Core Undergraduate Learning Experiences (CULE) Minutes for September 10, 2013, 8:30-9:30, Peace Garden Room

Present: Cole Davidson, Marion Harris, RaNelle Ingalls, Andrew Mara, Charlene Myhre, Cynthia Naughton, Lisa Nordick, Larry Peterson, Susan Ray-Degges, Kent Sandstrom, Carolyn Schnell, and Beth Twomey.

Unable to attend: Rajesh Kavasseri, Seth Rasmussen, Herbert Snyder

1. We approved the minutes from the 09/03/13 meeting, emailed on 09/05/13.

2. Members introduced themselves and welcomed our new member Beth Twomey, Libraries, who is replacing Char Myhre.

3. Larry reported that he will be meeting with Student Government leaders Robert Lauf and Erik Diederich about how to get student input on the GE model building.

4. We began by examining the material from the University of Maryland, College Park
   - Their courses need to address at least 60% of the learning outcomes for their category.
   - The I-Series is double counted. That overlapping is a positive feature.
   - They have a good model to explain the funding for the I-Series courses.
   - They have “Faculty Boards,” composed of faculty who teach in the area, to certify GE courses

5. We discussed these NDSU specific items as we examined Maryland’s program:
   - Maybe we should consider having variable credit numbers for “areas” with an I-Series type course being the optional credit completer. That allows students more ability to customize their GE.
   - Could we have collaborative or linked courses which combined written or oral communication and a subject area? Perhaps these could be the I-Series type courses.
   - We need to be pragmatic and keep campus constraints in mind.
   - Even with the “true-up” funds we are still short at least 125 tenure track faculty (based on the LarsonAllen Risk Assessment Study). That will certainly limit some of our implementation options.
   - When should we involve the Provost in these discussions?
   - Can we tie the GE model into the state emphasis on retention and completion?
   - What are the major choke points where NDSU students go “off the cliff”?
   - What are the underutilized programs which can help GE keep students from going “off the cliff”?
   - How can we think about the whole student experience and the factors that interfere with student retention and completion?

6. We also briefly discussed the TIDES courses at Tulane.
   - Andy will get more information from Emily Wicktor.
   - Why did they change from Pass/Fail to graded?
7. We concluded it would make our deliberations more systematic if we agreed on a rubric with which to evaluate the examples from other schools. Cynthia volunteered to create one for us to evaluate at the September 17 meeting. Members suggested the following categories or criteria for the rubric:

- Class size
- Number of credits
- Integrated or non-integrated
- Outside of class experiences
- Staffing (who teaches)
- Sequencing (when students take a class)

- Relation to accredited programs
- Gateway courses

- Funding
- Professional development for new courses
- Incentives for faculty

- Transfer process
- Advising

- Assessment mechanism
- Course certification/validation

- University size
- University selectivity

8. After we agree upon a rubric on September 17, we will look systematically at the University of Maryland, College Park, the University of Nebraska-Lincoln, and the University of Nevada, Reno.