Core Undergraduate Learning Experiences (CULE) Minutes for November 5, 2013, 8:30-9:30, Peace Garden Room

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

Unable to attend: Rajesh Kavasseri, Cynthia Naughton, Herbert Snyder, and Kevin Walsh.

1. The minutes from 10/29/13 emailed on 10/29/13 were approved.

2. We focused our work on the common features of the four models and began with where we seem to have the greatest consensus: Communication and Capstone.
   - Communication –
     - Andy handed out a packet that the English department uses for their faculty as guidelines for the Writing Curriculum at NDSU. It included a graphic representation of the Writing Curriculum, a chart for Mapping Outcomes to Your Document Genres, and a Genre Checklist for Portfolio Review. This helps them to meet outcomes in the writing courses. New faculty are given these packets at orientation. They are also given other documents, such as a sample syllabus, and have one-on-one meetings with Andy.
       - Lisa thinks we should have a graphic similar to this for our GE model that will show how things flow.
     - Cynthia, Herb and Rajesh emailed that they think English 120, Communication 110 and Upper Division Writing should be the three 3 credit courses for General Education. Lisa motioned to have these 9 credits as the minimum number of credits in Communication and RaNelle seconded the motion. All committee members were in agreement. Motion passed.
     - Kent expressed concern about the implications of holding the English and Communication departments primarily responsible for teaching students writing and speaking skills. He stressed the value of developing university-wide approaches that emphasized “writing across the curriculum” and “speaking across the curriculum”. He also noted that the refinement and demonstration of these skills could and should be incorporated into Capstone courses. Committee members subsequently discussed the advantages and disadvantages of having oral and/or interpersonal communication courses addressed within courses pertaining to majors.
     - Marion suggested having a discussion with the Communication department to see if they are interested in teaching an Upper Division Oral Communication course. It might be integrated into the major or be a series of separate courses.
       - Larry will contact Mark Meister and have a conversation about this. The course or courses might include effective email communication, intrapersonal communication, multi-media/electronic communication, interviewing, and communicating as a professional. The topic will be revisited at our meeting next week.
       - It was also suggested that since some majors already incorporate this type of learning into their major, they could choose to “opt out” of having their students take this course. It was noted that we would need to be very specific about what student outcomes were expected if departments could “opt out.”
• Capstone –
  ✓ Larry asked if the GE committee should begin to monitor the capstones as GE requirements. Will we establish a minimum number of credits? Should there be some guidelines for capstones? Should as many of them as possible actually be called a capstone and use a common number?

3. We will continue to discuss the above categories and move forward with the following at future meetings:
   • Critical Thinking
   • First Year Experience
   • Breadth of Knowledge

Submitted by Kelly Hoyt

Next meeting Tuesday, November 12, 8:30am, Room of Nations