

CUE Minutes- December 5, 2014
Witherspoon Student Center 201
Call to Order: 1:33pm

ATTENDANCE

Voting Members Present (Quorum Present: 16): Chair McGowan, Sarah Ash, Chris Ashwell, Peggy Domingue, Ted Emigh, Helmut Hergeth, Nathaniel Isaacson, Karen Keene, James Knopp, Andy Nowel, Kim Outing, David Parish, Adam Rogers, Ingrid Schmidt, Candace Vick, Karen Young

Ex-Officio Non-Voting Members Present: Stephany Dunstan, Catherine Freeman, Barbara Kirby

Members Absent: David Auerbach, Timothy Buie, Cynthia Hemenway, Michelle Johnson, Aaron Stoller (E), Melissa Williford, Carrie Zelna (E)

Guests: Mike Mullen (DASA, Vice Chancellor and Dean), Page Midyette (DASA, Graduate Intern), Susan Cochran-Miller (English)

WELCOME and INTRODUCTIONS

Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the council to the last CUE meeting of the semester. She introduced the guests in attendance: Mike Mullen (DASA, Vice Chancellor and Dean), Page Midyette (DASA, Graduate Intern), and Susan Cochran-Miller (English). Chair McGowan explained to the committee that they would hear more about the GEP Rubric Report after the business of the actions had finished. She noted that with Dr. Mullen present, the council would have the benefit of hearing him respond to questions that were raised by the findings and recommendations. Chair McGowan thanked the subcommittee members and Dr. Stephany Dunstan, who provided data reporting. She noted that the subcommittee dealt with fairly challenging issues with passionate opinions. Chair McGowan appreciated the constructive professionalism that the subcommittee members displayed while working through the committee charge. She explained that a professional environment is important in the best interests of the colleges and students; this allows for not one college or department or small group of students to determine the GEP for all. Chair McGowan is looking forward to working with the second subcommittee to address other issues that have arisen during CUE discussions.

Approval of Minutes from November 14, 2014 Meeting:

A motion was made and seconded to approve the Minutes as presented. A member noted spelling and grammatical errors to be addressed. The member also noted a wording clarification in regards to ENG 265 *American Literature I*. Without any further discussion, the motion was **APPROVED** unanimously.

NEW BUSINESS

Courses for GEP Category-Review

- **ANT 254 Language and Culture-SS-APPROVED** unanimously.
Discussion: Nathaniel Isaacson motioned; Karen Young seconded. One member complimented the action, noting that the assessment questions were well written. He explained that it was a good template for others to use moving forward. Without any additional discussion, the action was

APPROVED unanimously.

- ENG 476 Southern Literature-HUM- **WITHDRAWN** by college.
- SOC/ANT 261 Technology in Society and Culture-IP-**APPROVED** unanimously.
Discussion: Karen Young motioned; Chris Ashwell seconded. One member noted that the objectives were dense, and difficult to get to the objectives themselves. Without any further discussion, the action was **APPROVED** unanimously.
- SOC/ANT 261 Technology in Society and Culture-GK-**APPROVED** unanimously.
Discussion: Karen Young motioned; Nathaniel Isaacson seconded. **APPROVED** unanimously without discussion.

Courses for GEP Category-New Courses

- ENG 105 Writing and Research in the Disciplines-ENG 101 Requirement-**APPROVED** unanimously.
Discussion: Karen Young motioned; Nathaniel Isaacson seconded. The presenter explained that many transfer students come in with 3 credit hours towards the *ENG 101 Requirement*. Instead of making transfer students take a 4 credit hour requirement, they will take this course to cover the 1-credit hour piece that is usually missing. Currently, transfer students often end up taking 7 credit hour of *English and Composition*. One focus of this course, and ENG 101, is writing with and across disciplines. She explained that this will allow students to capitalize on their 3 hour writing experience. The presenter explained that this will create more fairness for external transfer students, as their numbers are increasing per the Chancellor's request. One member noted that ENG 105 is a great course and option for transfer students. Another member asked if sections would be tailored for specific disciplines. Dr. Susan Cochran-Miller, Director of the First-Year Writing Program, explained that the purpose of ENG 101, and subsequently ENG 105, is to introduce students to the methods used by different disciplines. She noted that specific discipline related writing should occur within in the major; often this occurs at a 300 level. Dr. Cochran-Miller explained that the final assignment for example, is to compare two different disciplines in a writing assignment. She is reticent to commit to tailor specific major sections. Most of the ENG 101 sections approach the differences between the Humanities and Natural Science disciplines. She stressed that there is no way that ENG 101 or ENG 105 would be able to adequately train students to write in all disciplines. Catherine Freeman asked if the course would be taught online. Dr. Cochran-Miller confirmed that it would be taught online to make it more accessible to transfer students. She noted that due to logistics with room scheduling would make having this course taught on campus challenging. The First-Year Program will be assessing retention, student success, and achievement of student learning outcomes to see how the online format will work. If problems arise with retention, the department may move some sections to on-campus. Dr. Kirby noted that a Transfer Summer Start may be coming, and ENG 105 would be helpful to these students. Dr. Cochran-Miller explained that the English Department is anticipating summer enrollment for transfer students wanting to be matriculated. Without any additional discussion, the action was **APPROVED** unanimously.
- ENG 265 American Literature I-USD-**APPROVED** unanimously.
Discussion: Karen Young moved; David Parish seconded. The presenter noted that this course had been reviewed for the Humanities GEP list at the previous CUE meeting. She noted that the readings focus on US Diversity as well. One member asked how much of the course discusses US Diversity. He noted that there is literature that does not contain diversity. The presenter explained that up to this point *American Literature I* and *American Literature II* were not on the list. She explained that she went to her college and explained that the US Diversity GEP list was underpopulated. Her college

reviewed courses that are not on the US Diversity list, but should be as they contain the outcomes for this category. She explained that for ENG 265 there has not been a change in content, but readings have been narrowed, focusing on gender, race, and class. One member noted that at first it appeared the objectives were copied into the *GEP Submission Form* for the category, but the reading list covered a wonderful breadth for US Diversity. Without any further discussion, the action was **APPROVED** unanimously.

- **ENG 266 American Literature II-USD, HUM-APPROVED** unanimously.
Discussion: Nathaniel Isaacson motioned; Karen Young seconded. The presenter noted that this course is similar to ENG 265, which had been previously reviewed. One member noted that he encouraged the instructor to use the correct boxes for GEP outcomes for US Diversity *GEP Course Submission Form*. Another member noted how impressed they were that the instructor was so concise, while providing the necessary information. Without any additional discussion, the action was **APPROVED** unanimously.

Courses for GEP Category-Dropping Courses

- **Economics 300 & 400 Level SS GEP Courses: APPROVED** unanimously.

Course	Action	GEP Category
EC 301-Intermediate Microeconomics	Drop from GEP	SS
EC 302-Intermediate Macroeconomics	Drop from GEP	SS
EC 304-Introduction to Financial Markets and Institutions	Drop from GEP	SS
EC 348- Introduction to International Economics	Drop from GEP	SS
EC 404-Money, Financial Markets, and the Economy	Drop from GEP	SS
EC 410-Public Finance	Drop from GEP	SS
EC 413-Competition, Monopoly and Public Policy	Drop from GEP	SS
EC 431-Labor Economics	Drop from GEP	SS
EC 437-Health Economics	Drop from GEP	SS
EC 448-International Trade	Drop from GEP	SS
EC 449-International Finance	Drop from GEP	SS
EC 471-Evolution of the American Economy	Drop from GEP	SS

Discussion: Andy Nowel motioned; David Parish seconded. One member asked why the courses were being dropped from the SS GEP category. The presenter explained that it was because of the information generated by the subcommittee. His college reviewed their pre-requisites and noted that the 300 and 400-level courses could not be of the same discipline in SS. To take a 300 or 400 level of the course, a 200 level pre-requisite had to be taken that already met a SS requirement. He encouraged other programs to look at their upper level courses. Catherine Freeman noted that the college always enforced the 200-level pre-requisite. One member explained that this may normalize seats beyond the SIS data, and would help students. Another member noted that CUE does not want false advertising. She noted that her college will be bringing forth a course at a later date for something similar. Without any further discussion, the package was **APPROVED** unanimously.

ANNOUNCEMENTS and DISCUSSION

GEP Rubric Subcommittee Report to CUE with Chair McGowan

Chair McGowan explained that the GEP Rubric Subcommittee members did a wonderful job. She went over the output of the subcommittee based on its charge. She outlined the *GEP Submission Form*, and

noted that it took what was once three separate pieces and pulled it into a single document. This streamlines the process for instructors. Additionally, it collects more data, including numerical data. Chair McGowan explained the concept of 'Ample but Appropriate' in regards to the total number of seats available to students. Ninety three percent of seats appear amiable to students, but it is not clear if these seats represent GEP seats and/or major courses. One member asked if the courses reflect those that double count. Chair McGowan confirmed that the seats represent both lists a course would reside on. Chair McGowan outlined a drop in US Diversity seats offered. She explained that there 24,000 students at NCSU yearly. 6,000 seats should be offered for US Diversity yearly to keep up with demand. She noted that minimum seats are not realistic with as schedule conflicts arise for students. A member asked what caused the decline in course seats. Chair McGowan explained that research would need to be done about this. The data just illustrates what CUE has long suspected. Dr. Kirby noted that college orientation courses occur more in the fall with hundreds of seats, but spring sees very little of these seats. She noted that there might be an impact on non-spring enrollment. Dr. Mullen noted that in Spring 2011 there was a cut of seventy nine million dollars to the university. Non-tenured instructors were no longer on the payroll, which could have reduced class section offerings. Another member asked how many instructors took the path of ST/PHI 325 *Biomedical Ethics*, where they took it off the list because they were tired of students begging to get into the course.

Reasons for Second CUE Subcommittee:

- ❖ Review of the US Diversity category.
- ❖ Review of upper and lower level
- ❖ Review recommendations of the original GEP Task Force.

Chair McGowan encouraged CUE members as volunteers for this second subcommittee. She asked members to email her or Catherine Freeman to be added to the list. Another member noted that the percentage of seats open to all students for a GEP course may need to be redefined. Faculty want to know why twenty five percent is the standard.

Discussion with Dr. Mike Mullen, DASA Vice Chancellor and Dean

Dr. Mike Mullen thanked CUE for having him. He shared that he has been a faculty member since the 1980's, and he still enjoys teaching. He explained that while he was working at the University of Kentucky, he experienced a change in their General Education program. He expressed his appreciation for the thoughtfulness and dedication each member exemplifies by being a part of CUE. Dr. Mullen understood the hard work the committee faces and how diverse the campus is. He stressed the importance of the data and ideas previously presented by Chair McGowan. Dr. Mullen explained that the last three student presidents have talked about combining the Global Knowledge and US Diversity GEP categories. Students have continued this discussion. He explained that when he first came to NCSU, he had trouble understanding the idea of co-requisites. He expressed interest in an incentive program that would increase US Diversity seats. He noted that 39 hours for the General Education Program is hefty but not out of line with other universities. This would really be 42 or 45 credit hours if categorizing some as co-requisites. He encouraged members to think about that. One member expressed interest in having Registration and Records visualize the Global Knowledge requirement on the Degree Audit. Dr. Mullen noted that he understood. He expressed frustration with the catalog because he cannot find which courses are being taught as *FYI*. Instead, he has to go to the [FYI website](#) to find out if a course is offered as one. Dr. Mullen noted that students transferring to NCSU under the newly revised *Comprehensive Articulation Agreement* (CAA) do not necessarily have to meet the same GEP categories as four year students. From his experience at the University of Kentucky, it took two and a half years to come to agreement about one issue for the restructuring of their GEP. One member expressed concern with the technology fluency co-requisite requirement of the General Education Program. He emphasized that it is more necessary to have

this as part of the GEP for students' education. Currently, this requirement is ceded to the colleges to meet. The member asked Dr. Mullen what his thoughts were. Dr. Mullen stated that there is no doubt that the technology fluency requirement is important, but he is unsure as to what extent it was intended to be in the GEP. The member explained that the technology fluency is not systematic, but it ultimately comes down what he believes is a money issue. He noted that this part of the GEP was written in 2007, and perhaps needs to be reviewed in 2014. Dr. Mullen explained that it would need to be approached to make it accessible in each curriculum. This is hard to accomplish in a 100-level course, but could perhaps be distributed throughout the curriculum.

One member noted at the last DASA Director's meeting, the state passed a law, Senate Bill 761 for veteran's credit for on the job education. The member asked what makes veterans special. Dr. Kirby explained that the process is very technical to determine which training and technical courses in the military align with those taught at NCSU. She noted that veteran's already receive credits for Health & Exercise Studies and Military Science courses. Another member explained that a DoD contractor, [ACE](#), makes recommendations after looking at courses.

Dr. Kirby outlined another area that is starting to gain attention, service learning. She explained that while CUE does not approve courses that are considered service learning, there is a dialogue with the Service Learning Task Force to formalize the recognition of courses as service learning. One of the questions that came up at the start of the semester is whether service learning would be part of the GEP. The concept is that every student should have 'X' experiences at NCSU. The General Education Program is supposed to broaden the education of all students. One recommendation by the task force is to have UCCC consider the criteria for service learning, and its review, further. Dr. Kirby explained that students are interested in what is available to them for student learning. She noted that the current list, which was sent to the [Carnegie Report](#), resides with the Office of Faculty Development.

Meeting adjourned at 2:59 pm.

Respectfully submitted by Gina Neugebauer