Core Undergraduate Learning Experiences (CULE) Minutes for March 26, 2013, 9:00-10:00, Hidatsa Room

Present: Andrew Mara, Charlene Myhre, Cynthia Naughton, Lisa Nordick, Larry Peterson, Seth Rasmussen, Carolyn Schnell, and Herb Snyder. Guest: Erika Beseler-Thompson

Unable to attend: Marion Harris, RaNelle Ingalls, Rajesh Kavasseri, Susan Ray-Degges, and Kent Sandstrom

1. We approved the minutes from 03/19/13 emailed on 03/19/13.

2. We decided on the final revision of the initial outcome “How do we know what we know?”
   • We discussed three options
     • “What are ways of knowing and their limitations?”
     • “How do we create knowledge and understanding?”
     • “What is knowledge and how do we create it?”
       o Lisa suggested – “How do we create and expand knowledge and understanding?”
       o Cynthia suggested adding “discover.”
       o We agreed the final revision will be “How do we create, expand or discover knowledge and understanding?”

3. We reviewed the revised learning outcomes for Communication from Erika and Larry, noting that Disability Services preferred the language in the second option and there were some suggestions that we should include non-verbal and artistic communication.
   • We agreed on the following revision which incorporated the suggestions from Disability Services. It also delineated the assessment points more clearly and communicated a sense of sustained engagement with communication.

   **COMMUNICATION:**

   Students will, using a variety of modes, particularly written, oral, and visual methods
   • clearly communicate their analyses, knowledge, understanding, and conclusions of subjects both in general education and in their major
   • demonstrate mastery of the appropriate conventions
   • demonstrate the ability to communicate effectively with diverse audiences

4. We also reviewed the revised learning outcomes for Critical Thinking and Problem Solving from Erika and Larry. We need to continue our discussion at the next meeting. Apparently the first three bullets were fine because we focused on the last two:
   o gather, evaluate, synthesize, and apply evidence to address complex, real world problems
   o generate reasoned, innovative approaches or solutions to unscripted, real world problems
   Among the suggestions were:
     o Should they be condensed into a single bullet by adding “in order to” at the end of the first one?
o Is “to address” the best term in the first bullet? How about “related to,” “to understand” or “to analyze”?
o Could the phrases “complex, real world problems” and “unscripted real world problems” be clarified? For example, are these just “complex problems”?

5. We discussed the draft graphic handout prepared by Susan for the April 8 Faculty Senate meeting. Members agreed it was very helpful, but the lower part should clarify that these are potential or possible outcomes for a question.

Submitted by: Kelly Hoyt

NEXT MEETING TUESDAY, APRIL 2, 9:00 AM IN THE HIDATSA ROOM