

CUE Minutes- February 6, 2015  
Witherspoon Student Center 201  
Call to Order: 1:31pm

## ATTENDANCE

**Voting Members Present (Quorum Present: 14):** Chair McGowan, Timothy Buie, Peggy Domingue, Ted Emigh, Tyler Hatch, Nathaniel Isaacson, James Knopp, Andy Nowel, Kim Outing, David Parish, Adam Rogers, Aaron Stoller, Candace Vick, Karen Young

**Ex-Officio Non-Voting Members Present:** Stephany Dunstan, Catherine Freeman, Barbara Kirby, Michelle Johnson, Melissa Williford

**Members Absent:** Sarah Ash (E), Chris Ashwell, David Auerbach (E), Cynthia Hemenway (E), Helmut Hergeth (E), Karen Keene (E), Ingrid Schmidt (E)

**Guests:** Meredith Fosque (*English*), Philipp Tavakoli (*Interdisciplinary Studies*)

## WELCOME and INTRODUCTIONS

### Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to first meeting of the semester. She welcomed guests in attendance, Dr. Meredith Fosque (*English*) and Philipp Tavakoli (*Interdisciplinary Studies*). Chair McGowan asked members to let her know if they are interested in participating in the CUE GEP Review Subcommittee. She noted that there are no representatives from the College of Textiles and the College of Design, but all other colleges are represented. Gina will be sending out an email to coordinate meeting times for the subcommittee.

### Remarks from Associate Vice Provost Academic Programs and Services, Barbara Kirby:

Dr. Kirby thanked the council for their participation in CourseLeaf training, and their assistance with faculty in their colleges and departments. She asked members to keep their ears open for where faculty might be having questions or bumps. Dr. Kirby noted that questions can be sent to [courseleaf-help@ncsu.edu](mailto:courseleaf-help@ncsu.edu), which will allow for the team to answer questions more efficiently. She noted that a workflow email was sent out to approvers in the workflow, and will be due Monday. The *Office of Undergraduate Courses & Curricula* and the *Graduate School* will deal with the questions about workflow as they come in. Dr. Kirby notified the council that she will be asking Tommy Griffin (*Undergraduate Admissions*) and Louis Hunt (*Registration and Records*) to update CUE on how the revised *Comprehensive Articulation Agreement (CAA)* is affecting transfer students coming in for the GEP. The university is starting to see thirty core credit hours through the A.A. and A.A.S. coming in. Dr. Kirby explained that some sister institutions are stating that the thirty credit hours will complete all General Education requirements for their university. GA stated that the GEP will be unique to the institution, but each is handling this differently. Some students are coming in under the CAA with different courses counting outside of the GEP list NC State associates it with. Dr. Kirby brought to the attention of the Student Senate approved Free Electives Act, which was featured in the [Technician](#). She noted that students are concerned about free electives in degree programs and the possibilities found in the General Education Program. Dr. Kirby explained that Dr. Mike Mullen wants to have a dialogue with students about their free electives.

Approval of Minutes from December 5, 2014 Meeting:

A motion was made and seconded to approve the Minutes as presented. A member noted grammatical errors to be addressed. Without any further discussion, the motion was **APPROVED** unanimously.

**NEW BUSINESS**

***Courses for GEP Category-Review***

- HS 242 Introduction to Small Scale Landscape Design-VPA-APPROVED unanimously.  
*Discussion:* Jim Knopp moved; David Parish seconded. The presenter explained that the course incorporates elements of art. One member noted that the content seemed appropriate. She noted that whoever wrote the paperwork appeared to not have experience with student learning objectives and outcomes. But, she emphasized that this should not keep the action from being approved. Another member noted that the instructor explained that measures will be assessed through assignments. He felt that the instructor did a good job illustrating the measures, just in a fashion that is not typically done. The presenter explained that when the action came to the college course and curriculum committee, it was not in as good as shape. A lot of work was done. Without any additional discussion, the action was **APPROVED** unanimously.

***Courses for GEP Category-New Courses***

- ENG 476 Southern Literature-USD-HUM-APPROVED unanimously.  
*Discussion:* Karen Young moved; Andy Nowel seconded. The presenter explained that the course was up for review for Humanities. Her college, in response to the US Diversity shortage, has been asking departments to identify courses that could possibly fulfill this category. She explained to the council that the course clearly fits into the US Diversity category, based on the topics and readings outlined in the syllabus. Without any further discussion, the action was **APPROVED** unanimously.

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

- IPGE 295 The Scientific Sherlock Holmes-IP- APPROVED, 8 in favor, 4 against, and 1 abstention.  
*Discussion:* Ted Emigh moved; David Parish seconded. The presenter explained that the course was on Sherlock Holmes, and included scientific method inquiries. One member noted that the course raises questions about Interdisciplinary Perspectives. He asked if he uses a tool from another discipline, such as mathematics, does this make his course inherently IP. The presenter noted that he thought it was IP if students are incorporating the learning basis of the discipline, not just the use of the discipline. The member noted that it did not seem clear with the tools listed. The presenter asked if students have to learn the facts of a discipline or the way a topic is approached. Another member stated that the way it is laid out in Interdisciplinary Perspectives criteria, students should be able to use methodological approaches that are unique to the disciplines as well as recognition of synergy and overlap between two disciplines. She did not see the expertise, as she only saw a Chemistry instructor. She noted that students could not be relied on to be disciplinary experts, and she saw it as an overreach of Interdisciplinary Perspectives. Additionally, she did not see any CHASS expertise for the course, making her believe that the only expertise would be coming from COS. She noted that the book for the course is from a 'self-proclaimed crime historian' who has a degree in Theatre. One member noted that the IP could come from Chemistry, Biology, Medicine, and Toxicology as the main disciplines, with other disciplines being secondary. Another member asked what the disciplinary expertise was; would it be coming from Chemistry or other sciences. She noted that the reading list doesn't suggest anything about expertise. Another member noted that it came from the literature of Arthur Conan Doyle. Another member noted that just reading the text does not make it scholarly. The presenter noted that he teaches in Biology, but he is not an expert to instruct in what he has been

teaching for the past thirty five years. He noted that just because a person does not have a degree in the field, does not mean that they don't have expertise in the field. The presenter questioned the validity of questioning the author of the book because he does not have a degree. One member noted that the instructor was Phil Brown, and assured the council that he is a good instructor. He noted however that this was not in question, but rather as an IP course, if there are two different perspectives shown or a view with two disciplines combined. He explained that he teaches a Biochemistry course that used Mathematics, but he does not consider it eligible for the IP designation. Another member asked if there was overreach with the other disciplines listed. A different member explained that perhaps his concern with the range of disciplines listed; he agreed that Forensic Science and Medicine would be more understandable for him. One member explained that sometimes an instructor will put too many disciplines, and so the fear is that the Interdisciplinary Perspectives nature of the course may not be in depth. She wondered if CUE should ask the instructor to clarify the disciplines. She noted that once an instructor gets past two disciplines, there are questions on how it can be three disciplines or more. It is at this point that questions arise about the expertise. One member asked how many disciplines would an Interdisciplinary Perspectives course need? Chair McGowan noted that it should be at least two. The member noted that as soon as it goes beyond two, it causes worry. Chair McGowan asked the committee if they see enough support with the paperwork and the syllabus for an Interdisciplinary Perspectives classification. In her experience, shell course offerings have a little more benefit of the doubt, because the council makes recommendations to the instructor before it comes forward as a permanent offering. Without any additional discussion, the action was **APPROVED**, 8 in favor, 4 against, and 1 abstention.

- NSGE 295 The Scientific Sherlock Holmes-NS- **APPROVED** unanimously.

*Discussion:* Ted Emigh moved; Jim Knopp seconded. One of the reviewers noted that he wholeheartedly supports it. Without any additional discussion, the action was **APPROVED** unanimously.

- IPGK 295 Happiness: An Inquiry into its nature-IP, GK- **APPROVED** unanimously pending revision.

*Discussion:* Karen Young moved; David Parish seconded. The presenter explained that she felt that the paperwork made a clear case. She noted questions had arisen concerning Philosophy being listed as one of the disciplines. She explained that the course has Aristotle readings, but the instructor could remove Philosophy as a discipline if necessary. She introduced the instructor of the course, Philipp Tavakoli (*Interdisciplinary Studies*) to answer any questions that may arise. One member asked what qualified the course for Global Knowledge. The instructor explained that the pursuit of happiness is uniquely American. He explained that he is European and very familiar with Buddhist culture. In this, happiness does not come up. Dr. Tavakoli explained that there is overlap between Buddhism and Positive Psychology. One member explained that he was not with the Philosophy department, but his educational background is in Philosophy. He expressed concerns about there not being any modern philosopher listed. He noted that what is representing Philosophy is Aristotle. The member noted that he sees the Interdisciplinary Perspectives disciplines for the course coming from Psychology and Biology; he would still approve the course based on this. He suggested more engagement with a modern philosopher. Another member asked if the philosophers have to be modern. A member noted that all the other representations from the remaining disciplines are coming from the last twenty years, but the Philosophy represented is thousands of years old. He explained that no generational relationship is needed, but the instructor may want to incorporate contemporary Philosophy as well. Dr. Tavakoli explained that is what has him so excited about the topic. In Positive Psychology there is a reemergence of concepts like virtue returning. In a discipline that is only twenty to thirty years old, ancient studies from Buddhism and Aristotle are present. Another member questioned the Biology discipline represented in the paperwork; he saw only one reading from James Baird. Dr. Tavakoli noted that there are also readings from a medical doctor and a

scientist that studies the nervous system. The member explained that from his perspective this is Chemistry, not Biology. Another member agreed that it does not illustrate Biology, but suggested the discipline to be medicine. Without any additional discussion, the action was **APPROVED** unanimously pending changing the disciplines listed for the IP category to Medicine and Psychology.

➤ HUMG 295 Literature and War- HUM, GK-APPROVED unanimously.

*Discussion:* Nathaniel Isaacson moved; Karen Young seconded. The presenter introduced the instructor of the course, Dr. Meredith Fosque, who attended CUE to answer any questions the council might have. One member asked the instructor to explain the Global Knowledge aspect of the course. Dr. Fosque explained that the course includes topics on Japan in two eras: the medieval era and World War II. Literature includes *The Iliad* and *The Odyssey*. One topic for the course is to view the Middle East crusades from the perspective of the Middle Eastern world at the time. Another looks at the German viewpoint from World War I. The member noted that this seemed to be a basis from war, which creates its own culture for people in warzones. He explained that this is not the same viewpoint from those outside a warzone. How would students learn about the country through this lens? Dr. Fosque explained that a student will look through the various viewpoints. The member asked if this was from the perspective of the soldier. Dr. Fosque noted this certainly was true, an example being from *All Quiet on the Western Front*. She explained that there will be non-soldier viewpoints as well. One example is World War II through the view of a kamikaze pilot and that of a baker. Dr. Fosque explained that the course is arranged around the following questions: What is war? What are we fighting for? How do weapons and technology impact outcomes? What is a just war? What is the theory of deterrence? Who become soldiers? What is a modern soldier? Without any further discussion, the action was **APPROVED** unanimously.

## ANNOUNCEMENTS and DISCUSSION

### Update on CUE GEP Rubric Subcommittee Report

Chair McGowan notified the council that after some review of the data in SIS, it was discovered that for the US Diversity category in the GEP Rubric Subcommittee Report, some seats had been double counted while others had been missed.

Meeting adjourned at 2:24pm.

*Respectfully submitted by Gina Neugebauer*