



## Council on Undergraduate Education 2022-2023

11 November 2022  
Meeting hosted via Zoom  
1:30pm-3:00pm

### Members Present:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Chair Darby Orcutt (Chair)      | <input type="checkbox"/> Nancy Moore               | <input checked="" type="checkbox"/> Peggy Domingue      |
| <input checked="" type="checkbox"/> Qiuyun (Jenny) Xiang | <input checked="" type="checkbox"/> Tamah Morant   | <input checked="" type="checkbox"/> Dave Provost        |
| <input checked="" type="checkbox"/> Erin McKenney        | <input checked="" type="checkbox"/> Lara Pacifici  | <input checked="" type="checkbox"/> Christopher DePerno |
| <input checked="" type="checkbox"/> Jeffrey Reaser       | <input checked="" type="checkbox"/> Logan Opperman | <input type="checkbox"/> Riley Edmondson                |
| <input checked="" type="checkbox"/> Anna Behler          | <input checked="" type="checkbox"/> Jane Lubischer |   |
| <input type="checkbox"/> Marc Russo                      | <input type="checkbox"/> Ahmed El-Shafei           |   |
| <input checked="" type="checkbox"/> Steven Miller        | <input checked="" type="checkbox"/> Nathan Leaf    |   |

**Guests:** Terry Gates, Stephen Puryear, William Cross, David Tully

**Ex-Officio Members Present:** Li Marcus, Lexi Hergeth, Annabel Breen, Mukund Vora, Kaitlyn Mittan, Erin Dixon

**Absent:** Darby Orcutt, Marc Russo, Nancy Moore, Ahmed El-Shafei, Christopher DePerno, Riley Edmondson

### WELCOME AND INTRODUCTIONS

- **Remarks from Chair Temp Dave Provost** – Introduced self as standing in for Chair Darby Orcutt, welcomed guests to introduce themselves
- **Remarks and Updates from OUCCAS/DASA** – No remarks were shared
- **Presentation by David Tully and Will Cross from libraries Open Resources**
- **Approval of the CUE Minutes from 28 October 2022 - Approved**  
Discussion: Move to approve the minutes by Lara Pacifici

### OLD BUSINESS

### NEW BUSINESS

#### Consent Agenda – Approved

Discussion: The consent agenda was moved to approve by Steven Miller.

#### Review Courses for GEP

- **ANT 254 Language and Culture (USDEI) – Approved**  
Discussion: This course was presented by Reaser. Reviewers remarked that there were no issues and good alignment.
- **ENG/WGS 410 Studies in Gender and Genre (USDEI) – Approved Pending**  
Discussion: This course was presented by Reaser. Members commented that some verbiage in USDEI Obj #1 and Obj #2 may need to be brought to alignment in accordance with Bloom's Taxonomy and standards of USDEI requirements. In Obj #1, the term "illustrate" is at the level of "understanding" rather than the "analysis" level; in Obj #2, the term "discuss" is at the level of "understanding" rather than "analysis" and member suggested it be changed to "examine", to bring it to standard. Lexi explained the process of approved, pending, and suggestions. Member moved to amend pending improvement of the the alignment of objective 1 and 2, changing 'illustrate' and 'discuss'.
- **REL 323 Religious Cults, Sects, and Minority Faiths in America (USDEI) – Approved Pending**  
Discussion: This course was presented by Reaser. Reviewer commented on SLO and SLM #2 that the presented outcome only asks for "discussion" and made the suggestion to include additional verbiage, that specifically speaks to the impact and consequences of issues, not just a discussion thereof. Member noted "shaping" and "measure" as causal verbs were an issue; they were trying to find what the impact of the development, or structure would look like. As it stands now, only the causes are addressed in SLO #2.

\*Chat message from reviewer:

*USDEI: Obj 2: the Objective requires analysis of 'causes and consequences'; the stated outcome only discusses how these processes 'have produced' structured inequalities. Suggestion to include: "...and the impact of those inequalities on practitioners." The essay could be edited to read "...How have the social, political, and economic contexts directly impacted the development/growth/structure of these two groups.*

- **FL/ECI 436/536 Perspectives on English as a New Language (USDEI, USD) – Approved**  
Discussion: This course was presented by Behler. Reviewer commented that use of the phrase “explain your rationale” in the measure section of USEDEI Obj #1 falls under the “understanding” category; a suggestion was made to include “compare/contrast” or “examine” to accomplish a sufficient level according to the revised Bloom’s Taxonomy list. Kaitlyn Mittan explained that the value of the words after “explain your rationale” is sufficient enough to allow for use of the term “explain” as opposed to “examine”. Members pushed back and argued that “explain” is sufficient for use in USDEI Obj #1. Li remarked that the commenting member could reach out to the instructor directly (Alison Turner) with this single suggestion (suggestion was not carried by the committee as a whole).
- **HI 369 Sexuality in U.S. History (USDEI) – Approved**  
Discussion: This course was presented by Behler. No remarks were shared.
- **MUS 210 Introduction to Popular Music: 1950s-1970s (USDEI & VPA) – Approved Pending for VPA. Tabled for USDEI**  
Discussion: This course was presented by Leaf. Reviewer commented that the course assessments look “really fun”. Under USDEI Objectives, member requested greater detail as to what the measure is and an example of the measure (i.e. exam question examples); consider including class participation as a measure due to a great deal of discussion; clarity around the measures was also requested. Presenter asked if, in Outcome #2, a possible sufficient fix would be to include “writing essays” to reach an appropriate level of analysis and “tighten the connection”.  
\*Comment from reviewer:  
*USDEI: Obj 1: student outcome is good; the measure once we read through is interpretation of sonic signifiers of gender nonconformity in listening examples on quizzes and exams. Does 'interpret' meet the student outcomes of 'analyze and explain'? I would like to have either more detail on the type of question (is it a combo of listening and essay? listening and multiple choice) or an example of the question. Could also add class participation as a measure.*  
  
\*\*\*Approved Pending for VPA – pending addition of “to make critical judgements” in Objective #2  
Comment from reviewer: *VPA: Obj 2: everywhere except in the example measure, the wording is 'interpret and make critical judgements about'; this should be consistent.*  
\*\*\*Tabled for USDEI – see above changes to Objective 1 and for increase clarity and/or presentation of examples across all objectives  
  
Additional notes for clarification:
  - USDEI: Obj 2: student outcome is good. Measure is 'answer questions on the final exam'; the topic of the questions is fine for the outcome but this needs either a specific example or more detail about the type of question (essay?); the type or the example should align with them 'analyzing'. Could also add class participation as a measure.
  - USDEI: Obj 3: student outcome is good (I could be swayed that it needs a little more); measure is 'answer questions on exams about...' the topic of the questions is fine but again, more detail about the type of questions or an example of the question is needed. Could also add class participation as a measure.
  - VPA: Obj 2: everywhere except in the example measure, the wording is 'interpret and make critical judgements about'; this should be consistent.
- **MUS 211 Introduction to Popular Music: 1980s-Present (USDEI & VPA) – Approved Pending for VPA, Tabled for USDEI**  
Discussion: This course was presented by Leaf. Measure tabled with very similar feedback to MUS 210 in order for both courses to be addressed at the same time and return as a pair.
- **THE 340 African American Theatre (USDEI) – Approved with Suggestions**  
Discussion: This course was presented by Leaf. Approved with suggestion to remove duplicate “by” in Measure #1 . No remarks were shared.

#### Special Topic Shell Offering

- **NSGE 295 The Science of Water (NS) – Approved**

Discussion: This course was presented by Lubischer. Member commented that this course is a more interdisciplinary approach to BIO 105.

**Discussion:**

David Tully gave a final shoutout regarding textbook affordability, OER, and other resources and shared contact information.

Meeting adjourned at 3:04 PM

*Respectfully submitted by Annabel Breen*