Core Undergraduate Learning Experiences (CULE) Minutes for January 28, 2014, 9:00-10:00, Peace Garden

Present: Cole Davidson, Marion Harris, Larry Peterson, Seth Rasmussen, Susan Ray-Degges, Kent Sandstrom, Carolyn Schnell, and Beth Twomey.

Recorder: Kelly Hoyt

Unable to attend: RaNelle Ingalls, Rajesh Kavasseri, Andrew Mara, Cynthia Naughton, Lisa Nordick, Amy Rupiper Taggart, Herbert Snyder and Kevin Walsh.

News:
- Larry attended the annual meeting for the Association of American Colleges and Universities last week in Washington D.C. There are two things that are relevant to CULE that were discussed while he was there:
  - Lisa Johnson thinks she can work with the board on making current policy 403.7 more flexible. This would allow some schools to be more innovative and outcomes focused before the entire policy was revised.
  - There were many sessions on the latest revisions to the Degree Qualifications Profile. Larry has some copies of the draft version of 2.0. If anyone would like to review it and make comments or suggestions on it, Lumina would like them by March 15th. They can be emailed to dqpcomments@luminafoundation.org or there is a form at http://www.luminafoundation.org/dqp/. Some of the major changes are:
    - “Proficiency” is now used to describe the goals for students instead of “competency.”
    - “Ethical Reasoning” was added as an intellectual skill.
    - “Civil Learning” was expanded to “Civic and Global Learning.”
    - The benchmarks for “Quantitative Fluency” were made more specific.
    - Thanks to all of your good work, NDSU is the first project in Appendix D: Selected DQP projects!

1. The minutes from 01/14/14 emailed on 01/15/14 were approved with the correction of deleting the word “need” after “deans” in the first line in the 3rd bullet on the second page.

2. Seth has still been unable to get in touch with Rhonda Magel about math-based critical reasoning. He will keep trying.

3. We continued our work on the components for our collective model by comparing, contrasting, and synthesizing the three models of Breath of Knowledge: Model 1 (Cynthia, Rajesh, Herb, and Seth), Model 2 (Lisa, Carolyn, Beth, and Cole) and Model 3 (Ranelle, Andy, and Larry).
The following is a chart showing where the credits would be incorporated into the tentative new model.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Natural/Physical Worlds</th>
<th>Human Societies</th>
<th>Personal/Social Responsibility</th>
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<tbody>
<tr>
<td>3 credits</td>
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<td>+1 credit add on in community engagement?</td>
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6 floating credits

- All three models include having one 3 credit course each in Understanding and Applying Technology, Understanding Natural/Physical Worlds, and Understanding Human Societies.
- Right now the Technology credits are limited to Computer Science 114 or 116. We discussed that there could potentially be many courses (web design, digital humanities, the ethics of genetic engineering, etc.) that could be included as a technology course depending on how it’s presented and delivered.
- We next discussed whether labs were necessary and beneficial for students. Seth noted that the content of the lab students are presently doing in the GE courses is not very useful to them because it is scaled back so much.
  - We would like to explore if applied learning could be designed to be more beneficial to students.
    - Should it be an embedded requirement for all majors?
    - Should it be an “add-on” one-credit focusing on community engagement?
- Seth suggested having 6 floating credits between the Natural/Physical Worlds and Human Societies. If a student’s major is geared more towards one of these areas then she/he would need to complete 6 credits in the opposite area.
  - This might be fuzzier in some colleges. For example, in the College of Business, are the MIS and Accounting students in the Science and Technology group and the Management and Marketing students in the Human Societies tribe?
  - Marion suggested that the majors or departments could decide in which outcome they wanted their students to take the additional courses.

4. We will continue the discussion of the 6 floating credits at the next meeting.

Next meeting, Tuesday, February 4th at 9 am in Peace Garden