

# Council on Undergraduate Education (CUE)



2016-2017

# Welcome!

- Welcome from Chair Peggy Domingue
  - Introductions: Members, Guests, and Administrators
  - On the role of the Chair
  - On the role of members

# Points of Order

- **Call to Order**

This occurs at the beginning of the meeting, once quorum has been reached. Quorum has historically been determined as: 50% of total non-student voting members + 1.

- **Motions**

Business is resolved at meetings by voting on propositions put forward by members. These are called motions. Any person who is eligible to vote at a meeting may make a motion. A second member is required to second the initial motion. Motions are then debated and voted upon. No member may speak more than once to any motion (although the Chair may choose not to enforce this rule if/he deems it appropriate).

- **Voting**

Voting on motions normally requires a simple majority. Voting is normally done by a show of hands. Voting by secret ballot normally occurs only when an election to fill a position is required, and the assembly does not desire to conduct the election by a show of hands.

# Types of Motions

Motion	Detail
<b>Motion to Amend</b>	A motion may be amended by a subsequent motion. If the mover and seconder of the original motion consent, then the amendment is deemed 'friendly' and does not require a second and is not subject to debate. If an amendment is not deemed friendly, it does require a second. Such a motion must then be debated and voted upon before the debate resumes on the original motion.
<b>Motion to Table</b>	This is a motion to defer further debate on the main motion until some future time. It is appropriate to make this motion when there is a need for additional information. The motion requires a second and is debatable only as to the length of time that the main motion will remain tabled. It is not appropriate to table a motion in an attempt to "kill" it.
<b>Motion to Refer</b>	This is a motion that is similar to Motion to Table, except that instead of deferring a motion for a specific amount of time, it is deferred until advice can be sought from another body
<b>Motion to Call to Question</b>	This is a motion to cease debate and proceed to the vote on the main motion. If there is an objection to the motion, the motion requires a second and must pass by a two-thirds vote. The motion is not debatable.
<b>Motion to Reconsider</b>	This is a motion to re-open debate on a motion that has already been voted upon earlier in the same meeting. This motion requires a seconder.
<b>Motion to Adjourn</b>	This is a motion to end the meeting. It requires a seconder and is not debatable.

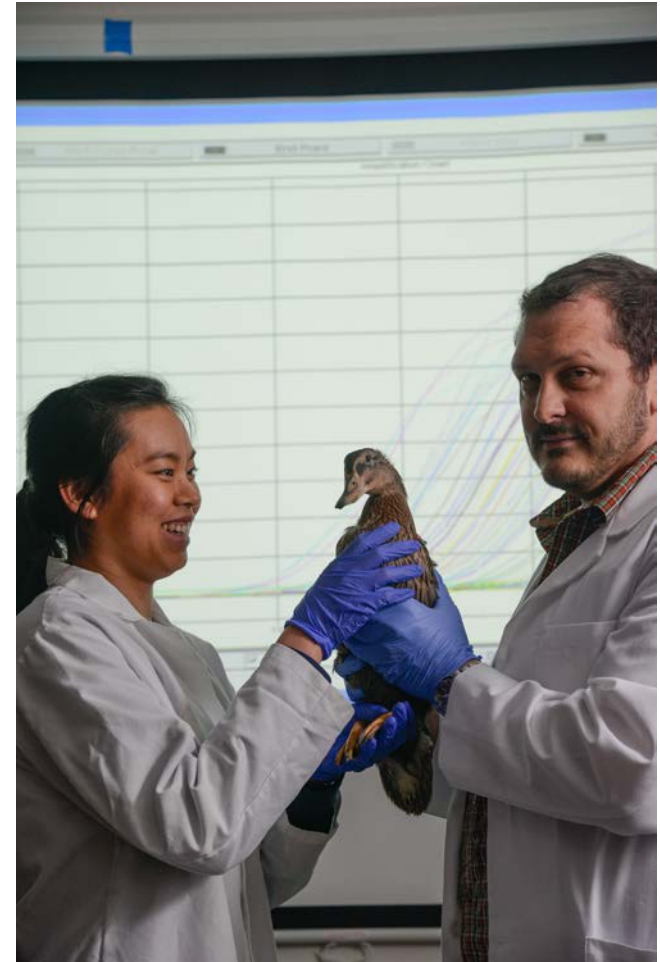
# Committee Charge

1. In consultation with the Associate Vice Provost of Administration & Curricular Programs and the Vice Chancellor and Dean of the Division of Academic and Student Affairs, advise the Provost in matters relating to undergraduate education and the General Education Program.
2. Assist in the development, revision, and evaluation of University regulations with regard to general education and the General Education Program for all undergraduate curricula.
3. Review courses for inclusion on the University's list of courses which can be used to satisfy General Education Program requirements.
4. Develop and conduct periodic reviews of the General Education course lists.
5. CUE in conjunction with the Office of Assessment in the Division of Academic and Student Affairs will develop recommendations for implementation of assessment procedures for general education courses and categories.
6. Advise the Associate Vice Provost of Administration & Curricular Programs and the Vice Chancellor and Dean of the Division of Academic and Student Affairs on procedures for evaluating the effectiveness of general education and the General Education Program and related policies as they are implemented and for initiating proposals for policy revisions.
7. Consult with the Faculty Senate's Academic Policy Committee for consideration of policies, procedures or other matters pertaining to the academic mission of the University.

# Fast Facts

## 2015-2016 General Education Program Actions

- 31 Courses new to GEP approved
- 38 Courses Reviewed to Remain on the GEP list
- 20 GEP Honors Special Topics Courses Reviewed
- 13 GEP Special Topic Shell Offerings Reviewed



# The Agenda

Each agenda will be emailed to you one week prior to the meeting.

It will contain an agenda, the minutes from the previous meeting, any non-CIM actions, and any documents supporting the actions in CIM.



Division of Academic and Student Affairs  
Office of Undergraduate Courses & Curricula  
oucc.dasa.ncsu.edu  
courses-curricula@ncsu.edu

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200 Park Shops  
Raleigh, NC 27695-7105  
P: 919.515.5627

## Council on Undergraduate Education 2015-2016

September 4, 2015  
Talley Student Union 4140  
1:30pm-3:00pm

### Call to Order

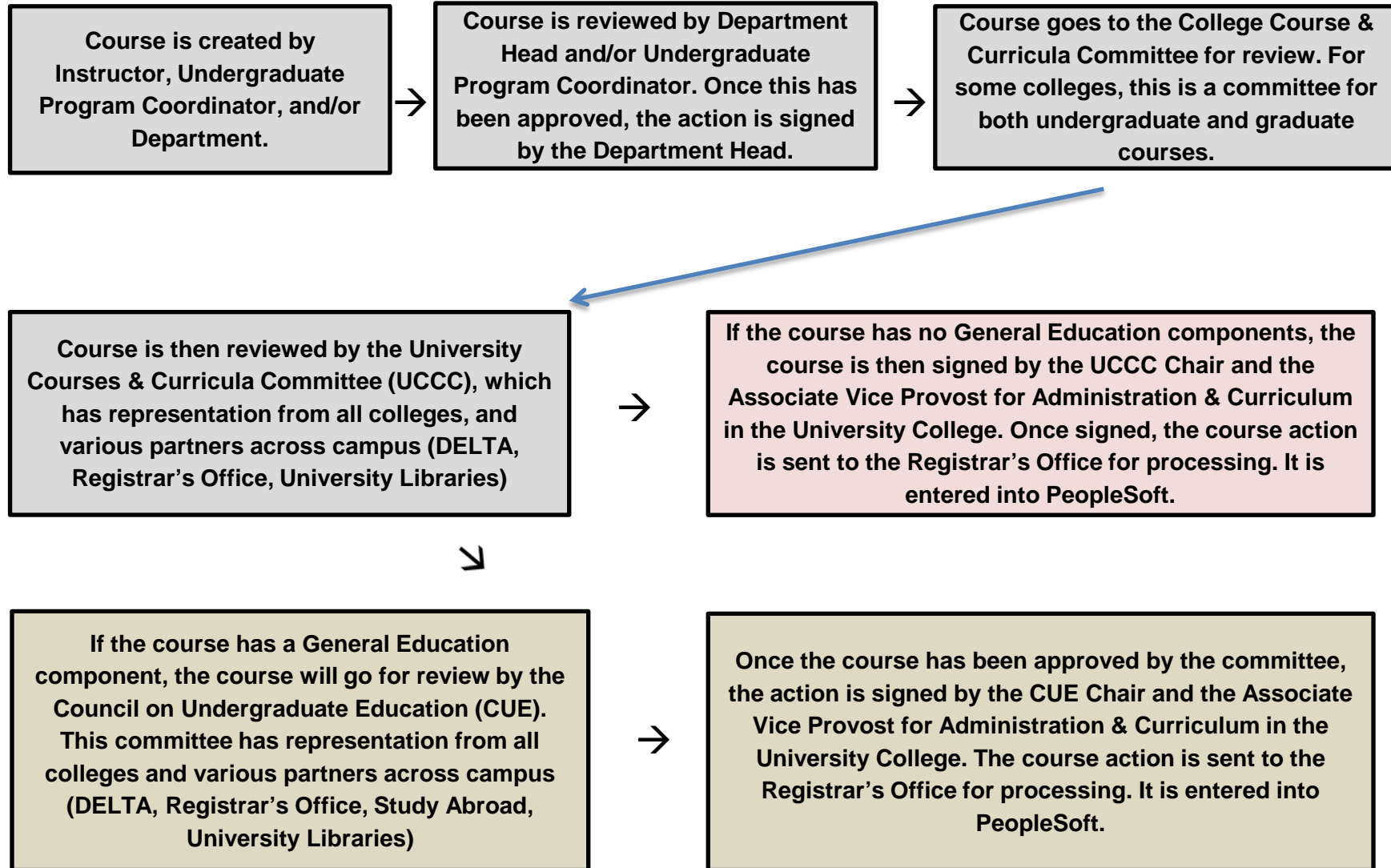
- > Welcome and Instructions, Chair Chris Ashwell
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Courses for GEP Category-New Courses					
Presenter	Reviewers	GEP List(s)	GEP Action	Pre-requisites/Restrictions	Notes
Outing	Hemenway, McGowan, Sills	GK, IP	ES 150 <i>Water and the Environment</i>	n/a	n/a
Outing	Domingue, Isaacson, Russo	GK, HES	HESD 227 <i>African Dance I</i>	n/a	n/a
Outing	Isaacson, Joines, Keene	HES, USD	HESD 230 <i>Horton Dance Technique</i>	n/a	n/a
Domingue	Levine, Nowel, Petty	HES, VPA	HESD 265 <i>Ballet II</i>	HESD 264 or Instructor permission	n/a
Domingue	Cartee, McGowan, Young	HES, VPA	HESD 280 <i>Jazz Dance II</i>	HESD 273 or Instructor Permission	n/a
Domingue	Ash, Russo, Schmidt	GK, VPA	HESM 322 <i>Dance and Society</i>	n/a	n/a
Domingue	Joines, Levine, Outing	USD, VPA	HESM 324 <i>Concert Dance History</i>	n/a	n/a
Domingue	Hemenway, Rabah, Schmidt	VPA	HESM 328 <i>Dance Composition II</i>	Pre-req: DAN 272	n/a
Isaacson	Ash, Cartee, Nowel	HUM, IP	HI 305 <i>Frauds and Mysteries of the Past</i>	n/a	n/a
Young	Keene, Outing, Petty	HUM	HI 354 <i>The Rise of the American Empire</i>	n/a	n/a
Ash	Domingue, Sills, Young	IP	PO 212 <i>Poultry and People: Why Did the Chicken Cross the World?</i>	n/a	n/a

### Presentation

- > CUE GEP Review Subcommittee Updates, Herle McGowan
- > Presentation by Charles Cliff, Associate Registrar

# Standard Course Undergraduate Workflow





# Committee Decisions

<b>Approved</b>	Notify appropriate college/departmental constituents of course approval. No need for any further action.
<b>Approved Pending</b>	Notify appropriate college/departmental constituents of the revisions required to fully approve the course. Please be aware that the action does not have final approval and will not be processed until all revisions have been made. Please send revised information to the Office of Undergraduate Courses and Curricula and Academic Standards (OUCC). Do not send revision to Registration & Records.
<b>Tabled</b>	Notify appropriate college/departmental constituents of the status. Provide information as to why the council tabled the action. Once revisions have been made, the instructor will work with the college liaison to return the action to the Office of Undergraduate Courses and Curricula and Academic Standards (OUCC). It will be placed on the next available agenda as old business.
<b>Withdrawn</b>	Notify appropriate college/departmental constituents of the status. The college liaison will need to resend/notify the Office of Undergraduate Courses and Curricula and Academic Standards (OUCC) when course is ready to be reviewed by CUE at the next available meeting.

# Course Inventory Management (CIM) Overview

## New Course Proposal

Course Prefix	EC (Economics)
Course Number	213
Cross-listed with Subject Code(s)	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Course Prefix</p> <p>ACC</p> </div>
Title	Economics Today
Abbreviated Title	EC Today
College	Poole College of Management
Academic Org Code	Economics (20EC)
CIP Discipline Specialty Number	45.0601 Economics, General. <a href="#">Find...</a>

Combines Undergraduate & Graduate Criteria.

For current courses, some information pulls in from SIS.

Certain fields populate based on early entries.

Fields indicate what fields are missing when saving.

# GEP Information on CIM Form

Is this a GEP Course?  Yes

GEP Categories      Global Knowledge  
                                  Interdisciplinary Perspectives

**Interdisciplinary Perspectives**

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Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 1:  
 Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

Outcome 1. Define fundamental concepts of water including its physical properties, global cycle, use by plants and animals, use by humans, and socioeconomic values.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Means of Assessment. Student understanding of the role of disciplines to the environmental issues of water will be assessed with two written examinations during the semester and a final examination. Each examination will have questions requiring students to define discipline-specific terms within the context of the course themes, and terms used in the examinations will be from specific disciplines.

Examples of discipline specific terms students explain or define on examinations:  
 "Hydrologic Cycle" (The answer should include information outlining the importance of separate disciplines including physics, chemistry, biology)

"Oglalla Aquifer" (The answer should include information from specific disciplines including geology, agriculture, sociology, business/economics)

GEP Information can be found towards the middle of the CIM form and follows the same structure as the old GEP Short form.

### In Workflow

1. 24HES UnderGrad Head
2. DASA CC Coordinator UG
3. DASA CC Meeting UG
4. DASA CC Chair UG
5. DASA Final Review UG
6. DASA Dean UG
7. OUCC Review
8. UCCC Coordinator
9. UCCC Meeting
10. UCCC Chair
11. CUE Coordinator
12. CUE Meeting
13. CUE Chair
14. OUCC Final Signature
15. OUCC Final Review
16. PeopleSoft



Allows campus community to see where course action is in the approval process.

Campus community can see who 'signed off' on the action, at what time and date.



### Approval Path

1. 08/18/15 1:06 pm  
Kasey Harris  
(kkharris):  
Approved for 24HES UnderGrad Head
2. 08/18/15 1:11 pm  
Kasey Harris  
(kkharris):  
Approved for DASA CC Coordinator UG
3. 08/18/15 1:12 pm  
Kasey Harris  
(kkharris):  
Approved for DASA CC Meeting UG
4. 08/18/15 1:14 pm  
Kasey Harris  
(kkharris):

For individual help, please email [courses-curricula@ncsu.edu](mailto:courses-curricula@ncsu.edu)

# Helpful Hints

Make sure that your internet browser is up-to-date.

Have the most up-to-date Adobe Reader.

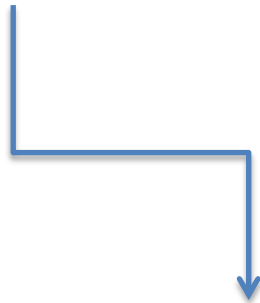
Before the meeting, you may want to download the pdf file from our website.

You can search for anything at the meeting step by going to the [/courseadmin](#) link and typing in **\*CUE MEETING\*** (with asterisks) in the search bar.



The actions are bookmarked in the agenda. You can access them in your browser in the top right corner or when downloaded in you adobe reader on the left hand side.

In-browser (Chrome)



Offline – Desktop Adobe

**NC STATE UNIVERSITY**  
 Division of Academic and Student Affairs  
 Office of Undergraduate Courses & Curricula  
 oucc.dasa.ncsu.edu  
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**Council on Undergraduate Education 2015-2016**

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	Isaacson, Joines.	HESD 227	HESD 227

# GEP Special Topics Offerings

- With CUE approval, a special topic course that meets the objectives for a GEP category and/or GEP co-requisite may be offered using one of the established GEP special topics shells.
- CUE must approve the use of a GEP special topic offering **before scheduling of the course can occur in SIS at least one semester prior to the course being offered.**

FORMS – List of GEP Category Special Topics Options and Applicable Form

Course	Title	Catalog Description	Units	Form to Be Used (Click to Download)
IPGE 295	Interdisciplinary Perspectives Special Topics	Special topics course offering for the general education Interdisciplinary Perspectives category	2-3	<a href="#">(Click to Download)</a>
IPGK 295	Interdisciplinary Perspectives & Global Knowledge Special Topics	Special topics course offering for the general education Interdisciplinary Perspectives and Global Knowledge categories. This course may be used for the Global Knowledge (GK) co-requisite and/or for the Interdisciplinary Perspectives (IP) requirement.	2-3	<a href="#">(Click to Download)</a>
IPUS 295	Interdisciplinary Perspectives & U.S. Diversity Special Topics	Special topics course offering for the general education Interdisciplinary Perspectives and U.S. Diversity categories. This course may be used for the U.S. Diversity (USD) co-requisite and/or for the Interdisciplinary Perspectives (IP) requirement.	2-3	<a href="#">(Click to Download)</a>

These forms can be accessed by going to the CUE website, clicking “Committee Charge” and clicking “GEP Special Topics Offering.”

# GEP Courses for Review



- In 2009, courses were ‘grandfathered’ onto GEP Categories.
- There are 369 courses up for review.
- Two categories have been completed since 2009: Health & Exercise Studies, Mathematical Sciences
- “One and Done”: If your college is bringing forth a change to a course or a course to be added to a GEP category, and still has a remaining GEP category for review, the course will also undergo that review.
- GEP Review Lists are sorted by College and by GEP category on the CUE Provost Site.



# Additional Questions? Check out the following sites for more information:

## **CUE Provost Site**

<https://committees.provost.ncsu.edu/undergrad-education/>

## **General Education**

<http://oucc.dasa.ncsu.edu/general-education-program-gep/>

## **CourseLeaf Information**

<http://oucc.dasa.ncsu.edu/courseleaf-2/courses/>

**Contact us!**

[courses-curricula@ncsu.edu](mailto:courses-curricula@ncsu.edu)

(919) 515-9769



# Office of Assessment



# Student Learning Outcomes should:

- Be end result-what the student will know or be able to do. “Students will....”
- Be specific statements that map clearly to the identified course objective.
- Use clear language

## Example of vague outcome:

“Students will **understand [demonstrate an understanding of]** the causes of the War of 1812.”

## Example of outcome with clearer language:

“Students will be able to **explain** the causes of the War of 1812.”

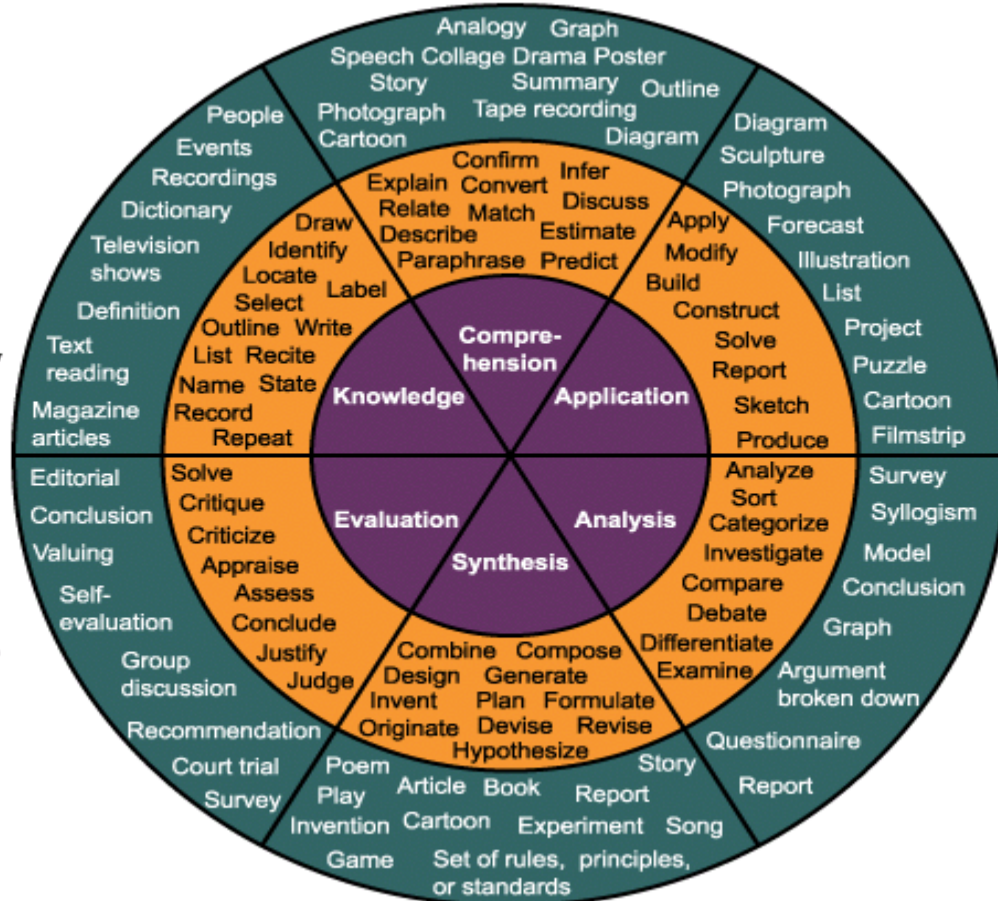
# Student Learning Outcomes should:

Be measurable. (See Blooms Taxonomy)

- Verb
  - Students will apply....
  - Students will compare and contrast...
  - Students will predict...
  - Students will create..
  - Students will defend....

# Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products



<http://www.alline.org/euro/images/bloomwheel.png>

# Measures/Evaluation

- ▶ There should be at least one measure listed for the outcome(s) that would demonstrate to the faculty member if a student learned the material.
  - ▶ Direct evidence of learning
  - ▶ Include a formal measure
  - ▶ Example questions or format are helpful
    - ▶ This is particularly important if the outcome suggests that a test or quiz will be used as a measure.

# Contacts in the Office of Assessment

- The Office of Assessment is available for consultation at any time!
- Contact:
  - Dr. Carrie Zelna
  - Dr. Stephany Dunstan



# First Item of Business

- Quorum: 50% of non-student voting members +1
  - $18/2 = 9 + 1 =$  Quorum of 10