



Council on Undergraduate Education 2020-2021

March 12, 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 February 26th, 2021 Minutes

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
GK	HI 468/HI 568 Slavery in the Americas	Revisions: CIP, Grading Method, Instructor, Pre/Requisites
GK	HI 469/HI 569 Latin American Revolutions	Revisions: Title, Abbr. Title, CIP, Grading Method, Instructor

New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
McGowan	Gill, Annett-Hitchcock, Domingue	USD	COS 110 Exploring Issues of Diversity, Equity, and Inclusion in the Sciences	New Course
Gilmartin	Orcutt, Miller, Jordan	HUM, IP	REL 380 Emotion and Religion	New Course
Gilmartin	Morant, Belk, Park	SS	SW 300 Research Methods in Social Work	New to GEP

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Miller, McGowan, Domingue	HUM	ENG 361 Studies in British Poetry	Revisions: Offering, Contact Hours, Requisites, Instructor, Catalog Description, GEP, SLO, Evaluation
Haeseler	Gill, Xiang, Morant	HUM	ENG 362 Studies in the British Novel	Revisions: Abbr. Title, Offering, Contact Hours, Requisites, Instructor, Catalog Description, GEP, SLO, Evaluation

Discussion: US Diversity 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

February 26th, 2021
Meeting hosted via Zoom
1:30pm-3:01pm

Members Present: Chair Carrie Pickworth, Darby Orcutt (Chair Elect), Qiuyun (Jenny) Xiang, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Tamah Morant, Herle McGowan, Alice Lee, Katherine Annett-Hitchcock, Autumn Mist Belk, Peggy Domingue, Travis Park, Chad Jordan

Members Absent: Kimberly Bush (Past chair), Helen Kraus

Guests: Karey Harwood, Kristen Turner

Ex-Officio Members Present: Bret Smith, Li Marcus, Erin Dixon, Julia Law, Stephany Dustan,

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth** – Introduced the guests and welcomed the members.
- **Remarks and Updates from OUCCAS/DASA** – Li thanked the committee for the feedback from their colleges and reminded the committee that membership for next year is upcoming and asked those rolling off who are still interested in serving to email her at lamarcus@ncsu.edu. Bret Smith thanked the committee for their work for the academy this year.
- **Approval of the Minutes from 12 February 2021** – Approved
Discussion: Motion to approve the minutes by Alice Lee.
There was a small discussion about the minutes not loading correctly, the minutes were resent with the full information provided.

NEW BUSINESS

Consent Agenda – Approved

Discussion: Member Autumn Belk moved to approve.

Special Topics/HON Course Offerings

- **HON 290 Arts in Dissent During the Civil Rights Movement (HUM, USD)** – Approved
Discussion: This course was presented by Autumn Mist Belk. Reviewers complimented the course, one reviewer asked if the USD outcomes were being evaluated by a small portion of the final grade. Guest Kristen Turner responded that every assignment could be assigned, the provided information meets the requirements and aligned well. All agreed. Li Marcus explained that generally faculty are encouraged to focus on one outcome and measure per objective and complimented the committee and guest discussion.
- **HON 296 Religion and Bioethics (IP)** – Approved
Discussion: This course was presented by Autumn Mist Belk. Reviewers all indicated the course is well aligned for IP.

Discussion: Discussion on the US Diversity GEP category. The floor was open for colleges to provide feedback.

CHASS: The college of Humanities and Social Sciences undergrad committee provided feedback through the chair providing a survey to scholarly experts in the subject area providing a synthesis of the comments from the CHASS undergraduate committee and the 11 faculty who responded to the survey. The college undergraduate committee members praise and support this endeavor to reexamine the USD category. The did reference the 2017 report from past CUE members and asked if the report had been considered since it provides guidelines.

All members felt that as a corequisite the USD category should only be approved for three credit scholarly courses. An example of a one credit dance course that do not engage in a substantives, they felt these 1 and 2 credit hour courses were approved based on historic standards and feel this is no longer the case.

There were also concerns that the lack of university understanding from faculty, students, and advisors about the value and importance of the USD requirement. The college committee felt the objectives needed to be reexamined, indicating there was too much reliance on objectives one and four, which deal with experiential learning.

Suggestion (echoed from the 2017 report) to increase the objectives from 2, and instead increase to 3 or 4 required instead of just 2.

There was some concern that there are courses that are on the USD list that have a broader overview beyond UDS that may no longer meet the requirements.

There was a concern that USD courses should not primarily be professional development type of courses within particular colleges or disciplines. While these were important, this requirement wasn't to prepare people for practicalities of dealing with diverse populations but rather a way to broaden student's horizons so they understand the nature of diversity and issues related within society in the United States. Career preparation should not be the focus.

Lastly the committee discussed if this should be a stand-alone requirement. While many agreed this should be a stand alone requirement, the issue that emerged revolved around what would be replaced. There were concerns that they couldn't propose any particular changes in the gap that would allow for USD to be a stand alone GEP requirement. There were those that argued other requirements such as additional breadth or the number of hours required for Interdisciplinary Perspectives. The college committee members praised the attempt for all colleges to fold the issues of US Diversity into their courses without having this as an official corequisite. While supporting this, they did not feel that each course should require students to relate topics to USD. They did feel that orientation and other preparation courses required before students begin at the university should not be considered fulfillment to the GEP USD requirement.

COE: Engineering sent a folder which was summarized by Nancy Moore. The college is in support and indicated support of a 3 credit hour course requirement. They also indicated the need for additional rigor within the course assessment of the goals to ensure we are not allowing students to simply check the box without fulfilling the requirement. USD courses are not well funded, a funding pool would be helpful to include more rigor and incentive.

Within the college of Engineering there are professional organizations that have DEI statements and some kind of ethics attachment that perhaps should be looked at to develop their own course that would be more specific to relating DEI to engineering ethics. Engineering feels there need to be more USD courses but also more specifically through the college of engineering as well.

PCOM: Support a greater credit hour focusing on the historical content. There is still support for something in addition, for an experience or something so perhaps a one credit complimentary period. Based on a level for 3 credit hours, perhaps packing multiple courses for different options, some additional authentication of a basic 3 credit hour conversations. As this progresses colleges could also consider pre-requisites for a USD requirements to see if they meet some of the hour requirements. The Poole College of Management committee discussed if there should be an option for there to be more specificity within their discipline. There was discussion about the upper level accessibility and flexibility. Upon graduations to require a personal diversity statement to evaluate what students are learning and what they are mastering. Documents are also provided in a folder send to OUCAS.

WCOT: A summary of what was added last time was information added to the recommended questions. At the Wilson College of Textiles college committee the associate director of student services (In charge of diversity and recruitment) indicated like co requisites this should be from within the GEP requirements, not the degree requirements. Suggestion to replace awareness with knowledge when it comes to the knowledge of the uniqueness of all individuals. Still waiting on comments from the associate dean.

Education: The information provided in earlier meetings is the most recent, however the college has made efforts to provide this further within their college and the associate dean and members are in support thus far.

DASA/UC: An update has been provided by University College in the folder. The college asked what we hope in the four levels. They feel this should go beyond the first level (knowledge), so if USD remains a corequisite should students take a lower level USD course in their first two years and then take a higher level USD course in their junior/senior years to get them to the second level of knowledge and understanding.

Li discussed drafting a set of recommendations as specific as possible. That can then be sent out to everybody that is a stakeholder in it, so what I would love to see from my position is especially based on what i've heard you all talk about so far, something short term and perhaps something also long term something short term could be.

This should fulfill all existing objectives and we're going to put two credit hours on it nobody's actually suggesting that I think I deliberately chose that.

This would usually include things like dependencies about all the College feedbacks in that report that's something that one of the Faculty or multiple the Faculty would get together and write that together. Li focused on what the outcome of these discussions will be. For example the writing of the rational and objectives, what changes clarifications are needed? Should the old objectives be tossed and new ones written? How will you know that those are completed? How would you know that USD is sewn within the fabric of the course? What sort of form or questions would you ask for someone to be able to prove this? Should there be credits? If yes, how many and where from? Writing language has changed, do you want to update it? How to align the objectives, with the outcomes and measures?

Member indicated it would be very useful if they could have a matrix where we could have the different points that they've touched on from all the colleges and see where there was agreement and where there wasn't. Li asked for an example from the

college.

Members continued to discuss if the USD corequisite and Global Knowledge would have required hours this gives less flexibility, discussion about if this will change. Recommendations can be short term, long term, narrow or wide, as long as it has what the members want to see. Members discussed online courses due to the current situations with COVID 19, it could be an initial course in the beginning of student careers potentially with someone from each college on the team. Members referenced the *wicked problems* course that could be used as an example. Some universities require an initial USD course that must be taken within the first 60 credits. Members discussed this could be robust enough to fulfill a 3 credit hour requirement.

he idea that all the students would get some common background, so I think it's well we're talking about, but I also would be I mean, I very much support what to mindset about.

Keeping it at three credits and members also would be concerned about having this be a gigantic online class and that that's all the students. However much you do that you're not going to be able to get the same kind of interaction unless you had to you know, a big single class linked to lots of sections. With funding this would be possible, but members are hesitant to limit USD to an online class with hundreds of students. Members had concerns that without resources needed the category would fall into the same bind it is in now.

The credit hours would need to be distributed within the hours allocated for GEP requirements. Members asked if in R&R there is a way to pull information on how many 100, 200, 300, and 400 level courses are in the USD category.

Is it possible to raise the number of corequisites? As an advisor, explaining corequisites to students is challenging, so multiple corequisites may increase the complexity.

Different institutions have different theoretical foundations and different requirements.

The chair encouraged members to send questions to courses-curricula and add information in the documents, Li Marcus volunteered to be tagged in comments to insure questions added to the folder are seen. Members discussed access to certain college documents within the folder that will be fixed before the next meeting.

Meeting adjourned at 3:01 PM

Respectfully submitted by Lexi Hergeth