

## Report to Faculty Senate Leadership

Academic Year 2021-2022

General Education Committee, a standing committee of the faculty senate

Submitted by Holly Hassel and Jack Norland, co-chairs

### Overview of Work Completed

Over the course of the 2021-2022 academic year, the General Education Committee continued to develop capacity for curricular review among our committee and faculty offering courses in the General Education program. Some of our primary activities were as follows:

1. *Update the [GEC rotation timeline](#).* In the past, courses were reviewed in a nonsystematic way, five years from when they were first approved. This approach proved problematic because it did not allow for a way to look at courses across, for example, programs, colleges, and designator categories to get an understanding of how the curriculum is supporting students' achievement of the learning outcomes. The committee recognized that this non-systematic approach makes it difficult to gain any consistent sense of how the courses in the program are addressing the designator categories and outcomes. Moving to a category/designator schedule allows for a more consistent and evidence-based understanding to drive program development and updates.
2. *Emphasize Cultural Diversity and Global Perspectives:* as one of [the few campuses](#) in the NDUS system that actually has general education categories and outcomes in these two critical areas, the GEC made the decision to reset our timeline to prioritize these areas, particular so we can take stock of how courses are currently approaching these categories and the learning students are doing in cultural competence and global content and skills. Even this first year of the shift has helped us see the ways that a large number of students are engaging in fairly shallow ways with CD and GP content, thus fulfilling a requirement with courses that do not offer an opportunity for meaningful engagement (with fellow students, the instructor, the content, and the assessment of learning) on issues of diversity, inclusion, and equity. Given the campus's [strategic planning](#) in this area, the GEC curriculum is a crucial point of contact for students (since all students complete these requirements) to strengthen the curricular opportunities for students to engage in cultural diversity and global perspectives growth. [Year 1](#) includes
  - a. Embed DIR [Diversity, Inclusion, and Respect] concepts into curriculum at various levels including service learning opportunities.
  - b. •Examine the need and feasibility of implementing a required DIR course or other training during the first semester.
3. *Build capacity in assessment:* As we have been refining our approach to gathering program level information about student outcomes and strategizing how the GEC and the university broadly can get a more formal sense of how and what students are accomplishing in their Gen Ed courses, we have implemented a [proposal form](#) that asks proposal submitters to be able to articulate a) what opportunities students have in the course to target the **Gen Ed Specific outcomes**, b) what tool or assessment method instructors will use to determine whether students are demonstrating those outcomes, c)

and what evidence of student achievement of those outcomes looks like. This is a new experience for many if not most faculty who have submitted courses this academic year, in part because many faculty tend to focus on the **content** or emphasis of the gen ed category description and/or their course/discipline-specific outcomes, and not necessarily on the outcomes articulated by the Gen Ed program. We are making progress in helping faculty understand how to communicate the assessment plan in their courses to non-disciplinary faculty peer reviewers.

4. *Launch assessment system:* In Fall 2022, the university plans to begin using SPOL, a system for data collection where instructors teaching courses with a gen ed designation will enter information at the end of the semester in which they describe a) the outcomes targeted by the course, b) the assignment or task students completed that targets the outcome, c) what proportion of students successfully demonstrate achievement of the outcomes. Dr. Boyer, the Director of Assessment and Accreditation, has been building content in the system that is specific to NDSU programs.
5. *Participate in the [HLC Assessment Academy](#):* As part of our work on assessment of student learning in the General Education program, committee chair Holly Hassel and Jeff Boyer participated as team members in the HLC Assessment Academy, one of the pathways offered for fulfilling the expectations of our accreditor, the Higher Learning Commission's and demonstrating institutional work on assessment. [NDSU has been](#) planning in the areas of assessment across the campus, including program assessment, gen ed assessment, and co-curricular assessment strategies.
6. *Revalidate courses:*
  - a. POL 215 Problems and Policy in American Government
  - b. POLS 225 Comparative Politics
  - c. ENG 150: Being Human
  - d. THEA 115: World Film
  - e. TIPS 101: Intro to Native American and Indigenous Studies
  - f. PHIL 216: Business Ethics
  - g. HNES 217: Personal and Community Health
  - h. ENGL 220: Introduction to Literature
  - i. ANTH 204 Archaeology and Prehistory Revalidation Category B/D: Social & Behavioral Sciences/Cultural Diversity
  - j. ENGL 262 American Literature II Add category D Category A/D: Humanities & Fine Arts/Cultural Diversity
  - k. INTL 110 Introduction to International Studies Revalidation Category B/G: Social & Behavioral Sciences/Global Perspectives
  - l. MUSC 108 Roots of American Popular Music Revalidation Category A/D: Humanities & Fine Arts/Cultural Diversity
  - m. RELS 270 American Religious History Revalidation Category A/D: Humanities & Fine Arts/Cultural Diversity
  - n. PHIL 215: Contemporary Moral Philosophy
  - o. ENG 261: American Literature 1
  - p. ADHM 203: Sustainability and Social Change in Fashion; new course proposal for Categories B and G

- q. ADHM 310: History of Fashion; revalidation for Category
7. *Offer Cultural Diversity workshop and other resources:* The GEC continues to develop resources for faculty proposal submitters.
    - a. A heuristic for making a determination about whether a course that is being validated, revalidated, or newly proposed is compatible with the goals and mission of a General Education curriculum. [Is My Course a Good Fit for General Education Designation?](#)
    - b. Likewise, we have been building a repository of [Example GE Course Proposals](#) that have been successfully approved by the GEC.
    - c. The GEC also hosted a workshop on the cultural diversity GELOs in October 2021 ([presentation](#) | [recording](#) | [resource list](#))
  8. *Report to and consult with senate and begin policy development:*
    - a. The timeline adjustment required considerable conversation with faculty and with the faculty senate, who requested a number of conversations and presentations to the senate. The GEC complied with those requests, including providing written report of our goals and activities ([https://www.ndsu.edu/fileadmin/facultysenate/gened/reports/GeneralEducationCommittee\\_FacultySenateReport\\_Fall2021.pdf](https://www.ndsu.edu/fileadmin/facultysenate/gened/reports/GeneralEducationCommittee_FacultySenateReport_Fall2021.pdf)).
    - b. Dr Jeff Boyer also attended the FSEC meeting in the Fall. One insight from the conversations was the need for a more formal academic policy that would be transparent and integrated into shared governance so that the policies and procedures used by the Gen Ed Committee are clear to stakeholders.
  9. *Review Student Appeals:* The committee also reviews student appeals for substitutions or exceptions to the General Education requirements. We reviewed 26 appeal requests throughout the year.

### **Summer 2022 Work:**

- In order to get a head start on the work of 2022-2023, the GEC submitted a successful proposal to the provost's office for some funding to support two main activities in summer, 2022: developing a draft of a validation/revalidation policy and creating a workshop for faculty on the Global Perspectives category. This work is taking place in June and July 2022.

### **Priorities for 2022-2023**

- Policy approval and review: the GEC will recommend a policy reorganization to the faculty senate that will include regrouping policies that can be considered academic and curricular policies. Right now, there is no clear section in the Policy Manual where academic policies "live," –instead they are distributed throughout the manual in sections organized by employment/employee class. We would suggest that clearly organizing policies in a way that distinguishes by the topic area rather than employment class is a needed update, in part because there are policies that are academic in nature that affect

multiple employment classes and it would improve the ability of those using the policies to locate the needed information.

- In contrast, the [NDUS system](#) has an '[Academic affairs](#)' policy section; we will request that the senate consider recognizing our policy architecture to have more clearly defined policies that govern our academic and curricular work.
  - We will develop and submit a policy for reconsideration by the faculty senate; in order to engage more faculty in an understanding of what General Education coursework looks like, what criteria are used, and how students are experiencing that curriculum, the policy will spell out timeline, procedures, criteria, and discipline-specific and transfer issues that come up regularly with the registrar's office and should be transparent (and part of faculty governance, because of our responsibility for the curriculum) so that they are a) available for review, b) consistently applied, c) a touchstone for conversations about the curriculum
- Review and validate [Global Perspectives courses](#) (See appendix A)
- Review and revalidate courses that were not successfully approved in 2021-2022 for the Cultural Diversity category.
- Launch assessment system: Instructors teaching in the Gen Ed program will begin reporting assessment results through SPOL

### **CATEGORY G: Global Perspectives**

- This requirement may be met by 3 credits taken in any department as part of the 39 credits required for general education in a course approved for global perspectives.

Code	Title	Credits
<a href="#"><u>ADHM 141</u></a>	Tourism and International Travel Management	3
<a href="#"><u>ARCH 321</u></a>	History and Theory of Architecture I	3
<a href="#"><u>ART 111</u></a>	Introduction to Art History	3
<a href="#"><u>BIOL 124</u></a>	Environmental Science	3
<a href="#"><u>ECON 105</u></a>	Elements of Economics	3
<a href="#"><u>ECON 201</u></a>	Principles of Microeconomics	3
<a href="#"><u>ECON 202</u></a>	Principles of Macroeconomics	3
<a href="#"><u>ECON 205</u></a>	Market Values	3
<a href="#"><u>EMGT 425</u></a>	World Disasters	3
<a href="#"><u>ENGL 240</u></a>	World Literature Masterpieces	3
<a href="#"><u>ENGL 336</u></a>	Literature and The Environment	3
<a href="#"><u>ENGL 375</u></a>	The Bible as Literature	3
<a href="#"><u>ENGR 312</u></a>	Impact of Technology on Society	3
<a href="#"><u>FREN 102</u></a>	First-Year French II	4
<a href="#"><u>FREN 202</u></a>	Second-Year French II	3
<a href="#"><u>GEOG 151</u></a>	Human Geography	3
<a href="#"><u>GEOG 161</u></a>	World Regional Geography	3
<a href="#"><u>GEOL 105L</u></a>	Physical Geology Lab	1

<u>GEOL 105</u>	Physical Geology	3
<u>GEOL 106</u>	The Earth Through Time	3
<u>GEOL 106L</u>	The Earth Through Time Lab	1
<u>GEOL 201</u>	The Geology of Climate Change and Energy	3
<u>GEOL 219</u>	Oceanography	3
<u>GERM 102</u>	First-Year German II	4
<u>GERM 202</u>	Second-Year German II	3
<u>GERM 220</u>	German Culture & Society	3
<u>HIST 320</u>	History of Christianity	3
or <u>RELS 320</u>	History of Christianity	
<u>HIST 355</u>	History of Global Islam	3
<u>HIST 381</u>	Australia & New Zealand	3
<u>INTL 110</u>	Introduction to International Studies	3
<u>NRM/RNG 225</u>	Natural Resources & Agrosystems	3
<u>PLSC 110</u>	World Food Crops	3
<u>POLS 120</u>	Terrorism	3
<u>POLS 220</u>	International Politics	3
<u>RELS 220</u>	Old Testament	3
<u>RELS 335</u>	History of Judaism	3
<u>RELS 340</u>	New Religious Movements	3
<u>RELS 345</u>	Religion and Politics	3

<b><u>RELS 355</u></b>	<b>History of Global Islam</b>	<b>3</b>
<b><u>SOC 116</u></b>	<b>Global Social Problems</b>	<b>3</b>
<b><u>SPAN 102</u></b>	<b>First-Year Spanish II</b>	<b>4</b>
<b><u>SPAN 202</u></b>	<b>Second-Year Spanish II</b>	<b>3</b>
<b><u>UNIV 151</u></b>	<b>Science and Society</b>	<b>3</b>
<b><u>WGS 370</u></b>	<b>Transnational/Global Women</b>	<b>3</b>