

## General Education Meeting Minutes

Friday, 12 Sept. 2014, 9:00-10:00 a.m., Peace Garden, Memorial Union

### Members Present:

Quincy Carter, Cole Davidson, Connie Eggers, Robert Gordon, Marion Harris, Jacob Lynch, Joe Jones, Larry Peterson, Craig Schnell, Dale Sullivan, Amy Rupiper Taggart, and David Wells

Recorder: Kelly Hoyt

**Unable to attend:** Beth Twomey and Justin Wageman

### Fall priorities, GE:

- continued petitions review
- pilot assessment
- alignment with CULE work

### Agenda

1. The minutes from the meeting on 5-9-14 were approved.
2. Consent Agenda Report from Student Petitions Subcommittee: Cole, Amy, Larry.
  - Amy explained that Cole, Larry and Amy will be the subcommittee this year to provide some consistency in the review of petitions as they are familiar with what has happened in the past with petitions.
  - Amy invited students or other committee members to join the subcommittee.
  - Amy asked if there were any additional petitions that the committee wanted to discuss. Hearing none, we proceeded with the agenda.

Student Initials	Request	Subcommittee Recommendation	Committee Decision
K, P	Requesting to sub PLSC 368 into the Sci/Tech category.	3 Y (for discussion)	Some committee members are concerned about setting a precedent by approving this. Course seems very narrow focused – not broad.  2 ayes – 7 nays - motion denied
L, C	Two requests: 1. Substitute several transfer courses (9 cr. of French language courses) into Diversity category. 2. Substitute transfer course (Meteorology) into Sci/Tech category. Student includes letter of support from adviser.	3 Y  3 Y	Approved  Approved
A, T	Requesting to substitute BUSN 341 Business Environment of the EU into HUM/FA and GP categories.	3 No, HUM/FA  3 Yes, GP.	Tours do not meet the category requirement – Denied  Approved unanimously

C, E	Requesting to sub any combination of the following courses into the UDW category (ENGL 358 required for her curriculum): ENGL 357 Women Writers and Readers (UND), ENGL 226 Into to Creative Writing (UND), ENGL 271 Reading and Writing about Texts (UND), ENGL 272 Intro to Literary Criticism (UND).	3 Y (for discussion)	Wells motioned to table this and request more information from the student. Sullivan seconded.  Motion approved unanimously.
G, M	Requesting to substitute two transfer courses (earned abroad), "Written and Oral Communication US TV Crime Drama" and "Cultures of Liminality and Transgression", for COMM 110. Student previously made the same appeal, which was discussed at the 05/09/2014 GE meeting and denied because committee decided the content of transfer courses did not align closely enough with Communication category outcomes at NDSU.	3 N	Denied
D, E	Requesting to waive remaining one credit of Wellness requirement. Student took 1 cr. wellness course at Concordia - transferred to NDSU as HNES 100.	3 Y discuss	4 ayes – 4 nays – 1 abstained -  Denied
H, B	Requesting to waive one credit of Wellness requirement. Student took 1 cr. wellness course at Concordia - transferred to NDSU as HNES 100.	3 Y discuss	4 ayes – 4 nays – 1 abstained  Request denied
U, J	Requesting to sub ARCH 379 study tour abroad into the Diversity category.	3 Y	Approved
M, S	Requesting to waive two credits of the wellness requirement due to military training and education.	Conditionally approve: Request documentation Discuss	Schnell motioned to delay decision and request additional documentation. Carter seconded  8 ayes – 1 nay  Motion approved
W, E	Student took the GE course BIOL 150 at UND, but did not take the lab. Upon transferring to NDSU the UND BIOL 150 course satisfied the SCI/TECH requirement. Student is requesting to take BIOL 150L at NDSU to satisfy the course/lab pair requirement.	3 Y	Approved

D, K	Requesting to sub FREN 202 into HUM/FA category.	3 Y	Approved
B, I	Requesting to sub any of the following courses into the Sci/Tech category to satisfy three remaining credits: BIOL 150/L, BIOL 151/L.	3 Y <b>discuss</b>	Approved unanimously

3. Bylaws change to add advising rep to the committee as a nonvoting member. (see language below)
  - Schnell motioned to approve. Carter seconded. Approved unanimously.
4. Blanket exception: study abroad experiences bearing 3 credits for global perspectives or diversity requirements.
  - Connie asked if the length of time spent abroad needs to be defined.
  - Marion asked if certain courses could just be marked as a blanket approval.
  - Amy asked the committee to think about this some more to be further discussed at the next meeting.

### **Section 10. General Education**

1. Voting membership shall consist of one tenured faculty member from each representation unit, a representative from the Assessment Committee, and two students selected by the Student Government.
2. Non-voting members shall consist one representative from each of the following: the NDSU Library, Registration and Records, **the professional advisors**, and the Provost (or designee).
3. Committee responsibilities include:
  - a. Ensuring that existing courses and experiences meet general education requirements.
  - b. Developing criteria and procedures for submitting, evaluating, and approving courses and experiences that meet general education requirements of NDSU and the Higher Learning Commission of the North Central Association of Colleges and Schools.
  - c. Developing criteria and procedures for submitting, evaluating, and approving courses or experiences that meet the general education requirements for integration into students' curricula.
  - d. Coordinating and recommending actions to the Faculty Senate on proposals for approving general education courses.
  - e. Providing periodic assessment of students' attainment of intended student outcomes in general education.
  - f. Studying, coordinating, and recommending to the Faculty Senate policies and procedures for continuing improvement in general education.
  - g. Selecting two representatives and one alternate for the North Dakota General Education Council.

**\*\*\*\*\*Next meeting is Friday, October 17<sup>th</sup> at 9 am in Minard 318F\*\*\*\*\***

## General Education Meeting

Friday, 17 Oct. 2014, 9:00-10:00 a.m., Min 318 (English dept) conference room

### Members Present:

Quincy Carter, Connie Eggers, Jacob Lynch, Joe Jones, Larry Peterson, Craig Schnell (Chengwen Sun will be taking over for Craig), Amy Rupiper Taggart, Beth Twomey, and David Wells

Recorder: Kelly Hoyt

**Unable to attend:** Cole Davidson/RaNelle Ingalls, Robert Gordon, Marion Harris (Mike Christoffers will be taking over for Marion in the spring and fall, 2015), Dale Sullivan, and Justin Wageman

### Fall priorities, GE:

- continued petitions review
- pilot assessment
- alignment with CULE work

### Agenda

1. The minutes from meeting on 9-12-14 – Craig motioned to approve the minutes and Quincy seconded. Minutes approved.
2. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry. [student's initials (last name first). Joe Jones moved to approve the consent agenda as written below and discussing the last petition. Quincy seconded. Motion approved.

Student Initials	Request	Subcommittee Recommendation	Committee Decision
C,B	Requesting waiver of global perspectives and cultural diversity based on nationality and migration.	Y Diversity N GP	Approved – D Denied - GP
O,J	Requesting waiver of 3 credits of S&T based on three courses he completed at another institution.	CSCI agrees the 3 are equiv. Y	Approved
P, A	Requesting SPAN 311 as HUM	Y	Approved
L, S	Requesting to waive one credit of the science/technology requirement and the course/lab pair requirement. Student took BIOL 151L at NDSU in the spring of 2014. In the summer of 2014 the student took BIOL 151/L at Lake Region State College in Devils Lake. The Devils Lake course has an embedded lab component and the course is four credits. The course, because it is GE at LRSC, transfers to NDSU as a GE course. However, because of NDSU repeat policy, the lab component of the Devils Lake course was excluded from the student's	Y for GE and the credits	Approved

	record. Student includes letter from adviser and from past NDSU Registrar.		
M, K	Requesting to sub transfer course HPER/PSYC 1115 Stress Management, into Wellness category.	Y	Approved
C, E	Requesting to sub any combination of the following courses into the UDW category (ENGL 358 required for her curriculum): ENGL 357 Women Writers and Readers (UND), ENGL 226 Intro to Creative Writing (UND), ENGL 271 Reading and Writing about Texts (UND), ENGL 272 Intro to Literacy Criticism (UND). Tabled from meeting on 09/12/2014. Need syllabi. <b>Will only discuss if we receive the syllabi in time.</b>	<b>Did not receive syllabi. Not discussed at this meeting.</b>	NA
M, S	Requesting to waive two credits of the wellness requirement due to military training and education.	Previously requested additional documentation.	Quincy motioned to approve, Jacob 2 <sup>nd</sup> . Approved – 5 Opposed - 1  Motion Approved

- Bylaws change to add advising rep as nonvoting member. (language sent to Birgit Pruess, held up b/c no job category for “professional advisor”, seeking input on added description) – followed up with advisors, they determined that 50% of their work load is advising.

- It was discussed why the professional advisor rep is a non-voting member. It was determined that since they aren’t faculty, they wanted to keep it academically related.

- Connie asked why then, is Cole on the subcommittee. It was explained that Registration and Records is the point of contact for students and has a lot of information in regards to these appeals.

- Craig suggested having Cole be a non-voting member on the subcommittee and possibly adding a 3<sup>rd</sup> voting member to it but leaving Cole on subcommittee to provide input.

- Larry moved to accept by-laws as written. Amy suggested adding “no term limit” added to the end of number 2 in the bylaws. Quincy motioned to accept this recommendation, Jacob 2<sup>nd</sup>. **Approved unanimously.**

- Larry moved to make the subcommittee a 3-member team with the Registration and Records member being a non-voting member. **Approved unanimously.**

- Upper division substitution request: Computer Engineering (see attachments rationale that were sent out with agenda)—David

- Dept. stripped down computer engineering curriculum and rebuilt it. In doing this re-build, they have come up short in the technology requirements area in GE. Since the CSCI 114/116 are so basic, CS and ECE majors area assumed to already know the information taught in those courses before taking the upper level courses. They are requesting the curriculum be approved as satisfying the technology

requirement of Gen Ed.

- Larry said this is a great idea and we want to encourage this, but asked what happens to students who transfer?
- Craig asked if the transcript can indicate with an asterisk which gen ed courses have been satisfied by the student. Amy said Registration and Records would need to address this.
- Larry said there is a list of courses on the Gen Ed site that are fit under present Rule 6B, which is basically an advanced course with similar content, that have been submitted by departments and if they make a case that they are similar and should count, we agree and put it on the list.
- David said that CSCI 161 would probably be the most effective substitute for CSCI 114/116.
- Larry said that they would have to get the Computer Science people to do this.
- Larry suggested submitting the request for ECE 173 to be substituted for CSCI 114/116 so that it's under EE and then it is owned by Engineering, rather than relying on CS to submit a request.

5. IQOAC information gathering – Gen Ed Committee reviewed and provided some feedback on the questions the IQOAC committee sent to Amy to discuss.

- #3 – Larry said that we do much more petition work than we used to do. Mostly did course review previously. Could be due to more students enrolled. Also don't do course review now because we have course validation in place. When courses are re-validated we ask for a lot of evidence that shows student learning. Larry said that with the new GE model and additional courses being added, there will be a lot for the committee to do for validation and re-validation of courses, and how are we going to assess student learning.

- #4 – What should we be doing – David said we should have a more proactive leadership role around campus. Seems like we are more re-active. Amy suggested splitting our time half and half between the student petitions and trying to keep GE alive and exciting. This would include assessing (reading documents that come from our courses and becoming aware of what's going on across campus and then being able to provide some professional workshops). After we have the new model & outcomes we could build some professional learning communities around a particular outcome area.

- Craig suggested integrating GE into the curriculum. Suggested creating some 1 credit courses to fit into schedules.

- #6 – Amy asked if there is anything standing in the way of this committee to be effective.

- Beth said that when the new model comes out, she doesn't think meeting once a month is often enough.

- Connie agreed – she said maybe cover petitions at one meeting and then save the business of General Education for a second meeting in the month.

- Larry said he and RaNelle are looking at the Gen Ed Administrative Roles to see if there are ways to decrease the petitions by changing some of the rules. Such as things that students do not need to petition for because they can't happen or because they happen automatically. They haven't gotten very far determining how this would work, but those types of things would help the committee and the students a lot.

- Craig said faculty time commitment is a big piece. Also thinks we use more "course designers", they can build assessment right into course. It would save a lot of time and have a better product. Beth agreed with this. Beth was able to speak with the Women Studies group who worked with course designers to develop their course and is really nicely executed. Can see how outcomes and how things work.

- Amy asked if there were any additional questions we should be bringing back to the IQOAC committee.

- Larry said all of these committees were added gradually. We didn't have these committees previously (GE, Assessment). We added these committees because we had new functions but, is this the best way to do things?

- Beth said a good question to ask is are the existing groups that are meeting, actually serving the purposes of what they need support wise and moving forward? Are the committees' charges what was intended when the committee was formed?

Additional items will be held for the next meeting.

**\*\*\*\*\*Next Meeting is Friday, November 14<sup>th</sup> at 9 am in Peace Garden\*\*\*\*\***

## General Education Meeting

Friday, 14 Nov 2014, 9:00-10:00 a.m., Peace Garden

### Committee Members Present:

Quincy Carter, RaNelle Ingalls, Connie Eggers, Robert Gordon, Marion Harris, Jacob Lynch, Joe Jones, Larry Peterson, Craig Schnell, Dale Sullivan, Chengwen Sun, Amy Rupiper Taggart, Beth Twomey, Justin Wageman, and David Wells

Recorder: Kelly Hoyt

1. Approve minutes from meeting on 10-17-14. David motioned to approve, Beth seconded. Minutes approved unanimously.
2. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry.

Student Initials	Request	Subcommittee Recommendation	Committee Decision
F, K	Requesting to substitute NDSU EDUC 379 Transylvania Study Abroad Program into the HUM/FA category.	Y	Approved
C, J	Requesting to substitute HI4102 Ireland, Revolution and Independence, 1898-1968 (University of Limerick) into the HUM/FA category.	Y	Approved
S, S	Requesting to waive wellness requirement due to experience in the Air Force Basic Military Training program.	Y w/documentation	<p>Craig wanted to discuss. He felt since it was not an accredited program we should not waive the requirement or it should be stated in a policy that this is how all of these petitions will be approved. At a minimum, he felt it should at least be sent to Faculty Senate for their information that this is how these Wellness appeals are going to be handled. Larry moved to accept the subcommittee's recommendation to approve with documentation (because of our precedent). Beth seconded motion. Ayes = 12 Nays = 1 Motion passed.</p> <p>Craig motioned to pass the wording of "Effective spring semester 2015, those who have completed basic military training, will receive a waiver for wellness. Military record documentation is required for the waiver." as a Gen Ed Policy Process. Quincy seconded. After discussing, a friendly amendment to send to advisors, post to policies, put in the bulletin and post on the GE website was added. Approved policy unanimously.</p>



O, R	Requesting a waiver to the quantitative reasoning category. Received a D in a remedial math course (LENF-48-108 Mathematics (for Police)) taken in 1983 is on his Alexandria Tech transcript.	N for discussion	Larry added to the subcommittee's motion of denying, that if we deny, he would like us to offer some possibilities to the student. Craig seconded this recommendation. It was decided to delay the decision on this one. RaNelle will contact Alexandria Tech to get a course description on this quantitative reasoning course.
Z, J	Requesting to sub BIOL 150/L and BIOL 151/L into the Science and Technology category. Student already has four credits in this category (CSCI 116)	Y for discussion	Craig made motion to approve. Quincy seconded. 1 Abstention. Motion approved.

**Quick updates**

3. HDFS 468, remove from the Social/Behavioral list and from Global Perspectives, request submitted by Jim Deal Jan 2014, not fully processed: request to send on to Faculty Senate for removal.
  - Committee agreed to move this forward to Faculty Senate.
4. Bylaws change to add advising rep as nonvoting member. Senate Exec approved this and added it to the Senate agenda with small change. It now will be voted on by Faculty Senate.

**\*\*\*\*\*Next meeting is Friday, December 12<sup>th</sup> at 9 am in Peace Garden\*\*\*\*\***

# General Education Meeting Minutes

**Friday, 12 Dec 2014, 9:00-10:00 a.m., Peace Garden**

**Committee Members Present:**

Quincy Carter, RaNelle Ingalls, Connie Eggers, Robert Gordon, Marion Harris, Nicole Borstad (for Jacob Lynch), Joe Jones, Larry Peterson, Dale Sullivan, Amy Rupiper Taggart, Beth Twomey, Justin Wageman, and David Wells

Recorder: Kelly Hoyt

**Unable to attend:** Chengwen Sun and Justin Wageman

**2014-15 priorities, GE:**

- continued petitions review
- streamlining policy and process to make room for leadership work
- pilot assessment/assessment planning
- alignment with CULE work

**Agenda**

1. The minutes from the meeting on 11-14-14 were approved.
2. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry. The subcommittee’s recommendation is a motion for each petition.

Student Initials	Request	Subcommittee Recommendation	Committee Decision
T, L	Two Requests: 1) Sub course into Hum category - Aphra Behn to the Blitz 300 Years of London Women's Social History  2) Sub course into Hum category - The History of London	Y, pending successful completion of courses and official documentation	Marion 2 <sup>nd</sup> – motion passed  Dale 2 <sup>nd</sup> – motion passed
M, H	Requesting to waive ENGL 110 or requesting to waive three of the communication credits.	Y for discussion	Committee agreed that taking 110 didn't make sense after student had taken and passed upper division courses. Motion passed.
F, S	Requesting to waive UNIV 189	Y  subcommittee recommends this procedure: 24 transfer credits, remedial or not, counts for the automatic 189 waiver	189 experience is for students to adjust to college environment. Student completed 27 credits on a campus. Quincy 2 <sup>nd</sup> waive 189 – motion passed.  David 2 <sup>nd</sup> procedure – motion passed

O, R	Requesting a waiver to the quantitative reasoning category. Remedial math course taken in the 80s is on his Alexandria Tech transcript. <b>Course description from Alex Tech at the time the student took the class has been received and is attached under the Capture.PNG.</b>	Y, as “appropriate substitution,” marked clearly as exception not meant to set precedent (in petition summary).	Rob G. 2 <sup>nd</sup> – motion passed
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### Quick updates

3. HDFS 468, remove from the Social/Behavioral list and from Global Perspectives, request submitted by Jim Deal Jan 2014, not fully processed: sent to Faculty Senate for removal at their Dec. 8 meeting. Added: Start date of fall 2015, based on department and R&R request. Approved – Amy will send note to Jim to let him know.

4. Senate bylaws change:

Nov. 10 meeting:

IV. Senate Committee Reports

- a. General Education bylaws (Attachment 4)

Added language regarding Professional Advisers serving on General Education committee, and term limits for non-voting members.

MOTION (Christenson/Cooley): to approve General Education bylaws.

MOTION CARRIED WITH UNANIMOUS CONSENT.

Dec. 8 meeting, 2<sup>nd</sup> vote: Approved – Amy will follow up with Birgit to make sure the actual document gets updated.

5. Policy and Process document change regarding our decision at the November meeting to approve military basic training for wellness waiver. Seeking GE committee approval to send to Faculty Senate (Jan meeting) – There is a preliminary paragraph added and #14. Larry moved to approve – Quincy 2<sup>nd</sup>. There were 2 amendments suggested. In Appendix A, the word military will be added to clarify what type of documentation must be provided and in number 14 the last sentence was changed to read, The waiver will not lead to course credit for the training, and all other minimum graduation requirements apply. Motion passed. Will go to January’s Senate meeting.

### Discussion

6. Blanket exception: study abroad experiences bearing 3 credits for global perspectives and diversity requirements. Amy will draft language for the procedures to explain 492 (Study Abroad) – that if a student receives 3 credits it will satisfy either Cultural Diversity or Global Perspectives. If the student receives 6 credits or more, it will satisfy both of these categories. This does not apply to study tours.

7. Blanket exception: upper division language counting for lower division humanities/FA. Also, parallel courses such as ARB 101 counting for Hum/FA.
  - Amy suggested this be a sub division of number 6 that would lay it out explicitly, it would say something similar to: All upper division modern language courses will retroactively give students credit for Diversity and Global Perspectives and Humanities and Fine Arts. Amy will draft language for section 6 of the procedures and bring to the January meeting.
8. New Business – meetings will be 2 times a month, every other week. First meeting will handle bureaucratic stuff and second meeting would handle leadership work, particularly the alignment of the new Bison Quest model. Quincy will not be able to attend the meetings due to class. Sarah Russell is looking for a replacement for him.

**\*\*\*\*Next meeting is Wednesday, January 14<sup>th</sup> at 1:30 pm in Peace Garden\*\*\*\***

# General Education Meeting Minutes

Wednesday, 14 Jan 2015, 1:30-2:30 p.m., Peace Garden

## Committee Members Present:

RaNelle Ingalls, Connie Eggers, Robert Gordon, Jacob Lynch, Joe Jones, Larry Peterson, Amy Rupiper Taggart, Beth Twomey, Justin Wageman, and David Wells  
 Recorder: Kelly Hoyt

**Unable to attend:** Dale Sullivan and Chengwen Sun

## 2014-15 priorities, GE:

- continued petitions review
- streamlining policy and process to make room for leadership work
- pilot assessment/assessment planning
- alignment with CULE work

## Agenda

1. The minutes from the meeting on 12-12-14 were approved with a suggestion from Larry that for student T, L the institution that the study abroad courses were taken at be identified.
2. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry. [student initials (last name first)].

Student Initials	Request	Subcommittee Recommendation	Committee Decision
O,M	2 credit lecture + 1 credit study tour INTL 379 Global Perspectives on Civic Engagement. For Global Perspectives requirement.  Our action on similar appeal: Substitute SOC 379: Study Tour Abroad (seminar & service trip to Guatemala) into Global Perspectives category. Material submitted by student meets Cultural Diversity, not Global Perspectives, requirements. Denied. 10.15.10	N	Motion denied unanimously.
B,O	Requesting sub HDFS 475, Children and Families Across Cultures course and Nursing Kenya experience for Humanities requirement	N - Committee felt these courses weren't truly humanities courses.	Motion denied unanimously.

## Discussion on Study Tour and General Ed credit –

- Connie asked if anyone else had an issue with the first petition being denied due to the name of the course being misleading saying Global Perspectives.
  - Other committee members agreed it was misleading but as for renaming the study tour, it was out of our hands.
  - Amy said she could contact the instructor and advise them that the name is misleading but it's possible it won't always be the same instructor leading the tours and if the committee doesn't know about the tour ahead of time, there is no way to avoid an issue like this.
  - RaNelle said the best way this could be resolved is for the tour to come before the committee and ask to be considered to fulfill a certain GE requirement that way the students would know when they are

registering for the “course” that it will meet one of their GE requirements and they won’t have to petition it later.

- Amy suggested making faculty aware they may get prior approval for a tour to be considered for GE.
  - Larry said his concern was that students would get GE credit for a tour one year and then the next year students wouldn’t. Instructors would have to be sure they knew that the approval was just for the one semester or that one specific tour so it didn’t cause problems the next year or the next time a tour took place.
- RaNelle was concerned if there was a way to set the system up for a one-time thing like this for tracking purposes.
  - Amy asked if RaNelle could find out the answer to this to see if there was a way to have a marking on it that would be attached to that semester’s instantiation.

### Quick updates

3. Policy and Process document change regarding our decision at the November meeting to approve military basic training for wellness waiver (see document below) was sent to Faculty Senate Exec. They agreed that it should be put on the Faculty Senate consent agenda as information for Jan 26 meeting. RaNelle will have this updated in the administrative guidelines.

### Discussion

4. Blanket exception: study abroad experiences bearing 3 credits for D/GP requirements.

#### **New proposed language for discussion and possibly vote:**

Study Abroad: 3 study abroad credits (U492), completed successfully and transferred back to NDSU will qualify for either Diversity or Global Perspectives credit. 6 or more study abroad credits (U492), completed successfully and transferred back to NDSU will qualify for both Diversity and Global Perspectives credit.

Study Tour: Study tour instructors may apply for general education course approval in any category that pertains to the course content (including diversity and global perspectives), especially but not only if the tour is offered with some regularity, or students may petition separately for general education credit. Study tours must actively and substantially address the outcomes requested (comparable to an approved 3-credit course).

- The beginning of the first paragraph is going to be changed to read “UNIV 492: Study Abroad” and this information will be put on the Gen Ed advising sheet and to the study abroad office for their materials. It will be listed under the categories where the student is looking at the classes.
- RaNelle will also contact Office of International Programs and have this put on the paperwork that students fill out for Study Abroad.
- RaNelle said that the second paragraph shouldn’t be put on the Category sheet that students fill out but could be put in other places where Gen Ed is talked about.
  - Larry said that this information should really be sent out to department heads and chairs.
- Motion to approve the language as proposed above passed unanimously.
  
- Amy was wondering how faculty will go about asking for the tour to be approved for GE.
  - Larry said in the past we’ve directed instructors to submit a memo that explains the rationale of how this meets the outcomes.
- RaNelle will send an email to graduating students and make them aware that if they are currently taking CD or GP *and* have done study abroad, they should contact the Registrar’s office.
- This will also go in the forthcoming Gen Ed Handbook.

5. Blanket exception: upper division language counting for lower division humanities/FA. Also, parallel courses such as ARB 101 counting for Hum/FA. See Appendix A for selected precedents.

**New proposed language for discussion and possibly vote:**

In the spirit of general education administrative policy 6, all upper-division modern language courses shall count for Humanities/Fine Arts credit and for either Diversity or Global Perspectives.

All 3 credit lower-division Modern Languages courses shall count for Humanities/Fine Arts credit and for either Diversity or Global Perspectives.

**Alternate language:**

All Modern Languages courses shall count for Humanities/Fine Arts and for either Diversity or Global Perspectives general education categories.

- Amy will speak with Carol Pearson (department head of Modern Languages) to see if they have an issue with our proposal of divvying up credits in one of these formats:

1. All 3-credit 100-level Modern Languages courses shall count for Humanities/Fine Arts credit and for Global Perspectives.

All 3-credit 200-level Modern Languages courses shall count for Humanities/Fine Arts credit and for Diversity and, retroactively, Global Perspectives.

All 3-credit 300-400 level Modern Languages courses shall count for Humanities/Fine Arts credit and for both Diversity and Global Perspectives

OR All 3-credit 200-311 level Modern Languages courses shall count for Humanities/Fine Arts credit and for Diversity. All 312-400 level Modern Humanities/Fine Arts credit and for both Diversity and Global Perspectives.

2. In the spirit of general education administrative policy 6, all upper-division modern language courses shall count for Humanities/Fine Arts credit and for either Diversity or Global Perspectives.

All 3 credit lower-division Modern Languages courses shall count for Humanities/Fine Arts credit and for either Diversity or Global Perspectives.

3. All Modern Languages courses shall count for Humanities/Fine Arts and for either Diversity or Global Perspectives general education categories.

6. Role of general education committee in roll out of new NDSU Student Quest model – for discussion

Quest open forums:

<b>Date</b>	<b>Start</b>	<b>End</b>	<b>Room</b>
1/21/2015 Wed	1:00 PM	2:30 PM	Rose
2/3/2015 Tue	10:00 AM	11:30 AM	Rose
2/12/2015 Thu	1:30 PM	3:00 PM	Rose
2/24/2015 Tue	9:00 AM	10:30 AM	Rose

- Amy encouraged committee members to attend these forums to hear about the new model.

New Business:

- Larry asked about the Policy and Process Document that he and Amy drafted over the summer.
  - Amy will put his on the agenda for the next meeting to share with the committee.

**\*\*\*\*\*Next meeting will be Wednesday, January 28<sup>th</sup> at 1:30 pm in Mandan\*\*\*\*\***

# General Education Meeting Minutes

Wednesday, 28 Jan 2015, 1:30-2:30 p.m., Mandan

## Committee Members Present:

Mike Christoffers, Connie Eggers, Jacee Engels, RaNelle Ingalls, Joe Jones, Larry Peterson, Dale Sullivan, Amy Rupiper Taggart, Beth Twomey, and David Wells

Recorder: Kelly Hoyt

**Unable to attend:** Robert Gordon, Sri Lalitha Nuthulapati, Chengwen Sun and Justin Wageman

## 2015 priorities, GE:

- continued petitions review
- streamlining policy and process to make room for leadership work
- pilot assessment/assessment planning
- alignment with CULE work

## Agenda

1. The minutes from meeting on 01-14-15 were approved with the following changes
  - Mike Christoffers should be added to the present list.
  - On the bottom of page 2, 3<sup>rd</sup> bullet above number 5 – this was about courses that were not Gen Ed that would be listed as equivalent for prior approval of a course but not for study tours.
2. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry. [students initials (last name first)].

Student Initials	Request	Subcommittee Recommendation	Committee Decision
O, M	2 credit lecture + 1 credit study tour INTL 379 Global Perspectives on Civic Engagement. For Global Perspectives requirement. Guatemala study tour.  New information regarding advising: the student's graduation audit did not catch the error, the advisor approved the list. The student provides a more extensive rationale.	Y	This requirement was missed during multiple reviews. Student made a compelling argument for how it meets GP outcomes. Larry moved to approve petition. David seconded. Motion approved unanimously.
U, M	HON 340: National Tragedies and Heroic Responses for global perspectives	N	Larry moved to deny petition. Joe seconded. The syllabus doesn't meet the objectives for GP. Motion denied unanimously.

## Quick updates

3. Policy and Process document change regarding our decision at the November meeting to approve military basic training for wellness waiver. It was sent to Faculty Senate for the consent agenda, Jan 26 meeting. It was removed from the consent agenda by a Senator. Due to a lengthy meeting, it was not discussed or voted on and will be moved to the next meeting.
4. New approved language sent to office of international programs, professional advisors, chairs and heads in this form:

UNIV 492, Study Abroad: 3 study abroad credits, completed successfully and transferred back to NDSU, will qualify for either Diversity or Global Perspectives credit. 6 or more study abroad credits, completed successfully and transferred back to NDSU, will qualify for both Diversity and Global Perspectives credit.



XXX379, Study Tour: Study tour instructors may apply for general education course approval in any category that pertains to the course content (including diversity and global perspectives), especially but not only if the tour is offered with some regularity. Course approval for study tours requires a 1-page rationale for how the tour addresses a GE outcome plus a syllabus and should be sent to the Director of General Education for GE committee review. Study tours must actively and substantially address the outcomes requested (comparable to an approved 3-credit course). Students may also petition separately for general education credit using the GE student petition process. (Final sentence stricken for Bulletin)

## Discussion and Vote

5. Report from Modern Languages on a procedure for GE credit.

- Amy met with Carol Pearson about the language. Carol brought it before her faculty and they agreed on the following language.

### Preferred language:

All 4-credit 100-level Modern Languages courses shall count for Humanities/Fine Arts credit and for Global Perspectives.

All 3-credit 200-level Modern Languages courses shall count for Humanities/Fine Arts credit and for Diversity and, retroactively, Global Perspectives.

All 3-credit 300-400 level Modern Languages courses shall count for Humanities/Fine Arts credit and for both Diversity and Global Perspectives.

- Connie and Beth were concerned that a first year student who places at the 200 level because of courses they took in high school, would only have to take one 3 credit course at NDSU to count for all three categories.
  - RaNelle mentioned that by including all modern languages courses (rather than just some like we have now), would allow languages that students take through Tri-College to satisfy these requirements.
  - The question was brought up about Latin or Greek, would those languages satisfy these requirements?
    - Amy indicated that they are not modern languages and they aren't taught here. But if they bring them in from another institution, they can file a petition if they would like.
    - RaNelle said she would probably need a list of the courses that would not count towards this so her office staff know.
  - Dale motioned to strike the wording "and retroactively, Global Perspectives" and then add additional language below statement 2 of "see Modern Languages department policy for retroactive credit that may additionally affect the awarding of the Global Perspectives outcome." And change the words "all...courses" to "any...course" in each item. David seconded. Motion passed unanimously.
- Amy will notify Carol of this new language and make sure they approve of it.

6. Discussion: new course for GE, how to approve?

I co-instruct an undergraduate course, PHRM 101: Introduction to Public Health, every fall semester. This course has been taught for 3 years now I believe and my co-instructor and I feel that it would be a good course option for a general education requirement. Because of the general education changes that are currently taking place, should we wait to submit this course for approval as a Gen. Ed.? Or still submit but use a new set of learning outcomes? Our initial thought was to submit in February through the appropriate approval channels so that it could be listed for Fall 2015. What do you recommend?

Thank you for your time,

Stefanie Meyer, MS, CSCS  
 MPH Program Coordinator/Lecturer  
 College of Pharmacy, Nursing, and Allied Sciences

- Amy thought we might be able to have a process that would allow them to make a rationale for both the old and new outcomes so that if they felt like they had something that would work in either system they wouldn't have to come back later to get it approved under the new model. Basically not have to do the work twice if it can be avoided.
- Larry was copied on the email as well and Stefanie wanted a course that could be on the Gen Ed list for next fall. Larry isn't sure the timeline is possible because our committee would have to act on it and it would have to go to Faculty Senate.
- RaNelle said in the next 2-3 weeks she is sending out the curricula review so that departments can start updating their curricula without the thought of new Gen Ed in that.
- Larry said that if it's going to be on the Gen Ed list in time for students to pre-register as it has to be approved by this committee and also be approved by Faculty Senate. RaNelle added that it has to be done by the end of March due to advising starting then.
- If she wants to go ahead under the current model with the risk of having to reapprove it, she can use current system and let timeline play out as it will.
- If she would like to start the process of approving for both, we would need the time to develop a system that we would feel comfortable with and she would have to think about doing it later than the fall.

7. Quest Open Forums

<u>Date</u>	<u>Start</u>	<u>End</u>	<u>Room</u>
2/3/2015 Tue	10:00 AM	11:30 AM	Rose
2/12/2015 Thu	1:30 PM	3:00 PM	Rose
2/24/2015 Tue	9:00 AM	10:30 AM	Rose

- Amy encouraged committee members to attend one of these sessions to familiarize yourself with the new model. It will help us talk about what our role is going to be in the next phases.
- David asked if there could be a sign up sheet for people to record they attended so he could look at it and see who from his college is there so he can go have a conversation about gen ed with them.
- Connie suggested linking the model with Quest under the NDSU index on the NDSU website. It would be beneficial to have information on the Gen Ed webpage also since not everyone is familiar with CULE.

**\*\*\*\*\*Next meeting is Wednesday, February 11<sup>th</sup> at 1:30 pm in Peace Garden\*\*\*\*\***

# General Education Meeting Minutes

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**Wednesday, 11 Feb 2015, 1:30-2:30 p.m., Peace Garden**

## Committee Members Present:

Mike Christoffers, Connie Eggers, Jacee Engels, RaNelle Ingalls, Joe Jones, Chengwen Sun, Amy Rupiper Taggart, Beth Twomey, and David Wells

Recorder: Kelly Hoyt

**Unable to attend:** Robert Gordon, Sri Lalitha Nuthulapati, Larry Peterson, Dale Sullivan, and Justin Wageman

## 2015 priorities, GE:

- continued petitions review
- streamlining policy and process to make room for leadership work
- pilot assessment/assessment planning
- alignment with CULE work

## Agenda

1. The minutes from the meeting on 012815 were approved.

## Quick updates

2. Quest open forums:
  - If you haven't attended one, please do so.

Date	Start	End	Room
2/12/2015 Thu	1:30 PM	3:00 PM	Rose
2/24/2015 Tue	9:00 AM	10:30 AM	Rose
3/6/2015 Fri	3:30 PM	5:00 PM	Barry Hall

3. Policy and Process document change regarding our decision at the November meeting to approve military basic training for wellness waiver. Removed from consent agenda by a Senator, not discussed or voted on. Moved to Feb. 9 meeting.

From Birgit: "Amy, the below text in blue is what I received from the senator who requested the item to be removed from the consent agenda.

With no disrespect to military personnel, I question their special exemption from the Wellness requirement. I suspect there are other students whose wellness foundations are equally as strong as those of military personnel and could be documented with comparable reliability. Should the granting of requests by those students be any less automatic than for students with military training? Given the faculty's stake in the curriculum, I submit that discussion should be an option.

And yes, the item will be under Standing Committee Reports, but after Budget. Those folks have been in the wait loop for a while as well."

- This document was approved after Amy answered a couple of questions at the Faculty Senate meeting.

4. Report from Modern Languages on a procedure for GE credit. Carol Pearson responded with a thanks. The new procedure is a go. Procedure language was added to handbook.
5. Scott Smith course equivalency request
  - After much discussion there are questions the committee has such as why is 105 a pre-requisite for this course rather than 103 or 104 and why is this course not coming to the committee as a gen ed request.
    - Amy will discuss these items with Scott.
6. Policy and Process document discussion and feedback: revisions?
  - David said this looks like a very good start but asked about the transition of sub-committees and why are Critical Thinking and Public & Social Responsibility combined for two years and then take them apart? He thinks they should be separate to begin with.
    - Amy explained that it's because they are two new areas. Initially, the sub-committees will consist of members from the Gen Ed committee but in the transition period there will be team mates from other areas.
    - David thinks they should both have their own sub-committee in the beginning when there will be the most work.
    - Amy said there is a possibility that the two of these may not get rolled out at the same time, but there is no way to know that at this time.
    - David also asked which one of the four clusters will be the first one to be rolled out. Beth mentioned Critical Thinking, if it gets approved. Amy said CULE is having discussions on that but nothing is set in stone yet.
  - David asked what the next step is on this document.
    - Amy said we are just waiting now to see if the model gets approved. They would like to know what the final model is going to be before they do any additional work on this document.
  - Beth asked about the section on Unifying courses across campus, the end of the first sentence says ...as well as more dialogue across courses addressing a campus outcome. Beth is wondering what that campus outcome is referring to.
    - Amy explained that it is a Quest outcome. She will change the wording to define that.
  - Beth also asked about the first sentence under Fast Track approval. It appears that maybe part of a comment is included in the sentence that doesn't belong there. It reads,  
[A course syllabus accompanied by a short form, indicating what will change to suit the newly worded outcome and describing a clear plan for assessment if that's what's changing in our new model, as it seems to be.](#)
    - Amy will reword this sentence so it makes sense.
  - Beth also said she isn't familiar with the current re-validation schedule is for courses.
    - Amy said there isn't one at this time, that she's aware of.
    - RaNelle asked if Beth meant a review of the course and Beth said yes. RaNelle said it's supposed to be every 5 years.
    - Amy said they might get a reports but they don't really have an active assessment of outcomes and if they match up.

- Dale and RaNelle said it used to be, every 5 years.
- Amy wondered if this process wasn't dropped to develop the new model.
  - ✓ RaNelle said it was. She said they developed Rubrics 8-9 years ago and they were to serve as how the course met these things. They decided since they were going to develop a new model, they weren't going to spend time on it since it was going to be revised anyway.
- There are some references to BC (Bison Core) in the flow chart.
  - Amy will fix these to say NDSU Quest.
- Amy will spell out DCE – Distance and Continuing Education on the first page.
- RaNelle is wondering how to inform students at their Transfer Preview Sessions about the possible new model. At the most recent session they provided the current information that we have in place, but when students actually transfer here in the fall or even next year, the model will be different and students will “lost” because it isn't what they were told when they are exploring their transfer options. They could tell the students that the model is changing, but it makes it very difficult for students to commit to transferring here because they may extend their timeline another year.
  - David said there are two answers to that:
    - 1) Life changes.
    - 2) The sense of what we are trying to do is exciting and we should be able to convey that to transfer students as well as high school students.
  - RaNelle said she would like to see, once the model is approved, that departments are required to show how it's going to look in their college/dept. They need to have something in writing to show the students.
    - Amy said they have been getting questions about how this will affect transfer students. She thinks once the model is approved, departments will be asked to lay out their major, in a way that it is impacted by the new model. If there is no change, that's fine, let GE know if it has changed it or not.

**\*\*\*\*\*Next Meeting is Wednesday, February 25<sup>th</sup> at 1:30 pm in Peace Garden\*\*\*\*\***

# General Education Meeting Minutes

Wednesday, 25 Feb 2015, 1:30-2:30 p.m., Peace Garden

## Committee Members Present:

Mike Christoffers, Connie Eggers, Jacee Engels, Robert Gordon, RaNelle Ingalls, Joe Jones, Larry Peterson, Sri Lalitha Nuthulapati, Dale Sullivan, Chengwen Sun, Amy Rupiper Taggart, Beth Twomey, Justin Wageman, and David Wells

Recorder: Kelly Hoyt

## 2015 priorities, GE:

- continued petitions review
- streamlining policy and process to make room for leadership work
- pilot assessment/assessment planning
- alignment with CULE work

1. The minutes from meeting on 02-11-15 were approved.
2. We introduced ourselves to the new student body representative Sri Lalitha Nuthulapati.
3. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry. [students initials (last name first)].

Student Initials	Request	Subcommittee Recommendation	Committee Decision
E, M	History of the Old Testament GE course (Northwestern College) for HUM and GP.	Y-HUM N – student didn't address characteristics of GP in appeal	Dale motioned to approve Humanities. David seconded. One abstained. Motion was approved to accept for HUM. Dale motioned to deny GP, David seconded. One opposed. Motion was approved to deny for GP as student did not make a case showing global perspectives on world wide issues.
C, B	1 year study abroad for Diversity credit	Y	See Note 1 below - Larry motioned to change language, RaNelle seconded. Motion approved unanimously.  Motion approved unanimously.
K, J	Sub a study abroad course, Irish Life and Culture, into HUM/FA.	Y	Motion approved unanimously.

**NOTE 1:** It was discussed that in the instance of C, B, we may need to add language to the blanket approval for study abroad such as, UNIV 492 (or an equivalent study abroad experience from a transfer institution)...and then Registration and Records would be able to handle this and the petition wouldn't have to come to this committee.

**NOTE 2:** Larry suggested that the handbook might want to address the burden of proof - how strict do we want to stick to the student making the case for appeal? They may have supplied evidence that makes the case for them even if they didn't explain it in the appeal. Others recommended a revision of the petition document and the offering of successful petition models.

## Quick updates

### 4. Quest open forums:

<u>Date</u>	<u>Start</u>	<u>End</u>	<u>Room</u>
3/6/2015 Fri	3:30 PM	5:00 PM	Barry 126

- Larry reminded those that are eligible to vote for Senate representatives, emails were sent out to and the link in the email is just for the person the email was sent to. It will be open until March 11<sup>th</sup>.
- Information about Gen Ed at our Peer Institutions has been posted to the CULE website, along with the Gen Ed model. There will also be information/feedback that has come from faculty posted to the website at a later date.

### 5. Scott Smith course equivalency request, updates?

- Amy proposed the possibility of approving the course as an exception rather than getting the course approved as a Gen Ed since the model will be changing.
- David motioned that ECE students can sub CSCI 161 as fulfilling the SCI/TECH category. Larry seconded. Motion approved unanimously.
- Amy will notify Scott of the decision.

### 6. Handbook

- This will be on the next agenda to share any ideas of what should be included.
  - Revise the guidelines for appeals and provide a model or two for students to see as an example.
  - Think about where this information should go. We might not want it in two places. Maybe we just want it on the website.
  - Larry said a lot of places don't have handbooks but UND is creating one. He will keep in touch with them and see what they are putting in theirs.

### 7. Discrepancies in the GE admin policies documents: bulletin v. website.

- The bulletin version of administrative policies is almost complete except for number 13 that is on the GE Committee website administrative policies regarding course syllabi. Number 5 in the GE Committee Administrative Policies has information saying that a student who passes the CLEP exams in both the physical and biological sciences shall be considered to have fulfilled the laboratory requirement. RaNelle said this is from a time when there were separate exams for these categories and this should be removed from the administrative policies version on the GE Committee website. The bulletin version will be the document that is used.
  - Larry made a motion that the present administrative policies listed in the bulletin serve as the master with the addition of number 13 from the website version. Motion passed unanimously. There will be a link on the faculty senate website to the bulletin so it only has to be updated in one spot.

**\*\*\*\*\*Next meeting is Wednesday, March 11 at 1:30 pm in Peace Garden\*\*\*\*\***

# General Education Meeting Minutes

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Wednesday, 11 Mar 2015, 1:30-2:30 pm, Peace Garden

## Committee Members Present:

Mike Christoffers, Connie Eggers, Jacee Engels, Robert Gordon, RaNelle Ingalls, Joe Jones, Larry Peterson, Amy Rupiper Taggart, Beth Twomey, Justin Wageman, and David Wells

Absent: Sri Lalitha Nuthulapati, Dale Sullivan, and Chengwen Sun

Marie Bosley Gordon is the new Assistant Registrar. She will be transitioning into her position and taking over for RaNelle after next fall.

Recorder: Kelly Hoyt

## 2015 priorities, GE:

- continued petitions review
  - streamlining policy and process to make room for leadership work
  - pilot assessment/assessment planning
  - alignment with CULE work
1. The minutes from meeting on 02-25-15 were approved with the change that Kelly will remove Mike's name for an opposed vote, and Larry's name as abstained on one student petition. Going forward names will not be listed, just a "tally" if the vote is not unanimous.
  2. ENGR 291 for 189 Reapproval David Wells

Amy .....

Our college would like to renew the equivalency of Univ 189 with Engr 291. This was granted by the GenEd Committee for the Fall 2013 version, but for a single offering, as the course was in 291 mode, rather than didactic. We piloted the course a second time in Fall 2014 and would like the 189-291 linkage re-approved. Fall 14 syllabus attached. I can supply whatever addition data you need.

David

- Larry suggested granting some kind of waiver for the indefinite future so that Registration and Records can automatically count as an approved equivalent course.
- Amy asked if this class could go through the normal route of getting a course approved for Gen Ed.
  - RaNelle said that if the course just gets approved, then they can put it under the student's first year experience. But she wondered if the course would be open for all students, which is a Gen Ed requirement now.
  - David said he would find it very odd if there was a student in some other major besides Engineering that would want to take this.
  - Larry said the difficulty is that we don't know if 189 is going to be here in the next one or two years so it would be less work to make this as an exception rather than Engineering going through the Gen Ed course approval process.
- Connie said if this is equivalent to Univ. 189 it should be equivalent to Agr. 189, HDE 189, Bus. 189, etc. so if the student transfers, this requirement is met in any department.
  - Larry moved that this course meets the first year experience requirement, under the present system, for the indefinite future. Rob seconded.



- RaNelle said she would like to have this listed in a public place such as on the Gen Ed list that shows this will be ok for any depts.
  - Connie suggested using a subtype asterisk under the freshman year experience, like the nutrition class that can be used in either science or in wellness, but not both.
  - RaNelle said this is similar to what she is thinking so her staff, as well as advisors would see on the Gen Ed list that shows there is an exception.
  - Connie said it would also be set as an equivalency in the academic requirements report.
    - ✓ This motion passed unanimously.

### 3. Modern Languages clarification (RaNelle)

- The decision that the committee voted on at the Jan. 28 meeting was reviewed and this was explained more clearly so RaNelle can share with her staff (that at the 300 and 400 levels they would get credit for all three).

### 4. Revised petition guidelines for R&R (below)

- Larry suggested saying “as described at” or a phrase similar to that rather than Outcomes rubrics.
  - The committee thought making the word “outcomes” as a hotlink would be beneficial.
  - Since this form cannot be submitted electronically at this time, a hot link might not be the best solution.
  - RaNelle said that a hotlink would be ok, but we should still include the URL for those who will need to print it off to fill out.
- David suggested putting exactly on the form, what it is that we are looking for or want the student to provide when completing the form. RaNelle added that we could restructure the form to make students fill in specific areas on the form and tell them what documentation they need to provide to us that we can review.
- Mike said he would like a student to explain what they learned in this course, not just that it met the outcomes.
  - Connie said she agrees that it would make the petitions more enjoyable to read and strengthens the student’s case however, we don’t require NDSU students to show what they learned in the course to prove that they should get the Gen Ed credit. They just have to have passed the course.
  - Amy said that unless students are really good at self-reflection, we would almost need to see their work to determine what they learned.
  - RaNelle said that even if they provide the syllabus for the course, they have to address the points laid out as to how the course met them and not leave it up to the committee to figure it out by reviewing the syllabus.
    - RaNelle motioned to approve the language in the GE guidelines for Section C of the appeal form that are proposed, and adding “please type or write legibly” back in since the form is not electronic and some complete by hand

rather than typing it, removing the required signature, and outcomes rubric being changed to “as described at (URL)”. Larry seconded.

✓ Motion passed unanimously.

- Amy will make the changes and send to RaNelle. She will bring the form to the next meeting to be discussed by the committee about the proposed suggestions above.

#### 5. Quest revisions update, Larry

- Larry said the survey is open until midnight tonight. 259 responses so far.
- CULE met Tuesday and Learning Outcomes were revised slightly.
  - The committee considered feedback they received about the Science and Wellness categories and made some accommodations to them.
- Open Forums have had 244 people attend. This doesn't include the forums with the deans, faculty senate, student senate, etc.
- The revised Learning Outcomes will be brought to Senate in April for consideration. Larry explained that they are discussing with the Provost about the model and if they should break it into two parts such as the general concept of the model and then next fall bring it back for the budget aspect of it.
- Larry noted that Craig Schnell visited with the CULE group on Monday about site visits he has been on. Larry addressed the issue of our General Education status and that he was concerned we would be written up due to not having a new model in place. He said that Craig stated no campus is perfect, if you have a process in place and working to improve it, we should be ok. Larry felt reassured by this.
- David asked what we should be doing within our colleges to prepare the ground.
  - Amy said she thinks people are struggling to see themselves in the outcomes, instead of disciplinary categories. She thinks help in training people to think in that way about outcomes that we share as a campus being a little different than our majors and disciplines.
  - David said that everyone he has talked to in Engineering see these as courses, not outcomes, they can't get past that.
  - Amy said it needs to be explained that it shouldn't be seen as absent disciplinary content, but that it's in the rich context of our content and that we can get at these outcomes and that's a nice thing to share as a campus.

**\*\*\*\*\*Next meeting is Wednesday, March 25<sup>th</sup> at 1:30 pm in Peace Garden\*\*\*\*\***

# General Education Meeting Minutes

Wednesday, 25 Mar 2015, 1:30-2:30 pm, Peace Garden

## Committee Members Present:

Mike Christoffers, Connie Eggers, Marie Bosley Gordon, Robert Gordon, RaNelle Ingalls, Larry Peterson, Amy Rupiper Taggart, Beth Twomey, and David Wells

Absent: Jacee Engels, Joe Jones, Dale Sullivan, Chengwen Sun, Beth Twomey, and Justin Wageman

Recorder: Kelly Hoyt

## 2015 priorities, GE:

- continued petitions review
- streamlining policy and process to make room for leadership work
- alignment with CULE work
- pilot assessment/assessment planning

## Agenda

1. The minutes from meeting on 03-11-15 were approved.
2. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry. [students initials (last name first)].

Student Initials	Request	Subcommittee Recommendation	Committee Decision
V, R	Requesting a sub of a Technical Communication course from India into the HUM/FA category.	Deny	It didn't seem to fit in HUM/FA, it seemed more like COMM.  Motion denied.

3. UW River Falls, Communication Category and Transfer, query sent to Mark Meister

Hi Amy,

I just worked with a student last week who had transfer work from the University of Wisconsin-River Falls. Their institution offers several courses that satisfy the communication portion of their general education requirements. This particular student took Business and Professional Communication for their communication requirement, but it does not transfer as our Comm 110. Since COMM 110 is the only course students can take to satisfy our communication requirement the student was required to file a general education appeal.

I was working another transcript this morning that was also from the University of WI-River Falls that also took the Business and Professional Communication course. Since I am starting to see a trend of students come in with other courses outside of COMM 110 that satisfy their communication requirement how would the committee like to transfer team to approach these situations? Do you feel comfortable with our office satisfying the communication requirement for those students who have taken communication courses as

part of their institution's communication requirements, or would you rather have the students file an appeal every time? I have attached a copy the Business and Professional Communication course for your review. Please let me know your thoughts.

Link to University of WI-River Falls Gen Ed Requirements  
<http://www.uwrf.edu/Catalog/DegreeRequirements/GenEdRequirements.cfm>

Thank you,

Nicolette Pilon  
Transfer/Communication Coordinator  
Office of Registration and Records

- Amy dug a little deeper on the University of WI-River Falls Website and found that students in the major can take either 101 or 116. 101 is on our approved list here. She thinks if the Comm. Dept. at WI-River Falls sees the two of these courses as equivalent, then we're likely to get an approval from Mark on this.
  - Amy asked if we need to revise the guidelines.
    - Larry said he's inclined to not change the guidelines because with the change of the GE model to outcomes, this won't be an issue.
  - It was decided to wait and hear what Mark Meister decides on this.
4. Petition form review and revision; please pre-review the form at:  
<http://www.ndsu.edu/fileadmin/registrar/forms/genedappeal.pdf>

Come prepared with suggestions for revision.

- What should this form look like?
  - RaNelle was concerned about the link to the rubrics so that students could see what the outcomes were that they were speaking to. RaNelle isn't sure students would know what to do with this. They might think they need to fill out the rubrics.
    - Amy asked if we should link it to a description rather than a rubric.
    - Larry suggested linking to Working Definitions and Essential Considerations for Gen Ed Courses on the Gen Ed webpage which elaborates on each of the categories.
  - RaNelle would like to see the student provide the syllabus from the school, and take the learning outcomes and address them specifically to our category description. This is how they would make the evidence for their case for the course substituting into the category they are requesting.
  - She also suggested giving them some direction on what we want them to write about so we don't get all kinds of formats turned in.
  - David suggested keeping the form to 1 page in length. Suggested having an explanation that isn't part of the form. It could explain what evidence is, what documentation is, etc. It would guide those students to make the appeal, cohesive, complete, simple, and one time through.
  - Amy suggested some instructions 1. Tie your learning to the Gen Ed definition in outcomes. Provide specific examples from your learning and learning activities. 2. Include or provide a syllabus, assignments, and sample work (at least one of these). 3. Complete the form. 4. Submit all together to Registration & Records.
  - Connie asked if we were going to put a well-documented example on the web too.
    - Amy said she could do a PDF mark-up that shows what the claim is, here's the connection to the outcome, here's the evidence and examples.



- One of the major goals by doing this is decentralizing reporting and lengthening reporting cycles. Can Assessment be every 3 years with annual updates on what departments are doing (not actual reports)?
- The IQOAC committees view is that they want to hear from the Senate on what they think is acceptable and then come back with a series of recommendations next fall.
- Amy asked how these changes would come to be. Would there be a mandate by the University?
  - Larry said these will have to be changed in the Senate by-laws and then these committees would be reformed.
- Amy said it might be important for us to speak back to them after hearing their recommendations, if we see something that would inhibit our work in some way.

8. Which, if any, shall we pursue to make the committee work better?

- Amy said that we should wait for the recommendations before deciding on any of the items below.
  1. Send petitions to departments rather than to GE committee. Ask departments to determine whether the GE outcome has been met (through petition, syllabus, and document review).
  2. Create a policy that says every student may be **one** credit shy in **one** 3-credit category without the need to petition.
  3. Find ways to collect the assessment already occurring, tie our assessment to department-level assessments (GE rubrics used by the disciplines?)
  4. Possibly situate assessment within Capstone in new model

**\*\*\*\*\*Next Meeting is Wednesday, April 8<sup>th</sup> at 1:30 pm in Peace Garden\*\*\*\*\***

## General Education Meeting Minutes

Wednesday, 8 April 2015, 1:30-2:30 pm, Peace Garden

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### Committee Members Present:

Mike Christoffers, Connie Eggers, Jacee Engels, Marie Bosley Gordon, Robert Gordon, RaNelle Ingalls, Joe Jones, Larry Peterson, Amy Rupiper Taggart, Beth Twomey, Justin Wageman, and David Wells

Absent: Dale Sullivan and Chengwen Sun

Recorder: Kelly Hoyt

### 2015 priorities, GE:

- continued petitions review
- streamlining policy and process to make room for leadership work
- alignment with CULE work
- pilot assessment/assessment planning

### Agenda

1. The minutes from the meeting on 03-25-15 were approved.
2. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry. [student's initials (last name first)].

Student Initials	Request	Subcommittee Recommendation	Committee Decision
L, M	American Sign Language from U M Duluth for Fine Arts and HUM	Yes	Motion approved unanimously. See Note 1 below.
G, K	Poli Sci 115 American Govt for Global Perspectives	No	Motion denied unanimously.
C, Q	HIST 1424 for Humanities, Alexandria Tech, 3 credits for HUM	Discussion	Rob moved to approve as a HUM course. David seconded. Motion approved. 1 abstained.

- Note 1: Amy asked if we should have a policy that will cover any future language courses for registration and records to approve.
    - Larry moved that all 3 credit language courses (excluding computer programming languages) from accredited institutions count for the Humanities category. Rob seconded.
      - Motion passed unanimously.
3. UW River Falls, Communication Category and Transfer, query sent to Mark Meister
    - Amy has not heard from Mark. She asked if we want to give him a deadline and if we don't hear from him by then we are going to approve.

- RaNelle moved that if we do not hear from Comm by the 15<sup>th</sup>, this will be approved. Rob seconded.
  - Motion passed unanimously.
  
- 4. Petition form review and revision; RaNelle
  - Marie explained the changes they made to the form.
    - Added language to cultural diversity that if you are going to petition the study abroad option, the student needs to have evidence from your study abroad program that we have reviewed and received your transcript.
      - Amy said one of our policies says something like that so they could reference that on the form. We could have the form say “Show evidence of UNIV492 on your transcript”.
    - Rob asked about the disclaimer “This option is NOT available to Canadian Residents.” It didn’t seem to quite fit because Canadian students could have Study Abroad experience.
      - Marie will move the disclaimer to the first bullet behind International Student.
    - David asked if it should say residents or citizens.
      - It was decided to change it to citizens.
    - Military service – Marie said they added this section for anyone who can provide documentation of basic training, they can mark this and Registration can then grant them the wellness category.
      - RaNelle said she and Marie discussed that they need to receive something more in their office than just a certificate. RaNelle and Marie listed the DD214 (separation form) as an example.
      - Amy suggested adding the word official to the military documentation for clarification.
    - Marie said they tried to bullet exactly what they want from the students under the Substitution of a course into a gen ed category.
      - David suggested completing at least 2 outcomes for the category that is listed on the syllabus.
      - Connie suggested putting the last bullet first.
      - Amy suggested using more of the language that we approved previously on this form.
  - Amy asked Marie to bring a draft of the form back to the next meeting.

**\*\*\*\*\*Next meeting is Wednesday, April 22 at 1:30 pm in Peace Garden\*\*\*\*\***



## 2014-2015 General Education Committee Minutes

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Wednesday, April 22, 2015

1:30-2:30 p.m.

Peace Garden, Memorial Union

**Members present:** Mike Christoffers, Marie Bosley Gordon, Robert Gordon, RaNelle Ingalls, Larry Peterson, Dale Sullivan, Amy Rupiper Taggart, Beth Twomey, David Wells, Jacee Engels

**Unable to attend:** Connie Eggers, Joe Mike Jones, Chengwen Sun, Justin Wageman,

Recorder: Kelly Hoyt

### 2015 priorities, GE:

- continued petitions review
- streamlining policy and process to make room for leadership work
- alignment with CULE work
- pilot assessment/assessment planning

1. The minutes from the meeting on April 8, 2015 were approved.
2. Report from Student Petitions Subcommittee: RaNelle, Amy, Larry. [student's initials (last name first)].

Student Initials	Request	Subcommittee Recommendation	Committee Decision
M, G	INT 379 Discover Mexico: Perception, Passion, and Purpose for Cultural Diversity	Y	Approved
K, J	Student requesting exception to HU/FA category for study abroad course Imagining Modern Ireland. Committee previously approved student's request for course she did not take during study abroad experience.	Y	Approved
G, M	UND 110C, Community and Isolation in Multiethnic Literatures for HUM	Y	Approved
R, M	History Ireland 1750-1850 for HUM (study abroad)	Y	Beth requested that we discuss this one. Student didn't make a compelling case in their written argument, but the syllabus is the evidence.  Motion approved.

### 3. Special appeal post April 15 deadline, 189

- Larry said he doesn't know if the peer mentorship would be beneficial to the student under these circumstances.
- David said he looks at this as how much value will it provide to the student. He asked if the letter would be sufficient.
  - RaNelle said she needs to have something in writing to give liaison to remove it from the student's requirements.
    - Dale motioned to accept the letter from the student as documentation of her appeal and be put in her file. David seconded.
      - ✓ Motion approved.
    - Amy will let the student know this is approved and will forward the email from the student on to Marie Bosley-Gordon.

### 4. UW River Falls, Communication Category and Transfer, query sent to Mark Meister.

- Mark is comfortable with our decision to approve.
- Amy asked RaNelle if they needed anything else in their office.
  - RaNelle asked if anything needs to be done with the database. She said they would need a notation in case anything else comes in for transfer from UW River Falls so they can approve this same course again.

### 5. Petition form review and revision, take two: Ranelle and Marie

- Amy asked if Global Perspectives needs to be added to the first box item with Cultural Diversity waiver. The student would have to determine which one they are appealing.
  - Larry explained that there are certain courses that this would not work to have it say Cultural Diversity or Global Perspectives. He suggested changing the heading to read "International Student or Study Abroad".
- Marie added the word official in front of military documentation.
- Substitution of a course into a gen ed category –
  - Number 2, Beth suggested changed the first word to relate rather than address.
  - Amy suggested moving the paragraph behind the heading read "Use this category if you are requesting a substitution of a course not currently on the approved Gen. Ed. list or not equivalent to an approved gen ed course into one of the general education categories.
  - Larry suggested rewording the part about legibly write. Committee decided that the last sentence will read "Please type your appeal request".
- Other –
  - Amy recommended some wording change to the first bullet to change describe to "to support". Considered should be changed to "consider". Put "an" in front of exception.
  - Second bullet, remove may be and add "provide the" in front of documentation.
- Read and Initial the following statements –
  - Amy suggested left justifying the above wording and add behind it "I understand that:".
  - Amy suggested moving the lines for initialing to the front of the statement and remove the arrow bullets. She also suggested slightly increasing the font and to bold the sentence about "Read and initial...I understand that:" and unbold the statements.
- Amy asked if Marie could make these changes and let the committee take a final look at it before it's approved.

- Marie will make the changes and forward to Amy before the next meeting.
6. Quest revisions update: Larry
- Larry noted that the QUEST model was brought to faculty senate and it is on the agenda for the May meeting.
  - Some Senators want CULE to guarantee more breadth within the model.
  - There are still some concerns about financing of the model.
7. Related to policy and process: PHRM 101: Introduction to Public Health would like to serve as a pilot case for a new process. Amy sent draft form for feedback.
- Larry suggested 5 years for the cycle length of re-validation of courses, as that is a common length of time.
  - Larry suggested that we say 50% of the outcomes are addressed in a course rather than 60% as it's not much different between the two.
  - Dale suggested a sentence or something at the top that states the situation, such as "When someone wants to propose a new course or wants an old course brought in.
  - He also suggested clarifying the Carnegie Credit hour definition by putting parentheses around the two hours outside of class for every hour in class.
  - Amy asked if on the template form she should put additional information at the top about what the form is about.
  - Amy asked if she could come to any training sessions for Course Leaf to ask questions about having this form in it and be data base driven.
    - RaNelle said that they are in the set up phase but the training pieces will be coming and it will be sent out to all campus for those that are involved with presenting curriculum.
8. May 6 focus – planning for Fall
- Amy will try to fuse the two forms into one.
  - She will type something up for a report to the senate and bring to the May meeting to review.
  - Think about things for fall that should be priorities.

**\*\*\*\*\*NEXT MEETING WEDNESDAY, MAY 6 AT 1:30 PM IN PEACE GARDEN\*\*\*\*\***

## 2014-2015 General Education Committee Minutes

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Wednesday, May 6, 2015

1:30-2:30 p.m.

Peace Garden, Memorial Union

**Members present:** Mike Christoffers, Connie Eggers, Marie Bosley Gordon, Robert Gordon, RaNelle Ingalls, Joe Mike Jones, Amy Rupiper Taggart, Beth Twomey, and David Wells,

**Unable to attend:** Jacee Engels, Larry Peterson, Dale Sullivan, Chengwen Sun, and Justin Wageman

Recorder: Kelly Hoyt

1. The minutes from the meeting on April 22, 2015 were approved.
2. Petition form review and revision: Ranelle and Marie
  - International Students or Study Abroad
    - Rob mentioned concern with not clarifying Cultural Diversity for International Students. He thinks students will be confused and not know what to do with this section.
    - Connie suggested putting Cultural Diversity behind it like Military has Wellness category behind it.
      - ✓ It was decided to separate International Students and Study Abroad so each category can be listed like Military.
      - ✓ The number of credits will be laid out so that 3 credits can be for CD or GP and then underneath, 6 credits are for both.
      - ✓ The bullet under Study Abroad will say 3 credits of Study Abroad transferred back to NDSU.

It will look like this:

**International Students**

- International Student. Please list country of citizenship. \_\_\_\_\_

○ This option is NOT available to Canadian citizens.

**Study Abroad**

- Evidence of UNIV 492 must appear on student's NDSU transcripts.
- 3 credits of study abroad experience (Cultural Diversity or Global Perspectives) transferred back to NDSU.
- 6 credits will receive both Cultural Diversity and Global Perspectives.

- Substitution of a course into a general education category
  - Mike was wondering if the second sentence in number 2 should end with a question mark.
    - ✓ It was decided to change the wording to: Provide specific examples of how the course met the goals of this general education category.
  - Mike noted that the last sentence of the last bullet under number 3 says to provide a current phone number or email address. Form indicates at the top that communication will only occur via NDSU email.
  - RaNelle asked if we should say specifically NDSU email.
    - ✓ It was decided to include NDSU as a specific email address and remove phone number.

- Other
  - Mike mentioned that part of the first bullet didn't make sense....to support why the general education committee should consider this request an exception to established...he said because the request is not an exception.
    - ✓ It was decided to remove the last part of the first bullet that says "an exception to established general education policy".
- Read and initial the following statements
  - Amy said that the second statement needs some punctuation added.
    - ✓ It was decided to add commas after fall semester, November 15 and spring semester, April 15.

### 3. 2015-16 Planning

- continued petitions review
- alignment with QUEST work: processes for course approval, providing professional development?, developing teaching materials for the new model?
  - Faculty Senate has the QUEST model on their agenda for May 11. They are voting on the model itself and the formation of some new committees instead of CULE. One would deal with feasibility and implementation, the other would deal with professional development to work on things like teaching critical thinking and teaching applied communication in upper division context. Workshops to get people to develop materials, courses, and whatever they deem appropriate for their different disciplinary environments.
    - ✓ The vote is set for May 11 and hopefully we will get enough information to find out what we are going to be working on next year.
    - ✓ If things go as planned, there will be another vote on the feasibility plan next fall about how to fund this.
  - David is going to try and put some documentation together for two junior courses he teaches that includes communication as an outcome. Some of David's colleagues are interested in starting some dialogue in the certificate/minor option.
    - Amy wondered whether David would like to participate in developing models for the new gen ed curriculum that he would be willing to share with the campus community.
    - David said he didn't mind developing models that said in his discipline that's how they make progress.
    - Amy asked if she could peek in on the work that David is doing so they could have some dialogue about it.
      - David said he would appreciate that. Having another set of eyes and making suggestions would be really valuable.
  - Amy asked how this committee would be involved/working with the ad hoc committees that are going to be working on the QUEST model.
    - ✓ She asked if we would want a couple representatives from this committee on each of the 2 ad hoc committees.
      - Connie suggested the GE committee being the umbrella committee and the two ad hoc committees/representatives come to us.
      - We would want some kind of liaison interaction because this committee is going to start being advisory to people developing courses.

- David said he thinks this committee should be the hierarchal committee since college representatives are elected to this committee and adds some prestige.
  - ✓ Amy suggested that for the feasibility committee, it might be easier to have them to come to the Gen Ed committee and update on what is going on.
    - Amy will try to mention the GE committee to be considered at the next Faculty Senate meeting when the Feasibility and Teaching and Learning committees are discussed.
- pilot assessment/assessment planning
  - It was brought up if this was seen as a priority given the work we may have with the QUEST model in the fall.
    - ✓ The committee felt that this was not a priority at this time. They feel like we will have too much on our plates with the new GE model work to complete this.
    - ✓ Beth mentioned that the capstone projects were done under the old GE model so trying to assess them under the new model might not be as beneficial.
      - Amy mentioned maybe using them as a tool to train ourselves on assessment under the new model of outcomes. David reiterated this thought.
    - ✓ Amy thought having guidelines or support materials to assist people would be more beneficial than doing the assessment.
    - ✓ Someone mentioned using the capstone documents to see how they might meet what our gen ed is moving towards.
    - ✓ It appears that there are two tasks coming from this conversation
      - What are we seeing in these capstone projects what outcomes are already being met.
      - Are these things enough to help us build some guidelines backwards (a reverse design) in terms of what we are asking departments to do when they get a course approved for assessment. Think about your end destination and the goals.
    - ✓ It was decided to use the materials for a long-term assessment goal.
- other issues/items?
  - David asked if there is anything we want to do to encourage cross-disciplinary study and if this is something we should try to push at this time.
    - ✓ Amy said she thinks having professional development workshops will hopefully get instructors talking about some of these things as a first step.
  - Mike asked if we would be having working groups with faculty within critical thinking or cross disciplines.
    - ✓ Amy said once people are proposing courses or when they are in the system and could become faculty learning communities, we might need to think about some kind of structured support for that. She thought even if people met once a semester in FLC's and there would be a few featured presenters on a topic who are doing some neat stuff, it would build resources.
    - ✓ She thought a repository sounded like a good idea but she hasn't had great success in these types of things. She isn't sure how to get people involved so it isn't just the same person posting information and nobody else contributing or viewing the material.
      - Amy said she would like to have a small stipend award from the Provost for an FLC coordinator. For example, having someone be a Critical

Thinking Coordinator for two years and you're going to get \$1000 for each year. You will call the meeting and not do tons of work. You make sure the group meets. You name a group and have a few dedicated people that show up but having a point person could be really helpful.

- David asked how the Teaching and Learning committee and the sub-committees we defined in our policy and process document were going to fit together.
  - ✓ Amy explained that the GE sub-committees will be approving courses in the first phase of the model where we have an abundance of courses right away to review. These will be separate from the Teaching and Learning committee. The Teaching and Learning committee will be prior to things getting up and running. She laid out the timeline for the new GE model. We will have model approval this spring (May Faculty Senate meeting) if it goes through. Then Feasibility plan approval next fall. Then we would need to start approving courses next spring to the following fall. The GE model won't actually start until Fall 2017 because there are just too many pieces to put in place before that happens.
- RaNelle suggested that if the model is approved, we take the general administrative policies and start looking at how they can be revised to read accordingly with the new model. The things she is concerned about deal with transfer.
- Mike asked what the plan is, if the model doesn't pass.
  - ✓ Amy said that we may get a directive to revise it again. We may get a directive that people are unwilling to vote on it yet, until people can see both the feasibility plan and the model. Faculty Senate wants to dissolve the CULE committee regardless of what happens. If they don't approve the model and the CULE committee doesn't exist, she doesn't know who is going to "shepherd" the model.
  - ✓ We will listen to what the Senate tells us and take our directive from there. If it means we have to do more work with the model somebody will do it, even if it means a new committee.
- Kelly asked if she should schedule 2 meetings per month next semester.
  - ✓ Amy said we will schedule them and if we don't need them we can cancel them.

4. Thanks to Jacee Engels and Connie Eggers for their service!

**\*\*\*\*\*Next meeting will be Fall 2015\*\*\*\*\***