

ANNUAL REPORT

University Standing Committee	Council on Undergraduate Education (CUE)
Academic Year Covered by Report	2014-2015
Date Report Submitted	June 1, 2015
Report Submitted by	Dr. Herle McGowan
Number of Times Committee Met	10 of 13 times scheduled
Link to Committee Minutes	2014-2015 CUE Minutes

SUMMARY OF COMMITTEE ACTIVITIES

The Council on Education (CUE) met ten (10) times for 1 ½ hours each session during the 2014-2015 academic year. The council had appropriate representation to carry out its charge with 20 voting members.

The membership and its quorum (minimum of 11 voting members) worked proficiently each meeting period. The committee was heavily involved in its biweekly proceedings. These actions included:

- **28 GEP Course Actions:**
 - 27 Courses New to the GEP
 - 14 Courses Reviewed for GEP Review
 - 14 Courses Dropped from the GEP
- **16 GEP Honors Special Topics Offerings**
- **20 GEP Special Topics Shell Offerings:**
 - HUM 295: 1
 - HUMG 295: 3
 - IPGE 295: 5
 - IPGK 295: 4
 - IPUS 295: 2
 - NSGE 295: 1
 - VPGE 295: 4

Other business included:

- In February 2015, the new CourseLeaf Course Inventory Management system for course processing was implemented. Since its implementation, CUE has reviewed 5 courses electronically.

- CUE endorsed recommendations for subcommittees for the following:
 - GEP Rubric Subcommittee
 - GEP Review Subcommittee

- CUE endorsed new GEP Course Submission Forms for the following:

○ Global Knowledge	○ Natural Sciences
○ Health and Exercise Studies	○ Social Sciences
○ Humanities	○ U.S. Diversity
○ Interdisciplinary Perspectives	○ Visual and Performing Arts
○ Mathematics	

- CUE endorsed new GEP Special Topics Course Submission Forms for the following:

○ GK 295	○ NSGE 295
○ HES 295	○ NSGK 295
○ HUM 295	○ SSGE 295
○ HUMG 295	○ SSGK 295
○ HUMU 295	○ SSUS 295
○ IPGE 295	○ USD 295
○ IPGK 295	○ VPGE 295
○ IPUS 295	○ VPUS 295
○ MSGE 295	

- Dr. Chris Ashwell was elected Chair-elect for 2014-2015, and shall serve as Chair for 2015-2016.

SUMMARY OF DISCUSSION ITEMS and RECOMMENDATIONS

- New GEP Submission Forms (developed by the CUE Rubric Subcommittee) were debuted in CUE. These forms streamline the course submission process by consolidating information that had previously been part of three separate documents into a single document. The new forms also collect more data, including numerical data (e.g. the exact percentage of restricted seats), which CUE can use to guide the course review process in the future. Finally, the new forms clarify definitions and expectations used by CUE, particularly with respect to assessment of the course learning outcomes that meet the GEP category objectives. One recurring point of discussion for CUE has been whether the inclusion of specific examples of assessment items is required. At the end of next year, CUE should revisit this issue and discuss if the new form has resulted in more clarity and quality of the submitted actions, or if any additional changes to the new submission forms are warranted.

- Another common source of discussion in CUE was the U.S. Diversity co-requisite requirement, including concern about the availability of seats and the appropriateness of course offerings. The CUE Review Subcommittee was convened to explore this issue further. This subcommittee first met during the Spring 2015 semester and will continue to meet into the summer. It is gathering information from a variety of voices

across campus, including administrators and faculty with expertise in the discipline and scholarship of diversity, to inform discussions with respect to:

- The purpose of the U.S. Diversity GEP Category.
- The possibility of combining the U.S. Diversity and Global Knowledge categories into a single cultural diversity category, as suggested by the Student Senate and the Faculty Senate Academic Policy Committee.
- The status of this category as a co-requisite that does not bear its own separate credit hours.
- The possibility of this category being fulfilled through co-curricular workshops or other guided experiences, similar to how Global Knowledge may be fulfilled by a Study Abroad experience.

The Review Subcommittee will prepare recommendations pertaining to the above issues to be considered by the University community.

- In addition to campus concerns over the U.S. Diversity requirement, there are other issues that are pertinent to the General Education Program at NC State, such as:
 - The new Comprehensive Articulation Agreement, which states that a student transferring to NC State from an NCCCS school with an Associate of Arts or Associate of Science has met the requirements of NC State's General Education Program. This could create inequitable systems for students who begin freshman year at NC State compared with transfer students.
 - The Student Senate approved Free Electives Act: Students are asking for more free electives in the curricula, particularly for the Colleges of Engineering, Sciences, and Textiles. As several of the programs within these Colleges are constrained by external professional accreditation requirements, it may not be possible for them to reduce the number of major-specific electives. Perhaps it is possible that free electives could be added to the GEP, or the number of hours in the GEP reduced to allow for more free electives.

As the Review Subcommittee considers the U.S. Diversity co-requisite, it should also bear in mind these issues and their potential impact on the entire GEP.

RECOMMENDATION FOR REVISION OF CHARGE AND/OR MEMBERSHIP CONFIGURATION (if applicable)

- None