



Office of Undergraduate Courses, Curricula, and Academic Standards
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Council on Undergraduate Education 2021-2022

November 5, 2021
Meeting hosted via Zoom
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Darby Orcutt
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE October 22, 2021 Minutes

New Business

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Domingue	Ghosh, Haeseler, Morant	IP, VPA	IPGE 295/VPGE 295 Music and the History of Science	1 st Offering, Eff. Spring 2022

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 2021-2022

October 22, 2021

Meeting hosted via Zoom

1:30pm-3:00pm

Members Present: Chair Darby Orcutt, (Past Chair) Carrie Pickworth, Qiuyun (Jenny) Xiang, David Berube, Jillian Haeseler, Marc Russo Steven Miller, Nancy Moore, Tamah Morant, Lara Pacifici, Herle McGowan, Jane Lubischer, Ahmed El-Shafei, Nathan Leaf (UC Proxy), Peggy Domingue, Dave Provost, Tushar Ghosh, Ethan Renfro

Members Absent:

Guests: Kaitlyn Mittan, Kristen Hetrick, Kirsten Paige, Dean Bruno, John Harrington, Samantha Rich

Ex-Officio Members Present: Li Marcus, Erin Dixon, Stephany Dustan, Michael Bustle

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Darby Orcutt** – Chair welcomed members and guests.
- **Remarks and Updates from OUCCAS/DASA** – Li updated the committee that Lexi has had her baby and both of them are doing well! They also alerted the committee that they are in their third-to-last meeting of Fall 2021.
- **Pack Proficiencies (Gen Ed Competencies) posters** – Samantha Rich updated the committee that [posters](#) are available. People can also e-mail dasa-assessment@ncsu.edu to set up a drop-off of posters as well.
- **Approval of the CUE Minutes from October 8, 2021 – Approved**
Discussion: Moved by Tamah Morant and seconded. No discussion

OLD BUSINESS

The Chair raised a few questions that had arisen during the proceedings of the implementation of the USDEI recommendations. While implementation decisions did not sit with CUE, it would be beneficial for the committee to discuss, confirm, and relay their recommendation and their intent as the campus transitions from the USD to the USDEI model.

Given that undergraduate students currently enrolled (and those matriculating prior to Fall 2023) would have degree audits looking for the USD co-requisite, there would be a period where both USD and USDEI are operating. Is it CUE's intent that:

- 1) Students would have the option of opting in to the new GEP structure if they matriculated prior to Fall 2023?
- 2) In order to continue to increase offerings for students whose audits are seeking the USD requirement, should courses recommended for inclusion in USDEI also automatically be included in the USD list if approved?
- 3) Would CUE continue to review USD courses in addition to USDEI courses?

Members confirmed the intent that USDEI courses should also be included in the USD list.

Members also affirmed that programs will decide students' ability to opt in on new degree requirements (as these may be more than the GEP changes), but that allowing students to opt in was a common practice.

Finally, members discussed and confirmed that courses coming forward in the pipeline (with effective dates prior to Fall 2023) would continue to be reviewed for USD. After Fall 2023, CUE would only review courses for USDEI. During this discussion, the Chair and Li Marcus confirmed that courses currently on the USD list (and those upcoming) would have the option to come forward to be considered for USDEI as soon as the new fields were implemented in the CIMC system. This means that CUE may begin to review courses for USDEI as early as in the next two weeks, but certainly beginning in Spring 2022 when the USD>USDEI review (much like the GER>GEP review) process begins with the assistance of the associate deans in each of the colleges

NEW BUSINESS

Consent Agenda – Approved

Discussion: The consent agenda was presented by Carrie Pickworth

- **HON 297 North American Borderlands (IP, USD)**

Courses New to GEP

- **SOC 307 (SS, USD)** – *Approved with Suggestions*

Discussion: This new course was presented by David Berube.
Members discussed that this course looked good and noted a few typos that were communicated to the instructor.

Special Topics/HON Course Offerings

➤ **HON 293 Listening to Climate Change (IP, GK) – Approved**

Discussion: This course was presented by Peggy Domingue.

Members did not have any concerns and thought that the course looked good. They noted that they found the interdisciplinary aspects of the course particularly strong.

➤ **HON 297 HON 297 Writing Illness (IP, USD) – Approved with Suggestions**

Discussion: This course was presented by Peggy Domingue.

Members asked about the discipline of “library studies” and the instructor clarified that only “literary studies” should be reflected in the course record. A member asked about how the discipline of medicine is worked into the course. The instructor explained that the course covers the interaction and choices of medical practitioners regarding different illnesses, particularly cancer and mental illness, and that in particular different methods of medicine are discussed during the end-of-life portion of the class. A member also asked about the alignment of the outcome to USD Objective 3, noting that the outcome currently focused on the identity rather than on a social action. They suggested reworking the outcome to emphasize and define the social action to strengthen the alignment of Objective, Outcome, and measure.

Members also suggested various connections to other classes and instructors that the instructor may find interesting or helpful.

Discussion:

- Stephany Dunstan and Samantha Rich Gen-Ed Findings Presentation: Infographic available [here](#).
- Chair-Elect Nominations
 - Jillian Haesler nominated Darby Orcutt for another term as Chair. David Berube moved to close nominations. Motion was seconded. Approved unanimously. Members then voted unanimously to elect Darby Orcutt as Chair for CUE 2022-2023 and thanked him for his leadership and support. The chair accepted, thanked the committee, and offered to support any members that may wish to step into the role, especially for those dates when he would not be able to attend CUE. Li Marcus confirmed that OUCCAS would be happy to offer support and training to anyone interested in exploring this role.
- Motion to adjourn accepted by acclamation

Meeting adjourned at 2:27 PM

Respectfully submitted by Li Marcus

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The **GEP Visual and Performing Arts objectives** will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

VPGE 295

Department(s)/Program	Music	New GEP Special Topics Offering	<input checked="" type="checkbox"/>	
Special Topic Title: (30 character limit)	Music and the History of Science	Review for 2nd Offering <input type="checkbox"/>		
Term to be Offered	Spring 2022			
Instructor Name/Title	Kirsten Paige			

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1:*
Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

Students will identify and describe scientific factors that shaped the production, reception, and transmission of Western art music, thereby allowing them to develop arguments around the aesthetic, cultural, and historical dimensions of artistic traditions.

Measure(s) for above Outcome:

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.

Students will complete weekly essays and engage in course discussions that ask them to position musical works, traditions, and cultures into their historical contexts, with a focus on scientific innovation. Sample essay prompt: in what ways did developments in the technology of the keyboard shape virtuoso composing for the piano in the nineteenth century from Beethoven to Chopin?

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2:*
Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

Utilizing models provided in lectures and course readings, students will deploy historical documents as evidence for making critical arguments and judgements about music and its intersections with the history of science.

Measure(s) for above Outcome:

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.

Students will complete weekly writing assignments and engage in class discussions that ask them to utilize primary sources, musical examples, and secondary literature to make arguments about the reliance of music history upon scientific interventions and innovations. For example, in one class session, students will examine historical treatises on the capabilities of the vocal chords and be asked to consider – during class discussion – how and why those treatises shaped demands on the operatic soprano, audible in musical examples we will listen to together.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Students will evaluate art by identifying and describing examples of how and why scientific innovation can be excavated from musical techniques, instruments, spaces, and listening practices.

Measure(s) for above Outcome:

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.

Students will complete weekly writing assignments and longer essays in which they are asked to excavate scientific innovation from musical artifacts (sonic, material, spatial, experiential). For example, students will be asked to listen to excerpts from Verdi's *Otello* and explain how those excerpts reflect advancements in string-instrument design, made possible by innovations in the production of strings (gut to steel).

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- ☐ GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- ☐ GEP Courses should have no more than ONE pre-requisite.
- ☐ GEP Special Topics are approved as a one-term offering.
- ☐ The course syllabus for all sections must include the GEP *Visual and Performing Arts* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): No preference
 - Seat count: max. 35
 - Room assigned or room preference including needed classroom technology/seat type: AV-equipped
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
MUS 295

What percentage of the seats offered will be open to all students? 100%

- a. If seats are restricted, describe the restriction being applied. N/A
- b. Is this restriction listed in the course catalog description for the course? N/A

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

None

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

No textbook; see syllabus for reading list.

2. Major topics to be covered and required readings including laboratory and studio topics.

See syllabus for reading list.

Weeks 1-2: Music as Scientific Object

Weeks 3-4: Instruments

Weeks 5-6: Voices

Week 7: Ears

Weeks 8-10: Bodies

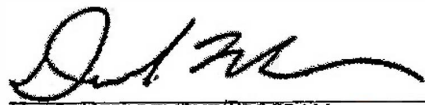
Weeks 11-13: Technologies

Week 14: Musical Materialities

Weeks 15-16: Final Project Presentations

3. List any required field trips, out of class activities, and/or guest speakers.

N/A

SIGNATURE PAGE FOR VPGE 295**RECOMMENDED BY:**

HEAD, DEPARTMENT/PROGRAM

DATE

9-15-2021


**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

25 October 2021



COLLEGE DEAN

10/25/21

DATE

APPROVED BY:_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

GEP Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The **GEP Interdisciplinary Perspectives objectives** will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

IPGE 295

Department(s)/Program	Music	New GEP Special Topics Offering	X	
Special Topic Title: (30 character limit)	Music and the History of Science	Review for 2nd Offering <input type="checkbox"/>		
Term to be Offered	Spring 2022			
Instructor Name/Title	Kirsten Paige			

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:

- A. Which disciplines will be synthesized, connected, and/or considered in this course?

This course will synthesize music history and the history of science, particularly the histories of biology, physiology, environment, and climate.

- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

The instructor will present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding" through cohesive lectures and class discussions that challenge students to think across music and science. These lectures and discussions will parse, synthesize, and critically assess assigned readings authored by musicologists and historians; many readings will model interdisciplinary synthesis. The course material will also include musical examples, and scientific and musical instruments and objects that the students will analyze as artifacts of the entwined histories of music and science.

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

Students will distinguish between approaches of music history and history of science (biology, environment, climate, physiology) and technology in assessing the impact of scientific thought on cultural practices, and artistic practices as a modality of scientific inquiry and practice.

Measure(s) for above Outcome:

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.

Students will complete weekly reading assignments that will include texts authored by experts in music and sound studies, as well as the history of science (environment, biology, physiology) and technology. Each week, they will complete a short comparative writing assignment assessing differences in methodologies and approaches by these expert authors. For example, in Week 4, students will assess approaches to thinking about the concept of an "instrument" by musicologist Emily Dolan, and historian of science John Tresch.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2*:
Obj. 2) Identify and apply authentic connections between two or more disciplines.

Students will identify and apply authentic connections between scholarship from both music history and the history of science (biology, environment, climate, physiology) and technology to develop arguments as to how musical, sonic, and aesthetic artifacts reflect scientific practices and knowledge, and how music was a site of scientific experimentation.

Measure(s) for above Outcome:

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.

In course discussions and in their weekly writing assignments, students will apply concepts from scholarship in the history of science to musical examples and objects in order to understand the engagement of those musical examples and objects with the development of knowledges, values, and practices in the history of science and technology, as well as music as a site of experimentation and knowledge-production among scientists.

For example, in Week 6, students will study the impact of the development of the laryngoscope and ammoniaphone on vocal pedagogy and practices in the nineteenth century. They will consider how examples of nineteenth-century operatic arias reflect nineteenth-century singers and composers' use of these instruments in developing vocal practices. They will also consider how and why the vocal chords and opera became a productive site of experimentation and knowledge-production among physiologists.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3: Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.*

Students will assess and evaluate approaches and views from both music history and the history of science (biology, environment, climate, physiology) and technology to develop arguments as to how the history of music is a history of scientific thought/practice, and the utility of music, listening, and musical performance as a testing ground for scientific thought and practice.

Measure(s) for above Outcome:

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.

In their weekly writing assignments, class discussions, and longer papers, students will synthesize approaches and views of music studies and the history of science. For example, in Week 9, students will assess musicological and historical approaches to and views of musical automata, and will be asked to synthesize those approaches in responding to a weekly writing prompt about the increasing perception of the mechanization of musical sounds, practices, and performers.

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 (ex: ability to analyze historical text; prepare a lesson plan)

None

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See syllabus for reading list.

Weeks 1-2: Music as Scientific Object

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Week 7: Ears

Weeks 8-10: Bodies

Weeks 11-13: Technologies

Week 14: Musical Materialities

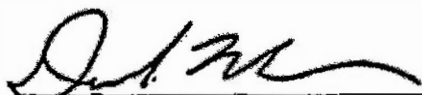
Weeks 15-16: Final Project Presentations

3. List any required field trips, out of class activities, and/or guest speakers.

N/A

SIGNATURE PAGE FOR IPGE 295

RECOMMENDED BY:

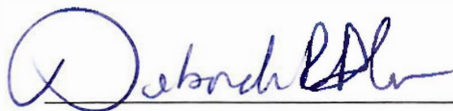


HEAD, DEPARTMENT/PROGRAM

DATE 9-15-2021

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ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

25 October 2021

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COLLEGE DEAN

10/25/21

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APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

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