

# NDSU Faculty Senate Agenda

## April 20, 2020

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- I. Call to order
  - a. Meeting called to order at 3:02 pm
  - b. Individuals Present (\* denotes non-voting member): Hassel, Gillam, Hawley, Secor-Turner, Chen, Fitzgerald\*, Riggins, McCourt, Aldrich-Wolfe, Reindl, Lyman, Bresciani\*, Asa, Johnson, del Rio Mendoza, Andrianova, Rodgers, Jones, Borr, Jackson, Selekwa, Pieri, Tian, Larson, Woods, Ungar, Bachman, Schluchter, Woolsley\*, Asperin\*, Overton, Dorfmeister, Ahmed, Ingalls, Friedmann\*, Ray-Degges\*, Lamp\*, Zhao, Liu, Bilen-Green\*, Limb, Pemstein, Shannon Dahms, Sara Thompson, Sharon Nelson, Laura O'Rourke.
- II. Attendance
  - a. Substitutions
    - None
- III. Approval of previous meeting minutes from March 9, 2020
  - a. MOTION: Move to approve the meeting minutes from March 9, 2020 (Gillam/Pieri)
    - Motion approved by acclamation
- IV. Adoption of the agenda
  - a. MOTION: Move to adopt the agenda in its current form (Hawley/Johnson)
    - Motion approved by acclamation
- V. Announcements
  - a. President Bresciani
    - Many different factors in play – difficult to understand what the impacts of the pandemic will be on North Dakota or the 2021 legislative season
  - b. Margaret Fitzgerald, Interim Provost
    - Graduate council has recommended extending S/U option to didactic graduate courses for Spring 2020
    - Andrianova: Question about option to move online in Fall 2020 (is there a contingency plan being developed, timeline etc?)
      - Fitzgerald: Have discussed scenarios but no dedicated plan yet
  - c. Mike Borr, Director NDSU Police and Safety Office
    - Outlined the structure of the campus response to CoVid-19 pandemic
    - Will be making decisions on summer camps soon
    - Andrianova: question about how occurrence of cases is reported to the campus

community

- Aldrich-Wolfe: Concern about how information is shared on campus about positive cases

d. Molly Secor-Turner, Faculty Senate President

- No announcements

e. Carlos Hawley Faculty Senate President-Elect

- No announcements

f. Elizabeth Cronin, Staff Senate President

- Not present

g. Matthew Friedmann/Kylee Arndt, Student Body President and Vice President

- Friedmann introduced himself and his three platform points
- Putting together executive team

#### VI. Committee Reports

- a. None

#### VII. Consent agenda

- a. UCC Report
- b. Policy 151: Code of Conduct
- c. MOTION: Move to approve the Consent Agenda (Gillam / Johnson )
  - Motion approved by acclamation

#### VIII. Unfinished Business

- a. None

#### IX. New Business

- a. General Education Learning Outcomes Revisions
- b. Introduction to proposed changes by Holly Hassel, Chair of FS General Education Standing Committee
- c. MOTION: Move to approve (Gillam / del Rio Mendoza)
- d. DISCUSSION
  - Pieri: Issues with transfer credits and achieving 100% outcomes across transferrable courses
  - Hassel: Clarification that these changes mean that every student encounters all of the outcomes in a category – not that they achieve those outcomes. Next phase is assessment of how faculty are achieving these outcomes in their course.
  - Johnson: How will this affect the Gen Ed revalidation process?

- Hassel: continue to cycle classes through – will not affect the cycle (i.e. if you have been revalidated under the old outcome, you will not have to be revalidated again until the standard 5 years has elapsed)
- Jackson: Previously, A and B had the same outcomes – now B and W have the same outcomes – why?
  - Hassel: Committee decided to split A and B based on extensive feedback. Wellness (W) cannot be a separate category unless we are going to get rid of it completely, as it is no longer recognized by the ND University System. Hence, the combination of B + W is based on this issue at the NDUS level.
- Asa: Are we going to be assured that these outcomes will actually be measured at some point?
  - Hassel: we do not currently collect data on this, and this is part of the greater General Education revamp that is needed at NDSU. What is proposed here is the first step.
- Rodgers: Brought forth multiple suggested changes to the proposed language
- MOTION: Move to send to committee (Gillam/Hawley)
  - Lyman: Suggestion to have zoom open forums about these proposed changes to gather additional feedback
  - VOTE: Approve = 29; Not Approve = 1; Abstain = 1

X. Adjourn

- a. Motion to Adjourn (Lyman / Pieri)
- b. Adjourned at 4:20 pm

**University Curriculum Committee  
For Faculty Senate Meeting on April 20, 2020**

<b>New Program</b>
Accelerated Masters/Certificate program - NDSU offers combined/accelerated degree programs for highly-qualified students to earn both a bachelor's and master's degree in a cost-effective, quality, and timely manner. The disciplines listed are currently available as combined/accelerated programs where requirements for each have been agreed upon by the faculty. Students may also apply to a master's program in a different department to create an educational pathway that best suits their professional aspirations. (see attachment)
<b>Program Changes</b>
BSN – Nursing: RN to BSN track – degree notes and course credits updated for accuracy.
Undergraduate Certificate in Apparel, Retail Merchandising & Design – offer program using both traditional and online delivery methods and make it available for non-traditional students.
BFA – Theatre Arts Design and Tech track – added THEA 230 to replace ART 131.
BFA – Theatre Arts Musical Theatre track – dropped lab requirements in design classes and changed the course number for Acting the Song.
BFA – Theatre Arts Performance track – dropped the lab requirements for the design courses.
BMus – Music Education: Instrumental Music – MUSC 357 requirement now divided into MUSC 357 and MUSC 358 as requirements.
B.S. Precision Agriculture – recognizing two concentrations, adding ANSC 114 as an elective choice and adding BIOL 150/L as a program elective.
B.S. Agribusiness – additional optional courses were added to different tracks and specializations and two additional minor options are included.
B.S. Agricultural Education – total credits were reduced to bring program closer to NDSU credit suggestions.
B.S. Agricultural Systems Mgmt – dropped 3 free elective credits to bring total number for degree to 120.
B.S. Crop and Weed Sciences – added ENT 431 under Weed Science option.
B.S. Dietetics – dropping HNES 141 from requirements and adding additional components to address accreditation requirements.
B.S. Exercise Science – changing the HNES 496 requirement to 1 credit and moving 1 credit to electives.
B.S. Family and Consumer Sciences Education – made some course changes based on courses no longer offered and prerequisite requirements.
B.S. Horticulture – GEOG 105 was added to the electives within the Urban Forestry & Parks option.
B.S. Microbiology – BIOC 460L removed from curriculum.
B.S. Natural Resources Mgt – moving to 6 different emphases areas.
B.S. Veterinary Technology – updating curriculum to meet accreditation standards.
BS/BA Agricultural Communication – replacing COMM 189 with COMM 101 and adding more options for the upper division writing requirement.
BS/BA Biological Sciences Education – improving alignment with ND teacher education standards and current ND teacher licensing requirements.
BS/BA Chemistry Education – improving alignment with ND teacher education standards and current ND teacher licensing requirements.
BS/BA Comprehensive Science Education – improving alignment with ND teacher education standards and current ND teacher licensing requirements.
BS/BA Earth Sciences Education – improving alignment with ND teacher education standards and current ND teacher licensing requirements.
BS/BA Economics – adding new econ elective courses, adding a new capstone course and new CSCI courses in two of the options.
BS/BA Emergency Management – making a series of changes to better reflect the curriculum and facilitate better sequencing.
BS/BA Hospitality & Tourism Management – making the transition for transfer students more flexible to complete the program.
BS/BA Human Development & Family Science – changing college name and moving course requirement note to “Notes” section.
BS/BA HDFS: Elementary Education – changing college name and editing spacing of EDUC course listing.
BS/BA HDFS: Social Work – change in gen ed options and social work courses as well as changing college name and moving course note to “Notes” section.
BS/BA Interior Design – removed some courses no longer being taught and added some new courses to curriculum.
BS/BA Journalism – replacing COMM 189 with COMM 101, adding more options to the upper division writing requirement.
BS/BA – Management Communication - replacing COMM 189 with COMM 101, adding more options to the upper division writing requirement and adding COMM 442 as an additional elective.
BS/BA Physics Education – improving alignment with ND teacher education standards and current ND teacher licensing requirements.
BS/BA Strategic Communication - replacing COMM 189 with COMM 101 and adding more options to the upper division writing requirement.
BS/BA Theatre Arts – dropped lab requirements for design courses.
BSCVE Civil Engineering – allowing ME 351 to count for ME 350 when ME 350 is not available.
BSN Nursing: Nursing – requiring PSYC 250 or HDFS 230, HDFS 320 and HDFS 340.
BSN Nursing: LPN to BSN track – changing the name of the degree track to better describe the degree. ENGL 323 removed as an elective option.
Undergraduate Certificate in Finance – brought total credits down to 9 to provide more flexibility to non-finance students.
Minor in Entrepreneurship – adding some new electives that deal with entrepreneurship topics.
Graduate Certificate in Family Financial Planning – deleted an inactive course (HDFS 764) and replaced it with HDFS 740 and added HDFS 741 as an elective.
B.S. Health Services – cleaning up a few major requirements.
MA Anthropology – adding a comprehensive study option to the program.
Global Business undergraduate major – making the program more accessible to students.
International Studies undergraduate major – adding in new internationally focused courses to the electives list.
Minor in Apparel, Retail Merchandising and Design – eliminating options in the minor.
Minor in Extension Education – updating courses to best fit the scope of beginning needs in Extension careers.
Minor in Human Dev & Family Sci – removing Research Methods as a required course since it is already required in students’ home majors.
Minor in Microbiology – removing MICR 352L as an elective option as this course is for majors only.
Minor in Natural Resources Mgmt – removing NRM 150 as a requirement, moving NRM 431 to the electives list and changing total credits from 19 to 18.
Minor in Public Health – adding two more elective choices from the EMGT department.
Minor in Theatre Arts – adding courses to the elective list and adjusting lab and dance requirements.
MS Anthropology – adding a comprehensive study option to the program.
MS Human Development and Family Science – adding two elective courses to the Family Financial Planning curriculum.
PhD Exercise Science & Nutrition – added a core course and elective courses and replaced HNES 655 with HNES 735.
Doctor of Pharmacy – changing PHRM 475 to PHRM 575 and updating language in notes on curriculum.

Program Inactivations			
B.A. – Physical Education			
Health Education minor			
PhD – Human Development			

General Education Recommendations			
ADHM 141 – recommended for approval in the Social and Behavioral Sciences and Global Perspectives categories.			
ADHM 410 – recommended for revalidation in the Humanities and Fine Arts and Cultural Diversity categories.			
ENGL 320 – recommended for revalidation in the Communications category – Upper Division Writing.			
ENGL 321 – recommended for revalidation in the Communications category – Upper Division Writing.			
ENGL 322 – recommended for revalidation in the Communications category – Upper Division Writing.			
ENGL 324 – recommended for revalidation in the Communications category – Upper Division Writing.			
ENGL 326 – recommended for revalidation in the Communications category – Upper Division Writing.			
ENGL 341 – recommended for revalidation in the Humanities and Fine Arts and Cultural Diversity categories.			
ENGL 357 – recommended for revalidation in the Communications category – Upper Division Writing.			
ENGL 358 – recommended for revalidation in the Communications category – Upper Division Writing.			
ENGL 375 – recommended for revalidation in the Humanities and Fine Arts and Global Perspectives categories.			
ENGL 459 – recommended for revalidation in the Communications category – Upper Division Writing.			
GEOG 151 – recommended for revalidation in the Social and Behavioral Sciences and Global Perspectives categories.			
GEOG 161 – recommended for revalidation in the Social and Behavioral Sciences and Global Perspectives categories.			
HDFS 186 – recommended for revalidation in the Social and Behavioral Sciences category.			
HIST 271 – recommended for revalidation in the Humanities and Fine Arts and Cultural Diversity categories.			
PSYC 212 – recommended for revalidation in the Social and Behavioral Sciences category.			
PSYC 250 – recommended for revalidation in the Social and Behavioral Sciences category.			
SOC 110 – recommended for revalidation in the Social and Behavioral Sciences category.			
SOC 235 – recommended for revalidation in the Social and Behavioral Sciences and Cultural Diversity categories.			

New Courses			
Subject	No.	Title	Effective Term
ADHM	152	Visual Communication I	Summer 2020
BIOL	274	Undergraduate Research Experience: Biomedical Research Analysis	Spring 2021
CE	112	Computer Applications in Civil Engineering	Spring 2021
CHP	321	Perspectives for Wellness	Summer 2020
COMM	101	Majors and Careers in Communication	Fall 2020
EMGT	222	Career and Professional Development	Fall 2020
ENVE	350	Microbiological Principles for Environmental Engineers	Spring 2021
ENVE	360	Environmental Chemistry For Water and Wastewater	Fall 2021
ENVE	370	Sustainability Engineering	Fall 2021
ENVE	412	Unit Operations and Processes	Spring 2021
ENVE	450	Environmental Engineering Chemistry Laboratory	Spring 2021
ENVE	460	Environmental Fate and Transport	Spring 2021
ENVE	488	Senior Design I	Fall 2021
ENVE	489	Senior Design II	Spring 2021
GEOL	150	Concepts, Skills, and Ethics in Geoscience	Fall 2020
HIST	486/686	Plague! Tragedies and Triumphs of Globalization	Fall 2020
HNES	167	Esports	Fall 2020
HNES	738	Adapted Physical Education	Spring 2021
PAG	115L	Introduction to Precision Agriculture Lab	Fall 2020
PAG	315	Electronic Systems in Precision Ag	Fall 2020
PAG	455	Applications of Big Data in Precision Agriculture	Fall 2020
PHRM	301	Top Drugs I	Fall 2020
PHRM	353	Introduction to Pharmacy and the Health Care System	Fall 2020
POLS	454	Comparative Democratic Institutions	Fall 2020
SOC	470/670	Social Data Analysis	Fall 2020
THEA	485	Directing III	Spring 2021

New Special Topics Courses			
Subject	No.	Title	Effective Term
PSCI	796	Polymers in Controlled Drug Delivery	Summer 2020
SOC	399	Society and Technology	Summer 2020

Course Reactivations			
Subject	No.	Title	Effective Term
CE	463/663	Geotechnical Earthquake Engineering	Spring 2021
CJ	226	Criminal Investigation	Summer 2021
ME	111	Introduction to Mechanical Engineering	Fall 2020

Course Changes								
From:				To:				
Subject	No.	Title	Crs.	Dept	No.	Title	Crs.	Effective Term
ADHM	141	Tourism and Travel Management	3	ADHM	141	<b>Tourism and International Travel Management</b>	3	Spring 2021
ADHM	261	Visual Communications	3	ADHM	261	<b>Visual Communications II</b>	3	Summer 2020
ADHM	368	Interior Materials	3	ADHM	368	Interior Materials	<b>4</b>	Summer 2020
ANTH	458/658	Indians of the Plains	3	ANTH	458/658	<b>Indigenous Peoples and Cultures of the Upper Midwest</b>	3	Fall 2020
CE	111	Introduction to Civil Engineering	2	CE	111	Introduction to Civil Engineering	<b>1</b>	Fall 2020
CJ/COMM/POLS	325	Applied Research Methods	4	<b>CJ/POLS</b>	325	Applied Research Methods	<b>3</b>	Fall 2020
EMGT	263	Disaster Response	3	EMGT	<b>363</b>	Disaster Response	3	Fall 2020
ENGL	341	20 <sup>th</sup> Century American Fiction	3	ENGL	341	<b>Contemporary American Fiction</b>	3	Fall 2020
HNES	442L	Community Health and Nutrition Laboratory	2	HNES	442L	Community Health and Nutrition Laboratory	<b>3</b>	Fall 2020
HNES	460	Foodservice Systems Management II	3	HNES	460	<b>Leadership and Communication in Dietetics</b>	<b>1</b>	Fall 2021
HNES	460L	Foodservice Systems Management II Laboratory	3	HNES	460L	Foodservice Systems Management II Laboratory	<b>1</b>	Fall 2020
ME	111	Intro to Mechanical Engineering	1	ME	111	<b>Introduction to Mechanical Engineering</b>	<b>2</b>	Fall 2020
MICR	480/680	Bacterial Physiology	3	MICR	480/680	<b>Microbial Physiology</b>	3	Fall 2020
MICR	482/682	Bacterial Genetics & Phage	3	MICR	482/682	<b>Microbial Genetics</b>	3	Fall 2020
MIS	479	Decision Support and Intelligent Systems	3	MIS	479	<b>Business Data Mining and Predictive Analytics</b>	3	Spring 2021
PH	751	Essentials in Epidemiology	3	PH	<b>706</b>	<b>Essentials of Epidemiology</b>	3	Fall 2020
PHRM	340	Pathophysiology I	4	PHRM	340	<b>Patient Assessment and Pathophysiology I</b>	4	Fall 2020
PHRM	400	Top Drugs I	1	PHRM	400	<b>Top Drugs II</b>	1	Fall 2020
PHRM	500	Top Drugs II	1	PHRM	500	<b>Top Drugs III</b>	1	Fall 2020
PPTH	756	Fungicides: Development, Modes of Action, and Development of Resistance	2	PPTH	756	Fungicides: Development, Modes of Action, and Development of Resistance	<b>3</b>	Fall 2020
RNG	456/656	Range Habitat Management	3	RNG	456/656	<b>Ecological Restoration</b>	3	Fall 2020
TL	781	Traffic Safety and Evaluation	3	TL	<b>881</b>	<b>Mixed Methods in Transportation Research</b>	3	Fall 2020
TL	782	Highway Planning and Logistics	3	TL	<b>882</b>	Highway Planning and Logistics	3	Fall 2020
TL	783	Transportation Systems II	3	TL	<b>883</b>	<b>Introduction to Rail Transportation</b>	3	Fall 2020
TL	788	Research in Transportation and Logistics	3	TL	<b>888</b>	Research in Transportation and Logistics	3	Fall 2020
VETS	135	Anatomy and Physiology of Domestic Animals	3	<b>ANSC</b>	<b>218</b>	Anatomy and Physiology of Domestic Animals	3	Fall 2020
VETS	136	Anatomy and Physiology Laboratory	1	<b>ANSC</b>	<b>219</b>	Anatomy and Physiology Laboratory	1	Fall 2020

Changes in Course Descriptions and/or Requisites				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
ADHM	141	Tourism and International Travel Management	Desc: Application of management principles and theories to tourism with emphasis on tourism components, recreational activities, international travel, and social, economic, and environmental impacts of the global tourism industry. This course provides fundamental knowledge of tourism impacts, global events and trends, destination management, tourist behaviors, and tourism marketing.	Spring 2021
ADHM	151	Design Fundamentals	Co-req: ADHM 152, ADHM 160, ADHM 161 and students must be Interior Design majors.	Summer 2020

Changes in Course Descriptions and/or Requisites (continued)				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
ADHM	161	Introduction to Manual Drafting	Prereq: Interior Design majors and minors or Apparel, Retail Merchandising and Design majors. Co-req: ADHM 151, ADHM 152 and ADHM 160.	Fall 2020
ADHM	251	Interior Design Studio I – Residential	Prereq: ADHM 261 and ADHM 365 with a grade of C or higher. Co-req: ADHM 264 and Interior Design major with a minimum of 3.00 cumulative GPA, or Apparel, Retail Merchandising and Design major (Retail Merchandising Option – Interior Merchandising Focus) or Interior Design Minor.	Spring 2021
ADHM	253	Interior Design Studio II – Small Scale Contract	Prereq: Interior Design major with a minimum of 3.00 cumulative GPA, ADHM 251 and ADHM 264 with a grade of C or higher. Co-req: ADHM 363 and ADHM 368.	Spring 2021
ADHM	261	Visual Communications II	Desc: Principles and methods of drawing and sketching, including perspective, with an emphasis on a variety of rendering techniques and media. Co-req: ADHM 365. Prereq: ADHM 151, ADHM 152, ADHM 160, ADHM161 all with a grade of C or higher and students must be Interior Design majors with a minimum cumulative GPA of 3.0 or interior design minors.	Summer 2020
ADHM	264	Residential Systems	Prereq: ADHM 261 and ADHM 365 both with a grade of C or better and Interior Design majors with a minimum cumulative 3.0 GPA or Apparel, Retail Merchandising and Design majors. Co-req: ADHM 251.	Spring 2021
ADHM	353	Interior Design Studio IV	Desc: Application of design theory and process to large-scale contract environments. Emphasis on wellness in design. Application of laws, codes, standards, and building systems influencing human experience in the interior environment.	Summer 2020
ADHM	363	Commercial Lighting Design and Building Systems	Prereq: ADHM 251 and ADHM 264 both with a grade of C or higher and students must be Interior Design majors with a minimum cumulative GPA of 3.0. Coreq: ADHM 253 and ADHM 368.	Summer 2020
ADHM	365	CADD for Interiors	Co-req: ADHM 261. Prereq: ADHM 151, ADHM 152, ADHM 160, ADHM 161 all with a grade of C or higher and students must be Interior Design majors with a minimum cumulative GPA of 3.0.	Spring 2021
ANSC	218	Anatomy and Physiology of Domestic Animals	Desc: This course is an introduction to the anatomy and physiology of common domestic animals with an emphasis on how the body's normal structure and functions contribute to health. A systems approach will be used to explore the interactions and complexity of the body.	Fall 2020
ANSC	219	Anatomy and Physiology Laboratory	Desc: This laboratory course complements and reinforces lecture material presented in Anatomy and Physiology of Domestic Animals. It is an introduction to anatomy and physiology of common domestic animals with emphasis on how the body's normal structures and functions contribute to health.	Fall 2020
ANTH	458/658	Indigenous Peoples and Cultures of the Upper Midwest	Desc: This interdisciplinary seminar introduces students to the rich history and culture of the Indigenous peoples of the Upper Midwest.	Fall 2020
BIOL	100L	Non-Majors Biology Lab	Desc: Laboratory experience to introduce the application of the scientific method across a wide scale of biological topics, including molecular biology, the organism, evolution, and ecology. This lab may be taken as a co-requisite with BIOL 111, BIOL 124 or BIOL 126. Co-req: BIOL 111 or BIOL 124 or BIOL 126.	Summer 2020

Changes in Course Descriptions and/or Requisites (continued)				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
BIOL	111	Concepts of Biology	Desc: Introduction to a wide range of biological topics, from the organism, ecology, and evolution to the cell, molecular biology, and genetics. For credit as a lecture/lab pair, students should take BIOL 100L as a co-requisite.	Summer 2020
BIOL	124	Environmental Science	Desc: Ecological principles related to human cultures, resource use, and environmental alterations. For credit as a lecture/lab pair, students should take BIOL 100L as a co-requisite.	Fall 2020
BIOL	126	Human Biology	Desc: Consideration of selected problems in human biology. For credit as a lecture/lab pair, students should take BIOL 100L as a co-requisite.	Summer 2020
BIOL	189	Skills for Academic Success	Desc: This course is designed to ease the transition for new students at NDSU. Students will be introduced to skills and techniques used by successful college students. Topics will include campus resources, study techniques, time management, goal setting, degree planning, and career and major orientation.	Fall 2020
CE	111	Introduction to Civil Engineering	Desc: This course is designed to introduce students to the field of civil engineering and to review the disciplines and types of jobs within the field. It also introduces the student to the roles and duties of a professional engineer. Students also work in groups on design projects to illustrate the steps involved in the design-build process.	Fall 2020
CM&E	240	Financial Cost Concepts for Construction Managers	Prereq: ECON 105 or both ECON 201 and ECON 202 and Construction Management or Construction Engineering major with at least sophomore standing.	Fall 2020
COMM	375	Principles of Strategic Communication	Prereq or Co-req: COMM 200. Restricted to Communication professional majors and minors only.	Summer 2020
COMM	472	Public Relations Campaigns	Prereq: COMM 375. Prereq or Co-req: COMM 470.	Spring 2021
COMM	473	Case Study in Public Relations	Prereq: COMM 375, COMM 470. Restricted to Communication professional majors and minors.	Spring 2021
ECON	475	Health Economics	Prereq: ECON 341.	Fall 2020
ENGL	341	Contemporary American Fiction	Desc: Explores selected fiction reflecting social, psychological and literary trends in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries. Includes discussion of multicultural and women authors, as well as experimentations in genre.	Fall 2020
H&CE	232	Philosophy and Policy	Desc: Principles, philosophies, development, and implementation of agricultural education, family and consumer sciences education, business education, and extension programs. Analysis of evolving concepts with emphasis on history, legislation, and principles underlying organization and practice.	Fall 2020
HDFS	320	Prenatal, Infant and Toddler Development	Prereq: HDFS 230.	Fall 2020
HDFS	330	Child Development	Prereq: HDFS 230.	Fall 2020
HDFS	340	Adolescent Development	Prereq: HDFS 230.	Fall 2020
HDFS	341	Parent-Child Relations	Prereq: HDFS 230 or HDFS 242.	Fall 2020
HDFS	353	Children, Families and Public Policy	Prereq: HDFS 230 and HDFS 242.	Fall 2020
HDFS	357	Personal and Family Finance	Prereq: HDFS 242.	Fall 2020
HDFS	360	Adult Development and Aging	Prereq: HDFS 230.	Fall 2020
HNES	250	Nutrition Science	Prereq: none	Fall 2020
HNES	261L	Food Selection and Preparation Principles Laboratory	Desc: Illustrates and extends lecture topics and stresses practical application of scientific food preparation principles. Co-req: HNES 261.	Spring 2021



Changes in Course Descriptions and/or Requisites (continued)				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
HNES	460	Leadership and Communication in Dietetics	Desc: This course focuses on leadership, team-building, and professional communication in Dietetics. Leadership and communication theories will be applied to everyday practices to prepare participants to be successful leaders in the workforce. Prereq: none	Fall 2021
HNES	460L	Foodservice Systems Management II Laboratory	Desc: Supervised practice for CP students in foodservice to accompany HNES 460. 1 four-hour laboratory.	Fall 2020
ME	111	Introduction to Mechanical Engineering	Desc: This course introduces students to the field of mechanical engineering, the Mechanical Engineering degree program at NDSU, and potential career opportunities in the discipline through the use of hands-on, project-based learning experiences in multi-member teams addressing traditional and newly emerging topics in the field of mechanical engineering, including computer aided design, solid mechanics, fluid dynamics, thermodynamics, materials selection, instrumentation and data analysis in the context of problem-solving and design. Prereq: Acceptance into the Pre-Professional Mechanical Engineering program	Fall 2020
MICR	350	General Microbiology	Desc: Principles of microbiology for students requiring a rigorous professionally oriented course. This course is a prerequisite to most microbiology courses. Topics, as applied to an overview of microorganisms, include structure, physiology, metabolism, growth, genetics, ecology, pathogenesis, immunology, immunization, and infectious disease treatment/prevention. Prereq: BIOL 151 and CHEM 122.	Fall 2020
MICR	480/680	Microbial Physiology	Desc: This class will explore the composition and function of eubacterial and archaeobacterial cell structure. Further functional exploration will go into nutrient transport in bacteria, principles of energy-yielding carbohydrate metabolism, bacterial fermentation, respiration, and gene regulations of metabolic pathways. Topics such as biofilms, quorum sensing, and the microbiome will be used to apply physiological concepts.	Fall 2020
MICR	482/682	Microbial Genetics	Desc: Microbial genetics will explore gene identification, mutation, DNA repair, gene transfer, recombination, bacteriophage genetics, and gene regulation. Topics such as bacterial antibiotic resistance, genetic testing and manipulation for biotechnological applications will be used to apply genetic concepts.	Fall 2020
NURS	341	Foundations of Clinical Nursing	Prereq: NURS 251, NURS 360, CHEM 117, CHEM 117L, BIOC 260. Co-req: NURS 342 and NURS 300.	Fall 2020
NURS	342	Adult Health Nursing I	Prereq: NURS 251, NURS 360, BIOL 220, BIOL 220L, BIOL 221, BIOL 221L, MICR 202, MICR 202L, HNES 250, PSYC 250 or HDFS 230. Co-req: NURS 341 and NURS 300.	Fall 2020
NURS	346	NDSU RN to BSN Immersion II	Co-req: NURS 386, NURS 388.	Spring 2021
NURS	356	The Essence of Nursing	Co-req: NURS 326, NURS 420.	Fall 2020
NURS	360	Health Assessment	Prereq: NURS 210, NURS 250.	Fall 2020
NURS	362	Family Nursing II	Prereq: NURS 300, NURS 341, NURS 342, PSYC 250 or HDFS 230, HDFS 320, HDFS 340.	Fall 2020
NURS	386	Chronicity Throughout the Lifespan I	Co-req: NURS 346, NURS 388.	Spring 2021
NURS	388	Chronicity Throughout the Lifespan II	Co-req: NURS 346, NURS 386.	Spring 2021
NURS	402	Mental Health Nursing	Prereq: NURS 352, NURS 362.	Fall 2020
NURS	403	Adult Health Nursing II	Prereq: NURS 352, NURS 362.	Fall 2020
NURS	406	Community & Public Health Nursing	Prereq: NURS 250, NURS 402, NURS 403 or NURS 289 and NURS 360.	Fall 2020

Changes in Course Descriptions and/or Requisites (continued)				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
NURS	420	Evidence-Based Practice and Research in Nursing	Prereq: NURS 289 or NURS 356. RN to BSN: co-req: NURS 326 and NURS 356.	Fall 2020
NURS	426	NDSU RN to BSN Immersion III	Co-req: NURS 446, NURS 446L, NURS 436.	Fall 2020
NURS	436	Transcultural Nursing Care	Co-req: NURS 426, NURS 446, NURS 446L.	Fall 2020
NURS	446	Population Focused Nursing Care	Co-req: NURS 426, NURS 446L, NURS 436.	Fall 2020
NURS	446L	Population Focused Nursing Care – Clinical	Co-req: NURS 426, NURS 446, NURS 436.	Fall 2020
NURS	456	RN to BSN Immersion IV	Co-req: NURS 426, NURS 462, NURS 462L.	Spring 2021
NURS	460	Management, Leadership and Career Development	Prereq: NURS 342 or NURS 360.	Fall 2020
NURS	462	Nurses as Leaders	Co-req: NURS 456, NURS 462L, NURS 478.	Spring 2021
NURS	462L	Nursing Leadership Practicum	Co-req: NURS 456, NURS 462, NURS 478.	Spring 2021
NURS	478	BSN Capstone	Co-req: NURS 456, NURS 462, NURS 462L.	Spring 2021
PHRM	340	Patient Assessment and Pathophysiology I	Desc: Introduction to interviewing skills and physical assessment techniques important for assessing patients and monitoring disease states and drug therapy. Comprehensive study of the normal and abnormal physiological processes and the mechanisms of disease important to the understanding of pharmacology and drug therapy.	Fall 2020
PHRM	400	Top Drugs II	Prereq: PHRM 301 with a grade of C or higher.	Fall 2020
PPTH	756	Fungicides: Development, Modes of Action, and Development of Resistance	Desc: The course will provide an understanding of fungicides, their mode of action, the development of resistance, and resistance management strategies.	Fall 2020
RNG	456/656	Ecological Restoration	Desc: This course reviews ecological concepts inherent to ecosystem structure and function, including plant, soil, and animal ecology, and ecosystem response to disturbance. Furthermore, the course will illustrate how this ecological knowledge is used along with socioeconomic information to develop and implement effective restoration projects in both terrestrial and aquatic ecosystems.	Fall 2020
STAT	471/671	Introduction to the R Language	Desc: R commands, expressions, functions, and matrix operations. Elements of programming and graphics in R. Statistical problem solving with R: linear regression, experimental design. Knowledge of matrix algebra and inferential statistics is expected. Prereq: STAT 330 or STAT 368; MATH 128 or MATH 129.	Fall 2020
TL	881	Mixed Methods in Transportation Research	Desc: This introduction to mixed methods research (MMR) focuses on integrating qualitative and quantitative data to capture stakeholder perspectives in investigating research questions. Learning how to strengthen research with a variety of techniques is valuable in addressing complex research questions. Students will study MMR concepts, strategies and practices in the field of transportation. The course will also cover formulating research problems, selecting appropriate data, choosing proper research method design, and applying the mixed methods design in transportation program planning and policy decisions.	Fall 2020
TL	882	Highway Planning and Logistics	Desc: This course provides an overview of highway transportation system, including: relationships between transportation, the motor vehicle industries, the economy, environment, and land use. Topics are focused on highway and freight transportation including: demand, capacity, cost, service, and investment analysis.	Fall 2020

Changes in Course Descriptions and/or Requisites (continued)				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
TL	883	Introduction to Rail Transportation	Desc: This course provides an overview of rail transportation and industry including: rail transportation system components, regulations, organizations, the economy, environmental considerations, operations, route analysis, line capacities, technology, and multimodal freight issues. The emphasis is on railway and freight transportation including: planning, operations, capacity, sustainability and environmental considerations. Prereq: TL 882.	Fall 2020

Course Inactivations			
Subject	No.	Title	Effective Term
ADHM	162	Intermediate Manual Drafting	Fall 2020
ADHM	760	Historical and Contemporary Issues in Trade	Summer 2020
BIOL	111L	Concepts of Biology Lab	Summer 2020
BIOL	124L	Environmental Science Laboratory	Summer 2020
BIOL	126L	Human Biology Laboratory	Summer 2020
HNES	141	Food Sanitation	Spring 2021
IME	452/652	Integrated Industrial Information Systems	Fall 2020
IME	455/655	Management of People Systems	Fall 2020
IME	629	Introduction to IC Fabrication	Fall 2020

## Combined/Accelerated Degree Programs of Study

NDSU offers combined/accelerated degree programs for highly-qualified students to earn both a bachelor's and master's degree in a cost-effective, quality, and timely manner. The disciplines below are currently available as combined/accelerated programs where requirements for each have been agreed upon by the faculty. Students may also apply to a master's program in a different department to create an educational pathway that best suits their professional aspirations.

The following guidelines set the minimum expectations for combined/accelerated students and programs. Academic departments may set more stringent standards.

- Students must complete at least 60 credits prior to conditional admission to the [College of Graduate and Interdisciplinary Studies](#).
- Students must have a cumulative GPA of 3.5 to be eligible for conditional graduate admission to a combined/accelerated program.
- Interested and eligible students must submit a Combined/Accelerated Program Degree Program Declaration Form to the director of the graduate program of choice. The graduate program director will evaluate the student's proposed set of graduate classes to determine whether the student will be able to complete them as part of an accelerated program.
- Next, the student's undergraduate major or minor department chairperson/head will evaluate and approve the substitution of the graduate level courses into the undergraduate program as noted in the chart below. A maximum of 15 graduate credits may be applied to the undergraduate degree.

Undergraduate Credits Being Filled	Unit Approving the Substitution
Open electives	Major
Optional Minor	Minor
Required Minor	Major and Minor
Major	Major

- After receiving the necessary approvals noted above, the student will submit this form to the Graduate School and formally apply for admission to the graduate program.
- All admissions to the Graduate College will be conditional. The minimum condition is completion of the bachelor's degree prior to full standing in master's program, and maintaining a 3.0 cumulative GPA in their graduate classes. Other conditions related to academic performance may be added.
- No undergraduate course may be counted toward a master's degree.
- Students entering the master's degree with a bachelor's degree in hand may not use courses earned as part of the bachelor's program for master's requirements, even if those courses were graduate level courses.

- Students must meet all of the requirements that would ordinarily be expected of those enrolled in the master's program.

### **Proposed New Accelerated Undergraduate/Graduate Option**

Students may find that they would benefit from advanced knowledge and skill development in a particular area, but that they do not need a full master's degree. In these instances, a graduate certificate program might be the right option. Graduate certificates are available in a variety of disciplines and range from 8 to 18 credits. Students who apply to an accelerated certificate option must meet the same criteria and use the same application process as students applying to the accelerated master's and the same rules apply, except that students can be awarded the certificate in the same semester as completion of the bachelors (though it may not be awarded prior to completing the bachelors). With up to 15 credits of graduate credit counting toward the undergraduate degree, it is possible that students may be able to earn 2 certificates with only minimal credits that do not count toward the undergraduate degree.

**IMPLEMENTATION NOTE (Not part of the policy itself):** The Registrar's office and the Graduate School will work closely together to implement the policy revisions, including messaging to departments regarding the need for communication between undergraduate and graduate programs, and a reminder to be mindful of such factors as class sizes, accreditation requirements, and similar topics as they consider student requests for entry into the accelerated option.

**Combined Degree/Accelerated Degree Program of Study Proposal Additional Information**  
**Dr. Brandy Randall, Associate Dean, Graduate School (4/16/20)**

These are guidelines for any program, and are a revision of the current accelerated programs policy that is already on the books. Currently, the only accelerated programs students can do are ones that have gone through the official approval process. Those consist almost entirely of programs that the undergraduate and graduate degrees are in the same department. However, we know that students pursue both master's degrees and graduate certificates in related or complementary disciplines in order to achieve their professional goals. Additionally, not all graduate programs have an undergraduate program housed in their department. I realized while working with the Emergency Management and Public Health faculty to outline an accelerated bachelor's in EM to MPH plan that many of our undergraduate majors have enough electives that students could pursue graduate work with no impact on the undergraduate major degree requirements, that undergraduate programs already substitute relevant coursework from other majors for their undergraduate requirements, and that master's programs would be interested in taking students from related undergraduate degrees through the accelerated option. Thus, having more flexibility would be desirable on many levels.

Dr. Brandy Randall developed the proposal, brought the idea to the Grad Council and Grad Programs Leaders, and everyone was in favor. The proposal was refined through several meetings with the Grad School, Registrar's Office, Financial Aid, and Student Account Services.

The general feeling amongst all of the groups involved in this is that it has the potential to help us recruit academically gifted students to enroll for undergraduate degrees at NDSU. Additionally, we believe it will help us increase our graduate enrollment. Students who are not sure if they want to earn a master's frequently enroll in a certificate program to "test the waters". Many of those ultimately end up deciding to continue with the master's. Including the certificate option in this proposal is a big benefit to students because if they earn those graduate credits as part of their undergraduate degree requirements, they are able to use federal financial aid. Otherwise, graduate certificates earned as a standalone credential are not eligible for federal financial aid. The proposal saves students time and money. However, it is structured in a way that protects the integrity of our undergraduate and graduate degrees. The bar is high for eligibility (3.5 UG GPA minimum—this is the current policy and we did not propose a change to that). And ultimately the decisions about which graduate credits can substitute for which undergraduate credits will be made by the departments. Some graduate programs may choose not to admit accelerated students, and that is fine.

In terms of examples of potential UG/G pairings. Students earning a Psychology undergraduate degree might be interested in graduate work in Public Health, HDFS, Emergency Management, MBA, etc.

## Comments/Feedback from UCC regarding **Proposed New Accelerated Undergraduate/Graduate Option** (as of April 6, 2020)

Please note the UCC committee overall supports this proposal and thinks it is an important step forward. The comments below focus on strengthening sections of the proposal to insure as many elements or concerns are addressed now before moving onto the next stage in the approval process.

### FL (S&M)

This is regarding the level of department involvement in the approval process.

1. My understanding so far: the department chair of the program that houses the undergraduate degree first approves the substitutions for the undergraduate degree. Assuming approval, the proposal goes to the grad school as a regular application for a Master's degree.

The grad program will need to first let the student know that they approve them moving forward with the accelerated application. We don't want to have a lot of discouraged students who think that this will work for them, but are then not accepted into the grad program. So many of our undergrad programs have open electives that even if the undergraduate department doesn't want to accept some credits toward required classes, there are still likely some of the 120 min CR that could be used for graduate classes. After the grad program director gives their approval for grad classes, the UG program chair will need to approve the substitutions. This might require some communication between the undergraduate and graduate side before an appropriate set of courses is finalized. Assuming **both** of these individuals give their approval, the student then submits a regular application for a Master's degree.

2. My question: Does the grad school send this then to the department where the Master's degree is located? I.e., is the final decision about the proposal up to the MS granting department?

The Grad School will send the student's application to the master's or certificate program. The undergraduate and graduate program will both have already approved courses and substitutions.

3. (This is particularly relevant for applications where undergraduate degree and Master's degree are not located in the same department.)

Agreed, which is why both departments need to approve before students take the time and spend the money to submit their formal application to the Grad School.

### MS (CHP)

My comments on the **Proposed New Accelerated Undergraduate/Graduate Option**

1. I affirm this as an innovative and important proposal at NDSU. It creates a smoother pathway for our undergrads to consider pursuing a grad degree at NDSU. And it increases opportunities for undergrads to pursue more rigorous courses.
2. Question: Students are limited to 9 credits in a graduate program as a non-degree seeking student. So if an undergrad pursues a certificate that is more than 9 credits, which most of them are, they would need to be accepted as a grad student while still an undergrad. I believe this is not allowed presently.

Students are admitted as conditional status to the program they are applying to. This is different than nondegree status, which just lets students take graduate classes without being

admitted to a graduate program. Conditional status typically is limited to 12 credits as per policy, but the accelerated programs already on the books have been given an exception to this. I am exploring formalizing that exception in official policy.

#### DC (AHSS)

I want to make it clear that I am very enthusiastic about this idea, and I have seen this at previous institutions where it inspired careers and lives. AND some of my best and passionate seminar students were from other majors. *But the devil can be in the details:*

1. Will some departments get flooded with requests for customized programs (managing space-capacity/faculty workload/coordination issues). What if it is ‘too successful’ for some programs? – or maybe we just see and risk it?

Given that it requires a 3.5 undergraduate GPA, I think we run less risk of being flooded with requests. We are hoping that this helps with increasing enrollment in graduate level courses given that there have been some challenges with that as our ability to offer assistantships has decreased. We are also optimistic that this will be a recruitment incentive for high achieving students to consider NDSU for their undergraduate degree, offering some potential help for the declines we have seen in undergraduate enrollment. In any event, we will need to closely monitor the usage of this option to see how it is working out. Currently our accelerated degree options are very underutilized, partly because the number of programs they are available for are so limited (and partly because of the tuition structure, which is currently under consideration by the VP for Finance division).

2. There are some programs with caps on otherwise ‘cool/interesting’ and potentially ‘cross-disciplinary’ seminars, etc. (accreditation, etc.)- to where Majors should have priority before accepting Minors/Cert, this could be very frustrating for some Minor/Cert students (and faculty) hoping to get into these. Often the roster is not finalized until the class starts (or after). Student: *“I’ve been waiting for 2 years to take either of these courses, but can’t ever get in!”*. Like winning the lottery?

Graduate programs will need to be cognizant of their course capacity as they consider the accelerated student applications, just as they should be for students who have completed their undergraduate degree and who are applying for masters or graduate certificate programs. At the graduate level, I have not heard of substantial issues with students in certificate programs being unable to get into the associated classes.

#### DH (BUS)

Some colleges have prerequisites for their programs – restricted a certificate/master to their own colleges. Are students prepared for the accelerated program? How to coordinate among all colleges in view of the expected increase in enrollment?

All the proposed changes do is provide flexibility. Ultimately, decisions about who is appropriate/ready to admit to the graduate programs and what classes they would take is up to the program itself (with the exception that the minimum GPA must be 3.5). As this builds out, programs with prerequisites will need to make sure those are very clear (e.g., if particular



undergraduate classes must be taken to be considered for admission, clarity about that on program websites will be very helpful so that students can take those classes before applying to be an accelerated student). It is likely that not all programs will want to consider accelerated students because of program-specific constraints. I'm not sure what you mean by coordinating across colleges, as the decisions will be made at the level of individual departments.

## 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 [nds.scc@nds.edu](mailto:nds.scc@nds.edu) first so that a clean policy can be presented to the committees.*

### SECTION:

151:Code of Conduct

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 ☐ XXNo
- Describe change: The policy has been streamlined and altered to make it consistent with 151.1 and 152

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

- Office/Department/Name and the date submitted - RCA and Dennis Cooley/ March 6, 2019
- Email address of the person who should be contacted with revisions [dennis.cooley@nds.edu](mailto:dennis.cooley@nds.edu)

*This portion will be completed by Heather Higgins-Dochtermann.*

*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:

Faculty Senate:

Staff Senate:

Student Government:

President's Cabinet:

The formatting of this policy will be updated on the website once the content has final approval. Please do not make formatting changes on this copy. If you have suggestions on formatting, please route them to [nds.scc@nds.edu](mailto:nds.scc@nds.edu). All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!

# North Dakota State University

## Policy Manual

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### SECTION 151 CODE OF CONDUCT

SOURCE: State Policy Manual, Section 308.1  
State Policy Manual, Section 611.4  
NDSU President

1. Introduction and Application.

This Code of Conduct establishes minimum standards for all NDSU employees. NDSU is committed to uphold the highest ethical and professional standards. All NDSU employees must, at all times, comply with all applicable laws, regulations, policies and procedures. Activities that achieve results unlawfully or in violation of applicable policies or procedures or by unethical behavior - including, but not limited to, payments for illegal acts, indirect contributions, rebates, or bribery - are not tolerated and must be reported. All conduct must meet or exceed minimum standards established by law.

2. General Conduct.

NDSU supports an environment that is free of discrimination, harassment, and bullying. All NDSU employees are expected to conduct themselves in a businesslike manner. Unlawful consumption of alcoholic beverages or use of illegal drugs, being at work while under the influence of alcohol or drugs, disruptive behavior, gambling, unauthorized use of public property or resources and other unauthorized activities that disrupt the efficient and economical administration of NDSU, are prohibited. Violation of applicable laws or policies governing possession and use of alcoholic beverages or drugs, including the Drug Free Workplace Act, SBHE Policy 615 or NDSU Policy 155 Alcohol and Other Drugs – Unlawful and Unauthorized Use by Students and Employees are prohibited. Likewise, sexual or other harassment (including actions contributing to a hostile work environment) in violation of federal or state law, as outlined in NDSU Policy 162: Sexual Harassment, Gender-based Harassment, Sexual Misconduct and Title IX, SBHE Policy 603.1, or NDSU Policy 100 Equal Opportunity and Non-Discrimination Policy is prohibited.

All NDSU personnel are subject to the rules and policies of the North Dakota State Board of Higher Education, NDSU, and their respective department or unit. NDSU expects all University personnel to be aware of, and comply with, NDSU's policies and procedures that apply to them, and requires those reporting to them to do the same. Employees are expected to uphold the values of honesty, respect, integrity, and trust.

NDSU requires all employees to act professionally in their interactions with others including:

- A. Following training and job specific requirements as stated in the employee's job description or appointment letter, or as assigned by respective department or unit,
- B. Respecting the value, creativity, and diversity of all persons, which includes diversity of opinions and professional approaches to doing things, (See Policy 100: Equal Opportunity and Non-discrimination Policy, Policy 325: Academic Freedom, or other relevant policies for guidance.)
- C. Contributing to an environment of respectful and productive working relationships with those with whom the person interacts, and
- D. Making good faith efforts to resolve differences constructively.

- 2.1 For purposes of this policy, bullying is defined as:
- 2.1.1 Conduct directed at another that is severe, pervasive, or persistent;
  - 2.1.2 Is of a nature that would cause a reasonable person in the target's position substantial emotional distress and undermine their ability to work, study, or participate in their regular life activities; and
  - 2.1.3 Actually does cause the target substantial emotional distress and undermines the target's ability to work, study, or participate in the target's regular life activities.
- 2.2 Bullying by electronic means is prohibited under NDSU Policy 158 and N.D.C.C. 12.1-17-07.
- 2.3 It is not bullying when a supervisor, or peer acting in an evaluative capacity, notes unsatisfactory performance or misconduct; institutes proceedings for workplace sanctions, nonrenewal, or dismissal for cause; provides feedback regarding work behavior or performance; or engages in discretionary actions related to the evaluative capacity, so long as the actions are made in accordance with the appropriate criteria and are not a clear abuse of discretion. A target of bullying does not have to be a member of a protected class listed in NDSU Policy 100.
- 2.4 NDSU values and promotes freedom of expression and inquiry as provided under applicable law. Nothing in this policy is intended to limit or restrict a person's First Amendment rights or rights to academic freedom; however, such rights do not include the right to engage in workplace bullying.
- 2.5 Resources to assist with an informal resolution are available through the Office of the Ombuds. If informal resolution is not feasible or any party wishes to follow the formal process, suspected violations should be reported to the impacted party's immediate supervisor and to the NDSU Equity Office, 701.231.7708 or ndsu.eoaa@ndsu.edu. In the case the immediate supervisor is involved in the suspected violation, the violation should be reported to the next level of supervisor.

### 3. Conflicts of Interest.

All NDSU employees are expected to perform their duties conscientiously, honestly, and in [compliance with Policy 151.1 regarding conflicts of interest and Policy 152 regarding external activities, accordance with the best interests of NDSU](#). All employees must comply with applicable federal and state laws. Employees may not unlawfully use their position or the knowledge gained as a result of their position for private or personal advantage. All employees are responsible for their own actions. Any individual who has concerns or questions regarding a perceived or potential conflict or regarding application or interpretation of federal or state law or SBHE policy or NDSU policy is encouraged to communicate with a superior or appropriate administrative official at NDSU..

#### 3.1 ~~Conflict of Interest—Contracts.~~

~~An employee of NDSU authorized to sell or lease any property or make any contract in the employee's official capacity is subject to the provisions of N.D.C.C. Section 12.1-13-03 and may not be interested in any such sale, lease or contract.~~

~~Pursuant to N.D.C.C. Section 48-02-12, employees may not have any interest in a public construction or repair contract.~~

~~An employee may not have an interest in any contract involving the expenditure of public or institutional funds entered into by NDSU unless:~~

~~a. N.D.C.C. Sections 12.1-13-03 and 48-02-12 do not apply; and~~

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~~The contract is approved by the NDSU President or designee or, if the employee in question is the chief financial officer or president of an institution or an officer of the Board, by the Board, following full disclosure of the employee's interest.~~

~~All employees involved in projects receiving federal funds shall consult applicable federal laws and regulations and comply with conflict of interest rules which may govern federal grants or other sponsored agreements.~~

~~An employee who violates this policy is subject to dismissal or other disciplinary action.~~

~~Employees of NDSU authorized (including delegated authority) by Policy 712 to enter into contracts on behalf of the University must sign the North Dakota State University Conflict of Interest Disclosure Statement. All other employees will be provided notice about this Policy but need only sign the statement if they have a conflict. Notices and collection of statements shall be administered by the Purchasing Office.~~

~~Employees have an obligation to act in the best interests of NDSU. Any direct or indirect personal or financial interest which could create a conflict of interest or the appearance of a conflict of interest in any agreement, transaction or relationship must be disclosed by the employee by completing and signing the North Dakota State University Conflict of Interest Disclosure Statement and submitting it to the employee's supervisor. This includes but is not limited to the disclosure of privately owned assets being used or otherwise commingled with state assets and participation in any foundation, business or public entity which may create a conflict with an employee's obligations to NDSU. See also NDSU Policy 152: External Professional Activities.~~

#### 7.4. Outside Activities and Employment.

Employees ~~are encouraged to support the community by participating in~~ share responsibility for good public relations, especially at the community level. Their readiness to help with religious, charitable, educational, and civic activities ~~brings credit to NDSU and is encouraged~~. However, employees must comply with applicable federal and state laws, ~~as well as Policy 151.1 regarding conflicts of interest and Policy 152 regarding external activities~~ policies in Section 611 of the SBHE Manual and NDSU related policies. At all times, employees must avoid outside activities that create an excessive demand upon their time and attention, thus depriving NDSU of their best efforts in fulfilling their job duties or that create a conflict of interest, or an obligation, interest, or distraction that interferes with the independent exercise of judgment in NDSU's best interest.

#### 5. Gifts, Entertainment and Favors; Kickbacks and Secret Commissions.

Excluding *de minimus* contributions, such as purchase of a meal at reasonable value as part of a conference or other event with no conditions attached to such purchase and as permitted under applicable federal and state laws, employees may not accept favor of any person or organization with whom or with which NDSU has, or is likely to have, business dealings. Similarly, employees may not accept any other preferential treatment under circumstances that because of their position with NDSU, the preferential treatment may influence or be perceived as influencing their official conduct. Employees may not receive payment or compensation of any kind from any source for NDSU duties and responsibilities, except as authorized under applicable law or NDUS and NDSU pay policies. Specifically, the acceptance of "kickbacks" or commissions in any form from vendors, suppliers or others is prohibited.

#### 6. NDSU Funds and Other Assets

Employees who have access to NDSU funds and other assets in any form must follow the prescribed procedures for recording, handling, and protecting money and other assets as detailed

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in applicable NDSU procedure manuals or other explanatory materials. Any person who has information concerning possible fraud or dishonesty shall immediately report such information to a superior or appropriate administrative official at NDSU. .

Employees responsible for spending or approving expenditure of NDSU funds or incurring any reimbursable expenses must comply with all applicable laws and policies and use good judgment on behalf of NDSU to ensure that good value is received for every expenditure. NDSU funds and all other assets are for NDSU purposes only and not for personal use or benefit. NDSU or other public equipment, supplies and other property or assets may not be used for private or personal use, except as authorized under SBHE Policy 611.5 or other applicable law or NDSU policy.

7. NDSU Records and Communications.

Accurate and reliable records of many kinds are necessary to meet NDUS NDSU legal and financial obligations and to manage the affairs of the NDUSNDSU. NDUS NDSU books and records must reflect in an accurate and timely manner all business transactions. Employees responsible for accounting and recordkeeping must fully disclose and record all assets and liabilities and exercise diligence in enforcing these requirements. Employees must not make or engage in any false record or communication of any kind, whether internal or external, including, but not limited to, false expense, attendance, enrollment, financial, or similar reports and statements, or false advertising, deceptive marketing practices, or other misleading representations.

8. Dealing with Outside People and Organizations.

NDSU employees must take care to separate their personal roles from their NDSU positions when communicating on matters not involving NDSU business. They may not use NDSU identification, stationery, supplies, and equipment for personal or political matters. When communicating publicly on matters that involve NDSU business, employees may not represent that they speak for the NDSU, unless that is one of their duties or they are otherwise authorized to do so. When dealing with anyone outside the NDSU, including public officials, employees must take care not to compromise the integrity or damage the reputation of NDSU.

An employee of NDSU authorized to sell or lease any property or make any contract in the employee's official capacity is subject to the provisions of N.D.C.C. Section 12.1-13-03 and may not be interested in any such sale, lease or contract.

Pursuant to N.D.C.C. Section 48-01.2-08, employees may not have any interest in a public construction or repair contract.

An employee may not have an interest in any contract involving the expenditure of public or institutional funds entered into by NDSU unless:

a. N.D.C.C. Sections 12.1-13-03 and 48-01.2-08 do not apply; and

b. The contract is approved by the NDSU President or designee or, if the employee in question is the chief financial officer or president of an institution or an officer of the Board, by the Board, following full disclosure of the employee's interest.

Employees have an obligation to act in the best interests of NDSU. Employees must comply with Policy 151.1 regarding conflicts of interest and Policy 152 regarding external activities.

#### 9. Prompt Communications.

In all matters involving communication with NDSU students, customers, suppliers, government authorities, the public and others, employees must endeavor to make complete, accurate, and timely communications and respond promptly and courteously to all proper requests for information and complaints.

#### 10. Privacy, Confidentiality and Open Records.

Employees must at all times comply with applicable laws, regulations and SBHE and NDSU policies concerning privacy, confidential records, access to open records and records retention.

#### 11.

Employees shall report suspected violations of this Code to their superior, or appropriate administrative official at NDSU. In cases that involve the employee's superior, suspected violations shall be reported to the superior's supervisor or designee. Alleged violations of this Code involving NDSU employees shall be investigated by the appropriate NDSU officer. Investigations may be conducted by, or in conjunction with, the Office of Human Resources and Payroll and/or the Office of the Vice Provost for Faculty Affairs and Equity. Investigations shall occur using procedures and best practices developed by the Office of Human Resources and Payroll and/or the Office of the Vice Provost for Faculty Affairs and Equity. All employees shall cooperate in investigations of alleged violations. A violation of this Code is cause for dismissal or other appropriate disciplinary action, in addition to any criminal or other civil sanctions that apply.

11.1 Suspected violations of this policy related to fraud should be reported utilizing the NDSU [fraud hotline](#)

11.2 Any employee who makes a report in good faith shall be protected against retaliation of any kind; any employee who retaliates or attempts retaliation in response to a good faith report shall be subject to dismissal or other discipline.

11.3 Failure to report known or suspected violations is in itself a violation and may lead to dismissal or other disciplinary action.

#### Institution Codes.

The NDUS office and each NDUS institution shall adopt and implement a Code of Conduct

consistent with this Code and Committee of Sponsoring Organization of the Treadway Commission (COSO) Standards. NDUS office and institution codes shall include:

- a. A Statement of the organization's values;
- b. The people or groups of people affected;
- c. A brief description or list of key behaviors that are accepted and not accepted;
- d. How to identify and resolve conflicts of interest;
- e. How to report violations and to whom;
- f. Consequences of violating the Code;
- g. Consequences of failure to report known or suspected violations; and
- h. How reports will be investigated.

NDSU requires that each new employee reviews the Code of Conduct and sign a statement certifying the employee has read and agrees to comply with the Code. Further, all benefited employees are required to annually certify in writing that they have read and are in compliance with the Code of Conduct.

*Resources and Related Policies:*

[NDSU Policy 100: Equal Opportunity and Nondiscrimination Policy](#)  
[NDSU Policy 110: Employment of Relatives](#)  
[NDSU Policy 100.1: Nondiscrimination of the Basis of Disabilities and Reasonable Accommodation](#)  
[NDSU Policy 112: Pre-employment and Current Employee Criminal Record Disclosure](#)  
[NDSU Policy 151.1: External Activities and Conflicts of Interest](#)  
[NDSU Policy 152: External Professional Activities](#)  
[NDSU Policy 155: Alcohol and Other Drugs: Unlawful and Unauthorized Use by Students and Employees](#)  
[NDSU Policy 160: Political Activities and Voting Rights of University Employees](#)  
[NDSU Policy 161: Fitness for Duty](#)  
[NDSU Policy 162: Sexual Harassment Policy](#)  
[NDSU Policy 162.1: Consensual Relationships](#)  
[NDSU Policy 169: Employee Responsibility and Activities: Theft and Fraud](#)  
[NDSU Policy 169.1: Employee Misuse of Property Reports - - Protections](#)  
[NDSU Policy 190: Employee Responsibility and Activities: Intellectual Responsibility](#)  
[NDSU Policy 323: Selection of Textbooks and other Curricular Materials](#)  
[NDSU Policy 326: Academic Misconduct](#)  
[NDSU Policy 345: Research Involving Human Subjects](#)  
[NDSU Policy 340.1: Coursepacks](#)  
[NDSU Policy 400: Purchasing - General Policies](#)  
[NDSU Policy 406: Surplus Property](#)  
[NDSU Policy 505: Property, Plant and Equipment](#)  
[NDSU Policy 700: Services and Facilities Usage](#)  
[NDSU Policy 700.1: Use of University Name](#)  
[NDSU Policy 700.2: Taking Equipment Off-Campus](#)  
[NDSU Policy 700.3: Personal Use of State Property](#)



[NDSU Policy 710.1: Web Advisory Board](#)  
[NDSU Policy 712: Contract Review](#)  
[NDSU Policy 718: Public/Open/Restricted Records](#)  
[NDSU Policy 823: Financial Conflict of Interest – Public Health Service Sponsored Research](#)  
[NDUS Policy 603.3: Nepotism](#)  
[NDUS Policy 611.2: Employee Responsibility and Activities: Intellectual Responsibility](#)  
[NDUS Policy 611.4: Employee Responsibility and Activities: Conflict of Interest](#)  
[NDUS Policy 611.9: Selection of Textbooks and Other Curricular Materials](#)  
[NDUS Policy 803.1: Purchasing Procedures](#)  
[Conflict of Interest Form](#)  
[NDSU Consulting Authorization Request Form](#)  
[NDSU Fraud Hotline](#)  
[AAUP Statement of Professional Ethics](#)  
[NDSU Research Foundation](#)  
[N.D.C.C. Ch. 12.1-13 \(See section 12.1-13-03: Public servant's interest in public contracts.\)](#)  
[N.D.C.C. Ch.48-01.2: \(See section 48-01.2-08: Officers must not be interested in contract.\)](#)  
[N.D.C.C. Ch. 44-04: \(See section 44-04-09: Nepotism.\)](#)

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HISTORY:

New	July 1990
Amended	November 1996
Amended	June 2000
Amended	October 2001
Amended	December 2002
Housekeeping	August 2009
Amended	March, 25, 2011
Housekeeping	June 24, 2011
Housekeeping	August 18, 2011
Housekeeping	February 1, 2012
Housekeeping	November 19, 2012
Amended	May 6, 2014
Amended	December 2, 2016
Amended	March 5, 2020

**Report to Faculty Senate from the General Education Committee  
Recommended Revisions to the General Education Learning Outcomes  
April, 2020**

**Rationale**

General Education at NDSU has experienced difficulties in a) defining outcomes, b) validation of courses through shared governance bodies, c) creating a way of assessing student learning over the course of a program of courses. For a history of Gen Ed at NDSU, please review the document "[History of General Education and the Current Learning Outcomes](#)." In January, the Senate reconstituted the General Education Committee, a standing committee of the faculty senate. The committee has worked to respond to and build on the Ad Hoc Gen Ed Committee Group's work in fall. We request approval of revised General Education Outcomes from the full senate, in order to achieve specific immediate goals. We also present a short-term and long-term plan for General Education program work in the coming five-years. A summary of the changes and rationale for the changes follows:

The current learning outcomes suffer from a few key issues that the proposed changes address. Please review the "Suggested Changes to Current Learning Outcomes" document that is annotated to show the proposed changes (strikethrough indicates deletion, yellow highlight indicates language that would be included in the final version, and bold indicates addition). We describe the problem and how the changes respond to the problem in the table below.

We add one caveat to the document which is to say that in the case that an item has been *deleted*, that does not mean that we are suggesting at all that those outcomes lack value. We have had to make decisions about which outcomes can be compatible with each other, which are phrased in a way that can be assessed by either a committee of colleagues who review and approve proposals, and in terms of gathering information and evidence about whether students have achieved particular outcomes over the course of their general education program. Further, some have not been eliminated but rather "put on hold" until we have time for a more thorough consideration of how those learning goals can be reflected in the current constraints (or whether the current constraints will be changed, allowing for a more flexible approach).

Problem	Response
<i>Efforts to combine Essential Learning Outcomes from the <a href="#">AAC&amp;U model</a> with the mandatory "breadth" category/distribution requirement established by the <a href="#">NDUS system</a> has resulted in a set of outcomes that do not align with the categories</i>	<p>For now, we have made changes that better line up the outcomes with the distribution categories (for example, quantitative reasoning is a kind of critical thinking and problem solving, not the other way around; humanities and fine arts as disciplinary areas of inquiry typically use much different epistemologies and methods of inquiry than social and behavioral science, but they were in the same distribution requirement).</p> <p>We've reorganized, where appropriate, to make these distinctions clearer. In the HFA category (now separate from Social and Behavioral Sciences), we have edited the language to read "identify the nature and impact of aesthetic, creative, or</p>

	<p><b>cultural</b> activities on human experience” in order to reflect the wide range of disciplines that might fall in the category and that also would need to now demonstrate the course works toward both of the outcomes--in other words, visual arts or music courses have different emphases than say, history or philosophy, and we hope this language adjustment accounts for the breadth within this category.</p>
<p><i>“100% versus 60%”</i></p>	<p>The General Education Committee will require that courses proposed as General Education courses demonstrate that students will be working toward all the learning outcomes in that category. To facilitate this, we have distilled outcomes to no more than 3 per category, and revised the language of the outcomes so that they are more assessable.</p> <p>There is no way to approach the assessment of General Education as a <i>program</i> if we cannot demonstrate that students are not only at least having contact with-- but also achieving--all the learning outcomes of a specific category. Therefore, courses should be addressing all the outcomes for the designer.</p>
<p><i>Current language of some outcomes is worded in such a way as to be difficult to build into a course; others mandate particular kinds of pedagogies and curriculum that hamstring instructors in order to be designated for that category.</i></p>	<p>We have aligned breadth categories (the academic areas they cover) better with the outcomes that they should aim to cultivate (for example, environmental stewardship is an admirable outcome--but in the AACU model it is tied to ‘environmental sustainability’ as a category, not ‘wellness.’).</p> <p>Requiring that students “collaborate with others in diverse interpersonal, intercultural, or international settings” in order to fulfill the CD category mandates a pedagogy or curriculum that is different from a learning outcome. Additionally, this language is not compliant with <a href="#">academic freedom</a> expectations as spelled out by the AAUP. A similar issue was addressed and deleted in the combined HFA/SBS category that required a course to “engage in a creative, aesthetic, or artistic activity” which is an <i>activity</i> and not a learning outcome (and therefore only shows a student did something, not learned something).</p> <p>We have streamlined outcomes so that there are no more than 3 in each category and they are sufficiently clustered in ways that are rational within the category. We have streamlined language in some ways that integrated a word or component from another that was deleted from that category group.</p> <p>We have eliminated outcomes that have problematic, outdated, or inappropriate learning goals (for example, outcomes that include biological language in a cultural outcome).</p>
<p><i>Social/Behavioral</i></p>	<p>There are two challenges with this category revision, specifically</p>

<p><i>Sciences and Wellness Category (constraints)</i></p>	<p>governed by logistical and historical contexts. First, as it stands, our Gen Ed categories are bound by the NDUS ones, and “Wellness” as a category was eliminated several years ago; NDSU elected to keep a Wellness outcome for Gen Ed, and so attached it to an SBS category (which was previously broken into two--HFA and SBS and SBS + Wellness).</p> <p>In breaking apart SBS from HFA but retaining the “Wellness” outcomes--while moving to the expectation that courses within that category are working toward all the outcomes within that category--we are now in the situation in which a course that is SBS/Wellness has to fulfill all three of the outcomes. Courses that are currently designated as W might not address the same kinds of outcomes that SBS courses do, while SBS courses (think psychology, sociology, economics, etc) are unlikely specifically work toward wellness-type outcomes. We have addressed this problem as well as possible at this time by doing the following:</p> <ul style="list-style-type: none"> <li>• Scaled back the original outcomes from 7 to 3</li> <li>• Moved all the SBS outcomes into one category (from the previously combined category with humanities)</li> <li>• Eliminated--for now--the environmental responsibility outcomes that were originally drawn from AACU <a href="#">“Essential Learning Outcomes”</a> and VALUE Rubrics focused on <a href="#">personal and social responsibility</a>.</li> </ul>
<p><i>Changes to Quantitative Reasoning</i></p>	<ul style="list-style-type: none"> <li>• The current outcome structure is problematic because it subsumes “critical thinking, creative thinking, and problem solving” under the “Quantitative Reasoning” category, suggesting that the many outcomes there are specific to that category when in fact many of them are not exclusive to quantitative domains (and do not require quantitative reasoning by necessity). For now, we have scaled back the outcomes so that they are actually linked to QR and make it clear which courses are actually requiring students to demonstrate quantitative reasoning skills.</li> </ul>
<p><i>Other minor changes to language</i></p>	<ul style="list-style-type: none"> <li>• <u>Communication</u>: combined an outcome that specifies students demonstrate communication in a variety of contexts into the language at the start of the category.</li> <li>• <u>Science and Technology</u>: We have deleted one skill that is lower on learning taxonomies-- “using technology to enhance understanding.” We have subsequently added “use” into the first bullet--expecting that students will by definition be demonstrating the “use” bullet by performing the higher-level skills outlined in the first.</li> </ul>
<p><i>Cultural Diversity and Global Perspectives;</i></p>	<ul style="list-style-type: none"> <li>• We value CD and GP as learning goals for our students. These two categories are what we call ‘Secondary</li> </ul>

	<p>designators” rather than “primary designators” which means that they cannot be attached in a standalone way to a course. This is in part because the way we have structured our categories in response to the <a href="#">NDUS system</a> requirements is still very breadth focused--in other words, it addresses content and disciplinary-specific skills, dispositions, and proficiencies.</p> <ul style="list-style-type: none"> <li>• A barrier, then, becomes that students are required to have taken courses in these areas, but courses must be available for them to take, courses that cultivate these important skills in cultural and intercultural competence and global learning. We have proposed changes to each.</li> <li>• First, we have prioritized one key outcome in the CD category that we broke into two and clarified the language, and two outcomes for the GP category. We have deleted the outcome that links biological concepts to cultural diversity; we have also deleted outcomes that mandate a pedagogical or instructional approach rather than a learning goal (for example, “collaborate on” or “engage in a creative, aesthetic, or artistic activity” which require a particular activity but that are not phrased as an assessable learning outcome.</li> </ul>
<i>Questions about Transfer</i>	<ul style="list-style-type: none"> <li>• There is typically concern whether transfer students are satisfying the NDSU gen ed component and how will the courses they completed elsewhere “fit” into the NDSU model. For the purposes of streamlining the outcomes/categories, there will be little to no impact to transfer students at this time because the current gen ed administrative policies continue to support flexibility, and courses already evaluated with previous outcomes will be honored.</li> </ul>
<b>Problem Or Issue</b>	<b>Response</b>

**Addendum: April 9, 2020:** Between the end of March and mid-April, the committee disseminated the proposed changes, with each faculty representative on the committee emailing their College colleagues the outcomes, rationale, history of Gen Ed, and a feedback form. We received both email feedback and submitted comments on the form, and met on April 9 to implement the useful suggestions provided by that feedback from faculty colleagues. We describe subsequent changes here:

<b>Problem Or Issue</b>	<b>Response</b>
<i>Wellness Category</i>	To add to the notes above, the committee considered several comments about the Wellness designator and the compatibility of courses currently designated as Wellness courses with the revisions. We have done our best at this time to align the current W

	courses with the revised language; we also recognize that there may be a point at which we will revisit the Wellness requirement since it is no longer reflected in the NDUS standards. This will be longer term work for the committee but seems behind the scope of this initial short-term work.
<i>Technology</i>	Some feedback suggested adding language to the technology category; the committee determined that additional language specifying a type of technology use may unnecessarily limit the courses that would be suitable for the category and chose to retain the more flexible language.
<i>Critical Thinking Language</i>	The committee respects and is fully committed to critical thinking skills. In changing the quantitative reasoning category, we have sought not to eliminate critical thinking but rather to recognize that critical thinking as it is defined in the current outcomes is applicable across nearly every category. Our next step in revising and updating the outcomes will be to think carefully about how we can reflect critical and creative thinking <i>across the curriculum</i> .
<i>Global Perspectives</i>	We have revisited some of the language here since the earlier draft, considering whether we wanted to use the term “global citizen,” “global awareness” or “global citizenship” in the outcome. We discussed the merits of each of these and have recommended the last term which is conceptual, goes beyond awareness to suggest “engagement” and seems more assessable than the term “citizen” which suggests a role or identity rather than a concept.
<i>Cultural Diversity</i>	The committee used feedback from colleagues to clarify and add specificity to the cultural diversity outcome. We had previously moved ahead with the first bullet from the current outcomes but used feedback from faculty to separate what was a somewhat clunky set of terms into two, more distinct outcomes, one focused on capturing the mutually influential roles of the individual and the structural/social within the concept of cultural diversity.

Below, we outline the plan for approaching revision and assessment of the General Education Outcomes and Program at NDSU.

### **Short-Term Plan: 2020-2022**

- **Moving change forward:** Streamline the outcomes so that each category has no more than three outcomes, in order to facilitate mapping courses to the categories. This will ensure that we have a data-driven foundation for the purposes of assessment that shows that courses students complete to fulfill their General Education coursework are addressing all of the outcomes in that category.
  - From the perspective of assessment of data, right now we have no way of matching students' courses with the full set of learning outcomes for each

category. In terms of demonstrating evidence that students have achieved all those learning outcomes, our current system cannot do that.

- Less bureaucratically, if we as a faculty and institution have said that students completing 36 (or 39) credits of our General Education program are demonstrating contact with and proficiency in those outcomes across the distribution categories, we cannot as of now show that that is the case. Students in theory could complete all 36 credits and only have even been *exposed* to 60% of the program outcomes.
- **Ensuring continuity:** As the transition plan brought forward from the Ad Hoc Gen Ed group in Fall 2019 proposed, the transition plan between curriculum review by the University Curriculum Committee and Gen Ed committee is as follows:
  - Through the end of Spring 2020, the UCC will complete the General Education revalidation review process. In Fall 2020, the General Education committee will take up the Gen Ed revalidation process.
  - We will continue with the 5 year cycle set by the UCC which creates a manageable workload that is consistent each year and allows for regular review of curriculum.
  - This not only allows for a gradual transition of whatever model we are moving ahead with but adds consistency as we begin to collect assessment information about students' learning in General Education courses.
  - Develop additional materials to help instructors understand the expectations for what the committee will review--how the course will support students' work toward the learning outcomes (curriculum and instruction), and what kinds of evidence will be collected to show students have met those learning outcomes (assessment)
- **Scaffolding in and beginning to build an assessment component**
  - We want to be able to show *at a program level* what students are learning across their Gen Ed experience. The General Education Committee includes our Director of Accreditation and Assessment, Dr. Jeff Boyer, who will lead this work.
- **Begin sketching out a program-level assessment process and plan that includes several kinds of data collection and measures.** The General Education Committee will take this work up during the 2020-2021 academic year.

**Long-Term Plan: 2022-2025:** Any changes that move from the content area organization that is the current structure would be predicated upon a change at the NDUS level to GERTA+, a proposal from the North Dakota General Education Council to allow for General Education programs that are organized in ways that differ from NDUS policy 403.7 ([NDUS system](#) policy). The proposal needs to be acted upon by the Academic Affairs Committee which is composed of the provosts of the NDUS institutions. The current status of that initiative is unclear--it was on the agenda for the March meeting of the group but that meeting was cancelled.

- Discuss transition to a learning outcomes model modeled on or inspired by other institutions, but with deference to the AACU LEAP Essential Learning Outcomes;
- Rebuild some of the learning outcomes that came from the CULE work into categories that move from a "distribution" or content model to a "ways of thinking, knowing, and learning" model. This *might* include, for example:
  - Knowledge of Human Cultures
  - Knowledge of the Physical and Natural World
  - Intellectual and Practical Skills,
    - Inquiry and analysis

- Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving
- Personal and Social Responsibility, Including
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning
- Continue the cycle model that has been established by the University Curriculum Committee in order to monitor and evaluate the curriculum in manageable ways over time so that as change is phased in, and as data are collected about students' experiences of the curriculum, we can organize, analyze, and inform our work with systematically collected information. This would also allow a workload-manageable shift to move our program into a new model over time rather than all at once.
- Implement a valid and reliable Assessment Process that includes direct evidence of student learning. Some types of evidence might include:
  - direct measures such as collection of artifacts of student learning
  - direct assessment such as an independent faculty evaluation (instructor of the course) of a particular piece of evidence in the course tied directly to the learning outcome (not course grades)
  - direct assessment provided by peers/colleagues of artifacts that are gathered, submitted, and assessed with specific attention to the category learning outcomes
  - indirect assessment that might include a question on the Student Course Experience Form that is targeted toward the Gen Ed category and learning outcomes; a "60-credit" or sophomore survey asking students about their General Education experience (recognizing that not all students are completing their Gen Ed courses by that point, but many will)
- Develop guiding documents and recommendations for university and college committees to improve their ability to make assessments of new course proposal and general education categories in order to support a more coherent experience for students
- Address infrastructure incompatibilities (for example, technology and data maintenance systems on campus that make it challenging to work across platforms).
- Enhance and support faculty capacity through targeted development opportunities: as we develop the General Education program, work to provide workshops, reading and discussion groups, professional learning communities, or other support systems to help faculty continue to improve their course design, instruction, and assessment to support students' achievement of the learning outcomes.

Submitted on behalf of the Senate's General Education Committee;

- College of Agriculture, Food Systems, and Natural Resources: Jack Norland
- College of Arts, Humanities, and Social Sciences, Holly Hassel, committee chair
- College of Business: Dan Hsu
- College of Engineering: Pratap Kotala
- College of Health Professions: Karla Haug
- College of Human Sciences and Education: Nick Redenius
- College of Science and Mathematics: Clayton Hilmert



- Director of Assessment and Accreditation: Jeff Boyer
- Office of the Registrar: RaNelle Ingalls
- Libraries: Hallie Pritchett
- Office of Institutional Research: Emily Berg
- Undergraduate Student Representative: Unfilled

# General Education

The purpose of general education at NDSU is to ensure that students acquire knowledge, perspectives, and skills basic to a university education. The program is designed so that students will be able to adapt to and anticipate changes in their profession and in society. Students also will be able to integrate and use the knowledge and perspectives they have gained to live productive, intellectually rewarding and meaningful lives.

## General Education

### Core Undergraduate Learning Outcomes

The intended learning outcomes resulting from the various general education categories include the following:

Current Learning Outcomes	Proposed Changes: bold, red, underline, and italicized signals and addition; strikethrough is a deletion; highlighting indicates preservation of the original that would be part of the revised outcomes.
<b>COMMUNICATION (C)</b> Communication Learning Outcome - students will use a variety of modes, particularly written, oral, artistic, and visual to <ol style="list-style-type: none"><li>effectively communicate analysis, knowledge, understanding, expression and/or conclusions</li><li>skillfully use high-quality, credible, relevant sources</li><li>demonstrate appropriate conventions in a variety of communication situations</li><li>demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts</li></ol>	<b>COMMUNICATION (C)</b> <b>1. Communication Learning Outcome - students will use a variety of <u>communication</u> modes, particularly written, oral, artistic, and visual to</b> <ol style="list-style-type: none"><li>effectively communicate analysis, knowledge, understanding, expression and/or conclusions <b><u>in a range of contexts</u></b></li><li>skillfully use high-quality, credible, relevant sources</li><li>demonstrate appropriate conventions in a variety of communication situations</li><li><del>demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts</del></li></ol>

### QUANTITATIVE REASONING (R)

1. Critical Thinking, Creative Thinking, and Problem Solving Learning Outcome - students will
  1. explain the nature of evidence used for analysis
  2. apply quantitative and qualitative methods to collect and analyze data
  3. apply creativity and divergent thinking
  4. evaluate the assumptions, evidence, and logic of competing views and explanations
  5. identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines
  6. evaluate, synthesize, and apply evidence to understand and address complex, real world problems
  7. generate creative, reasoned, approaches or solutions to unscripted, real world problems

### SCIENCE & TECHNOLOGY (S)

1. Technology Learning Outcome- students will
  1. apply technology to demonstrate creativity and solve problems
  2. use technology to enhance understanding
  3. identify the social, aesthetic, and ethical implications of technological decisions

### QUANTITATIVE REASONING (R)

- ~~2. Critical Thinking, Creative Thinking, and Problem Solving Learning Outcome - students will~~
  1. apply quantitative and qualitative methods to collect and analyze data, in order to:
  2. explain the nature of evidence used for analysis
  3. apply creativity and divergent thinking
  4. evaluate the assumptions, evidence, and logic of competing views and explanations
  5. identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines
  6. evaluate, synthesize, and apply evidence to understand and address complex, real world problems
  7. generate creative, reasoned, approaches or solutions to unscripted, real world problems

### SCIENCE & TECHNOLOGY (S)

3. Technology Learning Outcome- students will
  1. Understand, use, and apply technology to demonstrate creativity and solve problems
  2. use technology to enhance understanding
  3. identify the social, aesthetic, and ethical implications of technological decisions
  4. analyze how technology shapes, limits, and augments our experiences and understandings

4. analyze how technology shapes, limits, and augments our experiences and understandings
2. Natural and Physical Sciences Learning Outcome - students will
  1. analyze components and dynamics of natural and physical worlds
  2. develop models to explain phenomena within the natural and physical worlds
  3. identify the role of scientific methods in the study of natural and physical worlds

#### HUMANITIES & FINE ARTS (A) AND SOCIAL & BEHAVIORAL SCIENCES (B)

1. Human Societies Learning Outcomes - students will
  - identify the nature and impact of aesthetic and creative activities in human experience
  - analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures
  - analyze the components and dynamics of human societies in their artistic, cultural, and historical contexts
  - apply theories or research methods to understand human events, identities, artifacts, or social structures

#### 4. Natural and Physical Sciences Learning Outcome - students will

1. analyze components and dynamics of natural and physical worlds
2. develop models to explain phenomena within the natural and physical worlds
3. identify the role of scientific methods in the study of natural and physical worlds

#### HUMANITIES & FINE ARTS (A)

#### 2. Human Societies Learning Outcomes - students will

1. identify the nature and impact of aesthetic, creative, or **cultural** activities on human experience
  - analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures
2. analyze the components and dynamics of human societies in their artistic, cultural, and historical contexts
  - apply theories or research methods to understand human events, identities, artifacts, or social structures
3. engage in a creative, aesthetic, or artistic activity

- ~~engage in a creative, aesthetic, or artistic activity~~

## SOCIAL & BEHAVIORAL SCIENCES - WELLNESS (W)

1. Person & Social Responsibility Learning Outcomes - students will
  1. examine their own values, biases, and conclusions
  2. analyze the ethical basis for and implications of personal, professional, and civic decisions
  3. comprehend and demonstrate appropriate standard of professional behavior
  4. identify stewardship of the land and its people as integral to a land-grant university
  5. analyze human impacts on the world and the importance of sustaining its resources for future generations

## SOCIAL & BEHAVIORAL SCIENCES - ~~(including WELLNESS)~~ (W)

1. Analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures
2. Apply theories or research methods to understand human events, identities, artifacts, or social structures
3. examine their own values, biases, and conclusions ***within larger social or theoretical contexts***

### WELLNESS-SPECIFIC OUTCOMES (these must be *part of the SBS category because of historical and NDUS system-level constraints*)

- ~~Person & Social Responsibility Learning Outcomes – students will~~
- ~~6. examine their own values, biases, and conclusions~~
  - ~~7. analyze the ethical basis for and implications of personal, professional, and civic decisions~~
  - ~~8. comprehend and demonstrate appropriate standard of professional behavior~~
  - ~~9. identify stewardship of the land and its people as integral to a land-grant university~~
  - ~~10. analyze human impacts on the world and the importance of sustaining its resources for future generations~~

## CULTURAL DIVERSITY (D)

## CULTURAL DIVERSITY (D)

- Diversity Learning Outcomes - students will
  1. identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities
  2. identify the role diversity plays in the ability of biological organisms to adapt to a changing environment
  3. evaluate how diverse systems (both natural and human-made), technologies, or innovations emerge from, interact with, and affect various communities
  4. collaborate with others in diverse interpersonal, intercultural, or international settings

## GLOBAL PERSPECTIVES (G)

1. Global Perspectives Learning Outcomes - students will
  1. apply theories or research methods to develop strategies and solutions that address global challenges

## 5. Diversity Learning Outcomes - students will

**1. identify how diverse societies shape individual experiences, expressions and identities**

**2. identify how diversity influences cultural values**

**3. identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities**

**4. identify the role diversity plays in the ability of biological organisms to adapt to a changing environment**

**5. evaluate how diverse systems (both natural and human-made), technologies, or innovations emerge from, interact with, and affect various communities**

**6. collaborate with others in diverse interpersonal, intercultural, or international settings**

## GLOBAL PERSPECTIVES (G)

### 2. Global Perspectives Learning Outcomes - students will

**1. apply theories or research methods to develop strategies and solutions that address global challenges**

**2. identify potential benefits and explore the opportunities of *global citizenship* being a global citizen**

**3. analyze how communities are impacted by and/or contribute to globalization from various perspectives**

2. identify potential benefits and explore the opportunities of being a global citizen
3. analyze how communities are impacted by and/or contribute to globalization from various perspectives
4. analyze the process and/or develop models of global trends
5. evaluate global phenomena using perspectives, attitudes and beliefs of communities with cultural backgrounds different from their own

4. ~~analyze the process and/or develop models of global trends~~
5. ~~evaluate global phenomena using perspectives, attitudes and beliefs of communities with cultural backgrounds different from their own~~

## UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Code	Title	Credits
Communication (C)		12
<u><a href="#">ENGL 110</a></u>	College Composition I	
<u><a href="#">ENGL 120</a></u>	College Composition II	
<u><a href="#">COMM 110</a></u>	Fundamentals of Public Speaking	
Upper Division Writing <sup>†</sup>		
Quantitative Reasoning (R) <sup>†</sup>		3
Science and Technology (S) <sup>†</sup>		10
Humanities and Fine Arts (A) <sup>†</sup>		6
Social and Behavioral Sciences (B) <sup>†</sup>		6
Wellness (W) <sup>†</sup>		2
Cultural Diversity (D) <sup>*†</sup>		
Global Perspectives (G) <sup>*†</sup>		
<b>Total Credits</b>		<b>39</b>

\* May be satisfied by completing courses in another General Education category.

<sup>†</sup> General education courses may be used to satisfy requirements for both general education and the major, minor, and program emphases, where applicable. Students should carefully review major requirements to determine if specific courses can also satisfy these general education categories.

- A list of university approved general education courses and administrative policies are available [here](#).