

NDSU Faculty Senate Agenda
May 11, 2020

- I. Call to Order
- II. Attendance
- III. Approval of previous meeting minutes from April 20, 2020
- IV. Adoption of the Agenda
- V. Announcements
 - a. President Bresciani
 - b. Margaret Fitzgerald, Interim Provost
 - c. Molly Secor-Turner, Faculty Senate President
 - d. Carlos Hawley, Faculty Senate President-Elect
 - e. Elizabeth Cronin, Staff Senate President
 - f. Matthew Friedmann/Kylee Arndt, Student Body President/Vice-President
 - g. Marc Wallman, Vice President, Information Technology Services
- VI. Consent Agenda
 - a. UCC Report
- VII. Old Business
 - a. General Education Outcomes Revisions
- VIII. New Business
 - a. Policy 331.1: Course Syllabus
 - b. Policy 331.3: Instructional Continuity Plan
 - c. Degree Completion Proposal
 - d. Faculty Senate Bylaws Revisions—University Assessment Committee, First Reading
 - e. Election of the Faculty Senate President-Elect
 - i. Nominations
 - 1. Florin Salajan, Associate Professor, School of Education
 - ii. Nominations from the floor
 - f. Passing of the Gavel
- IX. Adjourn

**University Curriculum Committee
For Faculty Senate Meeting on May 11, 2020**

New Program
General Studies Sub-plan Option for Bachelor of University Studies – see attachment for proposal details.

Program Changes
BS/BA Anthropology – adding a core course and reducing electives to maintain same number of credits for the major.
BSIEM Industrial Engineering – updated electives based on courses no longer being taught and new courses added to the curriculum.
BSMCE Mechanical Engineering – added ME 111 as a required course, changed ME 361 from 1 to 3 credits, removed ECE 303 as a required course.
BSMNE Manufacturing Engineering - updated electives based on courses no longer being taught and new courses added to the curriculum.
Industrial Engineering minor – removal of IME 452 and IME 455 due to these courses being inactivated. Also changing the minimum credits needed at NDSU from 8 to 9.
Manufacturing Engineering minor – changing the minimum credits needed at NDSU from 8 to 9.
Sociology minor – options realigned to coincide with changes to the major.
Tribal & Indigenous Peoples Studies minor – changed some electives to make the minor more sustainable.
MPH Public Health – changing some of the required coursework to better align the curriculum with accreditation criteria.
MS Merchandising – deleting ADHM 760 and changing ADHM 797S to read “Comprehensive Project or Individual Study or Elective courses”.
MS Microbiology - approved three sets of didactic courses to ensure that students will receive a strong foundation of knowledge and analysis skills in microbiology.
MS Sociology – adding a Plan C option to the master’s program (Comprehensive Study).

Program Deactivations
Classical Languages
MS/MA Social Science

General Education Recommendations
ENGL 325 – recommended for revalidation in the Communications category – Upper Division Writing.
ENGL 240 – recommended for revalidation in the Humanities & Fine Arts and Global Perspectives categories.
ENGL 251 – recommended for revalidation in the Humanities & Fine Arts category.
ENGL 252 - recommended for revalidation in the Humanities & Fine Arts category.
HIST 104 - recommended for revalidation in the Humanities & Fine Arts category.
HIST 130 – recommended for approval in the Humanities & Fine Arts category.

New Courses			
Subject	No.	Title	Effective Term
ECON	762	New Institutional Economics	Fall 2020
ENGR	321	Introduction to Robotics	Fall 2020
HIST	130	The American Presidency	Spring 2021
PH	750	Epidemiologic Methods I	Fall 2021

Course Changes								
From:				To:				
Subject	No.	Title	Crs.	Dept	No.	Title	Crs.	Effective Term
NRM/RNG/SOIL	452/652	Geographic Information Systems in Range Survey	3	NRM/RNG/SOIL	452/652	Managing Natural and Rangeland Resources Using GIS	3	Spring 2021
PH	720	Environmental Health	3	PH	720	Environmental Health	2	Fall 2020
PH	755	Integrating Primary Care and Public Health	3	PH	711	Integrating Primary Care and Public Health	3	Fall 2020
PH	789	Integrative Learning Experience	3	PH	789	Integrative Learning Experience	1	Fall 2020
TL	885	Geospatial Information Systems for Transportation	3	TL	885	Spatial Analysis in Transportation & Logistics	3	Fall 2020

Changes in Course Descriptions and/or Requisites				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
NRM/RNG/SOIL	452/652	Managing Natural and Rangeland Resources Using GIS	Desc: The application of Geographic Information Systems to managing natural and rangeland resources will be investigated. Different natural and rangeland resource datasets, analysis methods, and software packages will be utilized. Prereq: none	Spring 2021

Changes in Course Descriptions and/or Requisites (continued)				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
PH	711	Integrating Primary Care and Public Health	Desc: The course examines the role of primary care and public health in addressing personal and population health issues with particular attention to social determinants of health, health inequities, cultural competence, and community involvement to address contemporary challenges to the health of U.S. populations. Prereq: none	Fall 2020
TL	885	Spatial Analysis in Transportation & Logistics	Desc: Fundamentals of geospatial analysis and optimization with applications in transportation and logistics. Highlighted topics include mobility optimization, logistical distribution balancing, facility coverage optimization, spatial autocorrelation, and spatial regression. Prereq: none	Fall 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
<p><i>Efforts to combine Essential Learning Outcomes from the AAC&U model with the mandatory "breadth" category/distribution requirement established by the NDUS system has resulted in a set of outcomes that do not align with the categories</i></p>	<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>cultural 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>“100% versus 60%”</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 designator.</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 academic freedom 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"> ● Scaled back the original outcomes from 7 to 3 ● Moved all the SBS outcomes into one category (from the previously combined category with humanities) ● Eliminated--for now--the environmental responsibility outcomes that were originally drawn from AACU “Essential Learning Outcomes” and VALUE Rubrics focused on personal and social responsibility.
<p><i>Changes to Quantitative Reasoning</i></p>	<ul style="list-style-type: none"> ● 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.
<p><i>Other minor changes to language</i></p>	<ul style="list-style-type: none"> ● <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. ● <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.
<p><i>Cultural Diversity and Global Perspectives;</i></p>	<ul style="list-style-type: none"> ● We value CD and GP as learning goals for our students. These two categories are what we call ‘Secondary

	<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 NDUS system 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"> • 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. • 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.
<i>Questions about Transfer</i>	<ul style="list-style-type: none"> • 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.
Problem Or Issue	Response

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:

Problem Or Issue	Response
<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

	<p>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.</p>
<i>Technology</i>	<p>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.</p>
<i>Critical Thinking Language</i>	<p>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>.</p>
<i>Global Perspectives</i>	<p>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.</p>
<i>Cultural Diversity</i>	<p>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.</p>

Updates for May 2020 Senate Review: The faculty senate meeting on April 20 offered the opportunity to receive further vetting and feedback from faculty across the institution. Suggestions were circulated from several senators, and the committee compiled and discussed that feedback at its subsequent meeting. Below, we outline the results of the feedback cycle and how we have incorporated it into the new proposed revision (and if the committee determined that a suggestion was not feasible, or would not improve the outcomes at this time, or could be taken up on our work during the next academic year to continue to refine the outcomes through a process of continuing assessment, we explain that as well).

Problem Or Issue	Response
Quantitative	The committee discussed the suggestion to add more specific

<p>Reasoning suggested additions</p>	<p>references to data and evidence to the quantitative reasoning outcome. We retained the current wording because the suggested additions (to repeat “Quantitative And qualitative” in bullet 2 as well as use the term data) are redundant to what is in the “root” language of the outcome. We reformatted so that it is clear that “explain the nature of evidence used for analysis” is clearly a subordinate clause to “apply quantitative and qualitative methods to collect and analyze data, in order to...”.</p>
<p>Technology Learning Outcome</p>	<p>The committee had a robust discussion of the language in the technology outcome that calls for students to “Understand, use, and apply technology to demonstrate creativity and solve problems.” Concerns were expressed about the assessability of creativity.</p> <p>With input from our representatives in Engineering and Business, we supported retaining the language of creativity, at least as it relates to technology problem-solving. We suggest a revision that reads as follows:</p> <ul style="list-style-type: none"> ● Understand, use, and apply technology to demonstrate creative problem solving, OR ● Understand, use, and apply technology to demonstrate creative thinking and problem solving.
<p>Natural and Physical Sciences</p>	<p>The committee carefully considered suggested language that would replace “identify the role of scientific methods in the study of natural and physical worlds” discussing what level of understanding and application is appropriate for general education versus what level of understanding regarding methods of scientific inquiry might be reasonably expected in upper-division coursework. We concluded that language that acknowledges there are multiple methods of scientific inquiry (which is different from ‘the scientific method’) and that asks students to do more than to “understand” it best reflects the level of academic competence we would expect at the foundational level. We also made some edits for clarity and concision to propose “<u>apply methods of scientific inquiry to enhance their understanding of the natural and physical worlds.</u>”</p>
<p>Wellness-Specific Outcomes</p>	<p>The committee carefully discussed and reviewed relevant documents related to the Wellness breadth category requirement that is built into the distribution of credits in the Gen Ed program. We discussed them alongside the NDUS category restrictions and in order to reflect that Wellness remains <u>a separate distribution requirement within</u> the NDSU Gen Ed Requirements while still reflecting that it cannot be a ‘standalone’ breadth designator because it was eliminated from the <u>NDUS standards</u>, we have listed Wellness outcome as a subcategory of SBS.</p> <p>Our representative from the College of Human Sciences and</p>

	Education collaborated with a group of faculty who teach courses in the Wellness category to develop three learning outcomes that draw from the current ones but with some updates to make them more assessable.
Global Perspectives Outcome focused on perspective-taking	<p>The committee vetted and worked through a series of suggestions from senators about continuing to “un-delete” the last bullet under global perspectives, in part because it seems to account for a specific kind of dispositional learning that is not reflected in the other outcomes. The first two address academic goals around applying theories and understanding principles of global citizenship but the one we are reinstating is “evaluate global phenomena using perspectives, attitudes and beliefs of communities with cultural backgrounds different from their own.”</p> <p>We were persuaded by feedback that asking students to be able to articulate positions, interpretations, or analysis from the perspective that differs from their own is an additional habit of mind that is a) important to the category and b) achievable alongside the other 2 outcomes such that faculty proposing courses in this category could reasonably be expected to achieve them.</p>
Adjustment to Language in Global Citizenship Outcome	<p>Some feedback suggested defining the term global citizenship as it is used in bullet two of that secondary designator category. Though adding definitional language in the outcome itself would be cumbersome, we will be developing supporting materials for faculty who are proposing Gen Ed courses that will offer further explanation of the term.</p> <p>Another suggestion to language focused on recognizing through the language that there are both “opportunities” and ‘responsibilities” or “impact” at work in the second bullet. To account for multiple relational dimensions, we suggest the language “explore the implications of global citizenship” which encompasses all these potential dimensions that can be explored in a course in differing proportions depending on the subject, discipline, and emphasis.</p>

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;

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:

<h2 style="text-align: center;">Current Learning Outcomes</h2>	<h2 style="text-align: center;">Proposed Changes:</h2> <p style="text-align: center;">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.</p>
<p>COMMUNICATION (C)</p> <p>Communication Learning Outcome - students will use a variety of modes, particularly written, oral, artistic, and visual to</p> <ol style="list-style-type: none"> 1. effectively communicate analysis, knowledge, understanding, expression and/or conclusions 2. skillfully use high-quality, credible, relevant sources 3. demonstrate appropriate conventions in a variety of communication situations 4. demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts 	<p>COMMUNICATION (C)</p> <ol style="list-style-type: none"> 1. Communication Learning Outcome - students will use a variety of communication modes, particularly written, oral, artistic, and visual to <ul style="list-style-type: none"> o effectively communicate analysis, knowledge, understanding, expression and/or conclusions in a range of contexts o skillfully use high-quality, credible, relevant sources o demonstrate appropriate conventions in a variety of communication situations o demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts

QUANTITATIVE REASONING (R)

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

SCIENCE & TECHNOLOGY (S)

- Technology Learning Outcome- students will
 - apply technology to demonstrate creativity and solve problems
 - use technology to enhance understanding
 - 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~~
 - apply quantitative and qualitative methods to collect and analyze data, in order to:
 - explain the nature of evidence used for analysis
 - ~~apply creativity and divergent thinking~~
 - evaluate the assumptions, evidence, and logic of competing views and explanations
 - identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines
 - evaluate, synthesize, and apply evidence to understand and address complex, real world problems
 - generate creative, reasoned, approaches or solutions to unscripted, real world problems

SCIENCE & TECHNOLOGY (S)

Technology Learning Outcome- students will

- Understand, use, and apply technology to demonstrate creativity and solve problems
- use technology to enhance understanding
- identify the social, aesthetic, and ethical implications of technological decisions
- analyze how technology shapes, limits, and augments our experiences and understandings

Natural and Physical Sciences Learning Outcome - students will

- analyze how technology shapes, limits, and augments our experiences and understandings
- Natural and Physical Sciences Learning Outcome - students will
 - analyze components and dynamics of natural and physical worlds
 - develop models to explain phenomena within the natural and physical worlds
 - 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

- analyze components and dynamics of natural and physical worlds
- develop models to explain phenomena within the natural and physical worlds
- identify the role of scientific methods in the study of natural and physical worlds
- apply methods of scientific inquiry to enhance their understanding of the natural and physical worlds

HUMANITIES & FINE ARTS (A)

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

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

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

SOCIAL AND BEHAVIORAL SCIENCES (WELLNESS CATEGORY) (W)

- **Examine how social ecological contexts relate to their personal wellness values, biases, and conclusions**
- **Articulate how their personal, professional, or civic goals reflect their core wellness values**
- **Explore, identify and evaluate sources of information related to personal wellness.**

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

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)

CULTURAL DIVERSITY (D)

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

GLOBAL PERSPECTIVES (G)

- 2. Global Perspectives Learning Outcomes - students will
 - apply theories or research methods to develop strategies and solutions that address global challenges
 - identify potential benefits and explore the opportunities ***implications*** of ***global citizenship*** being a global citizen

1. Global Perspectives Learning Outcomes - students will

- apply theories or research methods to develop strategies and solutions that address global challenges
- identify potential benefits and explore the opportunities of being a global citizen
- analyze how communities are impacted by and/or contribute to globalization from various perspectives
- analyze the process and/or develop models of global trends
- evaluate global phenomena using perspectives, attitudes and beliefs of communities with cultural backgrounds different from their own

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

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

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

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

† 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](#).

Instructional Continuity Plan cover letter:

Dear Colleagues:

In the fall of 2019 the University Curriculum Committee (UCC) began working on an Instructional Continuity Plan for the university. This was due to the fact that many days of instruction are lost due to weather and flooding, particularly in the spring semester; and this has become quite predictable. It was also observed that colleges and departments are not consistent in requiring faculty to clarify to students what their plan is to maintain instructional continuity in the event of a disruption, whatever the cause. The Instructional Continuity Plan (Policy 331.3) to be proposed at the May 11 Faculty Senate meet IS NOT in response to CoVID-19, as it preceded this pandemic. Please bear this in mind as your review this important policy development at NDSU.

Instructional Continuity Policy Development Timeline

October 9, 2019	Initial Discussion at UCC
November, 2019	Initial Ideas discussed with Faculty Senate Executive Committee
November 2019 - January 2020	UCC continued developing propose language to be included in the instructional continuity policy
February 3, 2020	UCC Continuity Plan Draft 1
February 10, 2020	UCC Continuity Plan Draft 2
February 24, 2020	UCC Continuity Plan Draft 3
April 7, 2020	Submitted to NDSU Senate Coordinating Council (SCC) for policy adoption (POLICY 331.3 – Instruction Continuity Plan) & policy change (POLICY 331.1 Course Syllabus) to include language addressing Instruction Continuity Plan in all syllabi
April 27, 2020	Reviewed at Faculty Senate Executive Committee
May 11, 2020	Faculty Senate Agenda

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 ndsuscc@ndsus.edu first so that a clean policy can be presented to the committees.

SECTION: **331.1 – COURSE SYLLABUS**

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

- Is this a federal or state mandate? Yes No

- Describe change: **Information on Instructional Continuity Plan shall be included on all syllabi.**

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

- Office/Department/Name and the date submitted:

University Curriculum Committee in collaboration with Faculty Senate Executive Committee

- Email address of the person who should be contacted with revisions: **Susan Ray-Degges, (susan.raydegges@ndsus.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 ndsuscc@ndsus.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

SECTION 331.1 COURSE SYLLABUS

SOURCE: NDSU Faculty Senate

Each course taught at NDSU shall have a syllabus to provide specific class information for students and to fulfill federal and other legal requirements.

The following categories of information shall be included on all syllabi:

- Course prefix, catalog number, credits, and title
- Instructor and contact information
 - Include campus address, phone number, email address, office hours
- Bulletin description
 - Description on syllabus must be consistent with the description listed in the current course catalog. Additional information may be included after the bulletin description in a syllabus.
- Course objectives
 - List objectives, goals, aims and/or outcomes for the course.
 - All General Education course syllabi and course web sites must identify the course as having been approved for General Education and include the General Education category and outcomes. See [General Education Course Syllabi Requirement](#).
 - For courses offered for both undergraduate and graduate credit, course objectives should be written to clearly define the increased expectations for graduate students in these courses.
- Evaluation procedures and criteria
 - Indicate how students are evaluated, including tests, quizzes, papers, assignments, weight of the assignments, etc.
 - Clearly identify how course grades are determined.
 - If a course is offered for both undergraduate and graduate credit, the additional requirements for graduate students must be clearly described on the syllabus. These courses require a significant, identifiable higher level of expectations for the performance of the graduate students.
- Attendance
 - If class attendance is a component of the course grade, the course instructor must clearly communicate this in the syllabus. See [NDSU Policy, Section 333](#) for faculty and student responsibilities related to attendance, including for university-sponsored activities.
 - Faculty are encouraged to provide the following statement on syllabi: “Veterans and student servicemembers with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.”
- Course schedule/outline/calendar of events
 - Provide students with a tentative projected outline of significant events that occur throughout the semester, including assignments, projects, examinations, field trips, guest speakers, etc.
 - Note the NDSU Dead Week policy, which limits the amount and type of exams/quizzes that may be given during the last two weeks of the semester and identifies exceptions. See [NDSU Policy Section 336: Examination and Grading](#).

- Student resources
 - List books, lab manuals, technology, supplies, calculators, and any other materials required or recommended for the student to complete the course requirements.
- Instructional Continuity Plan
 - Consistent with Policy 331.3 Instructional Continuity Plan, instructors will have ready a contingency plan (also known as an instructional continuity plan) in the event that regular class meetings will be disrupted for a period of time. The plan will designate the channel of communication, adjustments to assignments, possible alternative activities, and modifications if any to evaluation of assignments and activities. The contingency should take into account the type of course (classroom, online, lab, etc.) and typical activities (lecture, individual projects, small group projects, etc.). A clear statement of communication expectations during the disruption is of greatest importance when preparing the plan. Instructors will share the plan as part of the syllabus during the first week of class meeting.

◦

- American with Disabilities Act statement
 - The following statement must appear on all syllabi:
Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the [Disability Services Office](#) as soon as possible.
- Approved academic honesty statement.
 - The following statement must appear on all syllabi:
The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](#) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](#). Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

In addition to the above, a statement of a college honor code, if applicable, should be included.

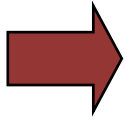
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HISTORY:

New	September 28, 2000
Amended	February 2009
Housekeeping	December 2010
Housekeeping	February 14, 2011
Amended	June 1, 2011
Amended	February 11, 2014
Amended	April 24, 2014

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 ndsuscc@ndsuscc.edu first so that a clean policy can be presented to the committees.

SECTION: 331.3 - INSTRUCTIONAL CONTINUITY PLAN

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

- Is this a federal or state mandate? Yes No

- Describe change: New policy on **Instructional Continuity Plan.**

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

- Office/Department/Name and the date submitted:

University Curriculum Committee in collaboration with Faculty Senate Executive Committee

- Email address of the person who should be contacted with revisions: **Susan Ray-Degges, (susan.raydegges@ndsuscc.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 ndsuscc@ndsuscc.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!

SECTION 331.3

INSTRUCTIONAL CONTINUITY PLAN

SOURCE: NDSU Faculty Senate Policy

1. INTRODUCTION

Individual faculty members will develop an instructional continuity plan for each course that they teach. When considering an instructional continuity plan, course is understood to be an inclusive term, covering face-to-face delivered courses, online courses, hybrid-delivery courses, laboratory, field trips, and other formats. Instructors are encouraged to work in consultation with College and Department representatives to define an instructional continuity plan.

The instructional continuity plan will be responsive to the course in an effort to retain as much of the originally planned assignments, activities, and content delivery by using the available means to sustain the course through the duration of the disruption. With guidance from the department, the development of the instructional continuity plan will address four areas: (1) Continuity considerations, (2) Instructor responsibility, (3) Student responsibility, and (4) Disruption.

2. CONTINUITY CONSIDERATIONS

Continuity considerations will address three domains related to courses that are most vulnerable during a disruption to course meeting: (a) communication, (b) assignment distribution and collection, and (c) alternative activities.

- 2.1 Communication – Channels of communication will adjust as necessary to allow continued exchanges between instructor and students, among students (e.g., group projects), and between instructor and necessary department members (e.g., chair and administrative support staff).
- 2.2 Assignment Distribution and Collection – The flow of materials between instructor and students will continue as the circumstances permit. Alternative means of sending and receiving materials will be established in order to sustain course activity. The distribution of materials might need to change depending on whether Alternative Activities are necessary. If distribution changes, a clear statement of expectations for exchanges will be part of the Alternative Activities.
- 2.3 Alternative Activities – A disruption might require the design and delivery of alternative activities. The alternative activities might include the delivery of exams through another means, the development of near-equivalent alternative projects (e.g., writing a lab report on previously collected data when new data collection is not possible), and introducing new assignments as circumstances permit. Part of the Alternative Activities is a statement regarding if and how the alternative activities will transfer or replace existing activities in the event that the disruption has ceased, allowing original course structure to return. If the alternatives are permanent replacements, they must be designated as such.

3. INSTRUCTOR RESPONSIBILITY

Instructors will provide the continuity plan on the syllabus and inform students of its existence. Instructors will use the communication channel(s) introduced in the CONTINUITY CONSIDERATIONS to inform students of specific changes necessary due to the disruption. As part of the first week of a course, instructors will inform students of the instructional continuity plan and include the plan as part of the syllabus. In the event of a disruption, instructors will distribute communication through the plan-designated communication channel(s). Multiple communication plans must be considered by instructors to address the possible disruption and/or access to plan-designated communication channels. Furthermore, instructors will create and post in an accessible area documentation of adjustments to the course, such as alterations to assignments, changes to activities, or new course content (e.g., video lecture or online quizzes) that had not previously been included in course documents.

4. STUDENT RESPONSIBILITY

Students will recognize that a disruption to regular course meetings does not mean the course activity has totally discontinued. As part of this recognition, students will communicate at the earliest possibility to instructors using the plan-designated communication channel(s). Furthermore, students will look for further communication in order to understand adjustments to the course.

5. DISRUPTION

A disruption might assume several forms, including but not limited to weather-related suspension of regular course meetings or loss of access to an assigned classroom when no immediate accommodations are available. The duration of the disruption might be as brief as the equivalent of one class meeting or as long as several weeks in the event of severe flooding or a pandemic. Instructors should collaborate with appropriate department members to determine when a disruption might be sufficient to require the use of the continuity plan. However, a disruption might occur without much advanced notice of occurrence or duration (e.g., flooding), so it is advisable to prepare an instructional continuity plan following the CONTINUITY CONSIDERATIONS. In the event that a disruption continues beyond the initially time period of the plan, a second extension to the plan might be necessary. In which case, a second iteration of the CONTINUITY CONSIDERATIONS might be necessary to address the prolonged disruption.

HISTORY:

New

April 6, 2020

Proposal for Degree Completion Program at NDSU

Working Group:

Jessica Bauer, Chair, Career and Advising Center
Joel Hektner, Human Development & Family Science
Andrea Hein, Career and Advising Center
RaNelle Ingalls, Registration and Records
Jessica Jensen – Emergency Management
Carrie Ann Platte – Communication
Joseph Szmerekovsky – Business

Background and Reasoning

According to the Hubbard & Hubbard from the Educational Advisory Board (2020), 1 in 5 Americans have some college and no degree. The National Student Clearing House (2019) has published that North Dakota alone has potentially 64,106 people that fit this category. In addition, NDSU data suggests that there are about 1,337 students who have left without finishing a degree in the last 6 years, and are currently not enrolled in another institution of higher education. We know that now, more than ever, more jobs are requiring a 4-year degree.

There are several common characteristics that can describe the average adult looking to return to finish a college degree. Adult degree completers are looking for fast and flexible degree programs. They are going to search for programs that are cost effective and provide the convenience of completing a program while probably working full-time and/or taking care of a family. Most are looking for online options (Delamater, 2020). It has been found that they are more likely to complete their degree if they were previously enrolled within the last 5 years and were enrolled for at least two years before they left their institution (Jefte, 2019). These “potential completers” are often looking to finish their degree for a career shift or promotion. The most common programs they are seeking are “business and management, liberal arts, general studies, humanities, health professions and related fields” (National Student Clearinghouse, 2019)

Challenges

Current Offerings

Knowing that many returning students may want to complete their degree online, the challenge NDSU faces is the limited number of fully online degree programs and online course offerings, more specifically, upper division online course offerings. The online courses that are available tend to fill up quickly, as popularity of this option has grown. Currently, Business Administration and Human Development and Family Science, along with the Bachelor of University Studies degree are the only options that can be potentially completed online. We plan to track student interest to identify specific areas of need for online courses in the future.

The charts on the following page will indicate the current online course offerings for fall 2020.

Fall 2020 Online Course Options

The following charts indicate the online course offerings for fall 2020 as of 4/21/2020.

Fall 2020 Online General Education Options

Gen Ed Category	Total # Courses (UD*)	Total # Open Courses (UD*) As of 4/21/2020	Total # Seats (UD*)	Total # Open Seats (UD*) As of 4/21/2020
Communication (ENGL 110, ENGL 120, COMM 110, UD English)	32 (23)	11 (4)	717 (506)	136 (37)
Quantitative Reasoning	2 (1)	1 (0)	170 (115)	37 (0)
Science & Technology	8 (2)	4 (0)	1198 (20)	725 (0)
Humanities & Fine Arts	7 (1)	6 (1)	1705 (100)	1047 (78)
Social & Behavioral Sciences	18 (0)	14 (0)	1295 (0)	373 (0)
Wellness	2 (0)	0 (0)	185 (0)	0 (0)
Totals	69 (27)	36 (5)	5270 (741)	2318 (115)

UD* = Upper Division

Fall 2020 Online Non-General Education Options

	Total # Courses (UD*)	Total # Open Courses (UD*) As of 4/21/2020	Total # Seats (UD*)	Total # Open Seats (UD*) As of 4/21/2020
All online course offerings outside of general education courses	77 (68)	58(51)	3360 (2948)	1164 (965)

UD* = Upper Division

Outline of Proposal for Degree Completion Efforts

The following proposal outlines both a proposed overarching degree completion program for adults looking to complete their bachelor's degree, as well as a new proposed subplan option for the current Bachelor of University Studies degree. The latter will require approval from the University Curriculum Committee and Faculty Senate.

Existing Bachelor of University Studies Degree

Our current Bachelor of University Studies degree is designed to allow students a unique, nontraditional degree option for those whose goals and objectives cannot be met via a traditionally established academic major. While the program allows flexibility in choosing courses, it does require that students submit a proposal to the Bachelor of Universities Program Review Committee to be approved. In that proposal, students are required to propose a minimum of 15 credits, including UNIV 489 Capstone. The proposal process along with the UNIV 489 requirement may create unintended barriers to adults looking to return to complete their degree in a very limited timeframe.

Proposed Degree Completion Program Qualifications

- Undergraduate level students
- Students who do not hold a prior Bachelor's degree
- Students who have not been enrolled in an institution for a minimum of 2 years (24 consecutive months)
- Students who have earned a minimum of 60 credits
- Students who have a minimum 2.0 Cumulative Grade Point Average

Proposed Degree Options for Returning Students

We predict that students returning to finish their degree may fit one of two categories. First, there may be students returning with very few requirements left to finish the original degree they started, and in that case, they would be supported to do so. An expedited process for returning to their original curriculum would be suggested. Second, there may be another group of students who would need a greater number of credits to complete a degree and are looking for the most flexible option. In that case, we would encourage students to complete the newly proposed subplan option for the Bachelor of University Studies degree, as follows.

Proposed General Studies Subplan Option for Bachelor of University Studies

Based on the research that has been done and the current offerings of NDSU, we propose a new sub-plan option to our current Bachelor of University Studies degree to offer the most versatility to these returning students.

This new subplan will provide an even more flexible option to returning students and would be available only to students who meet the program qualifications as previously stated. Students would be able to use all of their previously earned credits and take courses of interest to meet minimum NDSU graduation standards.

Program Name: Bachelor of University Studies, subplan: General Studies

Program Requirements: Minimum NDSU graduation requirements

1. Satisfactory completion of all requirements of the curriculum in which one is enrolled.
2. Earn a minimum total of 120 credits in approved coursework.
3. Satisfactory completion of the general education requirements as specified by the university.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Communication (C)		12
ENGL 110	College Composition I	
ENGL 120	College Composition II	
COMM 110	Fundamentals of Public Speaking	
	Upper Division Writing †	
Quantitative Reasoning (R) †		3
Science and Technology (S) †		10
Humanities and Fine Arts (A) †		6
Social and Behavioral Sciences (B) †		6
Wellness (W) †		2
Cultural Diversity (D) ††		
Global Perspectives (G) ††		
Total Credits		39

4. A minimum institutional GPA of 2.00 based on work taken at NDSU.
5. At least 36 credits presented for graduation must be in courses number 300 or higher.
6. Transfer Students: Must earn a minimum of 60 credits from a baccalaureate-degree granting or professional institution.
 - a. Of these 60, at least 36 must be NDSU residence credits as defined in #7.
 - b. Within the 36 resident credits, a minimum of 15 must be in courses numbered 300 or higher and 15 credits in the major field of study.
7. At least 36 credits must be NDSU resident credits. Residence credits include credits registered and paid for at NDSU.

Benefits Offered to Students

- Priority Registration
- Prior Learning Credit option (only to those choosing the General Studies option) (policy pending)
- Academic Forgiveness (after sitting two years instead of the required six years) (only to those choosing the General Studies option)

Advisement and Student Support

Students returning will need additional support in navigating the process to return, choosing classes, getting registered and utilizing support services. Initial contact and advisement will happen through the current Coordinator of Bachelor of University Studies. This person will be responsible for responding to initial inquiries, helping students navigate the process of returning, and explaining the options to the students. Students who choose to return to complete their initial degree will be connected with an advisor in that major. Students who choose the option to complete the General Studies subplan will be advised by either the Coordinator of Bachelor of University Studies or another advisor in the Career and Advising Center. All students will also be assigned a Career Coach through the Career and Advising Center to support students in their potential career change or advancement.

Support and Resources Needed

- Support from University Relations to promote program
- Support from Office of Admissions
- Support from campus-wide advisors
- Funding for the expansion of online course options
- Approval and support from the University Curriculum Committee and Faculty Senate

References

Delamater, A. (2020, February 28). *How to attract and support online adult degree completer students*

[PowerPoint slides]. Educational Advisory Board. <https://eab.com/research/academic-affairs/on-demand-webconference/how-to-attract-and-support-online-adult-degree-completer-students/>

Hubbard, C & Hubbard, B. (2020, February 25). *Engaging, recruiting back, and supporting stopout students*

[PowerPoint slides]. Educational Advisory Board. <https://eab.com/technology/on-demand-webconference/student-success/supporting-stop-out-students/>

Jeffrey, S. (2019, December 16). Adults returning to college: More than 3 million are ready to finish. *Education*

Insights Blog, Ruffalo Noel Levitz. <https://www.ruffalonl.com/adults-returning-to-college/>

National Student Clearinghouse (2019, October). *Some college, no degree. A 2019 snapshot for the nation and*

50 states. <https://nscresearchcenter.org/some-college-no-degree-2019/>

Section 6. University Assessment

1. Voting membership (~~seventeen~~sixteen members):
 - a. One faculty member from each representation unit.
 - b. One representative from the General Education Committee.
 - c. One faculty representative of the Graduate School, designated by the Dean of the Graduate School.
 - d. Provost (or designee).
 - e. Two students (one undergraduate and one graduate), appointed by Student Government.
 - f. One representative from the Co-Curricular Assessment Committee~~Division of Student Affairs and Enrollment Management~~.
 - ~~g. One representative from the NDSU Extension Service.~~
 - ~~h.g.~~ One representative from the Office of Institutional, Research and Analysis.
 - ~~i.h.~~ One representative from ~~Distance and Continuing Education~~the Office of Teaching and Learning.
 - ~~j.i.~~ Director of the Office of Accreditation and Assessment.
2. Non-voting membership:
 - a. There are no non-voting members for this committee.
3. Terms and limits:
 - a. No term or limit on consecutive terms has been designated.
4. Committee responsibilities:
 - a. Periodic review of the assessment of student learning in undergraduate and graduate academic programs, ~~within the units in the Division of Student Affairs and Enrollment Management and in the NDSU Extension Service.~~
 - b. Develop procedures for annual reporting of assessment activities¹ by departments and other academic units, ~~units in the Division of Student Affairs and Enrollment Management, and the NDSU Extension Service on their assessment activities.~~
 - c. Provide feedback and guidance to departments and other academic units on their assessment activities, working in conjunction with the Director of Assessment and Accreditation.
 - ~~e.~~ ~~Provide feedback and assistance to departments and other academic units on their assessment activities.~~
 - d. Provide a yearly summary of assessment activities to the Faculty Senate and the Provost.
 - ~~d.e.~~ Develop an action plan for the upcoming academic year based on review of unit feedback about the assessment process and patterns of strengths and weaknesses in reports.
 - ~~e.f.~~ Develop and maintain a University Assessment Plan in collaboration with the Director of Assessment and Accreditation.

Commented [DS1]: Removal of Extension; they have a federal reporting requirement.

¹ Assessment activities include the following elements: identifying program learning outcomes; mapping the learning outcomes to the program's curriculum; identifying and/or developing measures for assessing student learning for each outcome; collecting assessment information; and making changes, where necessary, to the curriculum and teaching of the curriculum as a result of the assessment information.