



The Aggie Report

A BIWEEKLY NEWSLETTER FOR FACULTY AND STAFF OF NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

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UNST Course Development (Summer 2005)

The faculty members listed participated in the summer 2005 University Studies Course Development Project.

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Summer Course Development Project is Progress in Motion



Simkins

During a seven-week course development project held this summer, the newly-developed University Studies (UNST) program reflected the *Futures* theme, "Progress in Motion."

Led by Scott Simkins, director of the Academy for Teaching and Learning, more than 75 A&T faculty members representing all seven undergraduate colleges/schools worked together in May and June to develop 27 new courses that will be submitted to the Faculty Senate in early fall for approval as part of the UNST curriculum that will be implemented beginning in fall 2006.

Participants for the course development project were selected through a competitive proposal process in the spring. They agreed to develop course descriptions, content, learning objectives, innovative teaching techniques, formative and summative assessment strategies, as well as sample assignments, projects and student learning assessments for the proposed courses. In addition, participants

have committed to an ongoing process of assessment and revision of their courses.

The focus of this summer's course development effort was the creation of interdisciplinary thematic courses that will be organized under the four proposed UNST thematic clusters: (1) science, technology and progress; (2) energy, environment and society; (3) community and conflict, and (4) health, wellness and society.

Within the thematic cluster framework, students will take a set of four related thematic courses (12 credit hours) from one of the clusters during their sophomore and junior years. Thematic courses extend the learning objectives introduced in the freshman-level foundation courses and further develop students' analytical problem-solving and critical thinking skills.

In addition to the development of thematic courses, four new foundation-level courses approved by the Faculty Senate in spring 2005 were under development this summer: UNST 100-University Experience, UNST 110-Critical Writing, UNST 130-Analytical Reasoning and UNST 140-African American Experience. A number of these courses will be taught as pilot courses during the 2005-2006 academic year.

During the course development project, faculty members met weekly for large-group workshops on interdisciplinary teaching and learning, innovative teaching

pedagogies and methods for assessing student learning outcomes. In addition, smaller course development teams met regularly to develop course descriptions, learning objectives, course content, syllabi, teaching and assessment methods, reading lists, teaching notes, and sample assignments and projects. Materials were posted regularly on Blackboard for sharing and discussion and will continue to be updated as the courses are implemented, assessed, and revised.

University Studies course development teams will share their work as part of the Carnegie Foundation for the Advancement of Teaching's Knowledge Exchange Exhibit and Presentation (KEEP) Toolkit Project (see www.carnegiefoundation.org/KML/KEEP/aboutKEEP.htm). The KEEP Toolkit was developed to "help faculty and educational institutions document, share, and reflect on some of the critical aspects of their efforts in transforming teaching and student learning." The KEEP Toolkit website will provide a public

showcase of our University Studies curriculum development, implementation, and assessment processes and the lessons that we learn at each stage of the University Studies Program's development. For additional details, see the University Studies website, www.ncat.edu/~univstud/currentinfo.

The project culminated June 27 in a campus-wide poster/presentation session in Stallings Ballroom. Each of the course teams developed posters illustrating their courses and answered questions from attendees, while a smaller sample of the teams led public presentations describing their newly-developed courses.

The poster/presentation session will be repeated in September for the campus. The Academy for Teaching and Learning will announce the dates for this event at the start of the academic year.

The summer University Studies Course Development Project was supported by over \$250,000 in faculty development funds. ■



Faculty members representing all of North Carolina A&T's colleges and schools participate in the University Studies Course Development Project this summer.

Developing an Interdisciplinary Vision



N.C. A&T and Appalachian State University faculty workshop participants (l-r) Michele Levy, David Johnson, Betsy Beaulieu, Diane Williams, Cynthia Wood, Richard Carp, Karen Hornsby and James Mayes

A central focus of the University Studies curriculum is to develop interdisciplinary teachers, learners and scholars.

Faculty members participating in this summer's University Studies Course Development Project participated in formal and informal activities aimed at increasing their understanding of interdisciplinary teaching and learning and the inclusion of interdisciplinary teaching pedagogies, projects and activities in proposed University Studies (UNST) courses.

- Barbara Millis, director of the Excellence in Teaching Program at the University of Nevada-Reno and cooperative learning specialist, led the second annual two-day Summer Teaching Institute in early May that focused on cooperative learning techniques. Workshop participants had the opportunity to practice a variety of cooperative learning techniques that can be implemented in courses across the curriculum to increase student learning.
- N.C. A&T professors Michele Levy, David Johnson, James Mayes, Diane Williams and Karen Hornsby spent a week at Appalachian State University in mid-May working with Richard Carp, professor and chair of the department of interdisciplinary studies, and two

continued on back



"The (University Studies) summer course development project was extremely productive. My group worked on science and technology, and it was very rewarding to see how all of the pieces fit together in the various disciplines. The project also allowed faculty to build alliances and develop

working relationships for future collaborations."

*Karen Hornsby
Assistant professor of philosophy
Interim director of liberal studies*

Course Teams - UNST Course Development

(Summer 2005)

Foundation Courses

UNST 100: University Experience

Regina Artis	Lee Morgan
Torrey Burden	Dan Mountjoy
Carliss Jacobs	Ernest Morant
Kimberly Manley	

UNST 110: Critical Writing

Jason DePolo	Pamela Richardson
Adri-Anne Jones	Bryon Turman

UNST 130: Analytical Reasoning

Kathy Cousins-Cooper	Karen Hornsby
Andrew Golsitzek	Alex Williamson
Etta Gravely	

UNST 140: African American Experience

Tekla Ali-Johnson	Emmanuel Ikegwu
Shirley Bell	Cecily McDaniel
Olen Cole	

Technology and Progress Thematic Cluster

Five-Course Cluster (Leader: Peter Meyers)

Ethics and Technology

Karen Hornsby

Technology and the Real, the Fake and the Authentic

David Johnson

Inventing America: Science, Technology and Progress

Peter Meyers

Ethics in Information Technology

Ronnie Rollins

21st Century Organizations: Attitudes, Attention-Drivers and Angst

Lisa Gueldenzoph

Thematic Writing: Technology and Society

Noreen Hannon	Myra Shird
Greg Meyerson	Linda Smith-Davidson
James Neilson	

Scientific Revolutions and Social Change

Abdellah Ahmidouch	William Craft
Claude Barnes	Michele Levy
Solomon Bililign	Michael Roberto
Philip Carey	

Social Consequences of Scientific and Technological Progress in the African American Experience

Bob Davis	Sandra Williamson
David Harris	Vereda King
Alex Williamson	

Evolution and Social Implications of Technology Education

Cynthia Gillispie-Johnson Devang Mehta

Energy and Environment Thematic Cluster

Studies in Third World Environment and Energy Policies and Their Impact on Development

Claude Barnes	Osei-Agyeman Yeboah
Conchita Kemei	Yunquin Zhang
Abolghasem Shahbazi	

Environmental Fundamentals and Social Responsibility

Linda Callahan	Abolghasem Shahbazi
Stephanie Luster-Teasley	

Environmental Journalism and Social Justice

Linda Callahan	Abolghasem Shahbazi
James Mayes	Nagatha Tonkins

Written and Oral Communication: Energy and Environment

Linda Callahan	Conchita Kemei
Godfrey Ejimakor	

Contemporary Issues in Energy Uses and Sources

Linda Callahan	Bette McKnight
Godfrey Ejimakor	Abolghasem Shahbazi
Fuabeh Fonge	

Community and Conflict Thematic Cluster

Genocide in the Modern World

Tekla Ali-Johnson	Michele Levy
Susie Edwards	Thomas Porter

Ethnic Identity, Resistance and Social Criticism

Claude Barnes	Veloisa Marsh
Pat Bonner	Linda Smith-Davidson
Linda Callahan	

Comparative Analysis in Criminal Justice Research

James Mayes	Derick Smith
Phung Nguyen	Diane Williams

Foundations of Negotiation and Conflict Resolution

William Amponsah	Nita Dewberry
Shirley Bell	

Health and Society Thematic Cluster

Ecological Approach to an Active Healthy Lifestyle

Phoebe Ajibade	Andrea Johnson
Glenna Barnes	Gloria Palma
Teresa Dail	

Health Disparities among Diverse Populations

Laura McQueen	Deana McQuitty
Regina Silverthorne	A.B. Mayfield-Clarke

Understanding and Promoting Health and Environmental Literacy

Peggy Fersner	Rita Hagevik
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Comparative Socio-Cultural Environments of Health Care Systems

Fasihuddin Ahmed	Schenita Davis-Randolph
Godfrey Gayle	

Health and Wellness in the 21st Century

Trent Larson	Paul Ankomah
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Interdisciplinary Vision *continued*

ASU interdisciplinary studies faculty members to develop interdisciplinary approaches to teaching the proposed UNST courses they are developing. Upon returning to A&T, Levy, Johnson, Mayes, Williams and Hornsby led a large group workshop sharing their new knowledge with the remainder of the faculty.

- Abdellah Ahmidouch, Stephanie Luster-Teasley and Alex Williamson participated in the weeklong National Science Foundation-sponsored Case Studies in Science Teaching Workshop hosted by the Academy for Teaching and Learning. The workshop was led by Kipp Herreid, director of the National Center for Case Study Teaching in Science and Distinguished Teaching Professor (biological sciences department) at SUNY Buffalo, and Frank Dinan, a professor in the department of chemistry and biochemistry at Canisius College. Workshop participants learned about the case method of teaching in the sciences and developed and taught their own original case studies in front of a live audience of students and faculty peers.
- Gerald Graff, author of *Clueless in Academe*, Cathy Birkenstein-Graff, co-author of *They Say/I Say: The Basic Moves Of Argumentative Writing*, and Christopher Newfield, author of *Ivy and Industry: Business and the Making of*

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the American University, 1880-1980, led a series of faculty seminars/workshops in late June that focused on the interdisciplinary nature of the modern university and ways of implementing interdisciplinary teaching and learning through intentional course design and structured writing assignments. These workshops were made possible by a 2005 Futures grant awarded to Greg Meyerson, one of the faculty members developing a proposed University Studies course this summer. ■



"Connecting and collaborating with faculty from other areas was an enriching experience. The interdisciplinary focus was challenging, yet interesting. In addition to discovering new interests, I learned a great deal about student-centered teaching and learning, and I gained skills in technology that I plan to implement in the classroom."

*Conchita Ndgege Kemei
Professor*

Building a Community of Scholar-Teachers

In addition to developing new courses, teaching pedagogies and assessment techniques, the University Studies Course Development Project fostered the development of new ideas, new insights, new relationships and new ways of interacting across disciplines and academic ranks – in short, the development of a community of scholar-teachers committed to improving teaching and learning in the University Studies program.

Through weekly large-group workshop meetings and smaller course team meetings, faculty had the opportunity to work closely with colleagues across the campus. The

resulting interchange of ideas and points of view has led to personal growth and professional relationships that will endure well beyond the summer.

One faculty member said that "I now see A&T as my community ... I feel like I'm part of a larger learning community," while another noted that "the experience has given me better insights into how faculty members in other disciplines work and how various disciplines approach the same problems or issues from a different viewpoint. I was surprised at the level of consensus we had across disciplines." ■



"The (University Studies) course development project was a lot of work, but I enjoyed working with colleagues from other disciplines. I'm looking forward to the new courses and incorporating the teaching techniques that I learned."

*Sandra Williamson
Instructor and assistant director of the University Honors Program*



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