

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Submission Information

College/School

Watts College of Public Service & Community Solutions (CPP)

Department/School

School of Public Affairs (CPUBAFF)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

PAF

Course Number

362

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Biosecurity and Biodefense

Course Catalog Description

Covers key concepts in the interrelated areas of biosecurity and biodefense, key policy and administrative issues and challenges at present and in the foreseeable future, and tools and techniques for assessing policy effectiveness with regard to risk reduction efforts aimed at biological hazards.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[PAF 362_Gerber_Spring 24.pdf](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

In modules 1 – 3 of the course, students focus on explaining the role of biohazards in driving the defense and security policies of societies, both national and international. Each of these modules thus focuses on explaining the global issue of biosecurity and biodefense through the lens of

practitioners intending to maximize the social good that comes from providing these services adequately and effectively.

To measure this learning outcome, we rely on the multiple choice quizzes that are associated with each module. Per the syllabus, "Quizzes can be understood as an opportunity to demonstrate engagement, comprehension and retainment of key ideas covered in the assigned readings, in lectures, and discussion with course peers."

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

This GCSI learning objective cuts across all of the course learning objectives. Per the syllabus, they are:

1. Define and understand core concepts in biosecurity and biodefense
2. Describe the types, characteristics and impacts of a range of biologic threats and hazards
3. Explain how different factors (including engineering, behavioral, social and etc.) interact to shape risk in the biosecurity and biodefense domains.
4. Identify the key drivers for national and internal vulnerability to biologic risk and potential resilience to such disruptions.
5. Apply social vulnerability and resilience theories to understand how certain disaster risk reduction practices are justified, designed and implemented.
6. Analyze U.S. domestic and international risks and apply risk management framework to propose risk reduction strategies for various types of biologic hazards.
7. Evaluate the strengths and weaknesses of disaster risk reduction strategies at present and prospects for the future.

Because so many of the course learning objectives overlap with this GCSI learning objective, we thus rely on the cumulative final exam to assess it. Per the syllabus, "The final assigned work in the course is a comprehensive exam. The exam is aimed at providing students an opportunity to demonstrate subject area knowledge developed over the course term. This is a cumulative exam with questions asking about material from all course modules, which is desirable as a means to allow students to convey their comprehension of key concepts and analytic ideas."

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

In module 6, students focus on threat assessment and risk reduction. One of the learning objectives for this module is, "Understand distinctions between hazards and disparate effects on population subgroups." Students are thus explicitly encouraged to evaluate the different ways that hazards affect different groups. Differences such as race and socio-economic status are particularly prominent in these discussions.

To assess this learning outcome, we rely on the short analytic essay, #3. Per the syllabus, "Each student must select a topic we cover in the course and conduct a brief review of relevant legal and social science literature on the topic using three (3) primary source, scholarly journal articles that are not otherwise assigned as part of the required readings for the course. Students must summarize each of their three sources and critique each source in light of the material in the textbook and what we cover in class. The length of any given paper is left to the discretion of the submitting student,

but it is anticipated that papers will be approximately 2 to 3 double-spaced, typed pages in length (in 12-point font with one-inch margins). Scholarly article reviews will be assessed on a 45-point scale using the rubric posted in Canvas.”

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Across the course, students are asked to complete three short essays. Per the syllabus, “A short analytic essay is assigned and offers the chance to convey or demonstrate knowledge gained in the course. In response to topics covered to that point in the course, the purpose of such a writing assignment is twofold: (1) assisting students in becoming more familiar with key foundational concepts, (2) assisting students in becoming more skilled in brief writing tasks that require that assessment of conceptual material (typically possessing critical policy, planning, management and operational importance) be conveyed with an economy of language that is accessible to a generalist audience.” Students are also asked to use primary source and scholarly sources to inform their essays. These assignments thus require students to craft a coherent argument based on evidence.

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - March 13, 2024 at 7:45 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - March 13, 2024 at 9:49 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 14, 2024 at 9:55 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - March 14, 2024 at 11:31 AM (America/Phoenix)

Please add the required GS Gold GCSI syllabus statement and learning outcomes to the syllabus. If you have any questions, please email me.

~Tamiko (azuma@asu.edu)

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - March 18, 2024 at 2:44 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - March 18, 2024 at 4:54 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 21, 2024 at 9:31 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - March 21, 2024 at 1:22 PM (America/Phoenix)

Please move the required GS Gold syllabus statement closer to the beginning of the syllabus (we recommend immediately following the course-specific learning outcomes).

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - March 25, 2024 at 11:29 AM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - March 25, 2024 at 12:32 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 25, 2024 at 2:55 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 25, 2024 at 3:01 PM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - March 29, 2024 at 11:29 AM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - April 23, 2024 at 2:05 PM (America/Phoenix)

Revise and Resubmit. From the syllabus and materials provided, it appears that the majority of the content is U.S. focused with a few pieces of "international" focus. Additionally, it is hard to see alignment between the CLOs within the course syllabus and the LOs for the GCSI designation. If additional information could be provided to demonstrate the specific topics that relate to GCSI LOs such as the interactions of systems, as well as how things like race, gender, socio-economic status, religion, citizenship and language affect this global issue (outside of the US). For learning outcome 4, what topics are assigned for the short essays?

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Akheil Singla

College Notification

Notification

Judy Krysik

Margaretha Bentley

Cody Telep

Olya Sharifi

Chris Hiryak

William Terrill

ATCS ASU Course Notification

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin
