**Council on Undergraduate Education 2020-2021**  March 12, 2021

 **Meeting hosted via Zoom**

 1:32pm-3:02pm

 **Members Present:** Chair Carrie Pickworth, Kimberly Bush, Qiuyun (Jenny) Xiang, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Tamah Morant, Herle McGowan, Alice Lee, , Autumn Mist Belk, Peggy Domingue, Travis Park, Chad Jordan, Helmut Hergeth

**Members Absent**: Darby Orcutt (Chair Elect, came after actions were voted on).

**Guests**:

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

**WELCOME AND INTRODUCTIONS**

* ***Remarks from Chair Carrie Pickworth*** –
* ***Remarks and Updates from OUCCAS/DASA –***
* ***Approval of the Minutes from February 26th, 2021***  *– Approved*Discussion: Motion to approve by Travis Park, minutes approved with minor corrections.

**NEW BUSINESS**

*Consent Agenda* **–** *Approved*Discussion: Motion by Chad Jordan*.*

*Courses New to GEP –*

* **COS 110 Exploring Issues of Diversity, Equity, and Inclusion in the Sciences (USD)** – *Approved*

Discussion: This new course was presented by Herle McGowan. Member asked if there should be consideration for procedure based on the discussion to potentially change in credit hours. The committee reviewed the course with the current parameters understanding this could change in the future.

* **REL 380 Emotion and Religion (HUM, IP)**– *Approved with Suggestions with one nay.*

Discussion: This new course was presented by David Gilmartin. Members suggested the ‘religious studies and cognitive science” should end before the “of religion” which is indicated in the disciplines field. Member asked for the evidence in the cognitive science discipline and asked if she missed something, other members brought attention to some of the places theoretical insight from modern cognitive science are provided. Member indicated more examples of the scientific theories are provided.

* **SW 300 Research Methods in Social Work (SS)** – *Approved with Suggestion*

Discussion: This course was presented by David Gilmartin. Reviewers complimented the course. In the third objective’s measure the last sentence is in need of clarification.

*Review Courses for GEP*

* **ENG 361 Studies in British Poetry (HUM)** – *Approved*
* **ENG 362 Studies in the British Novel (HUM)** – *Approved*

Discussion: This course was presented by Jillian Haeseler for both this and the following course.

Discussion: Chair thanked Jillian for beginning the matrix and other members for providing information to fill out. Other members complimented the matrix as well. A few colleges are bringing this more streamlined information to their colleges.

Members discussed credit hours and their makeup: Member suggested putting a 3-credit category requirement in place, the colleges of PCOM and Engineering are both in agreement for this change. University College agreed a requirement of 3 credit hours is good; however, they would say that does not need to be a single course. A combination of courses could add up to those 3 hours. There was a discussion in COS about not treating all 1-credit courses equally, as there are some that are dedicated to studying diversity (rather than just a week or two of content). If a 3 credit hour requirement were put in place, COS would support the suggestion that it does not have to be a single course.

Members discussed the levels of awareness and fluency: The college of Education has focused more on bringing the level beyond knowledge to sensitivity and competence. Members discussed the four levels, which come from sources in the university and noted this is one model. The committee felt that while using the four levels model to inform the discussion would be useful, basing future requirements solely on this model would not be advisable given that there are a number of useful models out there. Members agreed that objectives should correlate with competency levels.

Members discussed the objectives: Members discussed adjusting the four objectives that currently require only two of the four are answered. OUCCAS pointed out that other GEP category requirements that are not co-requisites require courses to meet all objectives. Another suggestion was to group the objectives – to either require one objective and allow the choice among the other three, or to pair objectives together and require one from each pair. Or at least that is a question when courses come up for USD.

A member also suggested adding a narrative question similar to IP to enable communication of intent about the depths to which USD topics are covered in the course.

Members reviewed the [parking lot](https://docs.google.com/presentation/d/1wzDSa__kDzbMSSOK6E8XhtbNUfRyXeDny3O-7T6TcOo/edit?usp=sharing) from the Fall’s USD discussion and suggested breaking out into groups to discuss the objectives. Summary points from the groups’ subsequent discussion is below and in the “[Objectives Work](https://docs.google.com/document/d/1DtWKWff7KDBBrmq3YoJ5QDlD8ffL7q4wf5uuvMfaFkY/edit?usp=sharing)” google doc:

- Objective 1 is currently uni-directional. Suggestion to alter wording to “shape and/or are shaped”

- Objective 2 is more surface-level rather than looking at the relationships and influences. Suggested change to “Analyze the dynamics between historical, social, political, and/or economic processes and diversity, equality, and structured inequalities in the U.S.”

- Objective 3 is fine

- Objective 4’s verb could be better than “Examine.” To improve, the question needs to be answered of why should the relationship be examined – what should students be observing? This would also be a good location for the integration of scholarly content.

- Overall, these objectives should lead students beyond the personal experience and more into a structural/systematic focus.

- If the structure of category requirements were to be “one required, choose from other three” it would be difficult to choose the required one.

- Should there be a “Global Diversity and Inclusion” category to take the place of USD and/or GK? These objectives suggestions are based on keeping USD by itself.

- Past CUE and report suggest keeping GK and USD separate, but there are discussions in the colleges how these categories are linked.

- There historically used to be a Global Diversity requirement in addition to the Global Knowledge requirement. This was folded into Global Knowledge in the last GEP update.

CUE at this point has sought feedback from colleges and are now working as a smaller, representative group of individuals to provide recommendations about this issue. The Chair charged the committee to come back to the next meeting having thought about these questions and be ready to discuss and vote on possible proposals written in the [google sheets](https://docs.google.com/spreadsheets/d/1ep2czPHwuzgtXNiUa-AWHxor23m98x2n0ThO1nEtJ3E/edit?usp=sharing).

Meeting adjourned at 3:02 PM

*Respectfully submitted by Lexi Hergeth*