



10-31-2019

## November 7, 2019: Agenda

University of North Dakota

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**TO:** Members of the Senate  
**FROM:** Scott Correll, Secretary of the Senate  
**SUBJECT:** Senate Meeting on November 7, 2019  
**DATE:** October 31, 2019

The November meeting of the University Senate will be held on Thursday, November 7, 2019 at 3:30 p.m. in Room 113, Education.

**CALL TO ORDER (Chair VanLooy)**

AGENDA

**SENATE CALENDAR:**

- 1) Chair Opening Remarks:
  - a. Senate Chairs Announcements
  - b. Council of College Faculties Update
  - c. Staff Senate Update
  - d. Student Government Update
  - e. Provost DiLorenzo
- 2) Establish Quorum (Secretary Correll)
- 3) Review and approval of October 3, 2019 USenate minutes (attachment)
- 4) Senate Executive Committee Report (Chair VanLooy)
  - a. Land Acknowledgement Statement (attachment)
- 5) Question period

**CONSENT CALENDAR:**

- 6) Honors Committee Annual Report (attachment)
- 7) University Assessment Annual Report (attachment)

**BUSINESS CALENDAR:**

- 8) Proposed changes to the ES Policy Manual (attachment)
- 9) University Assessment Committee rules changes (attachment)
- 10) Endorsement of Land Acknowledgement Statement
- 11) Curriculum Committee, Request for Approval (attachment; provided at later date)

Minutes of the University Senate Meeting  
October 3, 2019

1.

The October meeting of the University Senate was held at 3:30 p.m. on Thursday, October 3, 2019 in Room 113, Education. Chair Jeffrey VanLooy presided.

2.

The following members of the Senate were present:

Bailey, Tamba-Kuui	Iseminger, Colt	Mochoruk, James
Bateman, Connie	Jendrysik, Mark	Munski, Doug
Bjerke, Elizabeth	Jeno, Susan	Oancea, Cristina
Blackburn, Royce	Juntunen, Cindy	Oltz, Tammy
Carlson, Craig	Kassow, Benjamin	Orvedal, Casey
Clauson, Tyler	Keengwe, Jared	Pedersen, Daphne
Correll, Scott	Khavanin, Mohammad	Pierce, David
DiLorenzo, Thomas	Kolodka, Edward	Rundquist, Bradley
Dodge, Michael	Legerski, Elizabeth	Sauer, Michelle
Eilts, Caleb	Linder, Meloney	Shivers, Jed
Gable, Christopher	Lindseth, Paul	Sum, Paul
Gosnold, William	Liu, Jun	Tavakolian, Kouhyar
Halcrow, Steven	Maine, Whitney	VanLooy, Jeff
Halgren, Cara	McGinniss, Mike	Wilson, Nick
Hoffmann, Mark	Meek, Steve	Wynne, Joshua
Hume, Wendelin	Mihelich, John	Yang, Cai Xia
Iiams, Michele	Millspaugh, Richard	Zhao, Julia

3.

The following members of the Senate were absent:

Alberts, Crystal	Lian, Gracie	Sens, Donald
Delhommelle, Jerome	Matz, Adam	Sens, Mary Ann
Du, Guodong	McLean, Riley	Shogren, Maridee
Dusenbury, Mark	Murphy, Eric	Tande, Brian
Ernst, Julia	Mussehl, Anthony	Ternus, Matthew
Gilbertson, Ryan	Neubert, Jeremiah	Thorson, Erika
Gjellstad, Melissa	Nonte, Stephen	Walker, Stephanie
Gjerde, Quinten	Olson, Devon	Wasylow, Megan
Heitkamp, Thomasine	Petros, Tom	Wild, Brandon
Henley, Amy	Robinson, Julie	Wolfgram, Meaghan
Kostrzewski, Diana	Self, Noah	

4.

Mr. VanLooy introduced President Wynne, who reported that he has learned more about higher education during his three and one-half months as Interim President. He stated that the higher education environment is changing. Students want their education on their terms. He understands that the MIRA model can be confusing, but the model helps us predict the actual cost of education. Mr. Shivers, Vice President for Finance & Operations, is working to make the model more understandable. Our brand of providing a great education at an affordable cost is spreading. President Wynne stated that he firmly believes that discussion and debate are the best qualities in a university.

5.

Mr. VanLooy called attention to changes to the graduate student health insurance. He called on Chris Nelson, Associate Graduate Dean to answer questions. Domestic students cannot use the university insurance.

Mr. VanLooy called attention to the following Senate committee annual reports that are due: Essential Studies, Honorary Degrees, and Faculty Rights. He also requested that Senate Committees report to him regarding who their chairs are.

6.

Mr. VanLooy introduced Ms. Linder, Vice President for Marketing and Communication. She reported on how we are using a two-pronged approach to advance marketing and recruitment. On the communication side, we are using tools such as the *UND Discovery* newsletter which promotes faculty expertise. On the recruiting side, we are using digital marketing, which targets such groups as high school seniors and two-year college graduates. We are also promoting graduate studies.

7.

Ms. Legerski gave a Council of College Faculties update. They are discussing policies at length. One is the free speech bill which is required by state law. She reported that UND already has a free speech policy. The second is NDUS policy 308.3 regarding political activity. Lisa Johnson from NDUS is requesting feedback on this policy. The third policy is the NDUS policy 511, criminal history background check for students. UND Admissions requests that new students answer questions regarding their criminal history. Mr. DiLorenzo clarified that it is a self-report, not an official criminal background check on each prospective student.

8.

Ms. Maine provided an update on Staff Senate. The 31 Days of Glory raffle opened this week. All proceeds go toward staff professional development. She thanked everyone for supporting State Employee Recognition Week.

9.

Mr. Orvedal provided an update from Student Senate. They passed a resolution to officially thank the Nistler's for their gift to the College of Business & Public Administration. Student Senate also passed a resolution to thank those supporting Open Educational Resources.

10.

Mr. DiLorenzo encouraged Senators to attend the "Her Vote Counts" exhibit at the Empire Theater October 3 through November 21.

11.

Quorum was established.

12.

Without objection, the minutes from the September 5, 2019 University Senate meeting were approved.

13.

Mr. VanLooy reported on the State Board of Higher Education Research Committee. He is the UND representative on the Committee. So far, the Committee has been discussing what each university does regarding research. The next meeting will be to refine the Committee charges

Mr. VanLooy stated that it is important to update Digital Measures so that it is reflected at the state level. This will help to advance Goal 5 of the Strategic Plan.

Mr. VanLooy gave an update on the Senate Budget Committee and its role as we strive for Carnegie R1 ranking.

14.

Mr. VanLooy called attention to the Faculty Instructional Development Committee annual report; without objection, the report was accepted and filed.

15.

The 20-minute question period opened at 4:24 p.m.

Mr. Bailey reported seeing a recent increase in the use of the old logo and mascot on clothing which, according to research, is blatant racism, with many unintentional consequences. Ms. Linder stated that the logo is part of our Legacy Line, which is limited. Mr. Bailey stated that the issue is racism. Mr. Blackburn asked if it is common for logos to be managed by athletic departments. Ms. Linder stated yes.

Mr. Keengwe asked, as a minority faculty, why he has not been asked to help with recruitment. Ms. Linder responded that if he is interested he should reach out to his dean to volunteer.

The question period ended at 4:32 p.m.

16.

Mr. VanLooy called attention to the University Curriculum Committee annual report. Mr. Jendrysik moved to approve, Mr. Munski seconded and the motion carried.

17.

Mr. VanLooy called attention to the proposed changes to the Essential Studies Policy Manual. Discussion ensued. Mr. Mochoruk moved to table, the motion was seconded and carried.

18.

The meeting adjourned at 4:37 p.m.

Scott Correll, Secretary  
University Senate

## **What is a Land Acknowledgment?**

A Land Acknowledgement is a formal statement, often provided at the beginning of ceremonies and events, which recognizes, respects, and sustains Indigenous Peoples as traditional stewards of the land. It acknowledges the enduring relationship that exists between Indigenous Peoples and their territories.

## **The Purpose of Our Land Acknowledgement**

It is important to understand the history that has brought people to the land on which they reside. A Land Acknowledgement Statement seeks to show respect, recognition, and gratitude to Indigenous Peoples who call the land home.

## **When to Use the Land Acknowledgement**

The Land Acknowledgement Statement should be spoken or printed in its entirety. The Statement should not be altered or rewritten. The Acknowledgment may be shared at events such as official University ceremonies, critical conversations, performances, and/or conferences, as determined by the event coordinators. University faculty, staff, and student organizations are welcome to use the Acknowledgement when deemed appropriate.

## **LAND ACKNOWLEDGEMENT STATEMENT**

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe - presently existing as composite parts of the Red Lake, Turtle Mountain, and White Earth Bands. We as a state university recognize the lasting presence of the Ojibwe peoples to this land. We acknowledge the land and the people who resided here for generations. As a university community, we will create and build upon our relations with the First Nations of the state of North Dakota – the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

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As part of the research process, Dr. Stacey Borboa-Peterson and Keith Malaterre visited with the following individuals:

- Leslie Peltier, Social Science/Indian Studies Professor at Turtle Mountain Community College/Tribal elder – Belcourt, ND
- Cynthia Joy Azure, Cultural Instructor at Turtle Mountain Community Schools/Tribal elder – Belcourt, ND
- Kade Ferris, Red Lake Band of Chippewa Indians Tribal Historic Preservation Officer and Tribal Archaeologist – Red Lake, MN
- Jeff Widner, Enrolled member of White Earth Pembina/Current UND graduate student
- Richard Lafromboise, Enrolled member of Turtle Mountain Band of Chippewa/Cultural teacher at the Dunseith Indian Day School

Included in Keith and Stacey's work was a visit to the Old Crossing of Red Lake River (presently known as Huot, MN), the location of the making and signing of Old Crossing Treaty.

Once written, Keith and/or Stacey reached out to the following on-campus faculty/staff/administrators to receive feedback:

- Dr. Warne, Associate Dean for Diversity, Equity and Inclusion/Director of Indians into Medicine/Director of the Master of Public Health Program/Oglala Lakota
- Deb Wilson, Director of Recruitment/Retention of American Indians into Nursing/Mandan, Hidatsa, Arikara Nation
- Barb Anderson, Assistant Director of Recruitment/Retention of American Indians into Nursing/Turtle Mountain Band of Chippewa
- Beth Klemetsrud, Assistant Professor in Chemical Engineering/White Earth Pembina

- Tyson Jeannotte, EPSCOR Native American Success in Science and Engineering Mentor/Turtle Mountain Band of Chippewa
- Kathleen Fredericks, College Coordinator INMED/Mandan, Hidatsa, Arikara Nation

DRAFT



**Honors Committee**  
**University Senate Report; August 2018 – July 2019**

**Voting Members**

Faculty (election term indicated for those elected by Senate)

Surojit Gupta	(ENGR)	2019
Pamela Kalbfleisch	(A&S)	2019
Matt Gilmore	(JDO)	2020
Anne Haskins	(MED)	2020
Laurie McHenry	(LAW)	2020
Yvonne Jonk	(MED)	2021
Anne Mostad-Jensen	(LIB)	2021
Michelle Sauer	(A&S)	2021
David Cason	(Honors)	
Merie Kirby	(Honors)	
Rebecca Rozelle-Stone	(Honors Director)	

Students

Jennifer Allen  
Naomi Budziszewski  
Travis Dean  
Emily Fischler  
Taytum Jones  
Nathan Moe  
Emmanuel Musa  
Taylor Roehl

The Honors Committee met multiple times during the 2018-2019 Academic Year and assisted the Honors Program Director, Rebecca Rozelle-Stone, in achieving:

- 1) review of the curriculum and program changes prior to submission to the University Curriculum Committee (approved Spring 2019);
- 2) revision of the Senate Subcommittee Description to reflect the adjustment in mission of the Honors Program (approved by University Senate, 8 April 2019);
- 3) a formal application & review process for Honors Faculty and courses (drafted 1 Mar 2019);
- 4) review of the Honors Policies that were updated by Dr. Rozelle-Stone including defining an Honors Member in Good Standing, Graduation requirements, advising, class registration, Senior Honors Projects, tuition waivers, & service learning credits.

Sincerely,

Matt Gilmore  
Chair, Honors Committee

**Senate University Assessment  
Committee Annual Report for  
Academic Year 2018-2019**

The Senate University Assessment Committee (UAC) provides faculty guidance and oversight to the Office of the Vice President of Academic Affairs and Provost in developing and implementing the University Assessment Plan. In addition, the committee analyzes and interprets assessment results, develops appropriate reports, and disseminates assessment results to the Office of Vice President of Academic Affairs and Provost, the University Senate, and the community.

The University Assessment Committee was able to accomplish the tasks and responsibilities charged to it by the University Senate, in part due to the support provided by the Director of Assessment. In January 2019, this position was filled by Dr. Tim Burrows. Prior to Dr. Burrows' appointment, Dr. Donna Pearson acted in the interim. The Committee is appreciative of the support and expertise provided by Dr. Pearson and Dr. Burrows.

The Committee wishes to thank the Office of University Analytics and Planning and the University community for their assessment efforts. Every contribution is vital to the assessment process at the University of North Dakota. Special thanks are also offered to Jodi Steiner who willingly shared her assessment knowledge and time with the University Assessment Committee on an ongoing basis. The Senate University Assessment Committee for the 2018-2019 academic year was co-chaired by Shari Nelson (VPAA Designee) and Deborah Worley (EHD). Committee members for the 2018-2019 year included:

Tim Burrows (Director of Assessment) [Spring 2019]  
Leslie Martin (JDO)  
Andrew Quinn (Nursing & Professional  
Disciplines)  
Karina Knutson (VPSA designee)  
Amanda Moske (University Analytics & Planning)  
Douglas Munki (A&S)  
Seong-Hyun Nam (BPA)  
Shari Nelson (VPAA Designee)  
Chris Nelson (Graduate Studies Designee)  
Donna Pearson (Assistant Provost) [Fall 2018]  
Karyn Plumm (Essential Studies) [Spring 2019]  
Ariella Selya (MED) [Fall 2018]  
Jodi Steiner (Recorder)  
Matthew Ternus (student)  
Deborah Worley (EHD)  
Marcellin Zahui  
(CEM)  
Ryan Zerr (Essential Studies) [Fall 2018]

## Functions and Responsibilities of the University Assessment Committee

The University Senate has identified six areas of responsibility for the University Assessment Committee. The responsibilities of the Committee and its accomplishments during the 2018-19 academic year are addressed as follows:

- I. Address all issues regarding assessment of student achievement and development.

*The University Assessment Plan recognizes the role of the Academic Curriculum (implicit and explicit) in student learning and development. Through a review process of annual assessment reports, assessment plans, previous assessment reviews, and departmental documents, the assessment activities of departments and programs within the School of Aerospace Science, College of Engineering & Mines, and the College of Business & Public Administration were reviewed in 2018-2019. The results were communicated to the department chairs through the Assessment Director.*

*The University Assessment Committee also conducted reviews of non-academic units including: International Center, Student Success Center, American Indian Student Services, Housing, Multicultural Student Programs and Services, and Student Support Services (TRiO). The Committee recognizes their contributions in the achievement of Institutional, Essential Studies, and Program goals relative to student learning and development.*

- II. Develop, review, and evaluate the University Assessment Plan in conjunction with the Assessment Director.

*This document is to be reviewed every other year and was reviewed in fall 2017. The plan should be reviewed again in fall 2019. The most recent version of the University Assessment Plan is available at: [https://www1.und.edu/research/institutional-research/assessment/\\_files/docs/univ-asmt-plan.pdf](https://www1.und.edu/research/institutional-research/assessment/_files/docs/univ-asmt-plan.pdf)*

- III. Oversee and evaluate the implementation of the University Assessment Plan, evaluate assessment activities and the interpretation of assessment results, and evaluate the overall effectiveness of the Plan.

*As previously indicated, the UAC reviewed the assessment documents for the departments and programs within the School of Aerospace Science, College of Engineering & Mines, and the College of Business & Public Administration were reviewed in 2018-2019. The committee reviewed assessment documents for 15 School of Aerospace Science programs, 34 College of Engineering & Mines programs, and 20 College of Business & Public Administration, including certificate, undergraduate, and graduate degree programs. Six non-academic units were reviewed during this same time period. Findings were documented and forwarded to departments through the Assessment Director.*

*The Assessment Director and the UAC continue to provide guidance to departments as they develop, implement, and make use of their assessment plans. Collectively, the reviews help determine the state of assessment for the University. Departments and programs have specific plans for assessment in place, and there are many programs where student learning goals are well-articulated in those assessment plans. Moreover, appropriate methods of assessment are implemented, though there were some instances where a single method of assessment predominates. Furthermore, the committee reviewed several programs where assessment methods need further description. A small number of programs did not provide any results of assessment activities or evidence of actions taken on the basis of assessment results.*

- IV. Make recommendations regarding how to address any deficiencies that are revealed by assessment activities.

*A process for providing feedback from the Committee to administrators and departments continues to be provided by the institution's Assessment Director. Changes in the process continue as appropriate. Additionally, a luncheon for Department Chairs and the Deans of the School of Aerospace Sciences, the College of Engineering & Mines, and the College of Business and Public Administration was held in May 2019. Many members of the Assessment Committee attended and provided general comments about the assessment plans that were reviewed. The Assessment Director moderated a series of brief presentations by departments who have developed and maintained successful assessment systems. It should be noted that the Assessment Committee review is viewed as advisory to departments and programs. Program review is the place where action should occur if deficiencies noted in the Assessment Committee reviews are not addressed.*

- V. Review University Accreditation Report when issued and advise the Senate regarding the Report and its implications.

*The Assessment Committee continues to support institutional efforts related to accreditation and results from our review of assessment materials will be used in UND's next self-study for HLC.*

- VI. Work with Institutional Research & Effectiveness to keep the Assessment Committee's website current.

*Responsibilities for website maintenance and updates has shifted. Under the guidance of the Director of Assessment, the UAC is working to ensure the most accurate information is available on the institution's assessment website. Several key features of the site include: a section on the basic steps of writing an assessment plan, a section for students that describes key findings from survey tools, resources for campus constituents about assessment, and resources for committee members who conduct reviews of assessment plans, including posting of the most up to date assessment review templates. In addition, the assessment plans of academic departments and non-academic units that attend to student learning and development are available to the campus and to the public on the Assessment Committee website. For more information, please visit: <https://www1.und.edu/research/institutional-research/assessment/index.cfm>*

**Summary:** During 2018-2019 the University Assessment Committee fulfilled its purpose, function and responsibilities including a review academic and non-academic assessment activities, and a review of templates for assessment reviews.

Respectfully Submitted,

Deborah Worley  
University Assessment Committee

October 2, 2019

The following two documents are related to the Essential Studies Policy Manual changes

Document I: Updated ES Policy Manual and Guidelines for Essential Studies Transfer (GUEST) Appendix to be voted on in University Senate (November 7<sup>th</sup>)

Document II: Previous ES Policy Manual and GUEST Appendix with track changes for reference of updates

Document I: Updated ES Policy Manual and Guidelines for Essential Studies Transfer (GUEST) to be voted on in University Senate (November 7<sup>th</sup>)

# Essential Studies Policy Manual

*Addressing policies affecting the ES Program and the ES Committee*

**Last Revised: March 25, 2019**

History: Developed by Joan Hawthorne and Anne Walker, May 2015  
Revised by ES Committee, August 28, 2015  
Revised by ES Committee, September 8, 2015  
Revised by ES Committee, May 3, 2016  
Revised by ES Committee, March 28, 2017  
Revised by ES Committee, March 25, 2019

## **Introduction**

This document serves as the repository for information pertaining to the UND Essential Studies Program, including policies adopted by the ES Committee, the Bylaws of the ES Committee, and the duties and responsibilities of the ES Director.

As would be expected, policies pertaining to the Essential Studies Program may change according to the shifting needs of the program and the University. When such changes occur, the policies and bylaws contained in this document will be revised. The current version of this document may be obtained by going to the ES website or by contacting the ES Director.



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## **Essential Studies Program Mission Statement**

UND's Essential Studies Program is committed to producing graduates who are prepared for productive and fulfilling public, private, and professional lives. To this end, the program provides an education through which students acquire knowledge across a range of disciplines and develop intellectual skills that are key for future success.

## **Essential Studies Committee Mission Statement**

To provide faculty guidance and oversight of the University's general education program—"Essential Studies"--by defining the principles and goals of Essential Studies, developing and implementing Essential Studies policies, and setting standards for courses that carry Essential Studies credit. To offer guidance and advice to the Director of Essential Studies regarding the administration of the Essential Studies program and to the Senate University Assessment Committee regarding the assessment of the Essential Studies program.

## **Essential Studies Director Mission Statement**

The mission of the Essential Studies Director at the University of North Dakota is to make it possible for students and faculty to focus their attention on the important aspects of the Essential Studies Program – learning related to the ES Program's goals. The ES Director handles all administrative matters pertaining to the Program, accepts and responds to student and faculty inquiries, assists individuals and offices across campus with matters pertaining to the Program, works in conjunction with the ES Committee to formulate Program policy and revisions, and serves as the UND connection point with the wider general education community.

## University Senate Charge to the Essential Studies Committee

**Purpose:** To provide faculty guidance and oversight of the University’s general education program—“Essential Studies”—by defining the principles and goals of Essential Studies, developing and implementing Essential Studies policies, and setting standards for courses that carry Essential Studies credit. To offer guidance and advice to the Director of Essential Studies regarding the administration of the Essential Studies program and to the Senate University Assessment Committee regarding the assessment of the Essential Studies program.

**Membership:** Academic Dean or designee (one) (voting)  
Faculty (twelve, including Chair and Chair-Elect)  
Past-Chair (one, voting)  
Students (three)  
Vice-President for Academic Affairs or designee (one)(voting)  
Registrar or designee (non-voting)  
Dean of Libraries or designee (non-voting)  
Director of Essential Studies; currently part of Assistant Vice Provost for Student Success duties (non-voting)

**Terms:** Academic Dean or designees - one year  
Faculty - three years  
Past Chair - one year  
Students - one year  
Vice President for Academic Affairs or designee - concurrent with office  
Registrar or designee - concurrent with office  
Dean of Libraries or designee – concurrent with office  
Director of Essential Studies – concurrent with office (AVP Student Success)

**Selection:** Academic Dean or designee - elected by Dean’s Council in April and assuming responsibilities May 1.  
Faculty - one third elected each year by the Senate in April and assuming responsibilities May 1. At least one member from each of the colleges with undergraduate programs, and at least four members from the College of Arts and Sciences (one from each of its divisions: Humanities; Fines Arts; Sciences; and Social Sciences). Candidates are selected from colleges in accordance with membership criteria as described above.  
Students – three by the Student Senate in April and assuming responsibilities May 1.  
Vice-President for Academic Affairs or designee - ex-officio  
Registrar or designee - ex-officio  
Director of Essential Studies – ex-officio

### Functions and Responsibilities:

Acting in conjunction with the Director of Essential Studies, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:

1. Address all issues regarding Essential Studies (ES) requirements, including possible Essential Studies program revision. Forward recommendations for ES Program change to the University Senate for final approval.
2. Heighten University-wide interest in Essential Studies and its role in providing a strong liberal arts foundation for UND undergraduates.
3. Foster interdisciplinary discussion about Essential Studies.
4. Encourage experimental courses including an integrated alternative program in Essential Studies.
5. Define the principles of Essential Studies, set criteria for ES courses, and review courses for inclusion within the ES requirements. Forward recommendations for inclusion of courses in the ES Program to the University Senate for final approval.
6. Through regular reporting via the Director of Essential Studies, maintain an active line of communication with the University Curriculum Committee in order to receive and provide feedback on issues of mutual concern.
7. Establish guidelines for implementation of ES policies.
8. Serve as an appeal board regarding determinations of the applicability of transferred work to meet the ES requirements. In those cases where general education articulation agreements are recommended by the committee, forward those recommendations to the University Senate for final approval.
9. Act on student petitions for exceptions to ES requirements.
10. In conjunction with the ES Director, keep current the content of the committee website.

## Functions & Responsibilities of the ES Director

The Director of Essential Studies provides vision, leadership, and advocacy for excellence in general education for all undergraduate students. The Director coordinates the Program; collaborates with academic units in the development, implementation, and ongoing validation of a broad array of Essential Studies courses and curriculum; and works closely with faculty, staff, advisors, and students to inspire innovative teaching and learning and support student success.

The Director reports directly to the Office of the Provost and Vice President for Academic Affairs, assisting academic leadership throughout the university to develop, promote, and achieve strategic initiatives and innovation across the undergraduate Essential Studies curriculum, and works closely with the University Senate Essential Studies Committee (ESC), academic units, faculty, and campus advisors to ensure academic quality and integrity.

### Primary Responsibilities

#### Vision, Leadership, and Advocacy

- Provide vision and leadership for the ES Program, particularly in communicating with students, faculty, staff, and administration the importance of the ES Program, its objectives, and its requirements.
- Serve as ES liaison to academic units and leadership throughout the university, and to support units, including OID, Student Affairs, Registrar's Office, and Enrollment Services.
- Coordinate and implement recommendations of the 2014-2015 Essential Studies Program Review in accordance with the Program's mission and vision.
- Align ES Program with national and university best practices in general education, state higher education policies, and university mission and vision.
- Serve as ex-officio member on the University Senate Essential Studies and Assessment Committees.
- Serve as UND's delegate and spokesperson for ES and general education at state and national meetings and conferences. Participate in such events to ensure that UND is part of state and national conversations in matters relating to general education.

#### Implementation and Coordination of ES Program

- Work with faculty, chairs, and deans to ensure that optimal number of ES courses will be offered each semester, on campus and online, in relation to ES goals and requirements, departmental four-year plans, and university retention, persistence, and completion goals.
- Work with faculty, chairs, and deans to promote the creation of innovative or interdisciplinary ES courses, especially those integrating High-Impact Practices (HIPs) in teaching and learning.
- Facilitate the implementation of the ES Program and address issues that may arise in coordination with departments, colleges/schools, and other university units.
- Work with departments to educate and support their chairs, faculty, and advisors about the validation & revalidation of ES courses. Work with the ES Committee to support a positive and effective process for the ES validations and revalidations.
- Work with students who have questions or concerns about their ES programs of study. This includes helping and advising them about petitions, course choices, and alternative options for successfully completing their ES work.
- Collaborate with advisers—both central and faculty—to provide advice and guidance about ES that is accurate and helpful. Support advisers by providing up-to-date ES information and help them educate students about the purposes and value of ES learning.

- Collaborate with ES course instructors so they are knowledgeable about the ES purposes and value and so they are aware of their course's specific contributions to the ES program (as per the course's validation).

### **Assessment of ES Program**

- Work with the Director of University Assessment to develop, manage, and conduct assessment activities for Essential Studies, including its effectiveness in promoting student learning outcomes as well as student retention and completion. This includes direct assessments by ES learning outcome and other assessments that might be developed to help UND examine what our students are learning in their ES work.
- Host (or co-host) campus discussions on the results of assessment activities so that UND "closes the loop" on assessment activities for the purpose of analyzing and goal-setting related to the improvement of student learning in ES.

### **Promotion of Essential Studies**

- Develop web-based or social media and other informational materials that help prospective and current students, parents, faculty, staff, and advisers understand and promote the purposes and benefits of a quality general education, with specific links to Essential Studies as a means for students to gain a quality general education that will help them succeed in the workplace and in their communities.

### **Faculty Development**

- Develop and implement ES instructor and adviser support system for delivering and promoting Essential Studies learning.

### **Office Management**

- Manage the ES related business and budget.
- Ensure proper and effective keeping and maintaining of ES records. Coordinate records management with the Office of the Registrar and with the ES Committee.
- Ensure regular hours and support for campus ES stakeholders: students, faculty, advisers, administration, and the public.

## Policies of the Essential Studies Program

### 1. Course Credits Not Earned at UND

These policies are contained in the document “Guidelines for ES Course Transfer” (GUEST), included as an appendix to this policy manual, and also available on the Essential Studies webpage.

### 2. Student Petitions for Essential Studies Credit

#### *Policies:*

- 2a. Per UND’s Advising Policy, students have a responsibility for knowing the requirements for graduation and for taking an active role in their academic planning. Therefore petitions will not be approved on the basis of expediency, such as a petition being filed in a student’s last semester before graduation.
- 2b. If a student is requesting a petition because of advisor error, a letter from the advisor should be submitted in support of the petition.
- 2c. Petitions may be approved for courses which were not ES courses at the time they were taken but which were validated for ES the following semester AND were taught in a way that met the ES goals as evidenced by the course syllabus or a letter from the instructor.
- 2d. Petitions to substitute a course or experience for an ES requirement must demonstrate that the student has met the ES goal through college-level, academic-oriented work or study. Petitions for off-campus or work experiences may be approved if the student can provide evidence of their theoretical and/or conceptual learning in relationship to the goal.
- 2e. Students cannot petition for intercultural knowledge and skills special emphasis requirements simply on the basis of having personal experiences with people from different cultures.
- 2f. High school courses cannot be petitioned to meet ES requirements.
- 2g. College credits earned through tests (such as AP and CLEP) may not be counted towards special emphases.
- 2h. Students who have earned an associate of arts, associate of science, or baccalaureate degree from a U.S. regionally or CHEA accredited institution will be considered to have completed the Breadth of Knowledge requirements but must still complete the capstone and special emphases requirements, except where existing transfer policies also waive special emphases.
- 2i. In cases where multiple students are petitioning for the same reason, a group petition may be submitted by an instructor on behalf of the group of students.
- 2j. Petitions must be received by the ES Director 5 business days in advance of the next meeting of the ES Committee in order to be put on the next meeting agenda.
- 2k. A sub-committee of two voting committee members, as determined by the ES Committee, plus the Director of Essential Studies, reviews the petitions and makes one of 3 recommendations to the full committee: to approve the petition, to deny the petition, or to have the full committee discuss the petition (in the case when the sub-committee is not unanimous in its recommendation).
- 2l. The full committee votes on each petition.
- 2m. Petitions submitted in the summer may be acted on by the three-person petition review sub-committee in lieu of the full ESC since the ESC does not meet in the summer.
- 2n. The student may appeal the decision a maximum of one time by submitting a revised petition.
- 2o. The Essential Studies Committee grants the Director of Essential Studies authority to rule on petitionable matters, and requires the Director to include in an annual report to the committee the number and type of such actions. Such rulings by the Director do not preclude the student from submitting a petition on the same matter to the ES Committee.

*Notes and Additional Considerations:*

- Decisions on petitions should take into account previous petition decisions for similar issues and be thoughtful about making precedents that will affect future petitions.
- The Essential Studies Director facilitates the student petition process and answers students' questions about petitions.
- Full information on how to submit a petition plus information on reasons why petitions may be denied are listed on the ES website.
- The Essential Studies Director notifies the student of the committee's decision.

### 3. ES Course Validation

*Policies:*

- 3a. When there is a desire to add a special emphasis designation to a currently-validated ES course, that course must go through course validation, using the validation form provided, prior to approval for the special emphasis.
- 3b. All special emphasis requests must be approved through the ESC as a whole rather than through a subcommittee.
- 3c. Newly validated ES courses are included in the listing of ES course (and thus eligible for ES status) by the Fall semester following the year approved (if the approval is completed by February 15). If the approval occurs after February 15, the course will be eligible for ES status and listed in the online catalog by the following Fall semester (typically a bit more than a year away). [Note: This policy is to maintain ES program compliance with expectations for the online course catalog.]

*Notes and Additional Considerations:*

- The committee provides guidance for the ES director in generating text that explains expectations for ES courses, including specifying expectations for how the identified ES goal is taught in the course and how alignment of all required ES elements should be clarified. This includes providing clarity regarding the expectation to ensure that appropriate language about the designated ES goal is included on the syllabus for an ES course.

### 4. ES Course Revalidation

*Policies:*

- 4a. All revalidation requests must be submitted by October 1 of the scheduled year.
- 4b. ESC members will review the revalidation proposals during the October 1 – January 31 time period, with subcommittee review preceding whole committee action. The assessment data form must be submitted for ESC review prior to full committee action.
- 4c. The ESC must take final action on all revalidation requests in time for decisions to be reflected in the next academic catalog, which typically means a February 15 final action due date. The exact date needs to be worked out in advance with the Registrar who oversees catalog publication.
- 4d. No revalidation work will be brought to the ESC as a whole until a subcommittee review has occurred.
- 4e. Revalidation decisions are to be approved by a subcommittee before being brought to the ES Committee as a whole. At least half of the members of a subcommittee should have seen and reached agreement on the language of the assessment data form as well as on the decision itself prior to forwarding. If there is disagreement among initial readers, additional members of the subcommittee shall read and render an opinion.

- 4f. When members of a subcommittee find the issues to be novel or complex and are thus unable to reach consensus (or uncertain about the appropriate course of action), the issue should be brought to the ESC as a whole for resolution and action.
- 4g. Any revalidation action that includes a delay in the decision (e.g., request for more information) should specify the need to be addressed prior to revalidation. This should be in writing, with the comments available both to the revalidating department/individual and members of the ESC.

*Notes and Additional Considerations:*

- When revalidation requests are received, all the checked boxes should be reviewed prior to distribution to subcommittee members. This administrative review should ensure that the identified goal, special emphasis, breadth of knowledge area, etc. in the revalidation are consistent with those in the previous validation/revalidation.
- All assessment data forms should include clear language documenting what was noted in the revalidation request. This should include description of strengths in courses approved for revalidation, identification of any areas needing improvement in future revalidations, and identification of information to be submitted in a future semester for any provisional revalidations. The aim is to be helpful and supportive to faculty who teach ESCourses.



# Bylaws of the Essential Studies Committee

The Essential Studies Committee charge, including membership and the committee's functions and responsibilities, as adopted by the University Senate and contained in the University Senate Committee Manual, appears in an earlier section of this document.

## 1. Committee Operations

### *Policies:*

- 1a. Quorum for the ESC is 1/3 of all voting members, as per University Senate rules.
- 1b. Each ESC member is expected to serve as a member of a subcommittee (in addition to serving on the ESC itself) as assigned by the chair. Involvement in other ESC work (e.g., additional ad hoc subcommittees, Assessment Week planning) is generally at the discretion of the member.
- 1c. ESC meeting times and places (for the semester) are to be publicly posted as soon as they are determined. ESC agendas are to be publicly posted at least one day prior to each meeting in order to enable interested parties to attend if desired. [Note: Names of student petitioners should not be identified on agendas.]

### *Notes and Additional Considerations*

- All committee members should go through training prior to involvement with validations, revalidations, or other outreach to campus generally.

## 2. Roles of Committee Officers

### *Policies:*

- 2a. The chair of the ESC calls all meetings, prepares agendas, and presides over ESC meetings.
  - i. The chair will serve on the executive committee.
  - ii. The chair of the ESC, in consultation with the past-chair and ES director, appoints subcommittees, including a chair for each subcommittee.
- 2b. An ESC chair-elect will be identified in the fall semester, ideally fairly soon after the semester begins.
  - i. The chair-elect will serve on the executive committee.
- 2c. The past-chair remains an official member of the ESC for a full year after her/his chair term is over.
  - i. The past-chair will serve on the executive committee.
  - ii. She/he assists with any outreach and follow-up on extensions or other business carried over from the previous year.
- 2d. An executive committee of the ESC is comprised of the past-chair, current chair, and chair-elect.
  - i. Meetings (face-to-face or electronic) of this body will occur at the request of the ES Director to provide input or guidance as needed, e.g., in planning activities related to ES.
  - ii. The executive committee does not stand in for the ESC in making any committee decisions.
  - iii. Chairs of subcommittees may be invited to participate in any executive committee meetings as the ES Director sees appropriate.

### 3. ESC Relationship with the ES Director

*Policies:*

- 3a. The ES Director writes letters for all non-approved course proposals and petitions, explaining the committee's decisions and/or any needed next steps.
- 3b. When the ESC acts to deny a petition or postpone action on a course (grant an extension or a provisional revalidation, or request more information for a validation), the ES Director should keep records of the reason for the delay or denial in order to improve clarity and consistency in future communications with the same individual or department.
- 3c. The ESC Director ensures timely action on all requests to the committee, whether for petitions, validations, revalidations, or other decisions. All requests of any sort are tracked and files are maintained to ensure appropriate and timely responses.
- 3d. The ESC Director is responsible for ensuring that all letters needed to report committee actions are sent, on a timely basis, to students or faculty submitting requests of any sort. In cases where the letter is to be written by another individual, the ESC Director still serves as the conduit, tracking progress and ensuring timely reports back.
- 3e. The Director of the ES program is responsible for maintaining a record of policy decisions of the ESC and updating this record of policies on a timely basis. Revisiting previous policy decisions will occur when either the Director or the ESC perceives a need.

## **Appendix: Guidelines for ES Course Transfer (GUEST)**

**University of North Dakota  
Essential Studies Program**

### **GUIDELINES FOR ESSENTIAL STUDIES TRANSFER**

**“Essential Studies” is UND’s undergraduate program in general education.**

*UND received the “Improvement in General Education” award from the Association of General & Liberal Studies in Fall 2008 for the campus’ work in revising general education and developing the Essential Studies program.*

The University of North Dakota welcomes transfer students and accepts credits awarded by regionally accredited institutions. Specific questions or inquiries not addressed by the Guidelines can be addressed to:

**Registrar’s Office**  
[christina.fargo@mail.und.edu](mailto:christina.fargo@mail.und.edu)  
701.777.2148 or 777-2711  
Twamley Hall 201 (Stop 8382)

Additional information about UND’s Essential Studies program can be found at the ES website:

<http://und.edu/academics/essential-studies/>

This document was initially approved by the Essential Studies Committee on: April 1, 2011. It was revised and approved by the Essential Studies Committee in 2015. The current version was revised and approved by the Essential Studies Committee in 2019-2020.

**UND Essential Studies Program**  
**2019 GUIDELINES FOR ESSENTIAL STUDIES COURSE TRANSFER (G.U.E.S.T.)**

This document describes how courses taken at other institutions align with UND's Essential Studies (ES) program requirements for both Breadth of Knowledge (BOK) requirements and Special Emphasis (SE) requirements. It is intended to help with course transfer into the ES program.

Students under Essential Studies. The ES program applies to all first-year students who entered UND in Fall 2008, or later, and for all transfer students who entered UND in Fall 2009, or later. Updated requirements in the Special Emphasis categories of Diversity of Human Experience and Analyzing Worldview apply to all students who begin at UND in Fall 2020 or later.

Transfer Agreements. Some transfer credit decisions are determined by the North Dakota University Systems' (NDUS) "General Education Requirements Transfer Agreement" (GERTA). UND's BOK categories are the same as the GERTA categories. GERTA is used to facilitate transfer between the 11 institutions in the state public college and university system; it is often used for transfer from the ND tribal colleges and the ND private institutions. In addition to GERTA, NDUS also has a "Common Course Numbering" policy, which applies primarily to courses in general education.

Besides the NDUS agreements, UND has also established articulation agreements with a large number of schools and systems outside the state. See the Registrar's Office for current list.

UND is part of the Interstate Passport Network, and thus accepts completed Passports from other Interstate Passport Network institutions.

Transfer Credit for Majors. Requirements for majors and pre-requisites within majors are *not* addressed by this document. Questions about this aspect of transfer should be addressed to the major department.

If the course equivalent at UND and the guidelines are different: When a transfer course receives a UND equivalency that is not an approved ES course but based on GUEST would fulfill ES requirements, the student has the one-time option of having the equivalency removed so the course may be used to fulfill the ES requirement. The student would need to contact the Registrar's Office with the request to remove the equivalency.

**Caution Concerning Use of the Guidelines.**

**Readers are reminded that the purpose of this document is to provide general guidance that can be used by advisors to provide advice regarding evaluation of course credit for Essential Studies. While students should always check their Academic Requirement Report\*, all final decisions are made as part of an official transcript review by the Office of the Registrar. Decisions made by consulting this document will not supersede that review.**

\*Each student can access his/her Academic Requirement Report through Campus Connection. The report tells which program requirements in Essential Studies and in the major that the student has completed to date. It also tells which requirements remain to complete. The ARR is a key tool that helps students and their advisers plan their programs of study wisely and efficiently.

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**Checklists for ES Transfer**  
**Steps to be followed in Addressing Inquiries about ES Transfer Credit**

**Prospective Students**

1. Inform the student about the articulation agreements that are available online. If the student's transfer institution is one with whom we have an agreement, they will be able to find that information online.
2. Advise prospective transfer students to contact their college advisor for other questions about transferring. Advise students who have not yet decided on a major to contact the College of Arts & Sciences to inquire about the Bachelor of General Studies degree. Any other questions related to transfer should be directed to the Registrar's Office.

**Newly Admitted Students**

1. All admitted transfer students will have a course-by-course evaluation of their incoming transfer credit. The Office of the Registrar will determine which credits will transfer to UND, including how those credits will be applied toward UND's Essential Studies requirements.
2. The individual college or department determines how the accepted courses may be used toward the student's major.
3. Check the Academic Requirement Report--it will be used to reflect how courses apply toward the student's degree requirements.
4. If a course was not marked as equivalent to a specific UND course, a Breadth of Knowledge or Special Emphasis requirement and the student thinks it should have been, it is the student's responsibility to contact their College Transfer Advisor for review and investigation of the transfer equivalency decision.
5. If a satisfactory decision is not reached through departmental consultation, the student may appeal by petition directly to the Essential Studies Committee. Students and advisors may also contact the Director of Essential Studies for help with petitions.

**Currently Enrolled Students**

1. All currently enrolled UND students who have taken courses at another institution will have their incoming transfer courses evaluated by the Office of the Registrar. The Office of the Registrar will determine which credits will transfer to UND, including credits to be applied toward UND's Essential Studies Requirements.
2. The individual college or department determines how the accepted courses may be used toward the student's major.
3. The Academic Requirement Report will be used to reflect how courses apply toward a student's degree requirements.
4. If a course was not marked as equivalent to a specific UND course, a Breadth of Knowledge or Special Emphasis requirement and the student thinks it should have been, it is the student's responsibility to contact their advisor for review and investigation of the transfer equivalency decision.
5. If a satisfactory decision is not reached through departmental consultation, the student may appeal, with an ES petition, directly to the Essential Studies Committee. Students and advisors may also contact the Director of Essential Studies for help with petitions.

## GUIDELINES FOR ESSENTIAL STUDIES TRANSFER: BREADTH OF KNOWLEDGE REQUIREMENTS

Reminder: the following covers courses other than those governed by Common Course Numbers, GERTA, Articulation Agreements, and/or other NDUS policies.

Information below is organized first by Breadth of Knowledge (BoK) area--Communication, Social Sciences, Arts and Humanities, and Math/Science/Technology-- and second by department.

NOTE: Guidelines included here may be used to address questions about ES credit. These guidelines do not address course equivalency.

### **I. Communication:**

- ✓ TRANSFER CREDIT OK'd for English Composition I: (UND's English 110), College Writing I, College Composition I, Composition I, Freshman Writing.
- ✓ OK for English Composition II (UND's English 130): NDUS English 120 and 125, Research Writing courses, College Writing II, College Composition II, Composition II, Professional/Business and Technical Writing courses, Public Writing courses.
- ✓ NO: Writing courses with a technical program prefix will not normally count toward the ES Communication requirement.
- ✓ NO: Courses in literature will not count toward the BOK requirement in Communication. However, they may count toward the Humanities requirement.
- ✓ OK for Oral Communication: Any 3-credit course that is clearly a public speaking course. E.g., Speech, Introduction to Public Speaking.

*(NOTE: Courses such as "Introduction to Communication," "Mass Communication," and "Interpersonal Communication" do not normally fulfill this requirement because they may be about communication rather than provide students with opportunities to practice and receive feedback on their oral communication skills.)*

### **II. Social Science**

Anthropology:

- ✓ OK: Introduction to Anthropology or course in Cultural Anthropology, Archaeology or Pre-History.

*(NOTE: Courses in Physical Anthropology or Biological Anthropology or Human Origins do not fit here but they may fit under Math/Science/Technology.)*

Economics:

- ✓ OK: Intro, Micro, Macro, Survey of Economics.

*(NOTE: Courses in Statistics will count under Math/Science/Technology).*

Gender studies:

✓ OK: Any women or gender studies course that contains a social science discipline in the title (e.g., Psychology of Women or Gender Sociology).

Geography:

✓ OK: Human, Cultural or Introduction to Geography. Regional Geography courses.

*(NOTE: Courses in Physical Geography, Weather or Climate may fit Under Math/Science/Technology.)*

Indian Studies:

✓ OK: Introduction to Indian Studies or courses in Culture or Politics.

*(NOTE: Courses in Art, Religion, History, Languages or Literature fit instead under Humanities.)*

Political Science:

✓ OK: Any regular academic Political Science course.

✓ NO: experiential courses or work in political science, e.g., student government.

Psychology:

✓ OK: Introduction to Psychology, General Psychology, Developmental (e.g., Child Psychology, Adolescent), Abnormal, Personality, Cognitive, Social, Sport, Forensic, Positive, Learning, Educational, or other sub-field area in Psychology

*(NOTE: Statistics courses count under Math/Science/Technology; "Self-Help" courses do not apply to ES but would transfer in as elective credits.)*

Sociology:

✓ OK: Introduction to Sociology, General Sociology, and most other Sociology courses.

*(NOTE: Statistics courses count under Math/Science/Technology; Self-Help courses or 100 or 200-level courses on marriage or family normally do not apply to ES but would transfer in as elective credits.)*

Social Science:

✓ OK: Introduction to Social Sciences.

### **III. Fine Arts:**

✓ OK: Any course in Art, Music or Theatre.

✓ OK: Creative Writing.

### **IV. Humanities:**

English:

✓ OK: Any literature course. Examples include: Courses with phrase "literature" or "literary" in the title (e.g., "Literary Analysis," or "Introduction to Literature"). Also, Poetry, Short Story, Fiction, Novel, Drama, or "Introduction to" any of these. American or British "survey" or "authors." Courses that explore various kinds of "writers" or "writing" (e.g., American, Native American, African American, Minnesota, Midwestern, Women, Twentieth-Century).

*(Note: Creative Writing counts under Fine Arts).*

Gender studies:

✓ OK: Any women or gender studies course that contains a humanities discipline in the title (e.g., History of Women or Gender Philosophy).

History:

✓ OK: Any regular academic History course.

Humanities course:

✓ OK: Any regular academic introductory or survey course in Humanities, e.g., Intro to Humanities, Humanities Survey, Humanities I, Humanities plus an era (e.g., Humanities: Greek and Roman).

American Indian Studies:

✓ OK: Courses in History, Languages, Literature, Religion.

Languages:

✓ OK: Any regular academic foreign language or Native American language course.

*(NOTE: American Sign Language is not accepted as Humanities for UND and transfer courses.)*

Philosophy:

✓ OK: Any regular academic Philosophy course with a Philosophy prefix.

Religion:

✓ OK: Any course from public colleges and universities.

✓ OK: Any course from private colleges without religious affiliation.

*(NOTE: Courses from colleges with a religious affiliation must be reviewed by the Philosophy & Religious Studies department for ES applicability.)*

Art/Music/Theatre:

✓ Art/Music/Theatre courses in appreciation, history, or literature will count toward the BOK requirement in Fine Arts. However, students may request to use these courses to count toward the BOK requirement in Humanities instead (cannot count “both ways”).

Students or advisors should contact the Registrar’s Office if they want to make such a request.

## **V. Math/Science/Technology:**

*Special Note about Laboratory courses: To fulfill the Lab Science portion of the MST requirement, the classes approved below must be at least 4 semester credits (or 3+1) and include a lab (see section on Notes for information on fractional credit, p.13). The lecture and lab must be for the same course, e.g., General Biology 3 credits + General Biology Lab 1 credit.*

Anthropology:

✓ OK: Physical Anthropology, Biological Anthropology or Human Origins.

*(NOTE: Other Anthropology courses may fit under Social Sciences.)*

Biology:

✓ OK: Standard Biology courses, e.g., Introduction to Biology, General Biology, Principles of Biology, Concepts of Biology, Environmental Biology, General Ecology, Microbiology.

✓ OK for Lab: General Biology, Concepts of Biology, Human Biology, Anatomy & Physiology, Biochemistry, Microbiology. *(See also Special Note above about Labs)*



Chemistry:

- ✓ OK: Standard courses in general Chemistry, e.g., Preparatory Chemistry, Introduction to Chemistry, Introduction to General Chemistry, Fundamentals of Chemistry, Aspects of Chemistry, General Chemistry, Principles of Chemistry.
- ✓ OK: standard courses in Organic Chemistry, Inorganic Chemistry, Biochemistry.
- ✓ OK for Lab: General Chemistry, Chemistry for Non-Science Majors. (*See also Special Note about Labs*)

Geography:

- ✓ OK: Physical Geography, Weather and Climate, Earth Science.
- ✓ OK for Lab: Physical Geography, Earth Science. (*Note: see also Special Note about Labs*)

*(NOTE: Introductory courses, such as "Introduction to Geography," fit under Social Sciences.)*

Geology:

- ✓ OK: Introduction to Geology, Physical, Historical, Environmental.
- ✓ OK for Lab: Introduction to Geology, Physical, Historical. (*See also Special Note about Labs*)

Meteorology/Atmospheric Science:

- ✓ OK: Introduction to Meteorology, Introduction to Atmospheric Science.
- ✓ OK for Lab: Introduction to Meteorology. (*See also Special Note about Labs*)

Nutrition:

- ✓ OK: Introduction to Nutrition.

Physics:

- ✓ OK: Introduction to Physics, College Physics, Engineering Physics, Astronomy, Physics for Non-Science majors.
- ✓ OK for Lab: All of the above. (*See also Special Note about Labs*)

Physiology and/or Anatomy:

- ✓ OK: Any standard Anatomy or Physiology or combined Anatomy & Physiology course.
- ✓ OK for Lab: Any of the above. (*See also Special Note about Labs*)

Mathematics:

- ✓ OK: College Algebra, Trigonometry, Pre-Calculus, Survey of Calculus, Applied Calculus, Calculus.
- ✓ MAYBE: Courses with titles like "Math for Liberal Arts" will be evaluated individually, normally by UND's Department of Math. Check with the Registrar's Office first.

*(NOTE: Courses that are a pre-requisite for College Algebra do not count, nor do Math courses geared specifically for a vocational program.)*

Computer Science:

- ✓ OK: Introduction to Computers, Introduction to Computer Science.

*(NOTE: Data entry courses, programming language courses, and computer courses with a technical program prefix do not normally apply to ES but would transfer in as elective credits.)*

Statistics:

- ✓ OK: Any course labeled Statistics under Business, Economics, Mathematics, Statistics, Psychology, Sociology, or similar programs.

*(NOTE: Statistics courses within a technical or vocational program normally do not apply to ES but would transfer in as elective credits.)*

***REMINDER: An official transcript review must be completed before any credit decision can be considered as final. Also remember that this document addresses ES applicability, not transfer equivalence.***

**GUIDELINES FOR ESSENTIAL STUDIES TRANSFER:  
SPECIAL EMPHASIS REQUIREMENTS**

*NOTE: Guidelines included here may be used to address questions about ES credit.  
These guidelines do not address course equivalency.*

**I. Quantitative Reasoning: (“Q”)**

✓ Mathematics:  
✓ OK: College Algebra, Trigonometry, Applied Calculus, Survey of Calculus. Finite Math, Calculus, Differential Equations, Statistics.  
✓ MAYBE: Courses with titles such as “Math for Liberal Arts” will be evaluated individually, normally by UND’s Department of Math. Check with the Registrar’s Office first.

✓ Sciences:  
✓ OK: any regular academic course in general Chemistry.  
✓ OK: Physics, Atmospheric Sciences (Meteorology).  
✓ OK: Geography courses in Global Physical Environment or Global Climate  
  
• NO: Organic Chemistry, Inorganic Chemistry, Biochemistry.

✓ Statistics:  
✓ OK: Any course labeled Statistics under Business, Economics, Mathematics, Statistics, Psychology, Sociology, or similar disciplines.

**II. Global Diversity: (“G”)**

✓ Anthropology:  
✓ OK: Course in Cultural Anthropology, Archaeology or Pre-History.

✓ Foreign Languages  
✓ OK: Any second language courses

✓ Geography:  
✓ OK: World Regional Geography, Cultural Geography, Human Geography.  
✓ OK: Regional Geography courses other than North America.

✓ History:  
✓ OK: History of a single country or region outside the United States.  
✓ OK: History of World Civilization I or II, Western Civilization I or II.

✓ Philosophy/Religion:  
✓ OK: World Religions, Asian Philosophy or Religion Courses, such as Hinduism, Buddhism, and Islam.

Other:  
✓ OK: Courses in an academic discipline about a country or region or culture outside the United States (e.g., World Music, Art of Asia, International Literature, Comparative International Politics, World Food Patterns, Global Health)  
  
✓ OK: Courses in Women Studies and Gender Studies

**III. United States Diversity: (“U”)**

✓ OK: American Indian Studies courses that fit under BOK categories Social Sciences or Humanities.

✓ OK: Courses, although housed in various departments, which fulfill a similar diversity requirement at the home school, e.g., Multicultural Education, Diversity in American Society, Race in America.

✓ OK: Courses dealing with specific identities and minority groups in the United States, e.g., Black American Writers, Latino Culture, LGBTQ+ Communities.

#### **IV The Diversity of Human Experience: (“D”) – beginning Fall 2020**

- ✓ OK: Courses in an academic discipline about a specific country or region or culture (e.g., World Music, Art of Asia, International Literature, Comparative International Politics, World Food Patterns, Global Health, LGBTQ+ Studies, Women or Gender Studies courses, or any discipline-specific course focused entirely on culture or diversity).
- ✓ OK: Any study abroad credit earned would satisfy this requirement.
- ✓ OK: Any transferred language acquisition course (whether that language is taught at UND or not) would fulfill this requirement.

#### **V Analyzing Worldview (“W”) – beginning Fall 2020**

- ✓ OK: Courses in an academic discipline at the 200 level or above that contains *Multi- or Inter-cultural* in the title or are deemed equivalent to the courses on the Analyzing Worldview list would fulfill this requirement.

#### **VI. Advanced Communication: (“A”)**

OK: Advanced Composition (i.e., college composition courses beyond Composition II.).

### **CAPSTONE REQUIREMENTS**

#### **I Capstone Courses for Essential Studies (“C”)**

- ✓ OK: Courses equivalent to any approved ES Capstone course at UND

*(Note on “C” courses: Most students will find that their departments have developed “C” courses in their majors. Students in majors that do not have a “C” course should be advised to take a “C” course that is open to all students.)*

## Notes

### Applying to special transfer issues not addressed in the previous sections.

#### 1. North Dakota University System (NDUS) and Essential Studies transfer.

- GERTA (NDUS policy: General Education Requirements Transfer Agreement). All GERTA courses will apply to Breadth of Knowledge ES requirements according to the UND Gold Page.
- Common course numbers. All NDUS courses that have CCNs with UND courses will fulfill both Breadth of Knowledge (BoK) and Special Emphasis (SE) requirements in the same ways that UND courses do.
- Oral Communication. Courses in GERTA under ND: COMM will fulfill the Comm 110 requirement, as will similar Public Speaking courses.

2. Other Articulation Agreements. All courses from schools with which we have articulation agreements will fulfill the BoK and SE requirements according to the existing agreement. If an articulation agreement has not yet been updated, the student should contact the Office of the Registrar.

#### 3. Transfer Credit By Examination or Test.

- Credits earned through AP, CLEP, IB, and DSST will fulfill BoK requirements, and they will fulfill UND Special Emphasis requirements up to Fall 2016. Effective Fall 2016, they will NOT fulfill any SE requirements. This will apply to all students, whether from North Dakota or elsewhere.
- In accordance with UND policy and practice, credits earned through UND Challenge Exams and Language Placement and Credit Exams will fulfill BoK requirements. They will NOT fulfill any SE requirements.
- Lateral language credits earned will satisfy both BOK and SE requirements.
- Placement Exams taken for placement only (not for credit) do NOT fulfill any BoK or SE requirements.

#### 4. ACT Scores and Essential Studies Transfer

- English ACT of 27 or above will waive the English 110 requirement for Essential Studies or the old GER. *Note: the effect of this waiver is that the student needs to complete 6 of the 9 credits in the BoK Communication category (e.g., English 130 + Communication 110). However, the student is still required to complete at least 120 credits for graduation.*
- Math ACT does not waive an Essential Studies requirement. It only counts as a pre-requisite for the next level.

5. Study Abroad Credit. If possible, students planning to study abroad should get prior approval of their planned work and how it will transfer. Arrangements are best made in advance if a student wants to earn ES credit for an international learning experience. Contact the International Programs Office for more information. For major requirements, see the faculty advisor in the department or college. The Study Abroad paperwork can be obtained from the International Programs Office or at the Registrar's Office.

*NOTE: UND does not grant credit for study abroad based solely on the experience of living in a foreign country. We require that, for ES credit, the experience must be a) a learning experience, b) guided or directed by a qualified instructor, c) designed so the student reflects seriously on the learning they have gained from the experience, and d) the student's experience and reflection is assessed by the instructor.*

6. Fractional Transfer Credit. The following guidelines show how ES credit is judged when a student inquires about transferring coursework that carries fewer credits than the UND equivalent. This most often occurs when transfer is from institutions with a quarter system.

**Lab Sciences**

- ✓ OK: Two quarters ( $2\frac{2}{3} + 2\frac{2}{3}$ ) of lab sciences--either same or different sciences.
- ✓ OK: A  $3\frac{1}{3}$  credit lab science (5 quarter hours). Note: 9 credits Lab Sciences total still needed.
- ✓ OK: A 3-credit lab science course. Note: 9 credits total still needed.
- ✓ NO: A  $2\frac{2}{3}$  credit (4 quarter hours) lab science.

**Speech**

- ✓ OK: A  $2\frac{2}{3}$  credit (4 quarter hours) speech course.
  - ✓ OK: 2-credit speech course.
- Note: at least 8 credits total of English Composition plus Speech are still needed as minimum under Communication.*

**English Composition**

- ✓ OK: for these combinations of fractional credits for Comp I & Comp II:  $3 + 2\frac{2}{3}$ . Or,  $2\frac{2}{3} + 2\frac{2}{3}$ . Or,  $3 + 2$ .
  - NO:  $2 + 2$ .
- Note: as for Speech above, at least 8 credits total of English Composition plus Speech are still needed as minimum under Communication.*

**Fine Arts**

- ✓ OK: A  $2\frac{2}{3}$  credit fine arts course.
- ✓ OK: A 2-credit fine arts course.
- ✓ OK: Three 1-credit fine arts courses. Maximum of 3 both for transfer and UND.
- ✓ OK: Two 1-credit fine arts courses--both for transfer and UND.

**Special Emphasis Requirements: “A,” “Q,” “U” and “G” or “D and “W”**

- ✓ OK:  $2\frac{2}{3}$  credits but still requiring 9 credits total in each: A&H, SS, and Math/Science/Tech
- NO: 2 credits or fewer. The ES Committee will consider petitions for 2.0 credits if the coursework can be shown that it met the UND criteria for Special Emphasis learning outcomes and learning experiences.

7. Dean’s Waivers: Under Essential Studies, academic deans may approve a reduction of up to 1 credit in one of the following Breadth of Knowledge categories: Communication, Arts & Humanities, or Social Sciences. However, deans may not approve a reduction in the 9 credits of Math/Science/Technology. Dean’s waivers also do not apply to Special Emphasis or Capstone requirements.

### How G.U.E.S.T. Was Developed and Approved.

The initial version of the guidelines was developed by an ad hoc Essential Studies transfer group in Fall 2010. This version is also a revision of the first ES transfer guidelines (2009), which were developed as part of UND's implementation of Essential Studies, and which replaced the former transfer document for the old program (Guidelines on Transfer for the General Education Requirements, 1993).

Each version of GUEST is approved by the Essential Studies Committee (ESC). Future versions will be reviewed and revised every other year. The ESC will be responsible for the biennial review and revision.

#### Members of the 2010 Ad hoc ES Transfer Group:

Suzanne Anderson, Registrar  
Lisa Burger, Director, Student Success Center  
Mary Coleman, Past Chair, Essential Studies Committee  
Christina Fargo, Assistant Registrar  
Sherrie Fleshman, Chair, Essential Studies Committee  
Adam Kitzes, Essential Studies Committee  
Steve Light, Associate Provost for Undergraduate Education  
Jennifer Manzke, Manager of Non-Articulated Transfer/Registrar's Office  
Tom Rand, Associate Dean, Arts & Sciences  
Lori Robison, Essential Studies Committee  
Tom Steen, Director of Essential Studies

The Guidelines were revised in 2015, and they were approved by the ES Committee on May 12, 2015.

#### Members of the 2015 GUEST Team:

Lisa Burger, Student Affairs/Student Success Center  
Marlys Escobar Nursing & Professional Disciplines  
Christina Fargo, Assistant Registrar  
Brett Goodwin, Biology  
Adam Kitzes, English  
Tom Rand, Arts & Sciences  
Lori Robison, English  
Tom Steen (editor), Essential Studies

The Guidelines were revised in 2018-19, and they were approved by the ES Committee on **DATE**

#### Members of the 2018 GUEST Team:

Valerie Bauer, CNPD  
Bailey Bubach, CEM  
Michael Dodge, JDO  
Joan Enlow, Registrar's Office  
Christina Fargo, Registrar's Office  
Ken Flanagan, EHD  
Melissa Gjellstad, CAS  
Kayla Hotvedt, CAS  
Mark Jendrysik, CoBPA  
Brad Reissig, CAS  
Brooke Solberg, SMHS  
Clement Tang, CEM  
Ryan Zerr, Essential Studies

Document II: Previous ES Policy Manual and GUEST Appendix with track changes



# Essential Studies Policy Manual

*Addressing policies affecting the ES Program and the ES Committee*

*Last Revised: March 25, 2019*

History: Developed by Joan Hawthorne and Anne Walker, May 2015  
Revised by ES Committee, August 28, 2015  
Revised by ES Committee, September 8, 2015  
Revised by ES Committee, May 3, 2016  
Revised by ES Committee, March 28, 2017  
Revised by ES Committee, March 25, 2019

## Introduction

This document serves as the repository for information pertaining to the UND Essential Studies Program, including policies adopted by the ES Committee, the Bylaws of the ES Committee, and the duties and responsibilities of the ES Director.

As would be expected, policies pertaining to the Essential Studies Program may change according to the shifting needs of the program and the University. When such changes occur, the policies and bylaws contained in this document will be revised. The current version of this document may be obtained by going to the ES website or by contacting the [Director of ES-Office](#).

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## Essential Studies Program Mission Statement

UND's Essential Studies Program is committed to producing graduates who are prepared for productive and fulfilling public, private, and professional lives. To this end, the program provides an education through which students acquire knowledge across a range of disciplines and develop intellectual skills that are key for future success.

## Essential Studies Committee Mission Statement

To provide faculty guidance and oversight of the University's general education program—"Essential Studies"--by defining the principles and goals of Essential Studies, developing and implementing Essential Studies policies, and setting standards for courses that carry Essential Studies credit. To offer guidance and advice to the Director of Essential Studies regarding the administration of the ~~Office of Essential Studies~~ and Essential Studies program and to the Senate University Assessment Committee regarding the assessment of the Essential Studies program.

## Essential Studies Director Mission Statement

The mission of the Essential Studies Director at the University of North Dakota is to make it possible for students and faculty to focus their attention on the important aspects of the Essential Studies Program – learning related to the ES Program's goals. The ES Director handles all administrative matters pertaining to the Program, accepts and responds to student and faculty inquiries, assists individuals and offices across campus with matters pertaining to the Program, works in conjunction with the ES Committee to formulate Program policy and revisions, and serves as the UND connection point with the wider general education community.

# University Senate Charge to the Essential Studies Committee

**Purpose:** To provide faculty guidance and oversight of the University’s general education program—“Essential Studies”—by defining the principles and goals of Essential Studies, developing and implementing Essential Studies policies, and setting standards for courses that carry Essential Studies credit. To offer guidance and advice to the Director of Essential Studies regarding the administration of the Essential Studies program and to the Senate University Assessment Committee regarding the assessment of the Essential Studies program.

**Membership:** Academic Dean or designee (one) (voting)  
Faculty (twelve, including Chair and Chair-Elect)  
Past-Chair (one, voting)  
Students (three)  
Vice-President for Academic Affairs or designee (one)(voting)  
Registrar or designee (non-voting)  
Dean of Libraries or designee (non-voting)  
Director of Essential Studies (~~non-voting~~) currently part of Assistant Vice Provost for Student Success duties (non-voting)

**Terms:** Academic Dean or designees - one year  
Faculty - three years  
Past Chair - one year  
Students - one year  
Vice President for Academic Affairs or designee - concurrent with office  
Registrar or designee - concurrent with office  
Dean of Libraries or designee – concurrent with office  
Director of Essential Studies – concurrent with office ([AVP Student Success](#))

**Selection:** Academic Dean or designee - elected by Dean’s Council in April and assuming responsibilities May 1.  
Faculty - one third elected each year by the Senate in April and assuming responsibilities May 1. At least one member from each of the colleges with undergraduate programs, and at least four members from the College of Arts and Sciences (one from each of its divisions: Humanities; Fines Arts; Sciences; and Social Sciences). Candidates are selected from colleges in accordance with membership criteria as described above.  
Students – three by the Student Senate in April and assuming responsibilities May 1.  
Vice-President for Academic Affairs or designee - ex-officio  
Registrar or designee - ex-officio  
Director of Essential Studies – ex-officio

**Functions and Responsibilities:**

Acting in conjunction with the Director of Essential Studies, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:

1. Address all issues regarding Essential Studies (ES) requirements, including possible Essential Studies program revision. Forward recommendations for ES Program change to the University Senate for final approval.
2. Heighten University-wide interest in Essential Studies and its role in providing a strong liberal arts foundation for UND undergraduates.
3. Foster interdisciplinary discussion about Essential Studies.
4. Encourage experimental courses including an integrated alternative program in Essential Studies.
5. Define the principles of Essential Studies, set criteria for ES courses, and review courses for inclusion within the ES requirements. Forward recommendations for inclusion of courses in the ES Program to the University Senate for final approval.
6. Through regular reporting via the Director of Essential Studies, maintain an active line of communication with the University Curriculum Committee in order to receive and provide feedback on issues of mutual concern.
7. Establish guidelines for implementation of ES policies.
8. Serve as an appeal board regarding determinations of the applicability of transferred work to meet the ES requirements. In those cases where general education articulation agreements are recommended by the committee, forward those recommendations to the University Senate for final approval.
9. Act on student petitions for exceptions to ES requirements.
10. In conjunction with the ES Director, keep current the content of the committee website.

## Functions & Responsibilities of the ES Director

The Director of Essential Studies provides vision, leadership, and advocacy for excellence in general education for all undergraduate students. The Director coordinates the Program; collaborates with academic units in the development, implementation, and ongoing validation of a broad array of Essential Studies courses and curriculum; and works closely with faculty, staff, advisors, and students to inspire innovative teaching and learning and support student success.

The Director reports directly to the Office of the Provost and Vice President for Academic Affairs, assisting academic leadership throughout the university to develop, promote, and achieve strategic initiatives and innovation across the undergraduate Essential Studies curriculum, and works closely with the University Senate Essential Studies Committee (ESC), academic units, faculty, and campus advisors to ensure academic quality and integrity.

### Primary Responsibilities

#### Vision, Leadership, and Advocacy

- Provide vision and leadership for the ES Program, particularly in communicating with students, faculty, staff, and administration the importance of the ES Program, its objectives, and its requirements.
- Serve as ES liaison to academic units and leadership throughout the university, and to support units, including OID, Student Affairs, Registrar's Office, and Enrollment Services.
- Coordinate and implement recommendations of the 2014-2015 Essential Studies Program Review in accordance with the Program's mission and vision.
- Align ES Program with national and university best practices in general education, state higher education policies, and university mission and vision.
- Serve as ex-officio member on the University Senate Essential Studies and Assessment Committees.
- Serve as UND's delegate and spokesperson for ES and general education at state and national meetings and conferences. Participate in such events to ensure that UND is part of state and national conversations in matters relating to general education.

#### Implementation and Coordination of ES Program

- Work with faculty, chairs, and deans to ensure that optimal number of ES courses will be offered each semester, on campus and online, in relation to ES goals and requirements, departmental four-year plans, and university retention, persistence, and completion goals.
- Work with faculty, chairs, and deans to promote the creation of innovative or interdisciplinary ES courses, especially those integrating High-Impact Practices (HIPs) in teaching and learning.
- Facilitate the implementation of the ES Program and address issues that may arise in coordination with departments, colleges/schools, and other university units.
- Work with departments to educate and support their chairs, faculty, and advisors about the validation & revalidation of ES courses. Work with the ES Committee to support a positive and effective process for the ES validations and revalidations.
- Work with students who have questions or concerns about their ES programs of study. This includes helping and advising them about petitions, course choices, and alternative options for successfully completing their ES work.
- Collaborate with advisers—both central and faculty—to provide advice and guidance about ES that is accurate and helpful. Support advisers by providing up-to-date ES information and help them educate students about the purposes and value of ES learning.

- Collaborate with ES course instructors so they are knowledgeable about the ES purposes and value and so they are aware of their course's specific contributions to the ES program (as per the course's validation).

### **Assessment of ES Program**

- Work with the Director of University Assessment to develop, manage, and conduct assessment activities for Essential Studies, including its effectiveness in promoting student learning outcomes as well as student retention and completion. This includes direct assessments by ES learning outcome and other assessments that might be developed to help UND examine what our students are learning in their ES work.
- Host (or co-host) campus discussions on the results of assessment activities so that UND "closes the loop" on assessment activities for the purpose of analyzing and goal-setting related to the improvement of student learning in ES.

### **Promotion of Essential Studies**

- Develop web-based or social media and other informational materials that help prospective and current students, parents, faculty, staff, and advisers understand and promote the purposes and benefits of a quality general education, with specific links to Essential Studies as a means for students to gain a quality general education that will help them succeed in the workplace and in their communities.

### **Faculty Development**

- Develop and implement ES instructor and adviser support system for delivering and promoting Essential Studies learning.

### **Office Management**

- Manage the [Office of ESES](#) related business and budget.
- Ensure proper and effective keeping and maintaining of ES records. Coordinate records management with the Office of the Registrar and with the ES Committee.
- Ensure regular hours and support for campus ES stakeholders: students, faculty, advisers, administration, and the public.

# Policies of the Essential Studies Program

## 1. Course Credits Not Earned at UND

These policies are contained in the document “Guidelines for ES Course Transfer” (GUEST), included as an appendix to this policy manual, and also available on the Essential Studies webpage.

## 2. Student Petitions for Essential Studies Credit

### *Policies:*

- 2a. Per UND’s Advising Policy, students have a responsibility for knowing the requirements for graduation and for taking an active role in their academic planning. Therefore petitions will not be approved on the basis of expediency, such as a petition being filed in a student’s last semester before graduation.
- 2b. If a student is requesting a petition because of advisor error, a letter from the advisor should be submitted in support of the petition.
- 2c. Petitions may be approved for courses which were not ES courses at the time they were taken but which were validated for ES the following semester AND were taught in a way that met the ES goals as evidenced by the course syllabus or a letter from the instructor.
- 2d. Petitions to substitute a course or experience for an ES requirement must demonstrate that the student has met the ES goal through college-level, academic-oriented work or study. Petitions for off-campus or work experiences may be approved if the student can provide evidence of their theoretical and/or conceptual learning in relationship to the goal.
- 2e. Students cannot petition for intercultural knowledge and skills special emphasis requirements simply on the basis of having personal experiences with people from different cultures.
- 2f. High school courses cannot be petitioned to meet ES requirements.
- 2g. College credits earned through tests (such as AP and CLEP) may not be counted towards special emphases.
- 2h. Students who have earned an associate of arts, associate of science, or baccalaureate degree from a U.S. regionally or CHEA accredited institution will be considered to have completed the Breadth of Knowledge requirements but must still complete the capstone and special emphases requirements, except where existing transfer policies also waive special emphases.
- 2i. In cases where multiple students are petitioning for the same reason, a group petition may be submitted by an instructor on behalf of the group of students.
- 2j. Petitions must be received by the [Office of the Director](#) of Essential Studies 5 business days in advance of the next meeting of the ES Committee in order to be put on the next meeting agenda.
- 2k. A sub-committee of two voting committee members, as determined by the ES Committee, plus the Director of Essential Studies, reviews the petitions and makes one of 3 recommendations to the full committee: to approve the petition, to deny the petition, or to have the full committee discuss the petition (in the case when the sub-committee is not unanimous in its recommendation).
- 2l. The full committee votes on each petition.
- 2m. Petitions submitted in the summer may be acted on by the three-person petition review sub-committee in lieu of the full ESC since the ESC does not meet in the summer.
- 2n. The student may appeal the decision a maximum of one time by submitting a revised petition.
- 2o. The Essential Studies Committee grants the Director of Essential Studies authority to rule on petitionable matters, and requires the Director to include in an annual report to the committee the number and type of such actions. Such rulings by the Director do not preclude the student from submitting a petition on the same matter to the ES Committee.



*Notes and Additional Considerations:*

- Decisions on petitions should take into account previous petition decisions for similar issues and be thoughtful about making precedents that will affect future petitions.
- The [Office Director](#) of Essential Studies facilitates the student petition process and answers students' questions about petitions.
- Full information on how to submit a petition plus information on reasons why petitions may be denied are listed on the ES website.
- The [Office Director](#) of Essential Studies notifies the student of the committee's decision.

### 3. ES Course Validation

*Policies:*

- 3a. When there is a desire to add a special emphasis designation to a currently-validated ES course, that course must go through course validation, using the validation form provided, prior to approval for the special emphasis.
- 3b. All special emphasis requests must be approved through the ESC as a whole rather than through a subcommittee.
- 3c. Newly validated ES courses are included in the listing of ES course (and thus eligible for ES status) by the Fall semester following the year approved (if the approval is completed by February 15). If the approval occurs after February 15, the course will be eligible for ES status and listed in the online catalog by the following Fall semester (typically a bit more than a year away). [Note: This policy is to maintain ES program compliance with expectations for the online course catalog.]

*Notes and Additional Considerations:*

- The committee provides guidance for the ES director in generating text that explains expectations for ES courses, including specifying expectations for how the identified ES goal is taught in the course and how alignment of all required ES elements should be clarified. This includes providing clarity regarding the expectation to ensure that appropriate language about the designated ES goal is included on the syllabus for an ES course.

### 4. ES Course Revalidation

*Policies:*

- 4a. All revalidation requests must be submitted by October 1 of the scheduled year.
- 4b. ESC members will review the revalidation proposals during the October 1 – January 31 time period, with subcommittee review preceding whole committee action. The assessment data form must be submitted for ESC review prior to full committee action.
- 4c. The ESC must take final action on all revalidation requests in time for decisions to be reflected in the next academic catalog, which typically means a February 15 final action due date. The exact date needs to be worked out in advance with the Registrar who oversees catalog publication.
- 4d. No revalidation work will be brought to the ESC as a whole until a subcommittee review has occurred.
- 4e. Revalidation decisions are to be approved by a subcommittee before being brought to the ES Committee as a whole. At least half of the members of a subcommittee should have seen and reached agreement on the language of the assessment data form as well as on the decision itself prior to forwarding. If there is disagreement among initial readers, additional members of the subcommittee shall read and render an opinion.

- 4f. When members of a subcommittee find the issues to be novel or complex and are thus unable to reach consensus (or uncertain about the appropriate course of action), the issue should be brought to the ESC as a whole for resolution and action.
- 4g. Any revalidation action that includes a delay in the decision (e.g., request for more information) should specify the need to be addressed prior to revalidation. This should be in writing, with the comments available both to the revalidating department/individual and members of the ESC.

*Notes and Additional Considerations:*

- When revalidation requests are received, all the checked boxes should be reviewed prior to distribution to subcommittee members. This administrative review should ensure that the identified goal, special emphasis, breadth of knowledge area, etc. in the revalidation are consistent with those in the previous validation/revalidation.
- All assessment data forms should include clear language documenting what was noted in the revalidation request. This should include description of strengths in courses approved for revalidation, identification of any areas needing improvement in future revalidations, and identification of information to be submitted in a future semester for any provisional revalidations. The aim is to be helpful and supportive to faculty who teach ESCourses.

# Bylaws of the Essential Studies Committee

The Essential Studies Committee charge, including membership and the committee's functions and responsibilities, as adopted by the University Senate and contained in the University Senate Committee Manual, appears in an earlier section of this document.

## 1. Committee Operations

### *Policies:*

- 1a. Quorum for the ESC is 1/3 of all voting members, as per University Senate rules.
- 1b. Each ESC member is expected to serve as a member of a subcommittee (in addition to serving on the ESC itself) as assigned by the chair. Involvement in other ESC work (e.g., additional ad hoc subcommittees, Assessment Week planning) is generally at the discretion of the member.
- 1c. ESC meeting times and places (for the semester) are to be publicly posted as soon as they are determined. ESC agendas are to be publicly posted at least one day prior to each meeting in order to enable interested parties to attend if desired. [Note: Names of student petitioners should not be identified on agendas.]

### *Notes and Additional Considerations*

- All committee members should go through training prior to involvement with validations, revalidations, or other outreach to campus generally.

## 2. Roles of Committee Officers

### *Policies:*

- 2a. The chair of the ESC calls all meetings, prepares agendas, and presides over ESC meetings.
  - i. The chair will serve on the executive committee.
  - ii. The chair of the ESC, in consultation with the past-chair and ES director, appoints subcommittees, including a chair for each subcommittee.
- 2b. An ESC chair-elect will be identified in the ~~fall~~ Spring semester, ~~ideally fairly soon after the semester begins.~~
- 2c. The past-chair remains an official member of the ESC for a full year after her/his chair term is over.
  - i. The past-chair will serve on the executive committee.
  - ii. She/he assists with any outreach and follow-up on extensions or other business carried over from the previous year.
- 2d. An executive committee of the ESC is comprised of the past-chair, current chair, and chair-elect.
  - i. Meetings (face-to-face or electronic) of this body will occur at the request of the ES Director to provide input or guidance as needed, e.g., in planning activities related to ES.
  - ii. The executive committee does not stand in for the ESC in making any committee decisions.
  - iii. Chairs of subcommittees may be invited to participate in any executive committee meetings as the ES Director sees appropriate.

### 3. ESC Relationship with the ES Director

#### *Policies:*

- 3a. The ES Director writes letters for all non-approved course proposals and petitions, explaining the committee's decisions and/or any needed next steps.
- 3b. When the ESC acts to deny a petition or postpone action on a course (grant an extension or a provisional revalidation, or request more information for a validation), the ES Director should keep records of the reason for the delay or denial in order to improve clarity and consistency in future communications with the same individual or department.
- 3c. The ESC Director ensures timely action on all requests to the committee, whether for petitions, validations, revalidations, or other decisions. All requests of any sort are tracked and files are maintained to ensure appropriate and timely responses.
- 3d. The ESC Director is responsible for ensuring that all letters needed to report committee actions are sent, on a timely basis, to students or faculty submitting requests of any sort. In cases where the letter is to be written by another individual, the ESC Director still serves as the conduit, tracking progress and ensuring timely reports back.
- 3e. The Director of the ES program is responsible for maintaining a record of policy decisions of the ESC and updating this record of policies on a timely basis. Revisiting previous policy decisions will occur when either the Director or the ESC perceives a need.

University of North Dakota  
**Essential Studies Program**  
**GUIDELINES FOR ESSENTIAL  
STUDIES TRANSFER**

**“Essential Studies” is UND’s undergraduate program in general education.**

*UND received the “Improvement in General Education” award from the Association of General & Liberal Studies in Fall 2008 for the campus’ work in revising general education and developing the Essential Studies program.*

The University of North Dakota welcomes transfer students and accepts credits awarded by regionally accredited institutions. Specific questions or inquiries not addressed by the Guidelines can be addressed to:

**Registrar’s Office**  
[christina.fargo@mail.und.edu](mailto:christina.fargo@mail.und.edu)  
701.777.2148 or 777-2711  
Twamley Hall 201 (Stop 8382)

Additional information about UND’s Essential Studies program can be found at the ES website:

<http://und.edu/academics/essential-studies/>

This document was initially approved by the Essential Studies Committee on: April 1, 2011. It was revised and approved by the Essential Studies Committee in 2015. The current version was revised and approved by the Essential Studies Committee in 2018-19-2020.

## **UND Essential Studies Program**

### **2019 GUIDELINES FOR ESSENTIAL STUDIES COURSE TRANSFER (G.U.E.S.T.)**

This document describes how courses taken at other institutions align with UND's Essential Studies (ES) program requirements for both Breadth of Knowledge (BOK) requirements and Special Emphasis (SE) requirements. It is intended to help with course transfer into the ES program.

Students under Essential Studies. The ES program applies to all first-year students who entered UND in Fall 2008, or later, and for all transfer students who entered UND in Fall 2009, or later. Updated requirements in the Special Emphasis categories of Diversity of Human Experience and Analyzing Worldview apply to all students who begin at UND in Fall 2020 or later.

Transfer Agreements. Some transfer credit decisions are determined by the North Dakota University Systems' (NDUS) "General Education Requirements Transfer Agreement" (GERTA). UND's BOK categories are the same as the GERTA categories. GERTA is used to facilitate transfer between the 11 institutions in the state public college and university system; it is often used for transfer from the ND tribal colleges and the ND private institutions. In addition to GERTA, NDUS also has a "Common Course Numbering" policy, which applies primarily to courses in general education.

Besides the NDUS agreements, UND has also established articulation agreements with a large number of schools and systems outside the state. See the Registrar's Office for current list.

UND is part of the Interstate Passport Network, and thus accepts completed Passports from other Interstate Passport Network institutions.

Transfer Credit for Majors. Requirements for majors and pre-requisites within majors are *not* addressed by this document. Questions about this aspect of transfer should be addressed to the major department.

If the course equivalent at UND and the guidelines are different: [When a transfer course receives a UND equivalency that is not an approved ES course but based on GUEST would fulfill ES requirements, the student has the one-time option of having the equivalency removed so the course may be used to fulfill the ES requirement. The student would need to contact the Registrar's Office with the request to remove the equivalency, the student can choose one, but not both. That is, the student can choose to transfer according to the course equivalency OR s/he can choose the guideline here \(GUEST\).](#)

#### **Caution Concerning Use of the Guidelines.**

Readers are reminded that the purpose of this document is to provide general guidance that can be used by advisors to provide advice regarding evaluation of course credit for Essential Studies. While students should always check their Academic [Advisement Requirement Report\\*](#), all final decisions are made as part of an official transcript review by the Office of the Registrar. Decisions made by consulting this document will not supersede that review.

\*Each student can access his/her Academic [Advisement Requirement Report](#) through Campus Connection. The report—~~sometimes also referred to as the “degree audit”~~—tells which program requirements in Essential Studies and in the major that the student has completed to date. It also tells which requirements remain to complete. The [ARAR](#) is a key tool that helps students and their advisers plan their programs of study wisely and efficiently.

## **Checklists for ES Transfer**

### **Steps to be followed in Addressing Inquiries about ES Transfer Credit**

#### **Prospective Students**

1. Inform the student about the articulation agreements that are available online. If the student's transfer institution is one with whom we have an agreement, they will be able to find that information online.
2. Advise prospective transfer students to contact their college advisor for other questions about transferring. Advise students who have not yet decided on a major [to contact the College of Arts & Sciences to inquire about the Bachelor of General Studies degree. Any other questions related to transfer should be directed to the Registrar's Office \(or college\) and who have other questions about transferring to contact Student Success Center.](#)

#### **Newly Admitted Students**

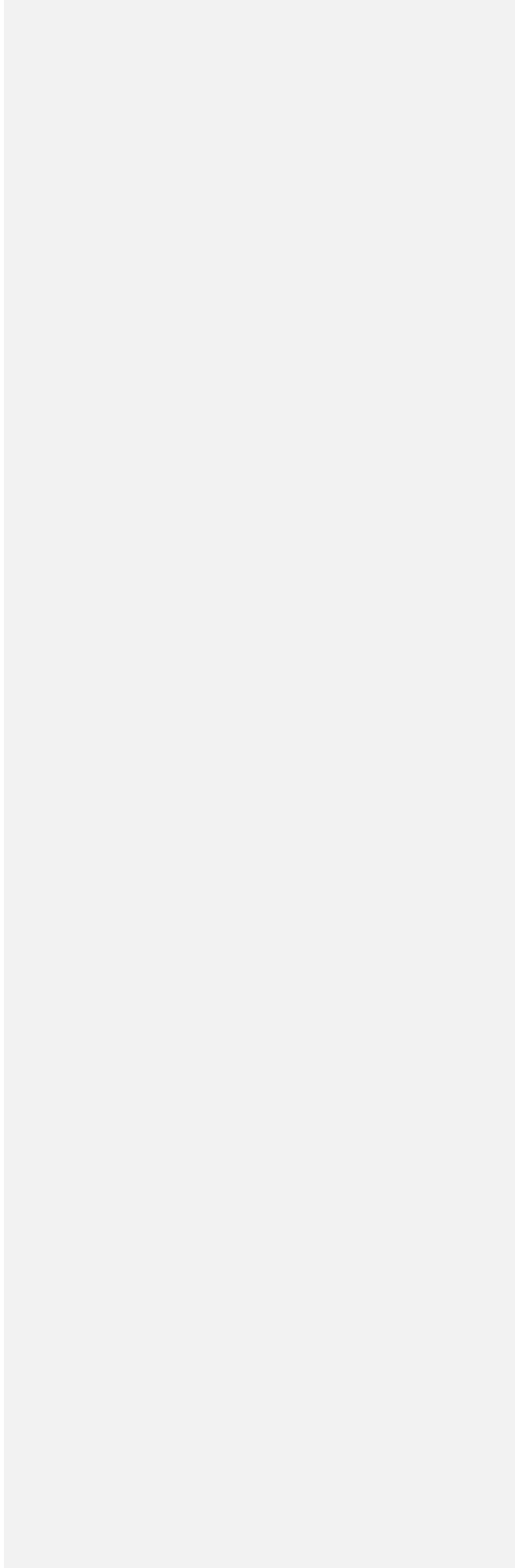
1. All admitted transfer students will have a course-by-course evaluation of their incoming transfer credit. The Office of the Registrar will determine which credits will transfer to UND, including how those credits will be applied toward UND's Essential Studies requirements.
2. The individual college or department determines how the accepted courses may be used toward the student's major.
3. Check the Academic [Advisement Requirement](#) Report--it will be used to reflect how courses apply toward the student's degree requirements.
4. If a course was not marked as equivalent to a specific UND course, a Breadth of Knowledge or Special Emphasis requirement and the student thinks it should have been, it is the student's responsibility to contact [their College Transfer Advisor for review and investigation of the transfer equivalency decision](#), ~~the Registrar's Office for review and investigation of the transfer equivalency decision.~~
5. If a satisfactory decision is not reached through departmental consultation, the student may appeal by petition directly to the Essential Studies Committee. Students and advisors may also contact the ~~Essential Studies Office~~ [Director of Essential Studies](#) for help with petitions.

#### **Currently Enrolled Students**

1. All currently enrolled UND students who have taken courses at another institution will have their incoming transfer courses evaluated by the Office of the Registrar. The Office of the Registrar will determine which credits will transfer to UND, including credits to be applied toward UND's Essential Studies Requirements.
2. The individual college or department determines how the accepted courses may be used toward the student's major.
3. The Academic [Advisement Requirement](#) Report will be used to reflect how courses apply toward a student's degree requirements.
4. If a course was not marked as equivalent to a specific UND course, a Breadth of Knowledge or Special Emphasis requirement and the student thinks it should have been, it is the student's responsibility to contact [their College Transfer Advisor](#), ~~advisor for review and investigation of the transfer equivalency decision~~, ~~the Registrar's Office for review and investigation of the transfer equivalency decision.~~
5. If a satisfactory decision is not reached through departmental consultation, the student may appeal, with an ES petition, directly to the Essential Studies Committee. Students and



advisors may also contact the ~~Essential Studies Office~~ [Director of Essential Studies](#) for help with petitions.



GUIDELINES FOR ESSENTIAL STUDIES TRANSFER:  
**BREADTH OF KNOWLEDGE REQUIREMENTS**

Reminder: the following covers courses other than those governed by Common Course Numbers, GERTA, Articulation Agreements, and/or other NDUS policies.

*Information below is organized first by Breadth of Knowledge (BoK) area--Communication, Social Sciences, Arts and Humanities, and Math/Science/Technology-- and second by department.*

NOTE: Guidelines included here may be used to address questions about ES credit.  
 These guidelines do not address course equivalency.

### I. Communication:

- ✓ TRANSFER CREDIT OK'd for English Composition I: (UND's English 110), College Writing I, College Composition I, Composition I, Freshman Writing.
- ✓ OK for English Composition II (UND's English 130): NDUS English 120 and 125, Research Writing courses, College Writing II, College Composition II, Composition II, Professional/Business and Technical Writing courses, Public Writing courses.
- ✓ NO: Writing courses with a technical program prefix will not normally count toward the ES Communication requirement.
- ✓ NO: Courses in literature will not count toward the BOK requirement in Communication. However, they may count toward the Humanities requirement.
- ✓ OK for Oral Communication: Any 3-credit course that is clearly a public speaking course. E.g., Speech, Introduction to Public Speaking.  
 (NOTE: Courses such as "Introduction to Communication," "Mass Communication," and "Interpersonal Communication" do not normally fulfill this requirement because they may be about communication rather than provide students with opportunities to practice and receive feedback on their oral communication skills.)

### II. Social Science

#### Anthropology:

- ✓ OK: Introduction to Anthropology or course in Cultural Anthropology, Archaeology or Pre-History.  
 (NOTE: Courses in *Physical Anthropology* or *Biological Anthropology* or *Human Origins* do not fit here but they may fit under Math/Science/Technology.)

#### Economics:

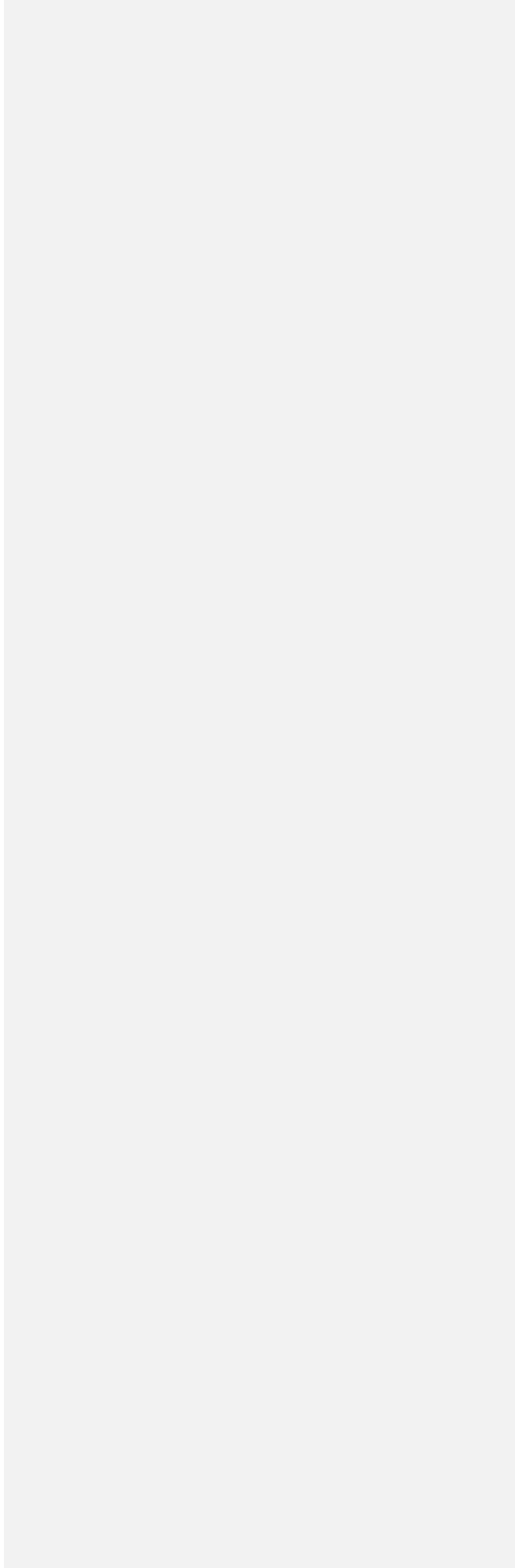
- ✓ OK: Intro, Micro, Macro, Survey of Economics.  
 (NOTE: Courses in *Statistics* will count under Math/Science/Technology).

#### Gender studies:

- ✓ OK: Any women or gender studies course that contains a social science discipline in the title (e.g., Psychology of Women or Gender Sociology).

Geography:

✓ OK: Human, Cultural or Introduction to Geography. Regional Geography courses. (NOTE: Courses in Physical Geography, Weather or Climate may fit under Math/Science/Technology.)



Indian Studies:

- ✓ OK: Introduction to Indian Studies or courses in Culture or Politics.  
(NOTE: Courses in Art, Religion, History, Languages or Literature fit instead under Humanities.)

Political Science:

- ✓ OK: Any regular academic Political Science course.
- ✓ NO: experiential courses or work in political science, e.g., student government.

Psychology:

- ✓ OK: Introduction to Psychology, General Psychology, Developmental (e.g., Child Psychology, Adolescent), Abnormal, Personality, Cognitive, Social Psychology, Sport, Forensic, Positive, Learning, Educational, or other sub-field area in Psychology.  
(NOTE: Statistics courses count under Math/ Science/ Technology; "Self-Help" courses do not apply to ES but would transfer in as elective credits.)

Sociology:

- ✓ OK: Introduction to Sociology, General Sociology, and most other Sociology courses.  
(NOTE: Statistics courses count under Math/ Science/ Technology; Self-Help courses or 100 or 200-level courses on marriage or family normally do not apply to ES but would transfer in as elective credits.)

Social Science:

- ✓ OK: Introduction to Social Sciences.

**III. Fine Arts:**

- ✓ OK: Any course in Art, Music or Theatre.
- ✓ OK: Creative Writing.

**IV. Humanities:**

English:

- ✓ OK: Any literature course. Examples include: Courses with phrase "literature" or "literary" in the title (e.g., "Literary Analysis," or "Introduction to Literature"). Also, Poetry, Short Story, Fiction, Novel, Drama, or "Introduction to" any of these. American or British "survey" or "authors." Courses that explore various kinds of "writers" or "writing" (e.g., American, Native American, African American, Minnesota, Midwestern, Women, Twentieth-Century).

(Note: Creative Writing counts under Fine Arts).

Gender studies:

- ✓ OK: Any women or gender studies course that contains a humanities discipline in the title (e.g., History of Women or Gender Philosophy).

History:

- ✓ OK: Any regular academic History course.

Humanities course:



OK: Any regular academic introductory or survey course in Humanities, e.g., Intro to Humanities, Humanities Survey, Humanities I, Humanities plus an era (e.g., Humanities: Greek and Roman).

American Indian Studies:



OK: Courses in History, Languages, Literature, Religion.

Languages:



OK: Any regular academic foreign language or Native American language course.  
(NOTE: *American Sign Language is not accepted as Humanities for UND and transfer courses.*)

Philosophy:



OK: Any regular academic Philosophy course with a Philosophy prefix.

Religion:



OK: Any course from public colleges and universities.



OK: Any course from private colleges without religious affiliation.

(NOTE: *Courses from colleges with a religious affiliation must be reviewed by the Philosophy & Religious Studies department for ES applicability.*)

Art/Music/Theatre:



Art/Music/Theatre courses in appreciation, history, or literature will count toward the BOK requirement in Fine Arts. However, students may request to use these courses to count toward the BOK requirement in Humanities instead (cannot count “both ways”). Students or advisers should contact the Registrar’s Office if they want to make such a request.

**V. Math/Science/Technology:**

*Special Note about Laboratory courses: To fulfill the Lab Science portion of the MST requirement, the classes approved below must be at least 4 semester credits (or 3+1) and include a lab (see section on Notes for information on fractional credit, p.13). The lecture and lab must be for the same course, e.g., General Biology 3 credits + General Biology Lab 1 credit..*

Anthropology:



OK: Physical Anthropology, Biological Anthropology or Human Origins.  
(NOTE: *Other Anthropology courses may fit under Social Sciences.*)

Biology:



OK: Standard Biology courses, e.g., Introduction to Biology, General Biology, Principles of Biology, Concepts of Biology, Environmental Biology, General Ecology, Microbiology.



OK for Lab: General Biology, Concepts of Biology, Human Biology, Anatomy & Physiology, Biochemistry, Microbiology. (See also *Special Note above about Labs*)

## Chemistry:

- ✓ OK: Standard courses in general Chemistry, e.g., Preparatory Chemistry, Introduction to Chemistry, Introduction to General Chemistry, Fundamentals of Chemistry, Aspects of Chemistry, General Chemistry, Principles of Chemistry.
- ✓ OK: standard courses in Organic Chemistry, Inorganic Chemistry, Biochemistry.
- ✓ OK for Lab: General Chemistry, Chemistry for Non-Science Majors. (*See also Special Note about Labs*)

## Geography:

- ✓ OK: Physical Geography, Weather and Climate, Earth Science.
- ✓ OK for Lab: Physical Geography, Earth Science. (*Note: see also Special Note about Labs*)  
(*NOTE: Introductory courses, such as "Introduction to Geography," fit under Social Sciences.*)

## Geology:

- ✓ OK: Introduction to Geology, Physical, Historical, Environmental.
- ✓ OK for Lab: Introduction to Geology, Physical, Historical. (*See also Special Note about Labs*)

## Meteorology/Atmospheric Science:

- ✓ OK: Introduction to Meteorology, Introduction to Atmospheric Science.
- ✓ OK for Lab: Introduction to Meteorology. (*See also Special Note about Labs*)

## Nutrition:

- ✓ OK: Introduction to Nutrition.

## Physics:

- ✓ OK: Introduction to Physics, College Physics, Engineering Physics, Astronomy, Physics for Non-Science majors.
- ✓ OK for Lab: All of the above. (*See also Special Note about Labs*)

## Physiology and/or Anatomy:

- ✓ OK: Any standard Anatomy or Physiology or combined Anatomy & Physiology course.
- ✓ OK for Lab: Any of the above. (*See also Special Note about Labs*)

## Mathematics:

- ✓ OK: College Algebra, Trigonometry, Pre-Calculus, Survey of Calculus, Applied Calculus, Calculus.
- ✓ MAYBE: Courses with titles like "Math for Liberal Arts" will be evaluated individually, normally by UND's Department of Math. Check with the Registrar's Office first.  
*NOTE: Courses that are a pre-requisite for College Algebra do not count, nor do Math courses geared specifically for a vocational program.*

## Computer Science:

- ✓ OK: Introduction to Computers, Introduction to Computer Science.  
(*NOTE: Data entry courses, programming language courses, and computer courses with a technical program prefix do not normally apply to ES but would transfer in as elective credits.*)

Statistics:



OK: Any course labeled Statistics under Business, Economics, Mathematics, Statistics, Psychology, Sociology, or similar programs.

*(NOTE: Statistics courses within a technical or vocational program normally do not apply to ES but would transfer in as elective credits.)*

***REMINDER: An official transcript review must be completed before any credit decision can be considered as final. Also remember that this document addresses ES applicability, not transfer equivalence.***

## GUIDELINES FOR ESSENTIAL STUDIES TRANSFER: SPECIAL EMPHASIS REQUIREMENTS

*NOTE: Guidelines included here may be used to address questions about ES credit.  
These guidelines do not address course equivalency.*

### I. Quantitative Reasoning: (“Q”)

#### Mathematics:

- ✓ OK: College Algebra, Trigonometry, Applied Calculus, Survey of Calculus. Finite Math, [Calculus](#), [Differential Equations](#), [Statistics](#).
- ✓ MAYBE: Courses with titles [such as](#) ~~the~~ “Math for Liberal Arts” will be evaluated individually, normally by UND’s Department of Math. Check with the Registrar’s Office first.

#### Sciences:

- ✓ OK: any regular academic course in general Chemistry.
- ✓ OK: ~~Geography courses in Global Physical Environment or Global Climate~~
- ~~NO: Organic Chemistry, Inorganic Chemistry, Biochemistry.~~
- ✓ OK: Physics, Atmospheric Sciences (Meteorology).
- ✓ ~~NO: Organic Chemistry, Inorganic Chemistry, Biochemistry.~~

#### Statistics:

- ✓ OK: Any course labeled Statistics under Business, Economics, Mathematics, Statistics, Psychology, Sociology, or similar [disciplines](#) ~~programs~~.

### II. Global Diversity: (“G”)

#### Anthropology:

- ✓ OK: ~~Intro or e~~Course in Cultural Anthropology, Archaeology or Pre-History.

#### Foreign Languages

- ✓ OK: ~~Any second language courses; can but need not be that are equivalent to UND course offerings that have been approved for~~
- ✓ ~~Global Diversity (“G”). Examples: Spanish 101, First-year Norwegian, Chinese 201.~~
- ✓ ~~NO: Languages that are not offered at UND will not count toward the Special Emphasis~~
- ~~in Global Diversity (G). Examples: Dutch 101, First-year Korean, Arabic 201.~~

#### Geography:

- ✓ OK: World Regional Geography, Cultural Geography, Human Geography.
- ✓ OK: Regional Geography courses other than North America.

#### History:

- ✓ OK: History of a single country or region outside the [United States](#) ~~and British Commonwealth countries (including Canada)~~.

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- ✓ OK: History of World Civilization I or II, Western Civilization I or II.

Philosophy/Religion:

- ✓ OK: World Religions, Asian Philosophy or Religion Courses, [such as Hinduism, Buddhism, and Islam.](#)  
[Islam.](#)

Other:

- ✓ OK: [Study Courses](#) in an [regular](#) academic discipline [of/about](#) a country or region or culture outside the [United States and the British Commonwealth countries, including Canada](#) (e.g., World Music, Art of Asia, [International Literature, Comparative International Politics, World Food Patterns, Global Health](#)).

- ✓ ~~NO~~: Courses in Women Studies and Gender Studies—no automatic credit.

### III. United States Diversity: (“U”)

- ✓ OK: American Indian Studies courses that fit under BOK categories Social Sciences or Humanities.
- ✓ OK: Courses, although housed in various departments, which fulfill a similar diversity requirement at the home school, e.g., Multicultural Education, Diversity in American Society, Race in America.
- ✓ OK: Courses dealing with specific identities and -minority groups in the United States; e.g., Black American Writers, Latino Culture, LGBTQ+ Communities.
- ✓ ~~NO~~: Women Studies and Gender Studies—no automatic credit. Advise students to petition if their transferring course meets the “U” criteria.

### IV The Diversity of Human Experience: (“DH”) – beginning Fall 2020

- ✓ OK: Courses in an academic discipline about a specific country or region or culture outside the United States (e.g., World Music, Art of Asia, International Literature, Comparative International Politics, World Food Patterns, Global Health, LGBTQ+ Studies, Women or Gender Studies courses, or any discipline-specific course focused entirely on culture or diversity).
- ✓ **OK: Any study abroad credit earned would satisfy this requirement.**
- ~~OK: Courses, although housed in various departments, which fulfill a similar diversity requirement at the home school (e.g., Multicultural Education, Diversity in American Society, Race in America).~~
- ✓ OK: Transfer courses from a wide range of disciplines, including courses taken at an international university through a UND study abroad program, will fulfill this requirement if deemed equivalent to courses validated for this requirement at UND. Any transferred language acquisition course (whether that language is taught at UND or not) would fulfill this requirement.
- ~~OK: The course investigates threshold concepts such as the existence of cultural differences, the complexity of social identities, and the construction of worldviews through identities and cultures. The course demonstrates students’ opportunity to reflect on their own identities, cultures, and worldviews, and to consider those standpoints as a product of their identities and cultures. At least 1/3 of the course focus and graded assignments must encourage student reflexivity.~~

### V Analyzing Worldview (“W”) – beginning Fall 2020

- ✓ OK: Courses in an academic discipline at the 200 level or above that contains Multi- or Inter- cultural in the title or are deemed equivalent to the courses on the Analyzing Worldview list would fulfill this requirement.
- ~~OK: The course demonstrates that students examine the real-world consequences of differing worldviews by giving students tools to analyze social inequities. The course investigates threshold concepts such as privilege and oppression within larger social institutions and systems, and the ideologies, values, and interests that organize said systems. The course demonstrates students’ opportunity to practice metacognition and to understand themselves as existing within ideology and~~

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~~systems of oppression and privilege. At least 1/2 of the course focus and graded assignments must be transferable academic skills for productively engaging with difference.~~

#### IV. **Advanced Communication: (“A”)**

OK: Advanced Composition (i.e., college composition courses beyond Composition II).

[Guidelines for Essential Studies Transfer:  
Capstone Requirements](#)

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#### V. **I Capstone Courses for Essential Studies (“C”)**

~~OK: Courses equivalent to any approved ES Capstone course at UND.~~

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~~NO transfer credit: All students, including transfers, are required to take an approved ES Capstone course at UND to fulfill their requirements for Essential Studies.~~

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*Note on “C” courses: Most students will find that their departments have developed “C” courses in their majors. Students in majors that do not have a “C” course should be advised to take a “C” course that is open to all students.*

## Notes

### Applying to special transfer issues not addressed in the previous sections.

1. North Dakota University System (NDUS) and Essential Studies transfer.
  - ✓ GERTA (NDUS policy: General Education Requirements Transfer Agreement). All GERTA courses will apply to Breadth of Knowledge ES requirements according to the UND Gold Page.
  - ✓ Common course numbers. All NDUS courses that have CCNs with UND courses will fulfill both Breadth of Knowledge (BoK) and Special Emphasis (SE) requirements in the same ways that UND courses do.
  - ✓ Oral Communication. Courses in GERTA under ND: COMM will fulfill the Comm 110 requirement, as will similar Public Speaking courses.
2. Other Articulation Agreements. All courses from schools with which we have articulation agreements will fulfill the BoK and SE requirements according to the existing agreement. If an articulation agreement has not yet been updated, the student should contact the Office of the Registrar.
3. Transfer Credit By Examination or Test.
  - ✓ Credits earned through AP, CLEP, IB, and DSST will fulfill BoK requirements, and they will fulfill UND Special Emphasis requirements up to Fall 2016. Effective Fall 2016, they will NOT fulfill any SE requirements. This will apply to all students, whether from North Dakota or elsewhere.
  - ✓ In accordance with UND policy and practice, credits earned through UND Challenge Exams and Language Placement and Credit Exams will fulfill BoK requirements. They will NOT fulfill any SE requirements.
  - ✓ Lateral language credits earned will satisfy both BOK and SE requirements.
  - ✓ Placement Exams taken for placement only (not for credit) do NOT fulfill any BoK or SE requirements.
5. ACT Scores and Essential Studies Transfer
  - ✓ English ACT of 27 or above will waive the English 110 requirement for Essential Studies or the old GER. *Note: the effect of this waiver is that the student needs to complete 6 of the 9 credits in the BoK Communication category (e.g., English 130 + Communication 110). However, the student is still required to complete at least 120 credits for graduation.*
  - ✓ Math ACT does not waive an Essential Studies requirement. It only counts as a pre-requisite for the next level.

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5. Study Abroad Credit. If possible, students planning to study abroad should get prior approval of their planned work and how it will transfer. Arrangements are best made in advance if a student wants to earn ES credit for an international learning experience. Contact the International Programs Office for more information.. For major requirements, see the faculty advisor in the department or college. The Study Abroad paperwork can be obtained from the International Programs Office or at the Registrar's Office.

*NOTE: UND does not grant credit for study abroad based solely on the experience of living in a foreign country. We require that, for ES credit, the experience must be a) a learning experience, b) guided or directed by a qualified instructor, c) designed so the student reflects seriously on the learning they have gained from the experience, and d) the student's experience and reflection is assessed by the instructor.*

6. Fractional Transfer Credit. The following guidelines show how ES credit is judged when a student inquires about transferring coursework that carries fewer credits than the UND equivalent. This most often occurs when transfer is from institutions with a quarter system.

#### Lab Sciences

- ✓ OK: Two quarters (2 2/3 + 2 2/3) of lab sciences--either same or different sciences.
- ✓ OK: A 3 1/3 credit lab science (5 quarter hours). Note: 9 credits Lab Sciences total still needed.
- ✓ OK: A 3-credit lab science course. Note: 9 credits total still needed.
- ✓ NO: A 2 2/3 credit (4 quarter hours) lab science.

#### Speech

- ✓ OK: A 2 2/3 credit (4 quarter hours) speech course.
- ✓ OK: 2-credit speech course.

*Note: as for Speech above, at least 8 credits total of English Composition plus Speech are still needed as minimum under Communication.*

#### English Composition

- ✓ OK: for these combinations of fractional credits for Comp I & Comp II: 3 + 2 2/3. Or, 2 2/3 + 2 2/3. Or, 3 + 2.
- ✓ NO: 2 + 2.

*Note: as for Speech above, at least 8 credits total of English Composition plus Speech are still needed as minimum under Communication.*

#### Fine Arts

- ✓ OK: A 2 2/3 credit fine arts course.
- ✓ OK: A 2-credit fine arts course.
- ✓ OK: Three 1-credit fine arts courses. Maximum of 3 both for transfer and UND.
- ✓ OK: Two 1-credit fine arts courses--both for transfer and UND.

#### Special Emphasis Requirements: "A," "G," "Q," and "U" and "G" or "D" and "W"

- ✓ OK: 2 2/3 credits but still requiring 9 credits total in each: A&H, SS, and Math/Science/Tech
- ✓ NO: 2 credits or fewer. The ES Committee will consider petitions for 2.0 credits if the coursework can be shown that it met the UND criteria for Special Emphasis learning outcomes and learning experiences.



~~NO: "C" transfer credit. All students, including transfers, must take an ES Capstone ("C") course at UND to fulfill their ES requirements.~~

~~7.6. Dean's Waivers:~~ Under Essential Studies, academic deans may approve a reduction of up to 1 credit in one of the following Breadth of Knowledge categories: Communication, Arts & Humanities, or Social Sciences. However, deans may not approve a reduction in the 9 credits of Math/Science/Technology. Dean's waivers also do not apply to Special Emphasis or Capstone requirements.

### How G.U.E.S.T. Was Developed and Approved.

The initial version of the guidelines was developed by an ad hoc Essential Studies transfer group in Fall 2010. This version is also a revision of the first ES transfer guidelines (2009), which were developed as part of UND's implementation of Essential Studies, and which replaced the former transfer document for the old program (Guidelines on Transfer for the General Education Requirements, 1993).

Each version of GUEST is approved by the Essential Studies Committee (ESC). Future versions will be reviewed and revised every other year. The ESC<sub>7</sub> will be responsible for the biennial review and revision.

Members of the 2010 Ad hoc ES Transfer Group:

- Suzanne Anderson, Registrar
- Lisa Burger, Director, Student Success Center
- Mary Coleman, Past Chair, Essential Studies Committee
- Christina Fargo, Assistant Registrar
- Sherrie Fleshman, Chair, Essential Studies Committee
- Adam Kitzes, Essential Studies Committee
- Steve Light, Associate Provost for Undergraduate Education
- Jennifer Manzke, Manager of Non-Articulated Transfer/Registrar's Office
- Tom Rand, Associate Dean, Arts & Sciences
- Lori Robison, Essential Studies Committee
- Tom Steen, Director of Essential Studies

The Guidelines were revised in 2015, and they were approved by the ES Committee on May 12, 2015.

Members of the 2015 GUEST Team:

- Lisa Burger, Student Affairs/Student Success Center
- Marlys Escobar Nursing & Professional Disciplines
- Christina Fargo, Assistant Registrar
- Brett Goodwin, Biology
- Adam Kitzes, English
- Tom Rand, Arts & Sciences
- Lori Robison, English
- Tom Steen (editor), Essential Studies

The Guidelines were revised in 2018-19, and they were approved by the ES Committee on ?????

**Commented [ZR1]:** If approved, insert approval date.

Members of the 2018 GUEST Team:

- Valerie Bauer
- Bailey Bubach
- Michael Dodge

- Joan Enlow
- Christina Fargo
- Ken Flanagan
- Melissa Gjellstad
- Kayla Hotvedt
- Mark Jendrysik
- Brad Reissig
- Brooke Solberg
- Clement Tang
- Ryan Zerr

In addition to the above, it's worth noting the following 4 issues that were highlighted as part of the 2015 revision of this document:

1. Granting "G" for transferred courses in Languages	Opinions vary widely on this. And it is a recurring question so we think it's a good idea for ESC to discuss and determine if UND should modify its policy.	SE Section
2. Granting credit for any Special Emphasis based on successfully passing a test, e.g., AP, CLEP.	Although this is NDUS policy, we think that UND could bring the issue to the rest of the system if we decided that we would grant BOK credit but not SE credit. It's our view that granting SE credit by test/exam does not make good sense in terms of our student learning goals for ES.	Notes Section
3. ACT of 27 or higher & waiver of English 110	While this is a long-standing policy, we think campus concern over the quality of student writing warrants a re-look at this. We asked Lori R to take it to the English Dept., and we encourage them to bring a new proposal to the ESC if they believe a policy change would be appropriate.	Notes Section
4. Fractional credits & deans' waivers	This is an issue that we noted as we discussed both issues. Does UND want to allow a student to complete more than one BOK area requirement with less than 9 credits in each area? Our deans' waiver policy implies no; but a student could do just that through the combination of the fractional credits guidelines and the deans' waivers	Notes Section



## SENATE UNIVERSITY ASSESSMENT COMMITTEE

- Purpose:** The Senate University Assessment Committee provides faculty guidance and oversight in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the Office of Vice President for Academic Affairs and Provost, the University Senate and the University community.
- Membership:** Vice President for Academic Affairs and Provost or designee (two, one voting and one non-voting)  
Vice President for Student Affairs or designee  
Essential Studies Director  
School of Graduate Studies Representative  
Faculty (eight, one from each college)  
Students (two)  
~~Assessment Director~~
- Terms:** Vice President for Academic Affairs and Provost or designee -concurrent with office  
Vice President for Student Affairs or designee -concurrent with office  
Essential Studies Director -concurrent  
School of Graduate Studies Representative ~~-one year~~ - concurrent  
Faculty -three years with approximately one-third elected each year  
Students -one year
- Selection:** Vice President for Academic Affairs and Provost or designee -ex-officio  
Vice President for Student Affairs or designee -ex-officio  
Essential Studies Director -ex-officio  
School of Graduate Studies Representative appointed by Graduate Committee in consultation with Graduate Dean  
Faculty -About one-third are elected every year by the Senate in April and assuming responsibilities May 1.

Students -approximately one-third elected by the Student Senate in April and assuming responsibilities May 1

~~Assessment Director — ex-officio~~

Functions and

Responsibilities: Acting of its own volition, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:

1. Address all issues regarding assessment of student achievement and development.
2. Develop, review and evaluate the University Assessment Plan in conjunction with the Assessment Director.
3. Oversee the implementation of the University Assessment Plan, evaluate assessment activities and the interpretation of assessment results, and evaluate the overall effectiveness of the Plan.
4. Make recommendations regarding how to address any deficiencies that are revealed by assessment activities.
5. Review University Accreditation Report when issued and advise the Senate regarding the Report and its implications.
6. Provide guidance to the Assessment Director in order and they report necessary updates to Work with the Office of Analytics and Planning Institutional Research to keep the assessment website current.

Report to Senate: Prepare an annual report which addresses each function and responsibility and submit it to the Senate secretary two weeks before the October Senate meeting.

Source of

Information: University Senate Minutes -May 6, 1999  
University Senate Minutes -February 7, 2002  
University Senate Minutes -May 4, 2006  
University Senate Minutes -February 7, 2013  
University Senate Minutes -November 7, 2013  
University Senate Minutes -November 3, 2016