



Council on Undergraduate Education 2015-2016

April 22nd, 2016
Talley Student Union 4140
1:30pm-3:00pm

Lunch for CUE Members 1:00pm

Call to Order 1:30pm

- Welcome and Instructions, Chair Dr. Chris Ashwell
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Remarks from Vice Chancellor and Dean of the Division of Academic and Student Affairs, Dr. Mike Mullen

New Business

- Approval of CUE April 8th, 2016 Minutes
- Course and Curricular Business

| Old Business | | |
|---|--|---|
| Action | Type | Notes |
| ADN 371 Sculptural Geometry: Creating Patterns for Fibers | New—MA | Pending College of Science consult |
| ADN 373 Survey of Fashion Industry and Design | New—GK, HUM | |
| Consent Agenda | | |
| Action | Type | Notes |
| REL 472/572 Women and Religion | Dual Level | Approved at UCCC 4.13.2016 |
| Cuba Study Abroad Memo | 2 nd Offering: Summer I 2016 | IP 295: <i>Environmental History of Cuba</i> HUMG 295: <i>Cuba Today: Historical and Sociopolitical Perspectives</i> |

| GEP Category Review | | | | |
|---------------------|--------------------------|-------------|--|---------------------------------------|
| Presenter | Reviewers | GEP List(s) | GEP Action | Pre-reqs/ Restrictions |
| Isaacson | Nowel, Domingue, Schmidt | SS | PS 201 American Politics & Government | None |
| | McGowan, Petty, Sills | SS | PS 203 Introduction to Nonprofits | None |
| | Hemenway, Moody, Cartee | GK/ SS | PS 231 Introduction to International Relations | None |
| | Rabah, Russo, Ash | SS | PS 301 The Presidency and Congress | P: PS 201 |
| | Levine, Joines, Cartee | SS | PS 302 Campaigns & Elections in the U.S Political System | P: PS 201 |
| Young | Joines, Levine, Ash | GK, VPA | FLF 318 The Heritage of French Cinema | P: 3 hours of French at the 300-level |
| | Hemenway, Rabah, Sills | GK/ SS | PS 336 Global Environmental Politics | None |
| | Sills, McGowan, Domingue | SS | PSY 200 Introduction to Psychology | None |
| | Keene, Sills, Rabah | SS | PSY 311 Social Psychology | P: PSY 200 or 201 |

➤ **Discussion of USD/Co-requisites**

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.

Council on Undergraduate Education 2015-2016April 8th, 2016
Talley 3222
Call to Order: 1:34 pm**Members Present:** Peggy Domingue, Kim Outing, Beth Fath, Caroline Moody, Karen Young, Lianne Cartee, Dennis Boos, Andy Nowel, Tim Petty, Cynthia Levine, Lianne Cartee, Nathaniel Isaacson, Karen Keene, Erin Sills**Ex-Officio Members Present:** Li Marcus, Sarah Howard, Stephany Dunstan, Barbara Kirby**Guests:** David Parish, Tom Koch, Gary Beckman, Aaron Stoller**WELCOME AND INTRODUCTIONS**➤ *Remarks from Chair Elect*—The Chair Elect, Peggy Domingue, welcomed the guests.

Dr. Kirby acknowledged the need to press on with the agenda, but reminded members to bring issues with CIM to Li Marcus, and to do their best at the end of the semester.

➤ Approval of the Minutes from March 4th, 2016- **Approved Unanimously**
Discussion: The minutes were presented and approved without further discussion.**NEW BUSINESS****Consent Agenda Approved Unanimously**

Discussion: The consent agenda was presented and approved without further discussion.

GEP Review

- **MUS 120 (VPA) Approved Unanimously**
 - Discussion: The course changed slightly from its former title, but members thought that the GEP objectives and measures looked good. The course was approved without further discussion.
- **MUS 305 (VPA) Approved Unanimously**
 - Discussion: Members offered the friendly suggestion to map learning outcomes and measures a bit more clearly.
- **ARS/MUS 306 (VPA) Approved Unanimously**
 - Discussion: The members asked Music Department guests to clarify what is meant by “Have knowledge of computer science,” and found it was an informal prerequisite, enforced by the professor. Members found some typographical errors, but agreed the GEP looked good. The course was approved without further discussion.
- **MUS 310 (VPA & GK) Approved Unanimously**
 - Discussion: The course was presented and approved without further discussion.

New GEP Courses

- **E 102 (IP) Approved Unanimously**
 - Discussion: The members asked for clarification of Learning Outcome 2 and how it mapped to the GEP objective. A similar course existed in the College of Humanities and Social Sciences and that it could be difficult to make the IPs clear for students as well as faculty. The guest from College of Engineering explained that the course was looking at fourteen different programs and that the course would be taught by fourteen different people, but that the IPs become clear in the projects, where they are put together. This is not a required course, but members from the College of Engineering expect it to be a required course. This will extend E 101, which begins to discuss the material. The course will be open to 25% non-engineering students.
- **CNR 250 (IP, USD) Approved Unanimously**
 - Discussion: The member from the College of Natural Resources described the two disciplines and members expressed their approval for the course. One member suggested mapping the Learning Outcome #3 more clearly to a category. Members suggested tabling the course for IP, but decided to approve the course, with the friendly suggestion to consult with the Office of Assessment.

- **ADN 371 (MA) Tabled Unanimously**
 - Discussion: Members recommended that more relevant measures be added to CIM, and gave the friendly suggestion to consult with Mathematics, as the math in the course may not be at the appropriate academic level. There was also a discrepancy with the 25% of seats available for non-Design students, versus the 0% on the cover page. The members moved to table the course.
- **ADN 373 (GK, HUM) Tabled Unanimously**
 - Discussion: The members had several questions about the Global Knowledge aspect, and felt that the GEP paperwork should strengthen its outcomes. The members moved to table the course.
- **MUS 210 (VPA) Approved Unanimously**
 - Discussion: The committee thought the course was clear and measurable and approved it without further discussion.
- **MUS 211 (VPA) Approved Unanimously**
 - Discussion: The course was presented and approved without further discussion.
- **MUS 240 (VPA) Approved—3 abstentions**
 - Discussion: The course was previously tabled for VPA, but has been revised. The consult with the Poole College of Management was attached. Members agreed that it looked like a clear VPA course. After continued discussion, the course was approved, with three abstentions.
- **MUS 270 (VPA) Approved—2 abstentions**
 - Discussion: There was mixed feedback in HSS. Since the consultation for this course, the Music department has revised the Learning Measures and Outcomes. Music notified HSS administration. The course was approved with two abstentions.

GEP Honors Shell Courses

- **HON 293.002 *The Art of War* (HUM) Approved Unanimously**
 - Discussion: Members took a moment to thank Aaron Stoller for all of his hard work and wished him well in Colorado. The course was approved without further discussion.
- **HON 293.004 *The Philosophical Essay from Montaigne to Emerson* (HUM, GK) Approved Unanimously**
 - Discussion: Members felt that the GK was clear and solid, but the HUM could use a little strengthening, particularly with its learning outcomes. The course was approved without further discussion.
- **HON 296.004 *Zombies, Victims, and Other Corpses* (IP) Approved Unanimously**
 - Discussion: Members expressed interest in the course, but felt the Psychology aspect should be a bit more prominent. Its other disciplines were clearly present. The course was approved without further discussion.
- **HON 296.005 *Enlightenment and Empire* (IP, GK) Approved Unanimously**
 - Discussion: The course was presented and approved without further discussion.
- **HON 296.006 *Ethics of Biotechnical Communications* (IP) Approved Unanimously**
 - Discussion: Members suggested adding more biotechnology to the course in the next offering. The course was approved without further discussion.
- **HON 297.001 *Pollinator Gardening* (NS) Approved Unanimously**
 - Discussion: Members thought the course looked good, but wondered if students received an individual grade or a group grade for Learning Outcome #2. The course was approved without further discussion.

Dr. Kirby addressed her hope to discuss the Subcommittee Report at the next CUE meeting. There is also an extra meeting tentatively scheduled to wrap up any GEP business at the end of the year, which is May 13th in Park Shops 215. Please, do not submit GEP Shell courses this late in the semester.

Meeting adjourned at 2:34 pm.

Respectfully submitted by Sarah Howard

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4 April 2016

To: University Council on Undergraduate Education

From: William Kimler, Associate Department Head & Director of Undergraduate Programs

Subject: Approval of IPGE 295 & HUM 295 shells

Dr. Nicholas Robins is offering his two History courses in Cuba for Study Abroad again for Summer I, 2016. The courses are Environmental History of Cuba, and Cuba Today: Historical and Sociopolitical Perspectives. This is a second offering for both courses, and we request the GEP shell approval for the courses once again.



Associate Department Head & Director of Undergraduate Programs

Date

Chair, Council on Undergraduate Education

Date

Dean, Division of Academic and Student Affairs (DASA)

Date

INTERDISCIPLINARY PERSPECTIVES – SHORT FORM FOR IP 295 SHELL OFFERING

| | |
|------------------------------|---------------------------------------|
| Department(s)/Program | History/ Summer in Havana, Cuba, 2014 |
| Course Prefix/Number | IP 295 |
| Course Title | Environmental History of Cuba |

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please provide answers to the following questions and attach to form.

1. Which disciplines will be synthesized, connected, and/or considered in this course?

Cuban History and environmental studies

2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Students will combine readings, discussion-based classroom lectures with multiple guest professors from differing disciplines (history, environmental studies), and field excursions in and around Havana, Cuba to sites of environmental importance.

* For more detail about the rationale for the IP requirement including the category requirement and design criteria for courses, go to <http://www.ncsu.edu/uap/academic-standards/gep/courselists/ip/requirement.html>

Each course in *Interdisciplinary Perspectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

Student learning outcome(s) for Objective #1:

Students are expected to be able to describe, differentiate, identify the limitations of, and employ historical and environmental research methodologies.

Measure(s) for above Outcome(s):

Class discussions, written assignments concerning course readings and materials, and exams will be used to assess student's mastery of these tasks.

Student learning outcome(s) for Objective #2:

Students are expected to be able to describe, analyze and critically evaluate specific linkages between the economic history of Cuba, environmental impacts, and their relationship to the international economy.

Measure(s) for above Outcome(s):

Class discussions, written assignments concerning course readings and materials, and exams will be used to assess student's mastery of these tasks.

Student learning outcome(s) for Objective #3:

Students are expected to be able to define environmental history, and identify, describe and critique its interdisciplinary methodological bases.

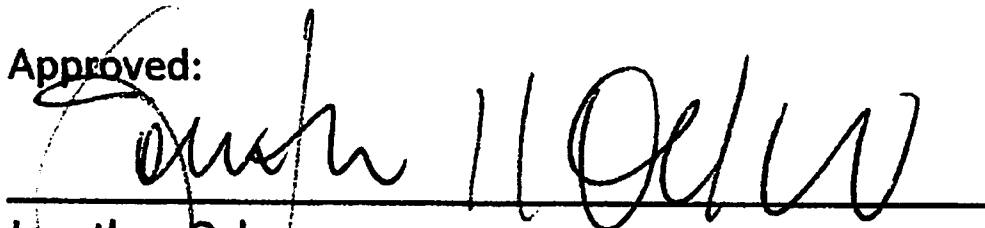
Measure(s) for above Outcome(s):

Class discussions, written assignments concerning course readings and materials, and exams will be used to assess student's mastery of these tasks.

Instructor Name: Nicholas A. Robins

- See CUE guidelines for IP 295 offering for detail on attachments and routing
- Attach the syllabus and signature page

Approved:



Jonathan Ocko
Chair, Department of History

SIGNATURE PAGE FOR GEP COURSE SUBMISSION

IPGE 295

COURSE PREFIX AND NUMBER

RECOMMENDED BY:

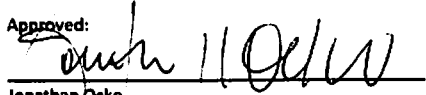
Measure(s) for above Outcome(s):

Class discussions, written assignments concerning course readings and materials, and exams will be used to assess student's mastery of these tasks.

Instructor Name: Nicholas A. Robins

- See CUE guidelines for IP 295 offering for detail on attachments and routing
- Attach the syllabus and signature page

Approved:


 Jonathan Dcko,
 Chair, Department of History

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

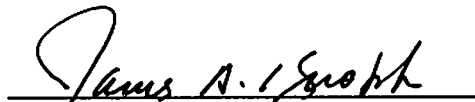
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:


 CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

3/28/14

 DATE


 DEAN OF DIVISION OF ACADEMIC AND STUDENT AFFAIRS

3/28/14

 DATE

GEP Humanities & Global Knowledge Special Topic Shell Offering (HUMG 295)

*This form is to be used for submitting a Special Topics shell offering for the **Humanities and Global Knowledge** GEP category to the Council on Undergraduate Education (CUE)*

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The **GEP Humanities objectives** will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Each course in **GEP Global Knowledge objectives** will provide instruction and guidance that help students to ***achieve goal #4 plus at least one of #5, #6, or #7.***

4. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technology or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following:

5. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
6. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the U.S. society.
7. Explain how these distinguishing characters change in response to internal and external pressures on the non-U.S. society.

HUMG 295

| | | |
|---|--|--|
| Department(s)/Program | History | New GEP Special Topics Offering <input type="checkbox"/> |
| Special Topic Title: (30 character limit) | Cuba Today: Historical and Sociopolitical Perspectives | Review for 2nd Offering <input type="checkbox"/> |
| Term to be Offered | Summer, 2015 (Study Abroad in Havana, Cuba) | |
| Instructor Name/Title | Nicholas A. Robins, Teaching Associate Professor, Dept. of History | |

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

Humanities

List the Instructor's student learning outcomes for the course that are relevant to GEP *Humanities* Objective 1:
Obj. 1) Engage the human experience through the interpretation of human culture.

Students are expected to be able to summarize, explain, evaluate and analyze the historical influences on post-revolutionary Cuban society and culture.

Measure(s) for above Outcome:

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.

Exams and written assignments.

Sample prompt:

It has been argued that Cuba's colonial history continues to exert a strong influence on post-Revolutionary society and politics. Summarize the colonial legacy, and assess and analyze its impact both on the Cuban Revolution and post-Revolutionary politics and society.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 2: Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.*

Evaluate, critique, and interpret primary and secondary historical sources and field research interviews.

Measure(s) for above Outcome:

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.

Exams and written assignments.

Sample Prompt:

The U.S. trade embargo on Cuba continues to be an impediment to improved relations between the two nations. Based on your readings and field research interviews, explain, analyze and critique the arguments both for and against the embargo.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 3:*

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Analyze information from primary sources and use that information to generate (and support arguments for) a model of key historical issues in Cuba.

Measure(s) for above Outcome:

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.

Exams and written assignments.

Sample prompt:

Among the results of the Cuban Revolution has been improved healthcare and education, relative to pre-Revolutionary levels. These social benefits have also entailed social costs. Analyze these costs and benefits in terms of positive and negative human rights, and synthesize a model which balances the two.

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 4:*

Obj. 4) Identify and examine distinguishing characteristics, including ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Evaluate and critique how the historical legacy of the Revolution led to development of Cuba's distinctive economic ideology and structure.

Measure(s) for above Outcome:

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.

Exams and written assignments.

Sample prompt:

Among the results of the Cuban Revolution has been improved healthcare and education, relative to pre-Revolutionary levels. These social benefits have also entailed social costs. Analyze these costs and benefits in terms of positive and negative human rights, and synthesize a model which balances the two.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge* Objective 5, 6, or 7:
Obj. 6) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Summarize, explain, evaluate and analyze the historical influences on post-revolutionary Cuban society and culture.

Measure(s) for above Outcome:

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.

Exams and written assignments.

Sample prompt:

It has been argued that Cuba's colonial history continues to exert a strong influence on post-Revolutionary society and politics. Summarize the colonial legacy, and assess and analyze its impact both on the Cuban Revolution and post-Revolutionary politics and society.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Humanities and Global Knowledge* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
 - Seat count:
 - Room assigned or room preference including needed classroom technology/seat type:
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

HI 395

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

NONE

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
(ex: ability to analyze historical text; prepare a lesson plan)

NONE

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

Latell, Brian. *After Fidel: The Inside Story of Castro's Regime and Cuba's Next Leader*. New York: Palgrave MacMillian, 2007.

Perez, Louis. *Cuba: Between Reform and Revolution*. New York: Oxford University Press, 2010

2. Major topics to be covered and required readings including laboratory and studio topics.

Required readings indicated above will be completed prior to the start of the course in Cuba.

Topics:

The Mechanics of Mercantilism

American Political and Economic Hegemony, 1898-1959

The U.S. Embargo on Cuba

The Special Period

The Cuban Health Care System

Santeria and Cuban Society

Tourism and Historic Preservation in Cuba

Cuba's Updated Economic Model

Cuba's International Relations

3. List any required field trips, out of class activities, and/or guest speakers.

Field Trips/Out of Class Activities:

Museum of the Revolution

Office of the City Historian

Farmer's Market

Introduction

The Review Subcommittee of the Council on Undergraduate Education (CUE) was formed during the spring of 2015 to review the diversity component of the General Education Program (GEP) at NC State. Members of the Review Subcommittee included: Sarah Ash, Chris Ashwell, Roshaunda Breeden, Stephany Dunstan, Nathaniel Isaacson, Karen Keene, Herle McGowan (chair), Andy Nowel, Kim Outing, David Parish, Tim Petty, Ingrid Schmidt, Candace Vick, and Karen Young. Tyler Hatch served as the student representative for CUE. Catherine Freeman and Barbara Kirby served as ex officio members and Gina Neugebauer and Paige Midyette served as committee support.

US Diversity

The primary focus of this committee was the US Diversity (USD) co-requisite. There are two issues to consider: that students have *ample* opportunities to fulfill this requirement and that students have *appropriate* opportunities to fulfill it. To inform these issues, the subcommittee held several panel discussions with members of the university community who have expertise or a unique perspective on diversity, including administrators and faculty. Participants included: Justine Hollingshead, Louis Hunt, Blair Kelley, Mike Mullen, José Picart, Tracey Ray, and Joanne Woodard. Several key themes emerged from these discussions:

- *The importance of cultural competence.* Students need to know how to live and work in a diverse environment; they need to know how to have respectful interactions, as well as how to disagree in a respectful way.
- *The importance of the scholarship of diversity.* An understanding of diversity needs to include more than cultural competence alone; students need to understand the historically-structured inequities that led to our current society, both locally and globally.
- *The difficulty in addressing diversity.* Diversity is multifaceted and therefore difficult to define precisely. Incorporating diversity content into the curriculum is challenging to implement and assess.
- *The need to think about diversity holistically.* As a university, we need to address both the scholarship and cultural competence aspects of diversity. We also need to address the many facets of diversity, including religion, gender, ethnicity, race, class, sexual orientation, disability, and age. Diversity should be incorporated into the curriculum in a manner that communicates its importance to the university community. The GEP requirement for diversity is just one piece of the overall development of students.
- *A caution about student (and instructor) readiness.* Issues of diversity can push students out of their comfort zone. Not all students may be ready for this. Instructors will require special training to facilitate conversations regarding diversity in a manner that is constructive for a classroom of students who will be in a variety of developmental stages.

The subcommittee also looked at the GEP programs of several peer institutions to see how they include diversity content in their curriculum. Several models of inclusion were noted, such as requiring a single, specific course that addresses diversity or allowing a handful of courses to meet this requirement. These models influence some of the suggestions provided in the remainder of this document.

Ample Opportunity

Data from the NC State Office of Institutional Research and Planning and the Assessment Office show that the fewest seats are available in the USD category of any of the GEP requirements. There is a need to increase the number of seats available in this category. The subcommittee considered several possible means by which this could be accomplished, including:

- *Offer financial incentive to develop or redesign courses to meet the requirements.* Such incentives were offered when the current GEP was developed, to address concerns about populating the new Interdisciplinary Perspectives (IP) category. Faculty from across the university responded to this call to develop IP courses; now the USD category could benefit from similar attention. Faculty should be particularly encouraged to develop or redesign courses to address currently underrepresented areas within the USD focus, such as sexual orientation, disability, class or age identity.
- *Redesign college or departmental orientation courses to integrate diversity content.* This would make use of existing resources to reach a large number of students early in their undergraduate career. However, those orientation courses that do not currently have a strong, well-integrated diversity component may require substantial redesign, and the instructors for these courses would likely need training to prepare them for teaching the diversity content.
- *Develop a single course or seminar series taken by every student.* Such a course could be designed to highlight inter-disciplinarity across the university, or to have breakout sections within colleges or disciplines. Another possibility may be a course or courses designed by a team of faculty that include subject matter experts within an academic discipline, as well as faculty members who have been trained and facilitate diversity education.

Appropriate Opportunity

A common focus of discussion regarding the USD requirement in CUE meetings is the representation of a scholarly study of diversity. There are members of the university community who feel that the current requirements of the USD category are not sufficient to give students an understanding of the privilege and oppression, power and responsibility that contribute to structured inequities in the U.S. The subcommittee discussed several means by which this could be addressed, including:

- *Adjust category objectives to better emphasize the scholarly study of diversity.* There are currently four category objectives, two of which focus on scholarship and two of which focus on experiential aspects of diversity (e.g. being a good citizen in a diverse environment). To be approved for the USD list, a course must meet any two of the four category objectives. An increased emphasis on scholarship could be accomplished by: (1) requiring courses to meet at least three of the four category objectives, or (2) requiring courses to meet at least one of the more experiential objectives and at least one of the more scholarly objectives.
- *Set a 3 credit hour minimum to fulfill the USD co-requisite.* This would elevate the category to a three-credit-hour GEP requirement. Appropriate three credit hour courses currently exist on the USD list, though some may still require a GEP review. A major source of concern with this idea, and also the previous one, is that they would drastically reduce the number of available seats in a category that is already experiencing a shortage. Additionally, elevating this category would increase the total number of hours in the GEP, unless the requirements for other categories were adjusted.

While a scholarly study of diversity is clearly important, our students would also benefit from very practical instruction on living and working in a diverse world. For many students, NC State is the first diverse environment they have been a part of, and they would benefit from such instruction early in their college career. Integrating diversity into New Student Orientation or the college/departmental orientation courses could be one way to accomplish this. Other ideas, going beyond formal coursework, are:

- Choose the common freshman reading each year to highlight issues of diversity
- Create community standards-style modules or seminars focusing on diversity
- Identify structured community service or internship opportunities that focus on diversity
- Create a university-level resource for students; this could be similar to CSLEPS with an emphasis on diversity
- Encourage (or require) an undergraduate research project or senior thesis related to diversity

The issue of diversity is a complex one, with many facets that need to be addressed. Some members of the subcommittee, representing a variety of colleges at NC State, have opposing opinions as to the current state of the USD requirement. Some fully endorse the current requirement while others feel very strongly that it needs to be made more rigorous, with an emphasis on scholarship. Given these differences, as well as the inherently complex and important nature of diversity, it seems reasonable that a combination of scholarly work and practical experiences will serve our students better than any single approach. As such, the primary recommendation of this subcommittee with respect to the USD requirement is for students to fulfill this requirement in two parts:

- 1) A practical experience early in their time at NC State, and
- 2) A scholarly course sometime later.

For example, the early experience could help students learn about their own identity as well as how to interact with people who identify differently; the later coursework could be a more formal examination of privilege, power, and responsibility. This dual-approach could be accomplished by incorporating diversity into orientation (workshops or semester long courses) for new or transfer students or by requiring one of the above experiences during freshman year, followed by students taking a 3-credit course that requires scholarly examination of diversity. Perhaps a series of approved “pathways” that incorporate both scholarly and experiential components of diversity could be developed, to allow students flexibility to meet this requirement in a way that will be the most meaningful to them.

Key Considerations

Whatever the final form taken by the USD requirement, there are several questions that need to be considered:

- What scholarly, pedagogical, and mediational expertise are needed by those who develop or teach USD courses and experiences, to ensure that the issues concerning diversity are thoughtfully integrated into the course or experience?
 - How do we train instructors to lead these courses/experiences? Training in diversity has inherent challenges; experts would need to be consulted in developing and implementing a training model. For example, could we employ a model similar to that currently used for the Think Quality Enhancement Program, where faculty experts in critical and creative thinking train other faculty to incorporate these skills into their courses?
- What resources can the university commit for the development and continued teaching of new USD courses (e.g. financial incentive for course development or overload teaching, new faculty hires)?
- How do we define what experiences are adequate for fulfilling the intended spirit of the USD requirement?
- How can we best assess whether diversity is being integrated into the curriculum in a meaningful way? Assessment of a more experiential component of diversity may be particularly challenging; perhaps skill in communication or cultural competency

could be assessed, or we could implement something similar to James Madison University's 'Assessment Day' (www.jmu.edu/assessment/JMUAssess/Aday_Overview.htm).

- How do we create buy-in with students and faculty?
- What is the impact on the GEP credit hour distribution if the USD or other co-requisite category is credit bearing?
- Should USD be a graduation requirement rather than part of the GEP? According to the new Comprehensive Articulation Agreement (CAA), transfer students will fulfill the general education program at NC State if they graduate with an AA or AS degree from a North Carolina community college.

Other GEP Requirements

In addition to the USD requirement, issues with other components of the current GEP should also be considered. For example:

- *The Global Knowledge (GK) co-requisite.* Both the Faculty Senate and the Student Senate have discussed combining the USD and GK co-requisites into a single "global diversity" category. Reasons for this include difficulty in advising students about the zero-credit hour requirements and difficulty in securing seats in USD courses (this seems to be less of an issue for GK; likely because there are more seats available and that fact that this requirement can be fulfilled through a study abroad experience). In general members of the subcommittee and CUE at large are not supportive of the idea of combining these categories for purely logistical reasons, as each addresses objectives that are important for students both during their time at NC State and in their lives/careers after graduation.
- *The Interdisciplinary Perspectives (IP) category.* Reoccurring concerns are: How much of each discipline must be represented? How is expertise in each discipline represented? How many disciplines are appropriate to include, so that each gets appropriate representation?
- *The Technology Fluency co-requisite.* In the years since the GEP was developed, both the capabilities of technology and the ways students interact with technology have changed drastically. Does this co-requisite address current issues with technology in students' personal and professional lives (e.g. privacy, security, intellectual property)?
- *The appropriateness of upper level courses as part of the GEP.* Can such courses, which presumably target students of a more advanced level, truly meet the spirit of general education as defined by SACS that "the courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession"¹?
- *Free electives.* Students have called for more free electives in their degree programs. Could the GEP be adjusted to allow for this?

¹ From Section 2.7.3 of the SACS *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement*; available online at: <http://www.sacscoc.org/pdf/Resource%20Manual.pdf>.

- *The new Comprehensive Articulation Agreement.* Students who transfer into NC State with an Associate’s Degree from a North Carolina community college do not have to complete the unique requirements of NC State’s GEP, such as meeting the specific requirements of the IP, USD, GK, and additional Breadth categories. While the new articulation agreement provides a more direct pathway for transfer students, does this create inequitable systems for students who begin their academic career at NC State and those who transfer here?

Final Recommendation

Due to the variety of issues discussed in this document, the subcommittee feels that it is time for the university to commission a more formal review of the general education program components at NC State, particularly the USD co-requisite. Changes to this requirement could merit further review of other categories and the distribution of credit hours across categories. However, it should be noted that, after reviewing the general education programs of peer institutions from the UNC system and from across the country, the NC State GEP has many strengths overall.

This is a particularly important time for CUE and/or a university task force to involve the university community—including students, faculty and other staff leaders—to consider the best approach to insure that diversity and inclusion are a meaningful part of our curricula at NC State. It has been several years since the GER Task Force developed our current system, and the needs of our students have changed since then. As stated in its strategic plan, NC State is committed to “continuously evolving... to keep pace with the challenges and opportunities faced by an increasingly diverse citizenry in an increasingly interconnected world.” We think it is time for the general education program at NCSU to be examined to determine how it should best evolve to serve the needs of our students and our university community.

College Responses:

UC: "We like the idea of a graduation requirement as opposed to a GEP requirement. It would seem to take less pressure on reducing other GEP requirements (i.e. HES).

An experiential diversity component would be a great alternative to a course (if it were more than an orientation session).

Diversity is a broad subject; if there is a more narrow viewpoint of how this should be covered, we think some faculty training would be great for those teaching or proposing USD courses."

CALS: -One faculty member in favor of any effort to help students with diversity issues, no concerns with anything proposed

- Concern that CHASS would be the college to train all other instructors on diversity-related topics, meaning they receive funding for that project when there are many who are likely already qualified to teach these topics in all colleges on campus, as well as other groups on campus that may be more effective in said training without the university having to spend more money to have folks from CHASS train other faculty.

-Issue with re-working GEP again when faculty and staff are still adjusting to previous changes to requirements and now face the possibility of even more change; students are already very confused over current requirements.

-Diversity appreciation does not necessarily need to be taught in a course; First of all, there is no single course that will deal with all aspects of diversity that students will face. Most of the existing courses deal with only one aspect of diversity--certainly not the entire spectrum. The college experience, itself, provides tremendous opportunities for students to experience and, hopefully, appreciate those who are different from themselves. Provide and encourage those opportunities outside of class.

-It would probably take a series of courses to adequately address the issues surrounding diversity -- something that we just cannot accommodate within the structure of our majors.

-Adding courses in a time when the university is experiencing no growth or reductions in budgets for academic programs, does not seem to be sustainable. Offering incentives to develop courses to meet the requirement that are not accompanied by financial incentives to teach those courses in the future would not be the answer.

-No entity can "force" an appreciation for diversity on students -- not even if we require them to take a lot of courses dealing with this topic. So, I have often wondered whether the US Diversity requirement has really been effective in accomplishing what it was intended to do. What we are dealing with is the affective domain of learning, and attitudes of people are changed over time with modeling, reinforcement of positive behavior, and sometimes rewards/awards. It is typically not that they don't know better, so instruction (required courses) is usually only a minor aspect of dealing with the problem.

CALS is 100% supportive of efforts to help our students learn and appreciate all of the diversity that they will experience in life, however the university may be oversimplifying the method of doing this by just requiring a course or even several courses.

COS:

- There was general support for the idea of an experience + coursework combined approach to USD
- Much of the discussion was about the appropriate timing of these two pieces
 - Arguments for the academic portion to come first:
 - Students are capable of this, even early on (while they may not be ready for a meaning experience yet)
 - If experiences come later, students can apply what they've learned in the course to their experiential component
 - For example, an something like community service should come after learning about the communities I am going into
 - Arguments for the experiential portion to come first:
 - Depends on the type of experience
 - For example, if it involves some type of privilege activity: once I realize my privilege I can learn about it more formally

Other comments:

- There needs to be money to support the development of courses for USD
- The intellectual / academic approach is important
 - This is what we bring to the table as an educational institute
- The experiential part is also important
 - You can read about diversity but you may not really understand until you go out
 - Helps to make it more relevant for students
 - May change the way the students understand the intellectual aspects – I understand when I read but feel differently when I experience – why?
- Diversity should not be a burden/punishment – more requirements you have to meet
 - An idea to avoid this: have a freshman course for all NCSU students that focuses on community, being a member of a community
 - Diversity would be a part of this, but it also about respect, participation
 - Get away from silos, nothing we do is separate from these issues

- There needs to be training for faculty
- Common reading – some of the best discussions with students about diversity have come from common reading
 - Careful selection of books
 - Discussion in orientation courses beyond just a week on common reading
- In general COS is in support of a review of the GEP in general
 - Task force with representation from every college
 - Ask “How much is enough?”