

CUE Minutes- November 14, 2014  
Witherspoon Student Center 201  
Call to Order: 1:33pm

## ATTENDANCE

**Voting Members Present (Quorum Present:14):** Chair Herle McGowan, Sarah Ash, Chris Ashwell, Peggy Domingue, Ted Emigh, Cynthia Hemenway, Helmut Hergeth, James Knopp, Kim Outing, David Parish, Adam Rogers, Aaron Stoller, Candace Vick, Karen Young

**Ex-Officio Non-Voting Members Present:** David Auerbach, Catherine Freeman, Stephany Dunstan, Melissa Williford

**Members Absent:** Timothy Buie (E), Nathaniel Isaacson (E; proxy Scott Despain), Michelle Johnson, Karen Keene, Barbara Kirby (E), Andy Nowel (E), Ingrid Schmidt (E)

**Guests:** Scott Despain (proxy for Nathaniel Isaacson), Tyler Hatch (proxy for Student Senate seat)

## WELCOME and INTRODUCTIONS

Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to the November 14, 2014 meeting in Witherspoon 201.

Approval of Minutes from October 17, 2014 Meeting: **APPROVED** unanimously.

Discussion: Chair McGowan requested that her name be withheld from discussion if it does not pertain to the business of running CUE. Without any further discussion, the minutes were **APPROVED** unanimously.

## NEW BUSINESS

### *Courses for GEP Category-Review*

- AFS/MUS 230 Introduction to African American Music-USD, VPA-**APPROVED** unanimously without discussion.
- AFS/MUS 260 History of Jazz-USD, VPA- **APPROVED** unanimously without discussion.
- MUS/WGS 360 Women in Music-USD, VPA-**APPROVED** unanimously.  
*Discussion:* Presenter noted that the title was mislabeled on the agenda. The course should have been listed as ‘*Women in Music*’ rather than ‘*Introduction to African American Music*’. Without any further discussion, the action was **APPROVED** unanimously.
- ENG 265 American Literature I-HUM-**APPROVED** unanimously.  
*Discussion:* One member complimented the specific examples to the correlating outcomes. He noted that on the old GEP Rubric signature page, boxes had not been checked. Catherine Freeman explained that this was an oversight that would be corrected. The member asked if twenty five percent of seats were open to students. The presenter confirmed that the course is completely open and there are no pre-requisites for the course. Without any additional discussion, the action was **APPROVED** unanimously.

### *Courses for GEP Category-GEP Special Topics Shell Request*

- IPGE 295 Engineering in the 21<sup>st</sup> Century-IP-**APPROVED** unanimously.  
*Discussion:* The presenter explained that this would be the second time the course would be offered. He noted that the class is open to twenty five percent of seats are open to campus. The class focusses on engineering challenges and how disciplines relate to these. Without any further discussion, the action was **APPROVED** unanimously.

## ***Courses for GEP Category-Fall 2014 GEP Honors Special Topics Shell Offerings***

- A motion was made and seconded to approve the following actions as a packet. The package was **APPROVED** unanimously.

<b>Course</b>	<b>GEP Category</b>
HON 296 Sec. 002 <i>Emotion and Reason</i>	IP, HUM
HON 296 Sec. 003 <i>A Global History of American Food</i>	IP, HUM, GK, USD

*Discussion:* One member noted that for HON 296 Sec. 002 *Emotion and Reason*, she wishes it had more Psychology readings, but that the readings chosen were appropriate and conducive to the course. Another member noted that HON 296 Sec. 003 *A Global History of American Food* did a good job with each of the GEP categories listed. Without any further discussion, the action was **APPROVED** unanimously.

### **ANNOUNCEMENTS and DISCUSSION**

#### **GEP COURSE SUBMISSION FORM REVISION DISCUSSION**

Chair McGowan asked members if they had feedback from their colleges concerning the question of examples for Measure for the *GEP Course Submission Forms*. She recapped that at the previous CUE meeting, the council had questions on how in depth measures need to be for review by the committee. Chair McGowan asked the committee if their colleges had any suggestions on what to include for assessment without providing examples. A member noted her college does not want to see just blogs. A member from CALS explained that her college felt that measures for the GEP should be assessable. They are not always in favor of having to provide a specific example, but acknowledge that it would be easier to assess with one. Another member from CALS noted that there were two sentiments. One was that faculty should not be told how to teach their course; they view it as ‘poking in their business’. The other side views providing an example as a way of simply getting the class approved by CUE for a GEP list. He noted that the question of ‘*should versus must*’ was an issue because there are no clear signals of what expectations are. A representative from COS explained that his college seemed to want the wording to describe exactly what must be required. They want to follow the wording and have their courses approved. One member expressed his feelings that it is a privilege to have a course on a GEP list. Because of this privilege, there are some responsibilities associated, one of them being more transparency of what the instructor is doing. A member noted that consistency is needed. He asked if an instructor tells a class that they ‘*should use Chicago formatting for papers*’ if this means that they should. He speculates that the instructor would mark off points for not using the preferred format.

Chair McGowan explained that if CUE wants to see examples of exam questions, this opens the course up for critique of the content. She explained that in some cases the measures listed are not enough for assessment; in others there are stellar examples of essay prompts that clearly get to the heart of the objective. A member asked if he put his exam questions on the form, would CUE critique them. He views it as too much oversight by CUE. Catherine Freeman noted that if the council needs more information, it is in their purview to ask for the syllabus to be included. She explained the history behind the short form as being a way for CUE to evaluate the course for the General Education program, by pulling the pertinent information from the syllabus into a shorter form. She stressed that CUE does not look at the syllabus for compliance. A member noted that it might be easier to ask for a syllabus to be provided for each review.

One representative from CHASS explained that her college asks for example questions for the CUE paperwork. They do not take it to CUE until the action contains this component. Additionally, if she foresees questions that she is not able to answer, she invites the instructor to come to CUE to assist in the review process. A different member stressed that the review process needs to be consistent; CUE cannot be lax on one course and hard on another. Another member noted that he wants to see how a student will be tested and assessed. He stressed that the more specific the instructor can be, the more beneficial this can be. He noted that either the measures have an example or they don’t, but it needs to be clear to faculty. Chair McGowan made the recommendation to alter the wording for the measures, and run through it for year. If things are not working in a year, the council can reassess the form, making an informed decision.

A motion was made and seconded to change the wording of the **Measure(s) for above Outcome** section from “*Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.*” to “*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.” The motion was **APPROVED**, with 13 in favor, 1 against, and 2 abstentions.

The following forms will be revised based on the committee’s request for revision:

<b>GEP Course Categories</b>
Global Knowledge
Health and Exercise Studies
Humanities
Interdisciplinary Perspectives
Mathematics
Natural Sciences
Social Sciences
U.S. Diversity
Visual and Performing Arts

<b>Course Prefix &amp; Number</b>	<b>GEP Special Topics Course Categories</b>
GK 295	Global Knowledge
HES 295	Health and Exercise Studies
HUM 295	Humanities
HUMG 295	Humanities & Global Knowledge
HUMU 295	Humanities & U.S. Diversity
IPGE 295	Interdisciplinary Perspectives
IPGK 295	Interdisciplinary Perspectives & Global Knowledge
IPUS 295	Interdisciplinary Perspectives & U.S. Diversity
MSGE 295	Mathematical Sciences
NSGE 295	Natural Sciences
NSGK 295	Natural Sciences & Global Knowledge
SSGE 295	Social Sciences
SSGK 295	Social Sciences & Global Knowledge
SSUS 295	Social Sciences & US Diversity
USD 295	US Diversity
VPGE 295	Visual and Performing Arts
VPUS 295	Visual and Performing Arts & U.S. Diversity

**ANNOUNCEMENTS**

Chair McGowan announced that Vice Chancellor and Dean Mike Mullen will be attending the 12.5.2014 CUE Meeting. She also noted that the meeting will be the last for the Fall 2014 semester.

Meeting adjourned at 2:28pm.

*Respectfully submitted by Gina Neugebauer*