Core Undergraduate Learning Experiences (CULE) Minutes for April 30, 2013, 9:00-10:00, Hidatsa Room

Present: RaNelle Ingalls, Charlene Myhre, Larry Peterson, Susan Ray-Degges and Kent Sandstrom. Guest: Erika Beseler-Thompson

Unable to attend: Marion Harris, Rajesh Kavasseri, Andrew Mara, Cynthia Naughton, Lisa Nordick, Seth Rasmussen, Carolyn Schnell, and Herb Snyder.

1. We approved the minutes from the 04/23/13 meeting, emailed on 04/24/13.

2. We reviewed Learning Outcomes approved at the April 23 meeting, taking into consideration suggestions from faculty in the Division of Fine Arts, and from Lisa Nordick and Kent Rodgers. Based on those suggestions, we revised the learning outcomes as follows. Additions or changes are underlined.

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**CULE Learning Outcomes**

**COMMUNICATION**

Students will use a variety of modes, particularly written, oral, artistic, and visual, to

- effectively communicate analysis, knowledge, understanding, expression and/or conclusions
- skillfully use high-quality, credible, relevant sources
- demonstrate appropriate conventions in a variety of communication situations
- demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts

**CRITICAL THINKING, CREATIVE THINKING, AND PROBLEM SOLVING**

Students will

- explain the nature of evidence used for analysis
- apply quantitative and qualitative methods to collect and analyze data
- apply creative and divergent thinking
- evaluate the assumptions, evidence, and logic of competing views and explanations
- identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines
- evaluate, synthesize, and apply evidence to understand and address complex, real world problems
- generate creative, reasoned approaches or solutions to unscripted, real world problems

**UNDERSTANDING AND APPLYING TECHNOLOGY**

Students will

- apply technology to demonstrate creativity and solve problems
- use technology to enhance understanding
- identify the social, aesthetic, and ethical implications of technological decisions
- analyze how technology shapes, limits, and augments our experiences and understandings
## UNDERSTANDING NATURAL AND PHYSICAL WORLDS

Students will
- analyze the elements and dynamics of natural and physical worlds
- apply the scientific method to investigating and explain natural and physical worlds

## UNDERSTANDING HUMAN SOCIETIES

Students will
- analyze the **components** and dynamics of human societies and their artistic, cultural, and historical contexts
- identify the role of aesthetic and creative activities as expressions of human experience
- identify values and contributions of diverse societies, both past and present
- identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities
- analyze how cultural differences, both domestic and international, contribute to and shape solutions to challenges confronting individuals, groups, societies, or the global community

## PERSONAL AND SOCIAL RESPONSIBILITY

Students will
- examine their own values, biases, and conclusions
- analyze the ethical basis for and implications of personal, professional, and civic decisions
- comprehend and demonstrate appropriate standard of professional behavior recognize stewardship of the land and its people as integral to a land-grant university
- **engage in service learning**
- collaborate with others in diverse interpersonal and intercultural settings