluations at NC State are conducted at the end of the academic semester. The end-of-semester survey, called ClassEval, allows students to evaluate all university classes. ClassEval is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common questions.

Each term, students' anonymous responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations (made available to them after the term is over) to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews of instructors. The reports are included in instructors' personnel files and are considered confidential.

Online class evaluations are available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

- > Contact ClassEval Help Desk: classeval@ncsu.edu
- > [ClassEval website](#)
- > [More information about ClassEval](#)