I. Call to Order

II. Approval of 11 May 2015 minutes

III. Consent agenda
   a. Approval of the Spring 2015 graduates (attachment 1)
   b. Approval of the Summer 2015 graduates (attachment 2)
   c. Policy changes (attachment 3) (All housekeeping changes)
      o Policy 154.1 Sale or Distribution of Racially and Sexually Offensive Material
      o Policy 168 Reasonable Accommodation on the Basis of Disability
      o Policy 348 – Instruction in the Responsible Conduct of Research
      o Policy 350.3 Board Regulations on Nonrenewal, Termination or Dismissal of Faculty
      o Policy 708 Campus Maintenance and Service Requests
      o Policy 803 Restricted Gifts vs. Grant Policy
      o Policy 817 Cost Corrections

      Any Senator can request that an item on the consent agenda be placed on the regular agenda

IV. Announcements
   a. Dean Bresciani, President
   b. Beth Ingram, Provost
   c. Dennis Cooley, Faculty Senate President
   d. Katie Gordon, Faculty Senate President-Elect
   e. Gennifer Sprecher, Staff Senate President
   f. Eric McDaniel, Student Government President

V. Senate Committee Reports

VI. Unfinished Business (discussion and vote)
   a. CULE model (attachment 4)
      o Presentation by Carrie Anne Platt
      o Presentation by D. Cooley
   b. Gen Ed Proficiency Statement (attachment 5, Larry Peterson)
VII. New Business
   a. L. Peterson – Accreditation

   NDSU will have its accreditation visit on Monday, October 19 and Tuesday, October 20. I’d
   like to make a very brief (“heads up”) announcement at the September 14 Senate meeting. I
   hope we will have a fairly firm schedule by October 12 so I could tell Senators about
   meetings they could/should attend. There will almost certainly be an open meeting for faculty
   and there will almost certainly be sessions on each of the five Criterion for Accreditation.
   Criterion Five includes governance structures and processes so that one is particularly
   relevant to Faculty Senators.

   b. What are our priorities this year?
      o Personnel Training requirements
         ▪ Committee with administrators, staff, and faculty.
      o FSEC and FS orientation
         ▪ The document create by Mark Strand was distributed. Do we need more than
           that?
      o Creating a system to monitor initiatives that affect faculty prerogative
      o Faculty listserv restrictions.
         ▪ A new listserv is being created. The original will be mandatory and carry
           only those messages significantly important to the university’s functioning or
           faculty members’ job performance
         ▪ The second will be an opt-out that will carry all other messages.
      o Modifying by-laws
         ▪ Birgit Pruess heading an ad hoc committee to present no later than at the
           March 2016 meeting.
      o The Nice policy
         ▪ Replace language with requirement to behave according to the ethical
           standards of one’s profession or the NDSU code of student behavior.
      o Anti-bullying policy
         ▪ This is moving through the system
      o Policy and Procedure Review Committee
         ▪ Separate policy from procedure,
         ▪ Update policies
         ▪ Create policy where it is missing, e.g. Process on sexual misconduct
           complaints for faculty
         ▪ Work with various units to have them create the policy and procedure, and
           then make it consistent.
      o Policy on domestic partnership benefits
         ▪ Greta Gramig
      o Anything else?

VIII. Adjourn
NORTH DAKOTA STATE UNIVERSITY
Spring 2015 Graduates
Degree Conferral Date: May 15, 2015

College of Agriculture, Food Systems, and Natural Resources
Alec Josef Foertsch
Diana L. Fontaine
Alex Jonathon Fornshel
Samantha Jo Foss
Taylor John Friesz
Courtney Louise Frojd
Austin Joseph Fuchs
Jonathan Christopher Fuller
Paige Makenzie Gardas Anderson
Douglass Robert Garry
Nikela A. Gathje
Alec Josef Haig
Aaron Thomas Giess
Jonathan C. Gladis
Lauren Olivia Goetz
Collin Alan Goldsmith
Krista R. Gross
Stephen Matthew Guler
Ginger Lee Gulickson
Abbigael Partridge Gutierrez
Seth Michael Haas
Benjamin Lawrence Hageman
Maria Clare Hager
Carly Jo Cathryn Haiby
Ian Patrick Hall
Jona Marie Hamson
Tyler D. Hausladen
Nathan Lee Hazard
Kelsey Teal Heiberg
Ellyn Christine Hexum
Brett Mihalis Heil
Shane Daniel Hinnenkamp
Alexandra Marie Hite
Dylan James Holmer
Caitlin Mary Holmes
Kathy Judy Hommerding
David Andrew Hunt
Katelyn N. Huttenen
Tristan Albert Huwe
Charles Douglas Jacobs
Justin Wayne Jacobs
Mariah Leigh Jacobs
Sara Lynn Janson
John William Janssen
Karissa A. Jensen
Cody Matthew Jenson
Mark Aaron Johannes

Bachelor of Science
Taylor Richard Aaland
Kyle Austin Abrahamson
Angela Marie Adsero
Ju Yeon Ahn
Phillip M. Apperspach
Clay Joseph Altepeter
Isaac John Anderson
Matthew James Anderson
Phyo Thin Aung
Ajak Akech Ayual
Kenneth Allan Bahm
Justin Daniel Bartholomay
Miranda Rose Billman
Bradley E. Bischof
Corey John Bjoralt
Jacob Emmanuel Blotter
Ross Lee Bolek
Michael Tyler Borders
Sara Beth Bowman
John Steven Breker
Joseph Michael Bresnahan
Scott Edward Bridgland
Elizabeth Grace Burdolski
Daniel Steven Carlson
Sarah Lynnette Cassel
Jacob Scott Caughey
Intiaz Amin Chowdhury
Thomas John Claussen
Miranda Ann Clemens
Connor Thomas Cook
Sara Marie Cushing
Daniel Benjamin Deck
Dalton James Dionne
Samantha Jean Dirk
Rhiannon Renee Dockter
Thai Quang Dong
Kendra Eleyse Dowdle
Kaitlyn Kristi Ebel
Noah James Gerard Engels
Justin Edward Erickson
Nathaniel Paul Erickson
Reed Buhr Erickson
John David Evenochek
Kelsey Marie Fagerland
Wyatt Andrew Feltman
Jeffrey Allen Johnson
John Sebastian Kalenze
Jason George Keck
Emily Caren Kedrowski
Shahzeb Ahmad Khan
Amir Khubber
Corey Anthony Klaphake
Boyce Allen Kluting
Thomas Garrity Knudson
Evan Elliot Knutson
Stephanie Kaye Kobiela
Autumn Lea Kraft
Daniel John Kremer
Sarah Lynn Kropp
Jenny Lynn Kubischta
Jaden Jacob Kuhn
Michelle Lynn Kunz
Emma Claire Kusick
Zack Mindy Link
Austin James Langley
Payton Jacob Lautenschlager
Codee Zeebelee Lee
Tatianna Marie Lether
Brett Michael Levos
Amber L. Lindgren
Zachary Allen Lingen
Andrew Bruce Lucke
Lucy Ione Lund
Garret Allen Lungren
Shane A. Maas
Paige K. Magelky
Chelsie Nicole Manton
Patrick Michael Martin
Kristen Marie Matthews
Kara Nicole Mauch
Alyssa J. McKinney
Tyler James Meidinger
Gabriela Michele Mendieta
Nicholas James Metz
Jared W. Meyer
Leah Marie Middendorf
Leslie R. Miller
Austin Jeffrey Moen
Trisha K. Molitor
Jade Marilyn Monroe
Ryan G. Monsen
Adam Leslie Monson
Amy D. Monson
Chelsea Ann Morgan
Jeremy Francis Sauers
Alexus Marie Schemionek
Kara Rose Scherbenske
Chelsea Scott
Allyson A. Seibert
Sierra Lyn Shoman
Caitlin Marie Simek
Sanjivni Sinha
Cambria Sue Slabaugh
Jamie Lynn Sletten
Leah Rose Smolley
Ethan Aaron Sorenson
Urelle Erin Stangler
Matthew Albert Stein
Alexis Amber Steinman
Dakota May Suko
Joshua Adam Sundby  
Brady Wade Swanson  
Kiersten Elizabeth Tepp  
Nisa Ann Tharayil  
Cale Eugene Thomas  
Jennifer Joy Thomas  
Melany Rachel Thomas  
Deborah Michelle Thompson  
Tandi Leigh Thompson  
Megan Elizabeth Tieg  
Taylor John Tomperi  
Nevada James Turbiville  
Rebecca Mary Turnquist  
David Vander Zee  
Briar Lynn Verbout  
Jordan Roger Voorhees  
Samuel Joel Wagner  
Cody Samuel Wahlstrom  
Cullen Richard Walser  
Andrea R. Weiss  
Bennett Mark Weller  
Alicia Michele Widhalm  
Zachary Allan Wiest  
Kyle Thomas Wolf  
Kaitlin Sue Worms  
Leonard Richard Wrona, III.  
Nathan A. Wyatt  
Brock Robert Zenzen

Master of Science  
Joseph V. Alfonso  
Ratko Balic  
Lauren Paige Sager Bittara  
Jena Lee Bjertnes  
Danielle N. Black  
Craig Henry Carlson  
Lindsey R. Coupe  
Yaya E. Domfeh  
Juan Ramon Franco Coronado  
Etsehiwot Gebreselasie  
Jessica Marie Halvorson  
Martin R. Hochhalter  
Katherine Claire Ann Kral  
Aka Kyaw Min Maw  
Tyler Kurt Larson  
Rachel I. McArthur  
Brandon Lee Montgomery  
Manbir Kaur Rakkar  
Adriana Virginia Rodriguez  
Suraj Sapkota  
Roshan Sharma Poudel  
Deepti Tyagi

Xue Wang

Doctor of Philosophy  
Sahar Arabiat  
Elena De La Pena  
Ahmedfathah Eldoliey  
Gerardo Gracia Gonzalez  
Danzhong Huang  
Balapuaduge Mendis  
Liga Dias Prezotto  
Xianwen Zhu

College of Arts, Humanities, and Social Sciences  
Bachelor of Arts  
Mohamed H. Abdirahman  
Oyunbold Batjargal  
Jordan Lea Engelke  
Alea Egging Florin  
Candace Elise Kallevig  
Remington S. Krueger  
Olivia M. Niday  
John Norberg  
Grace Anne Peterson  
Tyler L. Ringstad  
Katerina Voronova  
Kelly Elaine Williams

Bachelor of Fine Arts  
Mataya Trae Armstrong  
Thomas Liam Brennan  
Clare Anna Marie Geinert  
Jack Chamberlain Golden  
Katherine Ann Guzzi  
Rebekah Lynn Herdklotz  
Kelsy Brooke Hewitt  
Brian P. Lynch  
Zachary R. Sandberg

Bachelor of Landscape Architecture  
Luke Patrick Champa  
Keith Michael Dahl  
Bradley Salvarino Garcia  
Robert Morgan Latham  
Daniel Arnold Nippstad  
Charles K. Okigbo  
Joseph Robert Starbuck  
Kelsey Marie Windrum

Bachelor of Music  
Gregory David Blair Calrow  
Jacob Isaiah Dixon  
Wade Joseph Stalboerger  
Devon Ryan Tucker  
Ketelin Ann Wadeson

Bachelor of Science  
Daniel Mabior Achiek  
Brenda Nicole Ackerman  
Alexander James Akerman  
Krista Ann Aldrich  
Claire Olava Anderson  
Kathryn Marie Anderson  
Stephen Prescott Anderson  
Trisha Rae Anderson  
Sarah Ann Arnold  
Hailey Justine Askeland  
Noah Avon  
Shem D. Baker  
Abigail R. Bastian  
Hannah Elizabeth Bednarek  
Holly Catherine Behlke  
Levi C. Beiningen  
Jodi Jean Berdahl  
Trevor Ray Berner  
Matthew Howard Bilton  
Katelyn Marie Blackwelder  
Dallas Michael Bosch  
Nicole Louise Boss  
Noah Anthony Merle Burris  
Lauren Lee Cammack  
Jessica DeMarais Carlson  
Luke Patrick Champa  
Bowei Chen  
Krystal Marie Chermak  
Joseph Thomas Corcoran  
Luke D. Couchey  
Logan Charles Curti  
Ashley R. Daanen  
Keith Michael Dahl  
April Ann Daly  
Samantha Michelle Day  
Melinda Suzanne Deugan  
Jocelyn Driscoll  
Wesley Michael Dullinger  
Michael Wayne Duncan  
Jason Robert Dvorak  
Samantha Marissa Eischteink  
Alexandra Lynn Elder  
Jennifer Olivia Fatz  
Kristen Jewel Fennell

Attachment 1  
Megan May Feyereisen  
Zach Fimmon  
Alyssa Jane Fischbach  
Colton Josiah Fleming  
Kelli Marie Fileth  
John Fontana  
Delaney Jo Freer  
Heidi Lynn Freye  
Tyler J. Gapinski  
Bradley Salvarino Garcia  
Cody J. Gerszewski  
Ian Randy Godfrey  
Erin E. Hackey  
Caleb Leif Macpherson Hamilton  
Patrick Robert Haroldson  
Justin Charles Hayman  
Jenna Kristine Hedstrom  
Kelsey Lynn Helland  
Samuel Jerome Herder  
Dylan Richard Hilber  
Jesse Alexander Hinz  
Jacob Brendan Hodgson  
Cale Aaron Hoomuth  
Danelle Kathrina Hopkins  
Hayley Elizabeth Horntvedt  
Brittani Kalouise Hovland  
Andrea Yvonne Johnson  
Haley Taylor Johnson  
Cole James Johnston  
Caitlin Mary Joppru  
Kurtis Andrew Julson  
Krista Jo Kappes  
Nicholas Richard Kasper  
Elizabeth Sarah Keena  
Mariah Rose Kenney  
Erika Dawn Ketterling  
Bethany Irene Kiedrowski  
Callie Alicia King  
Rebecca Lynn Kochian  
Erin Michaela Krieger  
Heather Elizabeth Kroeker  
Remington S. Krueger  
Bridge Jan Kruger  
David Thomas Kurtti, II.  
Alexander Dean Lapham  
Robert Morgan Latham  
Travis Jon Lauer  
Robert C. Laff, III.  
Denise Katherine Luttio  
Amanda Rae Magnuson  
Keith Alexander Mantz  
Lisa Ann Marshand
Dzenita Maslesa
Kyle Adam Mason
Krystyne Roxanne Maue
Kelsey Jean Mclachlan
Heather L. Milbrath
Katie Jo Miller
Maggie Paulette Moen
Shelby Lynn Moen
David James Nasvik
Daniel Arnold Nipstad
Charles K. Ogibgo
Chinyere Vera Okwulehie
Dustin Robert Olson
Dean Omane
Jacob Jeff Oxner
Brady Pieper
Michael David Pietron
Ryan Pivoran
Danielle Marie Poce
Colton J. Pool
Justin Ryan Prettyman
Jaclyn Frances Proulx
Emily Raquel Ramstad
Chloe Elise Reichel
Delilah Mae Robb
Sarina Rae Sandstrom
Amber L. Schneider
Stacey Ann Schulte
Conner Reagan Scott
MeLi Mina Smith
Eric Lowell Solien
Christopher Randal Spangler
Lauren C. Spillers
Joseph Robert Starbuck
Deanna Marie Storey
Jennifer R. Studer
Nathan W. Szurek
Joshua Dean Taylor
Danielle Lynn Thiessen
Megan Jane Toso
Morgan Marie Tschida
Michael Kore Uwe
Taylor James Van Dyke
Jason Heston VanHorn
Brent Thomas Williamson
Kelsey Marie Windrum
Maria Jean Yurczyk

Bachelor of Science in Architecture
Niloofar Alenjeriy
Pedro Armendariz
Matthew Thomas Axtmann

J. Perdew
Dzenita Maslesa
Anthony Kern
Randy Linne
Mackenzie Ruth Lyseng
Kellie Marie McCullough
Matthew Curtis Moecckel
Matthew L. Qual
Ryan Mitchell Quast
Troy Jared Raisen
Crystal Marchelle Rinkenberger
Esa M. Rodriguez Padilla
Katelyn Max Schmidt
Michael Phillip Schnack
Alexandra R. Schrader
Shawn Lawrence Senescall
Alyssa Marie Stroh
Nicholas David Strombeck
Jennifer J. Upracht
Jennifer Ann Watters

Bachelor of Science
Katherine Elisabeth Affield
Joseph James Anderson
Kaitlin Eletta Anderson
Mason John Anderson
Benjamin Daniel Armbrust
Abigail Rose Ascheman
Gabriel F. Beaufaux
Troy Daniel Borowicz
Michael Travis Bowler
Dallas Ann Breberg
Brogan Lorraine Burnick
Brad W. Cantwell
Anna Ruth Carlson
Yuexin Chen
Hyeon-gyeong Cho
Brian Gary Christensen
Christopher Todd Christian
Kevin Joseph Coffman
Ryan Vincent Connor
Katelynn Allene Daumen
Matthew David Delaney
Danielle Lynn Dombeck
Megan Marie Duevel
Sara Faye Dummer
Lauren Amanda Dumont
Anthony James Eklund
Zachary Joseph Enz
Brittany Mishelle Even
Breeanna Rae Fandrich
Jeremy Michael Feist
Blake Allen Finger
Andrew James Ganje
Gabriela Maria Garcia
Joseph Theodore Gedgaud
Christopher Allen Gervin
Zachary Tyler Good
Brandon Lynn Goodenbour
Daniel Jerome Gorghuber
Joseph Robert Gruber
Michael Andrew Hanson
Timothy William Hanson
Molly Kristine Harris
Matthew Steven Hartman
Erin Marie Haugen
Mara Jo Headline
Joseph Thomas Heinsen

Bachelor of Arts
Megan Lynn Even
Noor Ghazal‐Aswad
Heidi Jo Kruse
Kimberly Ann Ray
Ann M. Stewart

Master of Arts
Christopher T. Argenziano
Eric Andrew Martens

Master of Architecture
Tara Michal Anderson
Shelby K. Augustine
Gregory David Bednar
Nicholas Paul Brandt
Ronald John Brinkman
Dennis Henry Bukowski
Sarah Carolyn Crook
Logan Alan Diehl
Joshua Adam Donnelly
Samuel Bernard Erickson
Caeltin M. Fox
Brian George Glur
Sarah Olivia Grindeland
Catherine Elaine Groth
Timothy Joseph Halvorson
Noah Michael Harvey
Matthew Michael Hoefler
Kyle Davis Hoverson
Aaron Mark Johnson

Master of Science
Brianne Carlsrud
Alisa Jane Kauffman
Amanda M. Savitt
Muhabbat Makhboudova

Master of Music
Christopher A. Hollingsworth
Jonathan Daniel Strommen
Eric Andrew Zinter

Doctor of Musical Arts
McKenzie Ann Wood

Doctor of Philosophy
Mckenzie Ann Wood

College of Business
Certificate
Isaac John Anderson
Troy Daniel Borowicz
Christopher Todd Christian
Sara Faye Dummer

Taylor J. Perdew
Tyler Harold Schmidt
Tanya Lynn Stillwell
Austin Edward Swecker

Bachelor of Science
Katherine Elisabeth Affield
Joseph James Anderson
Kaitlin Eletta Anderson
Mason John Anderson
Benjamin Daniel Armbrust
Abigail Rose Ascheman
Gabriel F. Beaufaux
Troy Daniel Borowicz
Michael Travis Bowler
Dallas Ann Breberg
Brogan Lorraine Burnick
Brad W. Cantwell
Anna Ruth Carlson
Yuexin Chen
Hyeon-gyeong Cho
Brian Gary Christensen
Christopher Todd Christian
Kevin Joseph Coffman
Ryan Vincent Connor
Katelynn Allene Daumen
Matthew David Delaney
Danielle Lynn Dombeck
Megan Marie Duevel
Sara Faye Dummer
Lauren Amanda Dumont
Anthony James Eklund
Zachary Joseph Enz
Brittany Mishelle Even
Breeanna Rae Fandrich
Jeremy Michael Feist
Blake Allen Finger
Andrew James Ganje
Gabriela Maria Garcia
Joseph Theodore Gedgaud
Christopher Allen Gervin
Zachary Tyler Good
Brandon Lynn Goodenbour
Daniel Jerome Gorghuber
Joseph Robert Gruber
Michael Andrew Hanson
Timothy William Hanson
Molly Kristine Harris
Matthew Steven Hartman
Erin Marie Haugen
Mara Jo Headline
Joseph Thomas Heinsen
Jordan Mathew Hennen
Danielle M. Herrington
Savanna Lynn Hill
Seth Thomas Hochstatter
Brooke Marie Hoese
Taylor Ann Holzer
Jonathon Miller Hopkins
Nicole Marie Hulm
Da Huo
Eric R. Jablonsky
Melissa Margaret Jackson
Justin Lee Jenner
Sarah Jean Jensen
Caleb Fredrik Johnson
Stephanie Marie Johnson
Michael David Jolliff
Krisa Vola Kae Jones
Travis Robert Jones
Brittany Marie Jordan
Joseph Daniel Keimig
Kario Alexandria Kelly
Dahee Kim
Lukas Mitchell Kinneberg
Elisa Jane Knoll
Christopher Michael Koffler
Sean Kolodziej
Patrick Ryan Konzak
Avery W. Krebs
Shenille Angie Laber
Adam Mitchell LaDue
Kelsey Ray Larson
Courtney Samone Lawhorn
Kathryn Ann Leidall
Yazhen Li
Nicole Taylor-Ruth Lindemoen
Tyler Matthew Loch
Kaylee Ann Lothspeich
Daniel Patrick Ludowese
Emily Lynne Ludwig
Spencer Howard Mack
Richard Allen Maris
Molly Ann Masseth
Sean M. McCabe
Kevin J. McCarthy
Marshall Taylor McFadden
Chantel Nicole Meech
Alex Anthony Mies
Joy Rene Mikkelson
Blake Evan Morrow
David Lowell Mueller
Jose Ruben Munoz Pineda
Tracy Lynn Nash
Ryan Paul Nelson
Douglas Duane Noah
Brooke Lauren Northwick
Amanda Jo Olek
Kaitlyn Marie Oliver
Lauren Nicole Olson
Julio Cesar Paredes
Jiwan Park
Taylor J. Perdew
Tonya Kay Peters
Kathryn Marie Petersen
Adam James Polack
Jason Andrew Pomerente
Anna Margaret Poster
Jennifer Lynne Regimal
Kyle Eugene Roberts
Robert E. Ruud
Wilson Farber Schadauer
Katelyn Peggy Schell
Devon Wayne Schmeling
Erica Lynn Schmidt
Tyler Harold Schmidt
John Stephen Schmitz
Lindsey Rae Schneider
Daniel James Schultz
Rebecca Denise Schultz
Stephanie Ann Schumacher
Brett James Severson
Angela Rebecca Sherman
Ashlynn Aurilla Joyce Simon
Pullit Singhal
Jonathan William Sipe
Sam Lee Sletta
Ryan Lewis Smith
Tyler Lee Snook
Joseph Charles Sornsin
Hayden Thomas Spaeth
Toi Marie Speth
Whitney L. Sponsler
Zachary Patrick Sypchalla
Shea Alexandra Steidl-Kent
Eric Michael Stelter
Tanya Lynn Stillwell
Nichole Cecilia Strei
Julia Barnes Striker
Amanda Alice Swanson
Griffin Richard Swanson
Austin Edward Swecker
Kody Kent Syverson
Kristofer Michael Talbot
Chengyuan Tang
Nathaniel Bryan Thompson
Cody Andrew Torbenson
Kyle Timothy Viland
Aaron Christopher Vold
Rachel Maria Wagar
Lina Wang
Xiqian Yan
Eric Neil Zachariason
Victoria Marie Zastraw
Xi Zhang
Yuhui Zhang
Zhiyao Zhang
Zehua Zhuang

Master of Accountancy
Alexander Glen Bakken
Hayleigh D. Bruns
Melanie K. Hengel
Jarren Michael Lutes
Andrew Richards
Mikka Jo Wold

Master of Business Administration
Ian Matthew Carlstrom
Adam Kenneth Collins
Laura Dawn Dallmann
Sheldon Thomas Ehli
Nadezda Viktorovna Fastovtsova
Daniel James Flynn
Srinivasa Murthy Giridhar
Heather April Goulet
Aaron Richard Grinsteinner
Weizhe Hu
Alex Karl Kaczor
Blair Kiland
Danielle Paige Knoll
Vidur Kushwaha
Cole Frederick Palloch
Buddhika Perera
Aaron Michael Redenius
John O. Rogstad
Emily Anne Voigtlander
Yanbin Wei
Juechen Yang

College of Engineering

Certificate
Michael Hutchinson

Bachelor of Science in Agricultural and Biosystems
Kalli Lynn Berning
Blake Thomas Ryan
Mary Ann Schindler
Joseph Frederick Schultz
Jonathon Paul Schwegel
Isaac Michael Serre
Christina Ann Sullivan
Dain Steven Synhorst
Zachary John Thelen
Brandon T. Todd
Shane Thomas Traulich
Emily Louise Von Hagen
Michael Steven Winther
Troy Allen Wright
Nicholas Patrick Wyers
Joseph A. Zikmund

Bachelor of Science in Electrical Engineering
Dan
Salim
Taylor August Werner
Wanting Zhang

Bachelor of Science in Industrial Engineering and Management
Mary
Taylor
Jonathon

Bachelor of Science in Mechanical Engineering
Wallis
Alumni

Bachelor of Science in Civil Engineering

Bachelor of Science in Computer Engineering

Bachelor of Science in Construction Management

Bachelor of Science in Electrical Engineering

Bachelor of Science in Industrial Engineering and Management

Bachelor of Science in Mechanical Engineering

Master of Construction Management

Attachment 1
Master of Science
Hani Mohammed Q. Alanazi
Venkata Chintalapudi
Alex Paul Flage
David Paul Gutschmidt
Xiao Liang
Emily Rose Nordahl
Mary Francis Pate
Sayantica Pattanayak
Thomas C. Schanandore
Saurav Shankar
David John Sundquist
Michael Andrew Telste
Xin Wang

Debner
Lee
Christopher
Robert
Lutz

Bachelor of Science
Meghan Mae Aaaldand
Hailey Marie Adams
Karla Elizabeth Alme
Dilheen M. Amedi
Katie Lynn Anderson
Kelsey Grace Anderson
Alissa Dawn Autio
Kayla Marie Baker
Devan Marie Barker
Mandie Jo Bauer
Tynce C. Begger
Corinne Nicole Blotske
Kristine Irene Borys
Chandra Ann Braunagel
Courtney Justine Brenden
Grace Marie Brennan
Elyssa Justine Bright
Myles James Brooks
Natalie Kay Brown
Danielle Rose Buskohl
Abby Esther Ann Chappell
Amber Rose Clark
Elizabeth Ann Coronato
Adam Winfield Cokyndall
Kara Maria Davis
Spencer Steven Deutz
Allison Jade Dhuyswerter
Emily Rose Douvier
Lynk Claire Downing
Abby Leah Faul
Chelsea Marie Fearing
Ashley Lee Fenske
Kaylie Marie Ficek
Travis F. Flick
Brittany Lynn Fritel
Andrew Richard Goracke
Katelyn Estelle Gorder
Allyson Nicole Grinsteinner
Spencer John Grow
Ryan Michael Gustafson
Alexander Ethan Hagen-Weis
Anna Louise Hansen
Jayne Ramona Harms
Elizabeth L. Harrel
Ashton Lorraine Heath
Ashley Ann Heinze
Brittany Raye Herrington

Katie Lee Hilton
Briana Mae Hoaby
Taylor Rose Hoeschen
Natalie Elizabeth Hogan
Emily Kathryn Holland
Michaela Jo Hoppe
Brittany Ann Ingergaard
Janet Renae Iverson
Katie Irene Iversen
Javon Darlene Jackson
Hayley Ann Jangula
Brock Steven Jensen
Falan Nicole Johnson
Jacquelyn Shelly Johnson
Katherine Lynn Johnson
Seth Alan Johnson
Janet Rae Julson
LaNay Marie Jung
Erica Lea Esther Kale
Michael Edward Kalianoff
Krystal D. Kalliokoski
Madeline Jean Keeler
Abbie Lynn Kemp
Stephen Keith Kessler
Brittany Addison Kingsbury
Jordan Kleinjan
Jacob Michael Klingbeil
Kasey May Klinkhammer
Emily Megan Knilans
Michael Hanna Knutson
Brita Grace Koehnen
Richard Michael Konkol
Sarah Irene Krall
Samantha Jo Kramer
Taylor Lynn Krieg
Daniel David Krypel
Samantha J. Lamwers
Marjorie Ann Laney
Emily Jean Lauinger
Justin Anthony LaValle
Kayla Rose Lechelt
Caitlin Arissa Leick
Abbey Grace Leier
Dain Lee Leqve-Smith
Tyler John Lindell
Jackson P L Lindom
Kayla Rae Lindroos
Frances Man Yee Liu
Kyah Faye Loeks
Nicholas J. Luman
Jestin James Lunday
Reid Davis Lunemann

Christopher Robert Lutz
Katherine Audrey Macht
Bethani Lynn Maciej
Jamie Marie Maciejewski
Benjamin Jarold Mader
Matthew Michael McCarty
McKenzie Dean McMillan
Andrew Jon McPherson
Brittney Ann Meyer
Linnea Joan Meyer
Justin Duane Miller
Megan Mae Miller
Rebecca Rose Miller
Brittany Ann Mittlieder
Miranda Marie Moen Lynse Rochelle Mogck
Kelsey Ann Mongeon
Andrew James Moran
Brady J. Morgan
Tiffany Allyssa Motis
Allison Sarah Mour
Lindsey J. Muehberg
Macie Leigh Murphy
Sierra LaNae Murphy
Danielle Erin Nelson
Carly Jo Ness
Cody Charles Ness
Samuel C. Neumann
Minhthu J. Nguyen
Emily Ann Nielsen
Katie Elizabeth Odland
Samuel Olatunji Ojuri
Ashley Marie Olson
Benjamin Marvin Olson
Shelby Nicole Otto
Bridget Nicole Overby
Molly Jo Perkins
Ryan R. Petersen
Alysaa N. Peterson
Amanda Jo Peterson
Erin Michelle Peterson
Spencer Thomas Pillera
Sophia Violet Porter
Tiffany LaMay Raddatz
Tayler R. Rasmusen
Rachel May Renner
Andrea Martha Richmond
Emily Ann Rikhus
Kathryn Margaret Sagaser
Westin R. Satzinger
Allison Kate Schamel
Carly Jo Schindler

Doctor of Philosophy
Mazhar Ali
Muhammad Ali
Amir Gavibazoo
Nassibeh Hosseini
Samad Javid
Jessica Lynne Lattimer Vold

Doctor of Philosophy
Mazhar Ali
Muhammad Ali
Amir Gavibazoo
Nassibeh Hosseini
Samad Javid
Jessica Lynne Lattimer Vold

College of Graduate and Interdisciplinary Studies

Master of Science
Abigail Ruth Debner
Aaron Lee Field
Balapuwaduge Mendi

Bachelor of Science
Meghan Mae Aaaldand
Hailey Marie Adams
Karla Elizabeth Alme
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Gitanjali Sharma

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Ibilola Ayodele Adebimpe
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Wei Zhao

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Master of Software Engineering
Syed Ahmed
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Umanga Nirolu
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Ujjwal Shrestha

Doctor of Philosophy
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Summer 2015 Graduates
Degree Conferral Date: August 7, 2015

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Mara Elizabeth Smith
Zachary Bryan Stowell
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Bachelor of Science in Architecture
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Ankit Kumar
Alex James Liebsch
Batuul Tumurkhuyag
Xinhao Xia

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Doctor of Philosophy
Casie Shantel Bass

College of Fine Arts

Bachelor of Music

Business Administration and Management

Master of Science

College of Health Professions

Master of Science

College of Nursing

Master of Science

College of Health and Human Behavior Science

Master of Science

College of Natural Science and Mathematics

Bachelor of Science

College of Social and Human Development

Master of Science

College of Science

Bachelor of Science

College of Human Development

Master of Science

College of Education
Master of Construction Management
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Master of Natural Resources Management
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John David Seifert
Bryan Marques Shepherd
Nicole Marie Smith
Policy Change Cover Sheet

This form must be attached to each policy presented. All areas in red, including the header, must be completed; if not, it will be sent back to you for completion.

If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: 154.1 Sale or Distribution of Racially and Sexually Offensive Material

1. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? ☐ Yes ☑ No
   - Describe change: Correcting the title of this policy to read SALE “OR” DISTRIBUTION OF … instead of SALE “OF” DISTRIBUTION OF…. (housekeeping change)

2. This policy change was originated by (individual, office or committee/organization):
   - Kelly Hoyt, former SCC Secretary
   - kelly.hoyt@ndsu.edu

   This portion will be completed by Mary Asheim.

   Note: Items routed as information by SCC will have date that policy was routed listed below.

3. This policy has been reviewed/passed by the following (include dates of official action):
   
   Senate Coordinating Committee: 6/12/15
   
   Faculty Senate: 6/12/15
   
   Staff Senate: 6/12/15
   
   Student Government: 6/12/15
   
   President’s Cabinet: 6/12/15

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SECTION 154.1
SALE OR DISTRIBUTION OF RACIALLY AND SEXUALLY OFFENSIVE MATERIAL

SOURCE: NDSU President

North Dakota State University is committed to providing its students and staff with an environment for learning and working that is free from racial and sexual discrimination. The University thus does not approve of the sale or distribution by its departments or recognized student organizations of any material that is racially or sexually offensive to other members of the NDSU community.

This Policy is intended to prohibit, for example, the sale of clothing or banners with derogatory references to other school mascots that have an ethnic basis.

Questions regarding other applications of this Policy may be addressed to the Office of Equity and Diversity, 204 Old Main (237-7708).

HISTORY:

New August 21, 1989
Amended July 2001
Amended October 2007
Policy Change Cover Sheet

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If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: 168 REASONABLE ACCOMMODATION ON THE BASIS OF DISABILITY - GUIDELINES FOR EMPLOYEE REQUESTS

4. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? ☐ Yes ☒ No
   - Describe change: Making two housekeeping changes – correcting title of a form and updating its link

5. This policy change was originated by (individual, office or committee/organization):
   - Human Resources/Payroll on 6/29/15
   - colette.erickson@ndsu.edu

This portion will be completed by Mary Asheim.

Note: Items routed as information by SCC will have date that policy was routed listed below.

6. This policy has been reviewed/passed by the following (include dates of official action):

   Senate Coordinating Committee:
   Faculty Senate:

   Staff Senate:

   Student Government:

   President’s Cabinet:

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SECTION 168
REASONABLE ACCOMMODATION ON THE BASIS OF DISABILITY - GUIDELINES FOR EMPLOYEE REQUESTS

SOURCE: NDSU President

1. NDSU is committed to providing equal opportunity to both applicants for employment and employees with disabilities, as defined by law, by providing reasonable accommodations. To fulfill this commitment, NDSU has established the following guidelines.

2. APPLICANTS for employment:

   2.1 Applicants for employment who have a disability may request reasonable accommodation at any time during the application process. Requests for accommodation shall be made to the Office of Human Resources/Payroll. Applicants will be asked to confirm the request in writing, provided, however, the arrangements for accommodation may be initiated prior to receipt of the written request.

3. EMPLOYEES:

   3.1 Request for reasonable accommodation.
   An employee whose disability requires reasonable accommodation in order to perform the essential functions of his/her job may request reasonable accommodations either formally or informally at any time during his/her employment. However, in all instances the request for reasonable accommodation shall be processed through the Human Resources Department. Human Resource’s response will be in writing. Supervisors receiving requests for accommodation from employees shall direct the employee to contact Human Resources in order to address their need for a reasonable accommodation.

   3.2 Process for addressing requests for accommodation.
   Informal accommodation requests shall be made by the employee either in-person or in-writing to the Office of Human Resources/Payroll.

   Formal accommodation requests shall be made in writing using the Employee Reasonable Accommodation form. The completed form shall be submitted to the Office of Human Resources/Payroll. In addition, the employee shall provide to the Office of Human Resources/Payroll relevant, written documentation of a disability from an appropriately certified or licensed health care or rehabilitation professional in a relevant field of the disability and explain the need for reasonable accommodation using the Documentation to Support a Request for Reasonable Accommodation on the Basis of Disability form. To ensure a written timely response from Human Resources, it is recommended that the employee submit the documentation (form) within ten working days of the employee’s written accommodation request. Both forms are available on the NDSU forms page or by request from the Office of
3.3 Documentation of disability and need for accommodation.

3.3.1. Documentation provided by an employee should include the following:

a) A statement identifying the disability, the date of the current diagnostic evaluation and the date of the original diagnosis, including diagnostic criteria and/or tests used.
b) A description of the current functional impact of the disability.
c) Treatments, medications, assistive devices/services currently prescribed or in use.
d) A description of the expected progression or stability of the impact of the disability over time.
e) The relevant credentials of the diagnosing professional(s) such as medical specialties or professional licensure.

3.3.2. All written documentation provided by an employee requesting accommodation will be maintained in a confidential file separate from the employee's official personnel file in the Office of Human Resources/Payroll.

3.3.3. Occasionally, the documentation provided by the employee may not be sufficient to make a determination of the appropriate reasonable accommodation. In such a circumstance, the University may require the employee to go to a health care professional of the University's choice in order to adequately document the need for accommodation and identify appropriate accommodations. Any medical examination required under these circumstances will be limited to determining the existence of a disability and the functional limitations that require reasonable accommodation.

3.3.4. Any costs related to the University's request for the additional medical documentation described in 3.3.3. above will be the responsibility of the University.

4. The determination of a reasonable accommodation shall be an interactive process involving the employee, Office of Human Resources/Payroll and relevant administrative personnel. The University may provide an alternative to the requested accommodation so long as it is effective in removing the workplace barrier(s) that impede(s) the employee with the disability. The employee may refuse an alternative reasonable accommodation, but such refusal may mean the individual may not be able to perform the essential functions of the job, which may require a fitness for duty evaluation under NDSU Policy 161: Fitness for Duty.

4.1 An applicant or an employee with a disability, as defined by law, who is dissatisfied with the response to his/her request for reasonable accommodation and wishes to appeal, may do so in writing to the Office of Human Resources/Payroll within ten working days of the response.

4.2 An Accommodation Review Board (ARB) will be assembled to review the appeal to the response. Following their review, they will make a recommendation to the NDSU ADA
Coordinator. The final decision will be made by the NDSU ADA Coordinator and communicated to the employee and Human Resources in writing within ten working days of the receipt of the ARB’s recommendation.

4.2.1 Members of the ARB shall include:
   Director of Human Resources/Payroll or Designee
   Director of (Student) Disability Services or Designee
   Equal Opportunity Specialist, Equity, Diversity & Global Outreach or Designee
   Vice Provost for Advancement of Faculty or Designee

HISTORY:

New October 13, 1999
Amended May 6, 2014
Policy Change Cover Sheet

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If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: Policy 348 – Instruction in the Responsible Conduct of Research

7. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? ☐ Yes ☒ No
   - Describe change: housekeeping - updated to reflect the change in the person serving as the Research Integrity Officer

8. This policy change was originated by (individual, office or committee/organization):
   - Office of the Vice President for Research and Creative Activity
   - cassandra.j.johnson@ndsu.edu

   This portion will be completed by Mary Asheim.

   Note: Items routed as information by SCC will have date that policy was routed listed below.

9. This policy has been reviewed/passed by the following (include dates of official action):

   Senate Coordinating Committee: 6/30/15
   Faculty Senate: 6/30/15
   Staff Senate: 6/30/15
   Student Government: 6/30/15
   President’s Cabinet: 6/30/15

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SECTION 348
INSTRUCTION IN THE RESPONSIBLE CONDUCT OF RESEARCH

SOURCE: NDSU President

1.0 General Principles.

1.1 The responsible conduct of research (RCR) is critical for excellence, as well as public trust, in science and engineering. Consequently, education in RCR is considered essential in the preparation of future scientists and engineers. Federal law (Section 7009 of the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) Act (42 U.S.C. 1862o-1)) and federal sponsors currently require appropriate training and oversight in the responsible and ethical conduct of research for students and researchers.

2.0 Applicability.

2.1 Students (undergraduates, graduate students, and post-doctoral researchers) “supported” by the National Science Foundation (NSF) for science and engineering research awards must be provided with appropriate training and oversight in the responsible and ethical conduct of research. This requirement is effective with proposals submitted to the NSF on or after January 4, 2010, and includes subrecipient institutions. (*NOTE: Use of the term “supported,” is not restricted to financial remuneration. "Supported" can be access to equipment, supplies or lab space by paid students or even volunteers conducting research. Students supported by funds other than NSF but involved in research sponsored by the NSF are considered supported by the NSF and, thus, subject to training requirements.)

2.2 All trainees, fellows, participants, and scholars receiving support through any National Institutes of Health (NIH) training, career development award, research education grant, and dissertation research grant must receive instruction in responsible conduct of research. This requirement is effective with new and renewal applications submitted to NIH on or after January 25, 2010, and for all continuation (Type 5) applications with deadlines on or after January 1, 2011.

2.3 The Vice President for each unit or the Dean of each college, as applicable, has the discretion to require RCR training for other individuals in addition to those identified in 2.1 and 2.2. "Unit" is intended to mean those divisions that don't have a Dean typically, such as, but not necessarily limited to, Center for Nanoscale Science and Engineering (CNSE), ND EPSCoR and Upper Great Plains Transportation Institute (UGPTI).

3.0 Educational Plans.

3.1 Each college and department (or Vice President, as applicable) is responsible for determining the need for and developing a plan for training in the responsible conduct of
research, as well as developing content and determining the most effective delivery mechanism appropriate for each discipline, tailored to issues and practices that are relevant. General topics (such as responsible authorship and publication) are relevant to all research, while special topics (such as use of vertebrate animal subjects) would be relevant to select research or disciplinary practices. Plans must also include an indication as to the frequency of training required as well as when training would expire. Most programs would include the following topics:

- conflict of interest - personal, professional, and financial
- conflict of commitment
- policies regarding human subjects, live vertebrate animal subjects in research, and safe laboratory practices
- mentor/mentee responsibilities and relationships
- collaborative research including collaborations with industry
- peer review
- data acquisition and laboratory tools; management, sharing and ownership
- research misconduct and policies for handling misconduct
- responsible authorship and publication
- the scientist as a responsible member of society, contemporary ethical issues in biomedical research, and the environmental and societal impacts of scientific research

3.2 NDSU currently subscribes to the Collaborative Institutional Training Initiative (CITI), which offers online modules on discipline-specific RCR training. Units, colleges and departments shall require completion of the appropriate modules by all individuals identified in Section 2.1 for NSF funding, Section 2.2 for NIH funding, and others as identified in accordance with Section 2.3 as a supplement to the unit, college or department training plan. The CITI modules are accessed at https://www.citiprogram.org.

3.3 Federal agencies, including the Office of Research Integrity, recommend incorporating RCR training throughout the curricula, in a variety of formats. Online courses may not be sufficient as the sole means of providing RCR education, and these should be supplemented with didactic and small-group discussions. Multiple approaches to training are recommended to produce the best results.

4.0 Roles and Responsibilities for Compliance.

4.1 It is the responsibility of each college (or Vice President unit, as applicable) to determine how best to ensure effective and appropriate education in responsible and ethical research practices.

4.2 The Dean of each college (or Vice President of a Unit, as applicable) shall be the NDSU designate responsible for overseeing compliance with the RCR training requirement within their respective college or unit.

4.3 Completion of training shall be appropriately monitored by the Deans (or Vice President, as applicable) or their designees and documented by departments or units to verify compliance with NSF, NIH or other sponsoring agency RCR requirements. All training plans and documents are subject to review upon request of the President, Provost, a Vice President, General Counsel, or any other designees, federal agencies or other sponsoring entities.
4.4 The Office of Sponsored Programs Administration (SPA), as the Authorized Organizational Representative for NDSU, shall provide the necessary certification to the NSF that NDSU has a plan in place to provide appropriate training and oversight in the responsible and ethical conduct of research to undergraduates, graduate students and postdoctoral researchers who will be supported by NSF to conduct research. Prior to finalizing an NSF award subject to the RCR Requirements, SPA will provide the Principal Investigator (PI) with a reminder notice of the NSF RCR requirements.

5.0 Consequences of Noncompliance.

5.1 In addition to any institutional or State Board of Higher Education consequences for failing to comply with the RCR requirements, NDSU or individuals at NDSU can be debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from requesting or receiving funding from the NSF or other federal agencies. Other possible actions include letters of reprimand, ban from serving as reviewers, fines and restitution.

Contact

Dr. Charlene Wolf Hall Kelly A. Rusch, Ph.D., P.E.
Research Integrity Officer (RIO)
Responsible Conduct of Research Program
Charlene.Hall@ndsu.edu Kelly.Rusch@ndsu.edu
701-231-6387 6542

HISTORY:
New February 5, 2010
Amended October 21, 2010
Housekeeping September 29, 2011
Policy Change Cover Sheet

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SECTION: 350.3 BOARD REGULATIONS ON NONRENEWAL, TERMINATION OR DISMISSAL OF FACULTY

10. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? ☐ Yes  ☑ No
   - Describe change: Correcting the punctuation in the policy title. The semi-colon following the word nonrenewal should be a comma. (housekeeping change)

11. This policy change was originated by (individual, office or committee/organization):
   - Kelly Hoyt, former SCC Secretary
   - kelly.hoyt@ndsu.edu

   *This portion will be completed by Mary Asheim.*

   Note: Items routed as information by SCC will have date that policy was routed listed below.

12. This policy has been reviewed/passed by the following (include dates of official action):

   Senate Coordinating Committee: 6/12/15
   Faculty Senate: 6/12/15
   Staff Senate: 6/12/15
   Student Government: 6/12/15
   President’s Cabinet: 6/12/15

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SECTION 350.3
BOARD REGULATIONS ON NONRENEWAL; TERMINATION OR DISMISSAL OF FACULTY

SOURCE: SBHE Policy Manual, Section 605.1, 605.2, 605.3, 605.4

1. A probationary appointment may be terminated, without cause, with notice to the faculty member that the appointment will not be renewed.

   a. Notice shall be given:

      1) At least 90 days prior to termination during the first year of probationary employment at the institution.

      2) At least 180 days prior to termination during the second year of probationary employment at the institution.

      3) At least one year prior to termination after two or more years of probationary employment at the institution.

      *If a faculty member is appointed during the academic year, then the initial contract shall indicate when the first academic year of service at the institution begins. For the purpose of this section, "academic year of service" means on a probationary appointment. The twelve months notice may be given at any point during the calendar year and the appointment terminates twelve months thereafter. (This NDSU language clarifies the interpretation that has been applied to this NDUS language throughout the University System.)*

   b. A department chair, dean or other person authorized under institution policies to give such notice shall provide written notice of the decision, including a reference to the policy section pursuant to which the action is taken. The faculty member may within ten calendar days after receipt of the notice request a reconsideration by the deciding body or individual. The faculty member may incorporate a request for mediation in the request for reconsideration. The institution shall respond in writing to the faculty member within ten calendar days after receipt of the request. Nonrenewal decisions shall be made in every instance by the University President.

   Recommendations for nonrenewal shall be initiated within the academic unit in accordance with Policy 352. Colleges shall have specific procedures for nonrenewal recommendations prior to the sixth year in accordance with Policy 352 and 350.3.2 (See below.). A department chair may initiate a review for nonrenewal at any time.

2. An institution may terminate a probationary appointment, effective at the end of any contract term, with no less than 90 days notice of nonrenewal, based upon a determination by the Board that a financial exigency exists which requires such action at an institution or institutions, or upon determination by the institution that such action is necessary because of loss of legislative appropriations, loss of institutional or program enrollment, consolidation of organizational units or program areas or elimination of courses. The notice of nonrenewal shall include a reference to the policy section pursuant to which the action is
3. A special appointment expires at the end of the term stated on the contract and may be renewed at the discretion of the institution. The decision to renew or not renew a special appointment is not reviewable under subsection 4 of this policy; it is, however, reviewable under Policy 353: Grievances – Faculty. Additionally, a special appointment may be terminated prior to the term stated on the contract. A decision to terminate a special appointment prior to the term stated on the contract is reviewable pursuant to subsection 4 of this policy. (See Policy 350.1, 4c.)

4. A faculty member on probationary or special appointment may, within twenty calendar days after receipt of notice of nonrenewal of a probationary appointment or termination of a special appointment or, if the faculty member requests reconsideration or the parties agree to mediation under paragraph b of subsection 1, within twenty calendar days of receipt of the results of the reconsideration or conclusion of mediation, request review of the decision and hearing by Standing Committee on Faculty Rights by filing written notice with the deciding body or individual and the chair or senior member of the Standing Committee on Faculty Rights. The request for review may be based on allegations that the institution failed to comply with applicable policies or gave the decision inadequate consideration, or that the nonrenewal decision violated (a) academic freedom, (b) rights guaranteed by the United States Constitution, or (c) terms of the employment contract or other written agreement. The allegation must be supported by a specification of the reasons why the decision violated these rights and a summary of the evidence supporting the allegation(s). The institution shall, within twenty calendar days of receipt of the written notice and specifications, provide a written response to the faculty member and the chair of the Standing Committee on Faculty Rights.

5. A faculty member may terminate an appointment effective at the end of the term of the appointment by giving notice in writing at the earliest possible opportunity, but not later than May 15, or one month after receiving notification by the institution of the terms of an appointment for the coming academic year, whichever date occurs later. The faculty governance structure at an institution may recommend procedures permitting a faculty member to request a waiver of this deadline in case of hardship or for other good cause defined by those procedures. An institution may provide that failure without reasonable cause by a faculty member to return a contract by the time set forth in the contract shall constitute a resignation. Any return time so established by the contract shall be reasonable.

**Resignation or Retirement**

*Generally accepted standards of professional ethics (see AAUP Statement on Recruitment and Resignation of Faculty Members) require faculty members who plan to resign or retire to give prompt notice in writing to their chair or supervisor. This includes prompt notice when employment is accepted elsewhere. Only in personal emergencies or for other compelling reasons, should faculty members leave during the academic year, except when this coincides with the expiration of their contractual obligations.*

6. An institution may terminate an appointment of a tenured faculty member following a determination by the Board that a financial exigency exists which requires such action at an institution or institutions, or upon determination by the institution that such action is necessary because of loss of legislative appropriations, loss of institutional or program enrollment, consolidation of academic units or program areas, or elimination of courses. In such cases, significant consideration shall be given to length of service and tenure status in the retention of faculty members within the affected academic unit or program area, curriculum requirements, professional achievements, breadth of competence, and equal employment opportunity. A tenured faculty member terminated pursuant to this subsection shall be
given written notice of termination, including the reason(s) for the action, at least twelve months prior to the date of termination. Each institution shall establish procedures for implementing this policy.

a. A tenured faculty member given notice of termination under this section may request that the institution circulate his or her vita to other academic units or program areas within the institution. In addition, the institution shall ensure that fair consideration is given to the faculty member, during the period of the terminal appointment, for vacant academic positions in the employing institution for which the faculty member is qualified. The faculty within any academic unit or program area shall have the major responsibility in determining qualifications for appointment therein. If a tenured faculty member accepts an appointment in a different academic unit or program area, the faculty member shall retain his or her tenure status, subject to approval of the Board.

b. A position terminated under this section shall not be filled by a replacement within two years, unless the released faculty member has been offered appointment with tenure and a reasonable time within which to accept or decline it.

c. The provisions of section 605.4 (NDSU 350.4) do not apply when a tenured faculty member is terminated under this subsection. The faculty member may, however, within twenty calendar days of receipt of notice of termination, file a request for review under processes established at the institution for that purpose.

1) An administrative decision to terminate a tenured faculty member within the university shall be preceded by the following steps:

a) Consultation with the dean of the college or equivalent unit involved regarding the justification for terminating tenured appointments.

b) Consultation with the faculty and the relevant PTE committee in an academic unit or program regarding the termination of tenured appointments.

2) Once the administration decision is finalized following these consultations, the identification of faculty members for termination shall be made by the University president following recommendations by the dean.

7. In accordance with section 305.1 of these policies, the faculty governance structure at each institution shall adopt procedures by which faculty participation is solicited before notice of termination is given any tenured faculty member pursuant to subsection 6. Faculty participation shall be solicited concerning:

a. The extent to which there are grounds for termination of tenured appointments;

b. Judgments determining where within the overall academic program termination of appointments may occur; and

c. The procedure and criteria for identifying the individuals whose appointments are to be terminated.

1) An administrative decision to terminate a tenured faculty member within the university shall be preceded by the following steps:
a) Consultation with the Executive Committee of the Faculty Senate regarding the extent to which there are grounds for termination of tenured appointments.

b) Consultation with the Academic Affairs committee of the University Senate regarding the justification for terminating tenured appointments, if that is a consequence of the decisions; and

c) Consultation with the Academic Affairs committee, or the equivalent, of the college or equivalent unit involved regarding the justification for terminating tenured appointments.

d) Consultation with the faculty in an academic unit or program regarding the consequences of the decision.

2) Once the administration decision is finalized following these consultations, the identification of faculty members for termination shall be made by the University president following recommendations by the dean.

8. A faculty member may be dismissed at any time for adequate cause. Adequate cause means: (a) demonstrated incompetence or dishonesty in teaching, research, or other professional activity related to institutional responsibilities, (b) continued or repeated unsatisfactory performance evaluations and failure to respond in a satisfactory manner to a recommended plan for improvement; (c) substantial and manifest neglect of duty, (d) conduct which substantially impairs the individual's fulfillment of his or her institutional responsibilities or the institutional responsibilities of others, (e) a physical or mental inability to perform assigned duties, provided that such action is consistent with laws prohibiting discrimination based upon disability, or (f) significant or continued violations of Board policy or institutional policy, provided that for violations of institutional policy the institution must notify the faculty member in advance in writing that violation would constitute grounds for dismissal, or the institutional policy must provide specifically for dismissal as a sanction.

a) An authorized institution officer shall give written notice of intent to dismiss and specify the reasons for the action. The officer may, in the officer's discretion, also schedule a meeting with the faculty member to discuss the action. The notice shall state that the officer will forward to the institution president a recommendation to dismiss unless the faculty member, within twenty calendar days of receipt of the notice, requests a hearing before the Standing Committee on Faculty Rights. If the faculty member does not make a timely request for a hearing, the president, upon receipt of a recommendation to dismiss, shall make a decision and provide written notice and reasons for the action to the faculty member within ten business days of receipt of the recommendation.

1) Written notice of the intent to terminate or dismiss shall be given to the faculty member.

2) Appropriate administrative officers include the academic unit or program chair and the dean of the college or equivalent unit.

The written notice of termination or dismissal from the President must in any event be given within 60 days of the initial written notice of intent to terminate or dismiss.
b) A faculty member may, within twenty calendar days of receipt of notice of intent to forward to the institution president a recommendation to dismiss, request for a formal hearing before the Standing Committee on Faculty Rights, pursuant to section 605.4. (NDSU 350.4)

c) Pending a final decision on dismissal for adequate cause, the faculty member may be suspended by the institution's president, or assigned to other duties in lieu of suspension, if it is reasonably determined that it is in the best interests of the faculty member or the institution to do so. The faculty member's salary and fringe benefits shall continue during a period of suspension. Salary and benefits shall be terminated upon a final decision by the institution president to dismiss the faculty member following conclusion of proceedings at the institution.

9. If the administration determines that the conduct of a faculty member, although not constituting ground for termination or dismissal, provides reasonable cause for imposition of a sanction, the administration shall inform the faculty member in writing of the sanction and the reasons for the sanction. A sanction means demotion, suspension (but not including suspension pending a dismissal or termination decision), salary reduction or loss of salary, or restriction or loss of privileges imposed as a formal disciplinary measure. A sanction does not include implementation of an improvement plan or performance action plan or negative comments in a performance review, letter of reprimand or other document placed in a personnel file; rights to respond to a performance review or a letter of reprimand or other document placed in a personnel file are set forth in N.D.C.C. 54-06-21 and institution grievance procedures adopted under SBHE Policy 612. If the sanction is imposed following a hearing by the Standing Committee on Faculty Rights and based on the hearing record, there is no further review. If the sanction is imposed without a hearing, the faculty member may request review upon filing with the institution's president and chair or senior member of the Standing Committee on Faculty Rights a request for review and specifications of reasons within twenty calendar days of receipt of notice of imposition of a sanction. The institution shall have twenty calendar days following receipt of the request for review to file a response. The Standing Committee on Faculty Rights shall review the matter according to procedures established at the institution for that purpose and issue a written report within twenty calendar days of receipt of the institution's response and may make a recommendation to resolve the dispute, stating its reasons. The institution shall make its final decision upon reconsideration and provide written notice of that decision to the faculty member within ten days of receipt of the report and recommendation of the Standing Committee on Faculty Rights. Upon filing of a request for review pursuant to this subsection, imposition of the sanction shall be suspended pending a final decision of the institution's president following conclusion of those proceedings.

HISTORY:
Replaces portions of Policy 605, SBHE Minutes April 25, 1995, pg 6554.
Amended April 25, 1995
Amended July 1, 1996
Amended January 1997
Amended October 1998
Amended February 2001
Amended June 2003
Amended August 2003
Amended March 2004
Amended February 2005
Amended November 2005
Amended March 2010
Housekeeping February 14, 2011
Housekeeping February 27, 2012
Amended March 5, 2012
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If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: 708 Campus Maintenance and Service Requests

13. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? □ Yes  □ No
   - Describe change: Policy 708 is incorrectly titled ACCESS CONTROL AND BUILDING SECURITY, which is the name for Policy 707. This is to correct the title of Policy 708 to CAMPUS MAINTENANCE AND SERVICE REQUESTS. (housekeeping change)

14. This policy change was originated by (individual, office or committee/organization):
   - Kelly Hoyt, former SCC Secretary
   - kelly.hoyt@ndsu.edu

   This portion will be completed by Mary Asheim.

   Note: Items routed as information by SCC will have date that policy was routed listed below.

15. This policy has been reviewed/passed by the following (include dates of official action):

   Senate Coordinating Committee: 6/12/15
   Faculty Senate: 6/12/15
   Staff Senate: 6/12/15
   Student Government: 6/12/15
   President’s Cabinet: 6/12/15

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SECTION 708  
ACCESS CONTROL AND BUILDING SECURITY  
CAMPUS MAINTENANCE AND SERVICE REQUESTS  

SOURCE: NDSU President  

1. The Facilities Management department is responsible to operate, manage, repair and clean all academic and administrative (defined by the State Board of Higher Education as Type I and II) buildings and common building systems, basic classroom furniture/equipment, and appurtenances (accessories) in public areas. Office furnishings are the responsibility of the occupying department.  

   1.1 Report all maintenance problems by calling the Facilities Management department at 231-7911.  

2. A department requiring special equipment, unique to its discipline (including office equipment), must pay for its installation, maintenance, repair and replacement.  

3. Departments requesting new cabinetry and/or repairs and renovations to cabinetry will be billed for both the costs of material and labor.  

4. General grounds and landscape services are the responsibility of Facilities Management.  

   4.1 Specialized grounds, turf and landscape services will be billed to the requesting department for both the costs of material and labor.  

5. Requests for specific departmental services must be made on a Facilities Management service request form. Forms are available at http://www.ndsu.edu/facilities/.  

6. Effective July 2003, all new operating costs for non-academic/administrative (defined by State Board of Higher Education as Type III) buildings will be funded by the functional unit that operates the building.  

7. For more details and building types defined, visit Facilities Management web site at: http://www.ndsu.edu/facilities/.  

HISTORY:  

New July 1990  
Amended July 1993  
Amended January 2008
Policy Change Cover Sheet

This form must be attached to each policy presented. All areas in red, including the header, must be completed; if not, it will be sent back to you for completion.

*If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.*

SECTION: Policy Number and Name 803 Restricted Gifts vs. Grant Policy

16. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).

- Is this a federal or state mandate? ☐ Yes ☒ No
- Describe change: This change adds how Sponsored Academic Project Agreements will be handled, they are not currently reflected in the policy. Sponsored Programs has developed related Agreement forms.

17. This policy change was originated by (individual, office or committee/organization):

- Office/Department/Name and the date submitted: Grant & Contract Accounting/Ann Young & Gary Wawers and Sponsored Programs Administration Joycelyn Lucke Love
- Email address of the person who should be contacted with revisions joycelyn.lucke@ndsu.edu, gary.wawers@ndsu.edu and ann.young@ndsu.edu

*This portion will be completed by Kelly Hoyt.*

Note: Items routed as information by SCC will have date that policy was routed listed below.

18. This policy has been reviewed/passed by the following (include dates of official action):

- Senate Coordinating Committee:
- Faculty Senate:
- Staff Senate:
- Student Government:
- President’s Council:

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SECTION 803
RESTRICTED GIFTS VS. GRANT POLICY

SOURCE: NDSU President

1. Financial support from any external agency will be classified as a grant or contract if any of the following criteria are met (except as specifically noted below in 803.4):

1.1 any written document has been executed regarding the specific use of the funds beyond a broad programmatic designation, or
1.2 any technical reports are required by the sponsoring agency, or
1.3 a financial report is required by the supporting agency, or
1.4 the work being done has the possibility of producing intellectual property, i.e., patents and copyrights

2. Financial support not meeting any of these criteria may be classified as a gift. Gifts will be classified as either restricted or unrestricted.

2.1 For gifts to the Agriculture Division, the Agriculture Budget Office will first review the documentation. If the documentation shows it to be a gift restricted to a program, or more specific restriction, the gift will be classified as restricted and forwarded to the Grant and Contract Accounting Office for deposit in a restricted gift fund. If the gift terms do not meet the restricted gift test, the gift will be considered unrestricted and deposited to an institutional collection fund.

2.2 For non-agriculture related gifts, the Grant and Contract Accounting Office will review and analyze the documentation. If the documentation indicates the gift is restricted to a program, or more specific restriction, it will be classified as restricted and deposited in a restricted gift fund. If the gift terms do not meet the restricted gift test, the gift will be considered unrestricted and deposited in an unrestricted local fund.

3. When gift funds held at the NDSU Development Foundation are scheduled for expenditure in support of the donor's criteria, the necessary funds will be transferred to the University account established for such purpose. The Foundation cannot originate payment for normal University functions since these expenditures belong on University accounts.

4. As an exception to 803.1, any financial support received from an external agency for the support of an undergraduate, for-credit, academic design course project (Capstone or Senior Design) does not need to be routed through Sponsored Program Administration but should be sent directly to Grant and Contract Accounting for deposit into a restricted fund.

HISTORY:
New July 1990
Amended April 1992
Amended August 2007
Amended October 2009
Policy Change Cover Sheet

This form must be attached to each policy presented. All areas in red, including the header, must be completed; if not, it will be sent back to you for completion.

If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: 817 Cost Corrections

19. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).

- Is this a federal or state mandate? Yes □ No □
- Describe change: Policy 817 is incorrectly titled REBUDGETING ON SPONSORED AGREEMENTS, which is the name of Policy 816. This is to correct the title for Policy 708 to COST CORRECTIONS. (housekeeping change)

20. This policy change was originated by (individual, office or committee/organization):

- Kelly Hoyt, former SCC Secretary
- kelly.hoyt@ndsu.edu

This portion will be completed by Mary Asheim.

Note: Items routed as information by SCC will have date that policy was routed listed below.

21. This policy has been reviewed/passed by the following (include dates of official action):

- Senate Coordinating Committee: 6/12/15
- Faculty Senate: 6/12/15
- Staff Senate: 6/12/15
- Student Government: 6/12/15
- President’s Cabinet: 6/12/15

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SECTION 817
REBUDGETING ON SPONSORED AGREEMENTS COST CORRECTIONS

SOURCE: NDSU President

1. All cost corrections involving the transfer of charges made on grant and contract funds (Funds 40000-49999) will be completed by the Office of Grant and Contract Accounting by means of a journal entry. All corrections of clerical and bookkeeping errors should be made in a timely manner. When a correction is necessary, a memo should be submitted to the Office of Grant and Contract Accounting. The memo must contain the following items:

   A) an explanation of how the error occurred;
   B) a justification of the charge being paid by the new agreement being charged;
   C) the reference number of the original payment being corrected; and
   D) the fund numbers of the fund being credited and the fund being charged.

1.1 If the correction is for salaries and wages paid to individuals, include the following information:

   A) an explanation of how the error occurred;
   B) a justification of the charge being paid by the new agreement being charged;
   C) the name of each individual being corrected;
   D) the month or months of pay and the percentage of time, if not 100%, being corrected;
   E) the fund numbers of the fund being credited and the fund being charged.

NOTE: A correction to an individual's salary must also be reflected on the individual's Personal Activity Confirmation for the month or months being corrected. The Office of Grant and Contract Accounting will return the Personal Activity Confirmation form for recertification at the time the correction is made.

HISTORY:

New July 1990
Amended April 1992
Amended June 1996
Amended August 2007
<table>
<thead>
<tr>
<th>Present GE</th>
<th>PROPOSED GE: NDSU QUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present GE Outcomes</strong></td>
<td><strong>Core Questions</strong></td>
</tr>
<tr>
<td>Communicate effectively in a variety of contexts and formats, using a variety of communication skills.</td>
<td>How does the world work?</td>
</tr>
<tr>
<td>Locate and use information for making appropriate personal and professional decisions.</td>
<td>What does it mean to be human?</td>
</tr>
<tr>
<td>Comprehend the concepts and perspectives needed to function in national and international societies.</td>
<td>How do we create, expand, or discover knowledge and understand its limitations?</td>
</tr>
<tr>
<td>Comprehend intrapersonal and interpersonal dynamics.</td>
<td>What values and practices are worth sustaining for the common good?</td>
</tr>
<tr>
<td>Comprehend concepts and methods of inquiry in science and technology and their applications for society</td>
<td>What are the world’s challenges and how might they be addressed?</td>
</tr>
<tr>
<td>Integrate knowledge and ideas in a coherent and meaningful manner.</td>
<td>Core questions approved by the Senate 4/8/13</td>
</tr>
<tr>
<td>Comprehend the need for lifelong learning.</td>
<td>New outcomes approved by the Senate 4/14/14</td>
</tr>
</tbody>
</table>

### PRESENT GE MODEL Credits

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Experience (189)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>- ENGL 110 (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ENGL 120 (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- COMM 110 (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Upper Level Writing (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>- Must include 1 credit lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>- Includes 2 credits of Wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Embedded—no additional credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Embedded—no additional credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Embedded—no additional credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Course in major—no additional credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>

### PROPOSED GE MODEL Credits

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>- ENGL 120 (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- COMM 110 (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Applied Oral Communication Modules or Course (1+1+1 or 3 credits) (200 level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Upper Division Writing (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>- Critical Thinking (3 credits) (Student Success removed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Quantitative Methods (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Advanced Critical Thinking in major (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural &amp; Physical Sciences (includes 1 credit lab)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Human Societies</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Diversity &amp; Global Perspectives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- Personal &amp; Social Responsibility—no additional credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Embedded in major or met through a QUEST approved course that includes this learning outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Course in major—no additional credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional theme-based Interdisciplinary minor, certificate or path, based on QUEST courses, as way to connect QUEST courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sustainability, Innovation, World Hunger, Gender Studies, Grand Challenge Scholars, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Breadth Requirement:** In addition to ENGL 120 and COMM 110, students must complete 12 QUEST credits outside their majors.

Revised 04/09/15
### Key to abbreviations: Core Questions (CQ)
- HWW = How does the world work?
- HDC = How do we create, expand, or discover knowledge and understand its limitations?
- WDH = What does it mean to be human?
- WVP = What values and practices are worth sustaining for the common good?
- WWC = What are the world’s challenges and how might they be addressed?

#### Foundation/Lower Division 34 Credits

<table>
<thead>
<tr>
<th>Core Learning Outcome</th>
<th>Component</th>
<th>Credits</th>
<th>Core Questions</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Written (ENGL 120)</td>
<td>3</td>
<td>HDC</td>
<td>Students will still get credit for ENGL 110 for transfer purposes, but ENGL 110 will not be part of NDSU QUEST</td>
</tr>
<tr>
<td></td>
<td>Oral (COMM 110)</td>
<td>3</td>
<td>HDC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied</td>
<td>1+1+1</td>
<td>HDC</td>
<td>Applied QUEST communication experiences designated by major. May be existing courses or additional credits for courses or independent 1 credit modules/workshops. COMM 110 &amp; ENGL 120 are pre-requisites</td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving</td>
<td>Critical Thinking (First Year Experience/Student Success removed)</td>
<td>3</td>
<td>HDC</td>
<td>Any QUEST course that meets the critical thinking learning outcomes. Courses will help students understand how scholars analyze evidence to develop theories to address problems. Most courses will either a) examine how a discipline makes sense of the world [e.g. “thinking like a chemist”] or b) focus on a so-called “wicked problem” or issue [e.g. “thinking about world hunger” “thinking about race through literature”].</td>
</tr>
<tr>
<td></td>
<td>Quantitative Methods</td>
<td>3</td>
<td>HDC, HWW</td>
<td>Any QUEST course that meets the Critical Thinking Learning Outcome bullet “apply quantitative and qualitative methods to collect and analyze data.”</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td>3</td>
<td>HWW, HDC</td>
<td>QUEST course designated by major</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td></td>
<td>7</td>
<td>HWW, HDC</td>
<td>QUEST courses designated by major. Must include a one credit (or equivalent) laboratory employing active learning.</td>
</tr>
<tr>
<td>Human Societies</td>
<td></td>
<td>6</td>
<td>HWW, WDH, HDC</td>
<td>QUEST courses designated by major</td>
</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td></td>
<td>3</td>
<td>HWW, HDC, WWC</td>
<td>QUEST course designated by major</td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td></td>
<td>0</td>
<td>HWW, WVP</td>
<td>Embedded in major or met through a QUEST approved course that includes this learning outcome</td>
</tr>
</tbody>
</table>

#### Upper Division

<table>
<thead>
<tr>
<th>Core Learning Outcome</th>
<th>Component</th>
<th>Credits</th>
<th>Core Questions</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Upper Division Writing</td>
<td>3</td>
<td>HDC</td>
<td>QUEST course designated by major. COMM 110 &amp; ENGL 120 are pre-requisites</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking, etc.</td>
<td>3</td>
<td>HDC + major appropriate</td>
<td>Any approved upper division course in the major (including the capstone) that meets the Critical Thinking outcome.</td>
</tr>
<tr>
<td>Communication + Critical Thinking, etc.</td>
<td>Capstone</td>
<td>3</td>
<td>HWW, HDC, WVP, WWC</td>
<td>Integrated into major. May meet the advanced critical thinking outcome for the major (see above).</td>
</tr>
</tbody>
</table>

#### Optional Pathways

| Optional Theme-based Minor | Integrated | 16 | Integrated | Foundation in QUEST for interdisciplinary options such as Sustainability, Innovation, World Hunger, Great Books and Great Ideas. May be completed by non-Quest courses. |
| Optional Theme-based Certificate | Integrated | 16 | Integrated | Foundation in QUEST for interdisciplinary options such as Sustainable Design. May be completed by non-Quest courses. |
| Optional Path | Integrated | 16 | Integrated | Foundation in QUEST for applied and experiential learning. |

**Breadth Requirement:** In addition to ENGL 120 and COMM 110, students must complete 12 QUEST credits outside their majors.

Revised 04/08/15
Date: April 9, 2015
To: Members of the NDSU Community
From: Core Undergraduate Learning Experiences (CULE)
RE: Revised QUEST model for new General Education

To begin with, CULE thanks everyone for participating in the multiple stages of this process that began in the fall of 2010. As part of this process CULE:

- Held open-ended meetings on GE revision with 40 units and 460 individuals
- Received 1370 responses from alumni, employers, faculty, staff and students to a survey asking respondents to rate 29 student learning outcomes in terms of how well NDSU students are currently addressing each one and how important each outcome will be in the future
- Used Institutional Research’s qualitative analysis of the results of six surveys administered over the past decade to triangulate with and confirm the CULE survey results
- Held 14 campus meetings on the proposed Core Questions and Learning Outcomes
- Held 13 campus meetings, attended by over 300 people, on the proposed QUEST model
- Received 304 responses (with 129 comments) from faculty to a survey about the new QUEST model

Based on the feedback, CULE proposes six changes to the QUEST model:

1. Critical Thinking and Student Success
   - University 189 will no longer be a general education course, although many colleges or departments may wish to continue it as a requirement to meet the needs of their students.

2. Critical Thinking
   - Critical Thinking classes will be new or restructured courses that focus on how disciplines make sense of the world or particular issues (world hunger, social inequality, justice, beauty, love, entropy, climate change, sustainability, clean water, renewable energy, etc.)
     - Courses could be disciplinary or cross-disciplinary and could be offered by any college or department (or combination of departments), but they must
       - address the Critical Thinking outcome as a substantial part of student work
       - teach the critical thinking skills employed by the discipline or needed to understand the problem or issue and
       - address at least one of the Core Questions.
     - There will need to be professional development funding to support this.

3. Natural and Physical Sciences
   - Added a one-credit (or equivalent) laboratory experience with the stipulation that the laboratory must involve active or problem-based learning.

4. Natural and Physical Sciences
   - Increased from 3 credits to 6 in didactic classes.

5. Personal and Social Responsibility
   - This will be double-counted by being embedded in the major or met through a QUEST approved course that includes this learning outcome. There will be no separate credits required for this outcome.
6. **Breadth**
   - Students must complete 12 QUEST credits outside their major, in addition ENGL 120 and COMM 110.

Based on the feedback to the proposed QUEST model, CULE proposes three changes to the previous Undergraduate Learning Outcomes to support the fullest participation by disciplines in the new model:

1. **Technology**
   - Revised to emphasize applying, not just analyzing

2. **Natural and Physical Worlds**
   - Revised to Natural and Physical Sciences

3. **Personal and Social Responsibility**
   - Revised to allow more options for students

CULE also proposes the following steps.

1. CULE requests the Faculty Senate to approve the concept of the revised QUEST model this spring, contingent upon these three steps.
   a. The Provost will appoint a QUEST Feasibility Committee to analyze the resources needed to implement the model. This committee should be composed of at least two deans and three department chairs.
   b. The Provost will appoint a QUEST Design/Professional Development Committee to develop specific models for the proposed new Critical Thinking courses and the proposed Applied Communication modules. This committee should include one or more of the course design professionals recently hired in several of the colleges.
   c. Based on reports from the QUEST Feasibility and Design/Professional Development Committees, the Faculty Senate will give the final approval to implementing the new QUEST model at an appropriate starting date.

2. CULE will be dissolved as an ad hoc Faculty Senate committee.

3. The General Education Committee will be charged with implementing the new QUEST model and assessing it in order to make revisions and improvements on an ongoing basis.

CULE Members:
Cole Davidson, Registration (9/13-09/14); Noah Engels, Students (09/14-present); Marion Harris, AFSNR (08/10-present); Robert Harrold, Assessment (08/10-12/11); RaNelle Ingalls, Student Affairs (08/10-present); Rajesh Kavasseri, Engineering (08/10-present); Andrew Mara, AHSS (08/10-present); Kevin McCaul, Deans (08/10-08/12); Charlene Myhre, Libraries (08/10-08/13); Cynthia Naughton, PNAS (08/10-present); Lisa Nordick, DCE (08/10-12/14); Larry Peterson, Provost/Assessment (08/10-present); Seth Rasmussen, Science & Math (08/10-present); Susan Ray-Degges, HDE (08/10-present); Kent Sandstrom, Deans (09/12-present); Carolyn Schnell, University Studies (08/10-present); Herbert Snyder, Business (08/10-present); Amy Rupiper Taggart, General Education (01/14-present); Beth Twomey, Libraries (09/13-present); Kevin Walsh, Students (09/13-05/14).
<table>
<thead>
<tr>
<th>CULE proposal</th>
<th>Senate additions</th>
<th>Order</th>
</tr>
</thead>
</table>
| 1. CULE requests the Faculty Senate to approve the concept of the revised QUEST model this spring, contingent upon these three steps.  | Quest Feasibility Committee:  
Appointment: with input from the Provost as senate *ad hoc* committee, will report to senate and Provost  
Membership (all approved by faculty senate): voting members, 1 to 2 faculty members from budget committee, 2 senate appointed faculty, other faculty who have relevant experience; non-voting members, 1 dean, 1 head, Provost or designee, possibly Registrar or designee; other members, 2 members from former CULE committee (will fall either under voting or non-voting members according to their faculty status)  
Committee chair: faculty who was not formerly on CULE committee  
Charges: create operating procedures, assess feasibility and determine re-allocation of resources, assess compatibility with other NDUS institutions, amend current model accordingly or suggest alternative model | 4     |
| a. The Provost will appoint a QUEST Feasibility Committee to analyze the resources needed to implement the model. This committee should be composed of at least two deans and three department chairs.  | QUEST Design/Professional Development Committee:  
Appointment: with input from the Provost as senate *ad hoc* committee, will report to senate and Provost  
Membership (all approved by faculty senate)  
Seeing as this committee will take up work later, we can fill in the details in Fall. | 1     |
| b. The Provost will appoint a QUEST Design/Professional Development Committee to develop specific models for the proposed new Critical Thinking courses and the proposed Applied Communication modules. This committee should include one or more of the course design professionals recently hired in several of the colleges.  | Vote on outcome of the two committees in two independent procedures. | 3     |
| c. Based on reports from the QUEST Feasibility and Design/Professional Development Committees, the Faculty Senate will give the final approval to implementing the new QUEST model at an appropriate starting date.  |                                                                                                                                           |       |
| 2. CULE will be dissolved as an *ad hoc* Faculty Senate committee.  |                                                                                                                                                 | Done  |
| 3. The General Education Committee will be charged with implementing the new QUEST model and assessing it in order to make revisions and improvements on an ongoing basis. |                                                                                                                                                 | 5     |
The North Dakota General Education Council (NDGEC) began as a grassroots, faculty-led organization whose primary goals were to improve articulation and transfer of general education courses among North Dakota higher learning institutions— including public and many participating private and tribal universities—and to provide a common forum for discussing common general education issues in the state. During that time, the Association of American Colleges and Universities (AAC&U) developed the Liberal Education and America’s Promise (LEAP) initiative which articulated a set of Essential Learning Outcomes (ELOs) developed with feedback from faculty across the country. By 2010, the NDGEC helped North Dakota to become recognized as a LEAP State by AAC&U. The North Dakota University System (NDUS) agrees with the LEAP initiative, and over the last several General Education Summits the NDGEC has endorsed five of the ELOs as statewide outcomes: written communication, oral communication, critical and creative thinking, quantitative reasoning, and breadth of knowledge.

North Dakota higher learning institutions have benefitted from the General Education Requirement and Transfer Agreement (GERTA), which ensures transferability of common courses from one institution to another. Recently, the Western Interstate Commission for Higher Education (WICHE) began the Interstate Passport Initiative, a new approach to transfer that shifts focus from credit hours and course descriptions to student learning outcomes. The Lumina Foundation, with strong support from AAC&U and various accreditation agencies, including the Higher Learning Commission, also promotes competency-based education to ensure students are acquiring outcomes and achieving goals associated with their degree profiles. Working with the Lumina Foundation, AAC&U established the Quality Collaborative, inviting North Dakota to participate through the NDGEC. Over the last two years, NDGEC members began aligning student-learning outcomes with degree proficiency profiles.

As stewards of general education in North Dakota, the NDGEC has developed proficiency statements corresponding to the five ELOs approved at the General Education Summit at Bottineau at April 2014. These proficiency statements clarify outcomes students should have demonstrated upon completion of general education and discipline program requirements at the two-year level. As indicators of competency-based education, student transcripts in the future might contain notations that students have established proficiency in any or all of these five ELOs, subject to the endorsement of the authorizing institution pursuant to internal policies in compliance with NDUS 403.7. Such transcript notations will be in addition to existing endorsements in compliance with GERTA.

NDGEC continues to serve as an advisory board to its member institutions, the NDUS, and independent and tribal colleges in North Dakota. Approval of these proficiency statements as endorsed by NDGEC supports North Dakota’s existing commitment to faculty-led oversight of General Education while maintaining autonomy of NDGEC member institutions to oversee assessment and documentation of their existing student learning outcomes.
General Education Proficiency Statements
Developed by NDUS Faculty, Fall 2014
Last edited December 8, 2014

Oral Communication

Oral communication involves actively and critically expressing and receiving ideas through spoken language with the goal of achieving shared understanding of meaning.

Students who are proficient in oral communication will be able to:
· Organize a clear central message, using supporting evidence ethically and logically
· Communicate a message effectively, demonstrating ability to adapt language and delivery based on audience and purpose
· Listen to and evaluate a speaker’s central message and use of supporting evidence
· Initiate and negotiate effectively in a collaborative setting by listening to, building upon, verifying, and challenging others’ ideas and conclusions

Quantitative Literacy

Quantitative literacy involves fluency with the tools and concepts that are commonly used to understand, analyze, and reason with quantitative information.

Students who are proficient in quantitative literacy will be able to:
· Perform the arithmetic processes necessary to solve quantitative problems
· Present accurate interpretations of quantitative information on a wide array of topics and issues and explain how both calculations and symbolic operations are used
· Create accurate graphs or other visual interpretations of trends, relationships, or changes in status and correctly use them to provide written or oral explanations
· Reason with appropriate numeric, symbolic, graphical or statistical tools to understand a wide variety of issues, and to interpret, analyze and critique information or a line of reasoning presented by others
· Develop and support a line of reasoning about issues that are not solely mathematical by correctly using quantitative information

Written Communication

Written communication requires students to write effectively, individually and collaboratively, in a variety of genres to address different audiences for specific purposes, using sources and evidence appropriate to the context. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
Students who are proficient in written communication will be able to:

- Effectively use genres, such as essays, reviews, lab reports, case studies, memos, and blogs, appropriate to the context.
- Adapt to the needs and expectations of different audiences.
- Demonstrate the ability to write for different purposes, such as to inform, analyze, explain, and persuade.
- Integrate and cite credible and relevant sources.
- Reflect on the writing process in order to improve.
- Demonstrate acceptable control of language conventions, such as grammar, usage, style, and diction.

**Breadth of Knowledge**

Students who are proficient in breadth of knowledge will be able to:

- Describe how existing knowledge or practice is advanced, tested and revised in each of the four core field categories: Arts and Humanities, Communications, Math, Science, and Technology and Social Sciences.
- Describe a key debate or problem relevant to each of the four core field categories, and explain the significance of the debate or problem to the wider society, and show how concepts from the core fields can be used to address the selected debates or problems.
- Use recognized methods of each core field category studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks to be identified by threshold concepts.
- Describe, evaluate, and interpret an important societal problem using threshold concepts from two of the core field categories.

**Critical and Creative Thinking**

Critical and creative thinking are complementary cognitive processes that operate across disciplines. These processes include inquiry, analysis, evaluation, discovery, and invention applied to a situation, scenario, issue, or problem.

Students who are proficient in critical and creative thinking will be able to:

- Identify a problem or question and its component parts, recognizing relevant ideas, concepts, theories, or practical approaches.
- Evaluate fundamental knowledge and issues associated with a situation or problem, identifying underlying assumptions and anticipating consequences.
- Create possible approaches and processes to solving emerging problems or unscripted scenarios.
- Transform ideas into new forms or innovative applications and explore complex issues in original ways.