



Council on Undergraduate Education 2020-2021

April 23rd, 2021
Meeting hosted via Zoom
 1:30pm-X:XXpm

Call to Order 1:30pm

- Welcome and Introductions Chair Carrie Pickworth
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE April 9th, 2021 Minutes

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
SS	PS 203/PA 203 Introduction to Nonprofits	Revisions: Cross-listing, CIP Code, Offering, Instructor
SS	PS 312/PA 312 Introduction to Public Administration	Revisions: Cross-listing, CIP Code, Offering, Instructor

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Hergeth, Lee, Moore	HUM	ENG 453 Studies in Nineteenth-Century British Literature	Revisions: Title, Abbr. Title, Offering, Delivery, Length, Contact Hours, GEP, DELTA, Requisites, Catalog Description
Bush	Orcutt, Domingue, Park	USD	PRT 238 Diversity and Inclusion in Recreation and Sport	Revisions: Offering, Delivery, Length, Contact Hours, GEP, Prerequisites, Catalog Description, Additional Info, SLO, Student Eval
Haeseler	Ouellet, Morant, Gill	USD	WGS 200 Introduction to Women's, Gender, and Sexuality Studies	Revisions: Title, Abbr. Title, Offering, Delivery, Length, Contact Hours (up), GEP, Requisites, Catalog Description, SLO, Student Eval

Discussion:

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 2020-2021

April 9th, 2021
Meeting hosted via Zoom
1:31pm-3:03pm

Members Present: Chair Carrie Pickworth, Qiuyun (Jenny) Xiang, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Tamah Morant, Herle McGowan, Alice Lee, Helmut Hergeth, Autumn Mist Belk, Peggy Domingue, Shaun Bennett (LIB Proxy), Travis Park, Chad Jordan, Robb Wade (KB proxy), Shaun Bennett (DO)

Members Absent: Kimberly Bush,

Guests: Tom Koch, Scott O'Leary

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Erin Dixon, Julia Law, Stephany Dustan,

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth** – Invited the guests and proxies to introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Thanked our guests, proxies, and Tamah Morant for providing the matrix used during discussion.
- **Approval of the Minutes from March 26th, 2021** – Approved with corrections
Discussion: Move to approve by Helmut Hergeth. Correction to Jillian Haeseler's last name in minutes.

OLD BUSINESS

NEW BUSINESS

Consent Agenda – *Approved*

Motion to approve by member David Gilmartin.

Courses New to GEP

- **FL 211 Introduction to the French-speaking World (GK, HUM)** – *Approved*
Discussion: This new course was presented by Jillian Haeseler.
- **HON 355 Feelings of/from Technology: Analog Bodies in Digital Spaces (GK, IP)** – *Approved*
Discussion: This new course was presented by Autumn Mist Belk.

Review Courses for GEP

- **MUS 103 Theory and Musicianship I (VPA)** – *Approved*
Discussion: This course was presented by Autumn Mist Belk. Member brought attention to the third measure, asking how it is connected to genre. Guest Tom Koch explained students are encouraged to select music from any genre they choose. Genre being a broad term to identify any form of style, or type of music. The objective would use genre as broadly defined as music, as a whole.
- **MUS 120 Introduction to Music Theory (VPA)** – *Approved*
Discussion: This course was presented by Autumn Mist Belk.

Discussion: Members broke into breakout rooms to discuss the [CUE recommendations for USD](#) and the [spreadsheet with the matrix](#). Version 1 sets USDEI as a corequisite with four objectives, Version 2 sets USDEI as a stand-alone requirement with four objectives, Version 2 sets USDEI as a co-requisite with a required primary objective and an option of filling out other objectives. The four groups discussed which of the three versions is the best proposal and what tweaks might be needed.

The first group spoke in favor of version two, with USDEI as a stand-alone requirement requiring all objectives. They put forward the suggestion that the 3-credit requirement be made up of a single course or a combination of courses (allowing 1-3 credit hour classes to add up to fulfill the requirement), which provides a bit of room for advising and students. Since this proposal includes moving 3 hours from Additional Breadth, which also houses VPA, and allowing up to 3 credits of VPA to count towards HUM,

they discussed that they would work with pre-advising, especially for transfer students, to ensure that students got that well-rounded experience. Students may also appreciate the additional flexibility introduced by allowing VPA within HUM. They also discussed the suggestion that 50% of a class should be dedicated to USDEI topics in order to count for this requirement, and sought feedback from other groups regarding the amount and appropriateness of this percentage. There was some discussion within this group that setting a percentage requirement here may reduce the quantity of instruction on USDEI topics if a course “only needs” to offer 50% related topics.

The second group discussed how keeping the USDEI GEP as a co-req makes advising challenging. They liked that Version 3, which allows for a primary objective with additional optional objectives, would allow priority to be placed on that required objective while offering flexibility in coursework regarding what other objective(s) the course could fulfill. As a whole, the group landed on version 2 as long as all of the objectives were well-written and aimed at that the category is intending to teach. They emphasized that being a credit-hour bearing stand-alone requirement in the GEP (rather than a co-requisite) emphasizes the importance of this category and puts it on par with other GEP categories. In addition, a member expressed concern about the inventory of courses that would be left available to students if four objectives were required, and about the amount of time it would take to bring courses up to that new standard. They pointed out that this is where the structure of a primary objective with optional additional ones would provide more flexibility for existing courses and therefore more availability for students. Voting and XONV members later clarified and confirmed that any recommendation that is wide-ranging and would affect course availability would come with a future-date set with these things in mind and a collaborative plan to review and propose courses to meet needs.

Member suggested if people like the fourth bullet, which talks about an increase to required hours, taking from the additional breath category, the committee could require a primary objective, then selecting which others they would like to respond to, as part of making this a stand alone requisite.

Members from group three discussed the idea that 50% of the course should cover US Diversity, Equity, and Inclusion topics and asked whether this percentage might be a proxy for the levels of depth and not based on time dedicated. They wondered if instead of a percentage that objectives could be re-written in order to require this level of depth. They pointed out that a percentage coverage isn't required in any other category, and so this route would require a clear justification and an outline of how time and topics would be assessed for relevance. Members also discussed combining the third and fourth objectives in the first version. Members expressed the concern that if the co-requisite status is not removed that there would be hidden credit hours in the GEP. As in, if USDEI requires 3 credit hours but remains a corequisite category, if a student ends up needing to fulfill this requirement and has not taken a course that counts for USDEI and something else, they will have a larger gap in their requirements than currently. Currently, if a student is missing only their USD requirement, they would be able to fill it with a 1-credit course. Moving forward with a 3-hour co-requisite, the student would then be 3 hours lacking. If this is going to be three credit hours it needs to be a requirement, not a co-requisite.

The committee clarified that the new requirement would not affect current students, but would be a requirement matriculated with new incoming students. Members discussed the view that if this is three credit hours it should not be called a co-requisite and should have a separate credit hour requirement.

Members also discussed and clarified that a GEP course could “double count” for major requirements and that this is different than the co-requisite status. A stand-alone course can double count with a major requirement. In addition, a course may be on two category lists, but a student would need to choose which GEP to allow the course to fulfill, as works currently for a course that offers both SS and HUM, for example. The system cannot be programmed to require three hours of SS, 3 hours of DEI, and then allow a course to count for both.

A member relayed that if USDEI is receiving separate category status that the same should be considered for Global Knowledge. This discussion then requires the movement of 6 credit hours total in the GEP. They also relayed that requiring 3 hours for GEP may adversely affect departments that have increased DEI classroom offerings in courses that are less than 3 credits (ES, HES, MUS, college introductory courses).

A member brought up the question of how USDEI courses may change if the category became stand-alone. Currently, most courses fall under USD and another GEP due to the co-requisite status of the category. The resulting push may be that courses within the major seek GEP categorization. This may be a strength because it becomes discipline- and content-specific showing diversity in the specific field. The challenge might be how early are students exposed to these concepts - students may take these courses a little later or may manifest in an introductory and then deeper experience.

The fourth group discussed that the combination of objectives 3 & 4 would allow the objectives to all be required and bring the category in alignment with other GEP categories. They discussed the question about co-req vs required hours and if one credit

hour courses should be encouraged for USD fulfillment. The committee members indicated that if one-credit hour courses were allowed that it would be more difficult for students to find other courses to add up and meet that 3-credit requirement. A number of the 1-2 credit courses are also restricted. Do we want to incentivize further creation of 1-credit courses?

To close out the meeting, the Chair put forward a straw poll whose results are below:

Committee votes on proposals.

Question 1) Should the USDEI requirement be at least 3 credit hours?

Yes: 12
No: 4
Abstain: 0

Question 2) Should the USDEI requirement be a standalone requirement?

(Yes indicates standalone - not able to be double counted with another GEP, No indicates co-requisite as the co-req stands currently)

Yes: 7
No: 8
Abstain: 1

Question 3) Objectives - should objectives 3&4 be merged and all three objectives be required for a course to count towards USDEI?

(Yes indicates agreement on all points, No indicates an alternate solution is preferred)

Yes: 11
No: 2
Abstain: 2

Question 4) Should only 3 credit courses count towards the USDEI requirement?

Yes: 6
No: 9
Abstain: 1

Meeting adjourned at 3:03 PM

Respectfully submitted by Lexi Hergeth