

CUE Minutes- April 24, 2015  
Talley 4280  
Call to Order: 1:34pm

## ATTENDANCE

**Voting Members Present (Quorum Present: 15):** Chair Herle McGowan, Sarah Ash, Chris Ashwell, Peggy Domingue, Ted Emigh, Cynthia Hemenway, Helmut Hergeth, Karen Keene, James Knopp, Andy Nowel, Kim Outing, David Parish, Adam Rogers, Aaron Stoller, Karen Young

**Ex-Officio Non-Voting Members Present:** David Auerbach, Catherine Freeman, Barbara Kirby, Melissa Williford, Carrie Zelna

**Members Absent:** Timothy Buie, Tyler Hatch, Nathaniel Isaacson, Ingrid Schmidt, Candace Vick (E)

**Guests:** Tom Koch (*Music*), Elisabeth Meyer (*Horticultural Science*)

## WELCOME and INTRODUCTIONS

### Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to its last meeting of the academic year. She welcomed the guests in attendance: Tom Koch (*Music*) and Elisabeth Meyer (*Horticultural Science*). Chair McGowan thanked the council for their service, and letting her lead for the 2014-2015 academic year. Additionally, she thanked the CUE members cycling off in June 2015:

Member	Departmental Affiliation	Role on Committee
Sarah Ash	Food, Bioprocessing & Nutrition Sciences	FSEN
Timothy Buie	Design	FAC DES
Ted Emigh	Sciences	FAC Sciences
Tyler Hatch	Aerospace Engineering	STUSEN
Helmut Hergeth	Textile and Apparel Technology and Management (TATM)	FAC TEX
Karen Keene	Science, Technology, Engineering & Math Education (STEM)	FAC ED
James Knopp	Biochemistry	Past Chair
David Parish	Engineering-Academic Affairs	FAC ENGR
Adam Rogers	NCSU Libraries	FAC LIB
Aaron Stoller	University Honors Program	FAC
Candace Vick	Parks Recreation and Tourism Management	FAC CNR

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

Dr. Kirby also thanked the committee for their service. She noted that the members' thoughtful comments in a passionate area in the General Education Program. Dr. Kirby also gave a special recognition to Dr. James Knopp, a senior level CUE member who has entered phase retirement. Additionally, she thanked Chair McGowan for her leadership and ability to keep the council on point. Chair McGowan also led two subcommittees. Dr. Kirby noted that there is currently talk about redoing the GEP; it may be possibly time to think about whether the GEP is right for NC State.

### Approval of Minutes from March 27, 2015 Meeting:

A motion was made and seconded to approve the Minutes as presented. A member noted spelling and grammatical errors to be addressed. Additionally, a member expressed concerns that her statements on university stewardship of resources in regards to a faculty member not wanting to fill out the CUE

paperwork were not included. The member noted that she would send her revisions directly to the minute recorder for inclusion in the minutes. Dr. Kirby explained that when writing the minutes, the recorder tries to distinguish between salient points and opinions. The minutes recorder makes judgment calls as to the feel of what is enough information to capture the essence of discussion. Without any further discussion, the motion was **APPROVED unanimously pending revisions**.

## OLD BUSINESS

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

- HS 202 Power of Plants: Appreciation and Use-NS- APPROVED unanimously.  
*Discussion:* James Knopp moved; Kim Outing seconded. The presenter introduced the instructor of the course, Dr. Elisabeth Meyer. Dr. Meyer worked to tighten up the measures and outcomes of the course, so that it would be more amenable to what CUE expects of the NS category. A member asked her CALS and COS colleagues if the hypothesis testing listed for the NS category is occurring in the course. She did not feel qualified to pass judgement on this. The presenter explained that the emphasis is on problem solving and making decisions, instead of developing a hypothesis. The member asked if all three were required of an NS course. The presenter hoped that it was more of 'and/or' instead of solely an 'and'; not all courses on the Natural Sciences list do all. CALS has been interpreting this as an 'and/or'. A member explained that solving a problem can be testing a hypothesis; there is a difference between creating your own hypothesis and testing established hypotheses. Without any further discussion, the action was **APPROVED unanimously**.
- HS 205 Home Food Production-NS- APPROVED unanimously.  
*Discussion:* James Knopp moved; Andy Nowel seconded. The presenter talked with the key players involved, and the department worked on the measures and outcomes to get it into line with the NS category. He explained that the course is more problem solving rather than hypothesis development. Without any additional discussion, the action was **APPROVED unanimously**.

## NEW BUSINESS

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

- HI 254 Modern American History-HUM, USD- APPROVED unanimously.  
*Discussion:* Karen Young moved; David Parish seconded. The presenter explained that this class is a new course with an intentional redesign of a similar course in response to a college request to increase seats for the US Diversity category. She noted that she believed the GEP outcomes and measures were strong. A member asked if this course was a rebranding of the class to meet the USD category. The presenter noted that it is a different course, but was derived from HI 252. However, this course has a much stronger and clearer focus on emphasized diversity issues. The member asked why the department did not change the title to reflect this. The presenter explained that the department will be changing the title for HI 252, which is being reviewed by the college CCC. Dr. Kirby noted that that the course aligns with the titles listed in the Comprehensive Articulation Agreement (CAA) with community colleges. Without any further discussion, the action was **APPROVED unanimously**.
- HI 360 U.S. Agricultural History-HUM, USD- APPROVED unanimously.  
*Discussion:* Karen Young moved; David Parish seconded. The presenter explained to the council that this is a new course coming out of History Department in response of the Chancellor calling for this. This course will be well received by student majoring in curricular related to agricultures. The course looks at the macro level with an emphasis on issues relating to agriculture. Because of this, it lends

itself well to diversity issues of immigration and slavery to name a few. Without any additional discussion, the action was **APPROVED unanimously**.

- SW 260 Introduction to Gerontology: An Interdisciplinary Field of Practice-IP, USD- **APPROVED PENDING the removal of Biology from the list of IP disciplines unanimously.**

*Discussion:* Karen Young moved; Sarah Ash seconded. The presenter explained that CUE has seen this course twice now as an IPGE course. After offering the course for the third time, the department realized the course could also be considered for the USD category. The class looks at the intersectionality of gender and race in addition to ageism. The presenter noted that when the course was brought forward as an IPGE offering, there were never concerns for the course. A member asked how the course incorporated Biology. Another member noted that there is Health and Nutrition incorporated in the course. The presenter explained that the biological processes are related to aging. A member said he didn't see the Biology in the course; he saw the Sociology of it. Another member noted that chronic conditions and diseases were also looked at. The presenter noted that sexuality was also probably discussed. A member felt that the course did not have Biology, just a minor coverage of a biological aspect of aging. A different member noted that Biology was not the only interdisciplinary aspect of the course. The presenter explained to the council that there are four major areas in the class and textbook. She suggested removing the Biology from the list of IP disciplines. A member made motion to take Biology out of the disciplines; the motion was seconded. A member made a suggestion that if a discipline is reflected in the IP paperwork, it should be more obvious in the syllabus. A friendly suggestion was made to fix the verbiage in the measures and outcomes. Without any further discussion, the action was **APPROVED PENDING the removal of Biology from the list of IP disciplines unanimously**.

- LPS 302 Diversity and Leadership in the Public Sector-USD- **APPROVED unanimously.**

*Discussion:* Karen Young moved; David Parish seconded. The presenter explained that the students in the LPS program are external transfers, that come in with credits. She noted that one of the requirements for the LPS program is diversity; currently there are intermittent DE formatted offerings of USD courses. This course tries to touch on all of the USD objectives based on grant proposal for the funding of the course. A member noted that he wished all USD courses were like this. Without any further discussion, the action was **APPROVED unanimously**.

### ***Courses for GEP Category-Honors Special Topic Shell Courses***

- HON 297 Sec. 001 Poultry and People: Why Did the Chicken Cross the World?-IP- **APPROVED, 13 in favor, 2 abstentions.**

*Discussion:* Aaron Stoller moved; James Knopp seconded. The presenter explained that the reason this course took so long to make it to CUE, was because Dr. John Ambrose, the original instructor, passed away. The instructor, Chair-Elect Ashwell, explained that this course is an attempt to engage NC State students in a better understanding where food comes from. This puts it into another perspective students don't usually think about. The instructor gave an example of sociological perspectives which were utilized as a final presentation of a public service type announcement. One topic looked at in the course involves symbolism and conflict theory by looking at the industrialization of the food supply and man's changing relationship with food. This provides a unique perspective. One member noted that he liked the course but he did not see the discipline of Sociology. He did not see the topics meeting this; it appears that students learn Sociology on their own. The instructor explained that the weekly topics incorporate the disciplines, such as nutrition, physiology, and history, in a different flavor. He provided an example on animal and human interactions in Asia; people in Asia live with birds which sets them up for different diseases than other regions. A member noted that this is only one out of fifteen topics. The instructor emphasized that this happens every week. Another example was alternative animal husbandry. In this example,

students role played different interest groups for Proposition II. They enter a mock debate and vote. Then, a laying hen expert comes in to discuss what the outcome or Proposition II has been. The member continued to ask how concepts of Sociology are incorporated into the course. The instructors explained for the previous example, students identify interest groups, and how they interact with one another. They realize what subgroups within society the interest groups represent. What is realized is that the majority of the noisy interest groups represent a minimal number of the population. The instructor explained that the lesson is an example of conflict-theory, embedded in society. A member noted that with a course up for the Interdisciplinary Perspectives category, the syllabus needs to be clearer. Where do the students get introduced to IP? What are the basic principles? The member felt that this needed to be clearer in the syllabus, so that a CUE member can recognize it. The instructor explained that he structured it using the topics area, and within each assignment. A member noted that she would normally anticipate seeing a discipline perspective in the readings list; she would expect original articles in Sociology from Sociology journals, or chapters from a Sociology textbook. She appreciated not making students buy a book, but the sociological perspectives, theories, and methods to generate and evaluate theories. The instructor explained that while this course is an Honors Special Topics offering, a permanent course will be reviewed by CUE in Fall 2015, PO 212. He will incorporate the council's feedback into this paperwork. A member suggested consulting with Sarah Bowen from Sociology. A member noted that she had already emailed the instructor about the measure for Objective 3. She made a friendly suggestion that students should come to their own conclusion. It was the member's hope that students would arrive at similar conclusions on their own. The instructor explained that he had responded to the member by stating that it is his opinion that the public doesn't really know. One example can be seen with students asked to read food labels; they often don't know what the ingredients technically mean. Students did a small survey to find out from peers what they considered 'natural' or 'antibiotic free' was. In general, peers did not know what the textbook definitions were. The students from the class realized that the general public doesn't really know. Additionally, the instructor explained an assignment: Students choose from three topics: 1. Man's relationship with chick over time. 2. How an Avian influenza pandemic can be curtailed in a global context. 3. In the life of a growing population, how can poultry assist with hunger? Without any additional discussion, the action was **APPROVED, 13 in favor, 2 abstentions.**

### ***Courses for GEP Category-GEP Special Topic Shell Courses***

- **VPGE 295 Introduction to the Music Industry-VPA- TABLED with the caveat that the course be reviewed by the Office of Assessment, and that the Office of Undergraduate Courses & Curricula would submit the revised course for CUE electronic vote during the summer, 8 in favor, 4 opposed.**

*Discussion:* Peggy Domingue moved; David Parish seconded. The presenter introduced a guest from the Music Department, Dr. Tom Koch, who was present to answer questions from the committee. A member asked for clarification on the Objective 3, as she was not sure if it meets the category objectives. She felt that it looked more like a business course. Dr. Koch explained that the instructor is trying to illustrate that art is not limited to the creative work itself, but may extend to the whole process: the practice of creating a work of art, selling the piece of art, marketing the artwork, and publishing the artwork. He felt that this in itself was an art form not limited to sheet music. A member asked if this made the course an art or a science. Another argued that advertising can be an art form. A different member asked if students will be asked to evaluate music. Dr. Koch confirmed yes; students will select a band, and then they will compare marketing strategies, and the strengths and weaknesses. The member noted that the focus is not on the art products, but the process. Dr. Koch confirmed this. A different member suggested that the course might be a business class, not one that contains Visual & Performing Arts objectives. She noted that it seems that the course is not understanding the art form itself, but the business of it. Another member agreed, feeling that the assignments suggest a business plan. A member asked if the course would be part of the Arts

Entrepreneurship Minor. Dr. Koch explained that this course is part of a pilot to introduce a more modern curriculum of music that incorporate entrepreneurship, technology, and updates to the art form. A member explained that it's possible that CUE doesn't see the real depth of artwork in the course; he suggested that this course could be an arts course, rather than a business class. Dr. Koch explained that the course will have a number of guests: record producers, audio engineers, and hip-hop artists. These individuals look at the art of the music, but are also very much part of the business of music. He noted that here has to be a merger of art and business. A member noted that the VPA category does not imply that students are to perform art; they do not have to produce music or a painting, but can evaluate and appreciate art. A member noted that this does not sound like evaluating or creating art. She liked the course, but asked if there was a way to have the instructor emphasize more art and less business. Chair McGowan noted that it appears that the whole process of performing, solo instrumentation, and band is included, but perhaps the instructor could modify the statement. A member argued that the course is focused on the industry, and not the music itself. A member asked if the songwriting assignment revolves around the business of songwriting. Dr. Koch explained that this is the objective. He noted that the purpose of the techniques of songwriting is to enable students to understand the variety of brands out there. There is different marketing for hip-hop versus country music. Students will comprehend the differences in genres, because they have studied the techniques associated with them. They learn the principles of song-writing in an elementary way, for the great goal of meeting a business aspect. A member used pop music as an example: the standards and techniques of the genre are all about the delivery of branding and selling the music. Pop music is an example of the music not being separate from the product. He felt that the course was very timely, especially with artists such as Kanye West and Jay-Z streaming music on Spotify, and pursuing careers with fashion labels. These artists are performing themselves as celebrities. He felt that NC State students would connect to this. A member noted that this comes back to the objectives. One member noted that the techniques and standards are abstract. Another noted that the council seems to always come back to this problem. Dr. Kirby asked the committee if there is an issue with one objective or all objectives? A member asked if the committee felt the course meets the VPA category; he felt it currently did not seem justified being on the list. He made the suggestion to have the department bring the course back in Fall 2015 for further review. Another member noted that Objective 3 read it as evaluation of art-based techniques appropriate to the genre. A different member felt that under the objective there is no sense of evaluation. Dr. Zelna noted that with some minor edits, the Office of Assessment could make this objective work. Without any further discussion, the action was **TABLED with the caveat that the course be reviewed by the Office of Assessment, and that the Office of Undergraduate Courses & Curricula would submit the revised course for CUE electronic vote during the summer, 8 in favor, 4 opposed.**

➤ VPGE 295 The Art and Culture of Hip-Hop-VPA-APPROVED unanimously without discussion.

➤ VPGE 295 History of Rock: 1950's-70's-VPA- APPROVED unanimously with friendly suggestion.

*Discussion:* Kim Outing moved; David Parish seconded. A member was surprised that the course only has 13 weeks. The instructor, Tom Koch, noted that he meant to add 2 weeks to the 1970's. A member asked if the measure for Outcome 3 matched the category objectives. She asked how this indicates the evaluation of art. The instructor explained that students would be able to look at the songs from a critical perspective. They are able to talk to the musicians about their song, after assessing and critiquing the song. This proves that the student can understand what is happening in the music, and their questions in the interview will be evaluated. The member asked if a poorly done assignment would have a decreased reflective experience with the band member. Dr. Koch noted that a normal question asked of a band member would be: What made you play the bass? The students' question will be more analytical. A member asked if the instructor gives the students questions to ask. Dr. Koch explained that students will be asking question in class, and then they will have the

experience and background with the questions before doing the music interview. The member asked if the class pieces are graded; the instructor confirmed that students will be doing a listening journal that investigates the construction of songs and compares songs for quality. Additionally, on exams students will memorize and understand the makeup of songs. A member complimented the instructor on the rubric provided for students. Another member made a friendly suggestion to clarify the measures, especially for the interview project. Without any additional discussion, the action was **APPROVED unanimously with friendly suggestion.**

➤ VPGE 295 Music in the South-VPA- **APPROVED unanimously.**

*Discussion:* Kim Outing moved; James Knopp seconded. A member noted that in viewing the course's syllabus, he was disappointed in the lack of attention paid to Archie Greene. The member explained that Archie Green interviewed Appalachian musicians, and was on a first name basis with major songwriters for years. His collection is at UNC-Chapel Hill. A member noted that Objective 3 in the paperwork was missing; this was an oversight, with the measure placed in the Outcome 3 box. Without any further discussion, the action was **APPROVED unanimously.**

Meeting adjourned at 2:55pm.

*Respectfully submitted by Gina Neugebauer*