



University Senate Agenda

March 2024 Meeting

TO: Members of the University Senate

FROM: Sarah Robinson, University Senate Chair, 2023-2024

SUBJECT: March 14, University Senate Meeting

DATE: March 4, 2024

The March 2024 meeting of the University Senate will be held on Thursday, March 14th, 2024, from 3:30-5pm via Zoom. Voting members should use the personalized link they were sent to join the webinar as a panelist. Please check your clutter/junk/spam folder if you do not see the invitation in your inbox. A public link for visitors is posted on the Senate website and in the University Letter.

I. Call to Order (Chair Sarah Robinson)

II. Establish Quorum (Secretary Scott Correll)

III. Consent calendar:

1. Review and approve February 1, 2024, meeting minutes (attached)
2. Student Academic Standards Committee Annual Report (attached)
3. Administrative Procedures Committee Annual Report (attached)
4. UCC Report (attached)

IV. Business calendar:

1. Digital Information Literacy Proposal (attached) (Lori Robison and Nicole Derenne)

V. Announcements:

1. Senate Executive Committee Report (Chair Sarah Robinson)
2. Hilyard J. Duty conferred degree (Tamba-Kuii Bailey and Stacey Borboa-Peterson)
3. Council of College Faculties update (Daphne Pederson)
4. Staff Senate update (Mike Wozniak)
5. Student Government update (Ella Nelson)
6. Updates from the Provost (Eric Link)
7. Question period (max 20 minutes)

VI. Adjourn

Minutes of the University Senate Meeting
February 1, 2024

1.

The December meeting of the University Senate was held at 3:30 p.m. on Thursday, February 1, 2024, via Zoom Conference. University Senate Chair Sarah Robinson presided.

2.

The following members of the Senate were present:

Alberts, Crystal	Grijalva, James	Mosher, Sarah
Anderson, Sonya	Henley, Amy	Munski, Douglas
Anvari-Clark, Jeffrey	Homstad, Stephanie	Newman, Robert
Azizova, Zarrina	Hove, Hannah	Novak, Michelle
Bakke, Rebecca	Hume, Wendelin	Oancea, Cristina
Beltz, Michael	Hunter, Cheryl	Reading, Patrick
Bichel, Rebecca	Iseminger, Colt	Robinson, Sarah
Bjorg, Renae	Jendrysik, Mark	Rundquist, Brad
Bjorgaard, Stacy	Kehn, Andre	Saga, Lea
Blankenship, Jonathan	Kinney, Anna Marie	Sauer, Michelle
Bowman, Frank	Lawson-Body, Assion	Shogren, Maridee
Correll, Scott	Legerski, Elizabeth	Singhal, Sandeep
Cox, Paula	Lim, Yeo Howe	Smart, Kathy
Dahlke, Rachel	Liu, Jun	Tatro, Lauren
Dodge, Michael	Malloy, Art	Traynor, Paul
Doze, Van	Marquis, Jared	Urban, Shanna
Elderini, Tarek	Maskaly, Jonathan	Wallace, Alfred
Emter, Adelyn	Masursky, Danielle	Wozniak, Mike
Ferguson, Connor	Mayo, Whitney	Zerr, Ryan
Gjellstad, Melissa	Milavetz, Barry	
Grave, Shannon	Moritz, Sandra	

3.

The following members of the Senate were absent:

Anderson, Brynn	Martin, Noelle	Richter, Justin
Armacost, Andy	Mongeon-Stewart, Karla	Seddoh, Amebu
Hoffmann, Mark	Nelson, Ella	Snyder, Scott
Hoppenrath, Joseph	Nelson, Chris	Sperle, James
Johnson, Amber	Pappas, Brian	Swanson, Brenna
Keengwe, Grace	Petros, Thomas	Tande, Brian
Kempel, Sarah	Pokornowski, Alex	Wintermute, Kaleb
Kraus, Robert	Price, Samantha	Wynne, Joshua
Linder, Meloney	Rajpathy, Odele	
Link, Eric		

4.

Quorum was established.

5.

Without objection, the minutes from the University Senate on December 7, 2023, were approved.

6.

Ms. Robinson called attention to the University Senate Curriculum Committee monthly report. With objection, the report was filed.

7.

Ms. Robinson called attention to the change to Incomplete Grade policy. Ms. Gjellstad moved to approve. Mr. Milavetz moved to approved. The motion carried.

8.

Ms. Robinson called attention to the change in Deficiency Reports policy in the academic catalog. Mr. Munski moved to approved. Mr. Jendrysik seconded. The motion carried.

9.

Ms. Robinson called attention to the change in Academic Probation name policy. Ms. Bjorgaard moved to approve. Ms. Smart seconded. The motion carried.

10.

Ms. Robinson called attention to the Honorary Degree candidates proposed. Mr. Harsell presented the candidates to the senate members. Mr. Jendrysik moved to approve. Mr. Milavetz seconded. The motion carried.

11.

Ms. Robinson announced that parking will be distributing a survey in early February 2024. The parking consultants will be on campus February 14th from 11:00 a.m. to 2:00 p.m. in the Memorial Union taking feedback. Ms. Robinson stated that all University Council members were emailed the survey to volunteer for University Senate committees. The survey is due to be completed by February 4, 2024. Ms. Robinson announced that the spring 2024 University Council meeting is April 25, 2024, from 3:00 p.m. to 4:30 p.m. at a location to be determined. The meeting will be available online as well.

12.

Ms. Marasinghe spoke about the DUO update to Blackboard. March 5, 2024, is the begin date for faculty and staff. May 13th is the begin date for students.

13.

Ms. Pederson updated the senate on the College of College Faculties. The SBHE is working a post-tenure review process. CCF is looking for representation of officers for next year.

14.

Mr. Wozniak provide a Staff Senate update. Thank you for participating with Thirty-One Days of Glory. There is a staff senate video for new employee orientation now available and used. There will be a staff senate bowling event next week. Remember to submit UShine nominations to recognize staff members.

15.

Mr. Ferguson provided a Student Government update. There are two open student government seats to fill due to vacancy. There are various events coming up this month with self-defense, international student concerns, and fundraising efforts as the topics.

16.

Ms. Tanglen provided updates from Academic Affairs. She invited the university community to reach out with concerns across campus. Ms. Tanglen designed a learning community for early career faculty. It proved popular and expanded into mid-career, late career, and post retirement learning communities.

17.

The twenty minute question and answer period opened at 4:42 p.m. Ms. Legerski ask about the decision to discontinue Gradescope. Ms. Marasinghe discussed the current funding method and stated that Gradescope is not used across the university. Individual departments could purchase it. Ms. Alberts inquired about the essential studies email that was distributed earlier this week. Was a campus-wide announcement made about the failed search? Ms. Robinson said it was announced at University Senate. Who made the request to have a program review? Do we really need one? Is this faculty driven? Ms. Alberts asked before any action is taken, could we pause and get more information? Ms. Alberts asked about the email with a student group request for donations is appropriate on Staff Chat? Mr. Correll noted that a staff member in HR approves the emails for mass distribution.

18.

The meeting adjourned at 4:56 p.m.

Scott Correll, Secretary
University Senate

TO: University Senate

FROM: Scott Correll, Chair, Student Academic Standards Committee

DATE: February 23, 2024

RE: 20220-23 Annual Student Academic Standards Committee Report to Senate

The Student Academic Standards Committee, an appeals board, meets upon demand. The Committee functions within the guidelines approved by the Senate on February 3, 1983, as revised in April, 1985, and again as revised on March 4, 1999. A summary of the years' Probation/Suspension/Dismissal, Reinstatement, Academic Grievance and exceptions to admission standards activities is indicated below.

Because of the confidential nature of the information about the students, the Committee keeps no written minutes other than a statement about the action taken with respect to each student seeking reinstatement. When a grade grievance is the issue before the Committee, minutes are kept of the entire proceedings.

The Committee meets as needed, with the greatest demand usually occurring at a time immediately preceding the beginning of a term.

Fall 2022-Spring/Summer 2023, members held 11 meetings

Membership:

<u>Spring, 2022</u>	<u>Fall, 2022 & Spring, 2023</u>
Doug Munski	Brett Venhuizen
Donna Pearson	Sherri Fleshman
Minou Rabie	Steve LeMire
Jeremiah Neubert	Donna Pearson
Steve LeMire	Doug Munski
Tiana Staudinger Student	Radha Panini
Morgan Mastrud - Student	Luca Beretta - Student
Karyn Plumm - VPAA	Karyn Plumm - VPAA
Scott Correll - ex-officio non-voting chair	Scott Correll - ex-officio non-voting chair

Student Academic Standards Committee Annual Report for 2022-23

A. Students suspended:

1. Suspended after Spring Semester 2023 (2330)	166
2. Suspended after Summer Session 2023 (2340)	39
3. Suspended after Fall Semester 2022 (2310)	<u>91</u>
Total suspended for year	296

B. Students dismissed:

1. Dismissed after Spring Semester 2023 (2330)	23
2. Dismissed after Summer Session 2023 (2340)	4
3. Dismissed after Fall Semester 2022 (2310)	<u>27</u>
Total dismissed for year	54

C.	Students reinstated by Deans from January 1 - September 15, 2023	
	1. Reinstated for spring, summer and fall of 2023.	74
D.	Requests for Reinstatement by Committee	
	1. Approved	12
	2. Denied	3
	3. No Action	0
E.	Personal Appeals of Denied Reinstatements	
	1. Approved	0
	2. Denied	0
F.	Academic Grievance Reviews	1

TO: University Senate

FROM: Scott Correll, Chair, Administrative Procedures Committee

DATE: February 14, 2024

RE: 2022-23 Annual Administrative Procedures Committee Report to University Senate

I. The Administrative Procedures Committee met on 9 occasions to review student petitions for deviations from university-wide academic requirements and policies related to registration deadlines, grade changes, and all other administrative procedures not reserved to the jurisdiction of the Deans, except for general education requirements. The summary table below reports the activity of the committee from June 30, 2022, to June 9, 2023.

II. Membership

<u>Spring 2022</u>	<u>Fall 2022 and Spring 2023</u>
Soizik Laguette	Josh Crowell
Karen Peterson	Leslie Martin
Josh Crowell	Paul Sum
Leslie Martin	Alena Kubatova
Paul Sum	Jeff VanLooy
Ken Ruit	Faith Wahl - Student
Karyn Plumm - VPAA	Ken Ruit - VPAA
Amy Henley, VPAA	Brian Tande - VPAA
Faith Wall - Student	Scott Correll, ex officio,
Scott Correll - ex-officio	non-voting chair
non-voting chair	

III. Administrative Procedures Committee Report for 2022-23

A. Petitions by type:	<u>Approved</u>	<u>Denied</u>	<u>Tabled</u>	<u>Total</u>
1. Drops after deadline-with/without W	30	13	0	43
2. Grade Change	0	3	0	0
3. Change to/from S/U	7	3	0	10
4. Change to/from Credit to Audit	0	0	0	0
5. Remove "W" from record	15	5	0	20
6. Withdraw after deadline with/out W	21	9	0	30
7. Accept transfer credit	0	0	0	0
8. Grade forgiveness	0	0	0	0
9. Repeat one course with another	0	0	0	0
10. Change number of credits after deadline	11	1	0	12
11. Remove Incomplete from Record	0	0	0	0
12. Add after the deadline	3	0	0	3
13. Increase credits after the deadline	10	0	0	10
14. Extend Incomplete Deadline	0	0	0	0
	97	34	0	131

B. Personal re-considerations after denials: 2 Approved, 0 Denied

C. Referred for additional information: 0

University Senate Curriculum Committee Report
March 14, 2024

I New Course

- GEOG 294 : Introduction to Undergraduate Research
- GEOG 395 : Experiential Learning
- GEOG 493 : Instructional Experiences
- SPST 510 : Hypersonic Aerodynamics
- SPST 511 : Electric Space Propulsion
- SPST 513 : Nuclear Space Propulsion
- SPST 531 : Applied Human Centered Design
- SPST 547 : The Space Age & Popular Culture
- SPST 556 : Geopolitics of Outer Space
- SPST 563 : China's Space Program

II Course Inactivation

- MUSC 504 : Seminar in Music
- MUSC 506 : Advanced Composition
- MUSC 511 : Chamber Music Literature
- MUSC 522 : Graduate Applied Music Literature
- MUSC 523 : Keyboard Literature
- MUSC 525 : Vocal Literature
- MUSC 551 : Vocal Pedagogy I
- MUSC 552 : Keyboard Pedagogy I
- MUSC 553 : Vocal Pedagogy II
- MUSC 592 : Individual Lessons: Collaborative Piano

Senate Approval is not required for the following report items

VI Program Changes

- MUSC-PHD : PhD in Music Education
- SWK-MSW : Master of Social Work

VII Course Changes: Undergraduate

- CSD 311 : Evaluating language-based reading difficulties
- CSD 312 : Intervention for language-based reading difficulties
- GEOG 397 : Cooperative Education
- GEOG 494 : Directed Studies in Geographical Problems
- GEOG 497 : Geography Internship

VIII Course Changes: Graduate

- ESSP 998 : Thesis

- MUSC 501 : Graduate Music Theory Review
- MUSC 502 : Perspectives in Music Theory
- MUSC 505 : Graduate Music History Review
- MUSC 508 : Perspectives of Music History
- MUSC 512 : Diction for Singers
- MUSC 538 : Advanced Orchestration
- MUSC 539 : Advanced Counterpoint
- MUSC 570 : Instrumental Ensemble Performance
- MUSC 578 : Seminar for Collaborative Piano
- MUSC 580 : Choral Ensemble Performance
- MUSC 581 : Graduate Opera Workshop
- MUSC 594 : Individual Lessons
- MUSC 595 : Individual Lessons
- MUSC 596 : Individual Lessons
- MUSC 997 : Independent Study
- MUSC 998 : Thesis
- MUSC 999 : Dissertation



Digital Information Literacy

Proposed implementation of the State Board of Higher Education digital literacy policy at the University of North Dakota

NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION

Policy: 461 Digital Literacy

Effective: May 23, 2023

DEFINITION: Digital literacy is the ability to use technology to find information, evaluate sources, create content, and communicate with others effectively. It's a skill set used to navigate the new technological paradigm in which society operates.

Each institution must have a digital literacy requirement for all associate and baccalaureate-level programs.

These requirements may be accomplished through any of the following instructional methods: A specific course requirement ranging from 1-3 semester credits;

- Adding or embedding within an existing course;
- Presented through a series of self-paced modules with documentation of a completed series; or
- Designated courses offered through the Dakota Digital Academy.

Learning outcomes include:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information;
- Describe the ways in which society and culture interact with digital technology;
- Demonstrate the knowledge to use digital technology safely and ethically at a basic level;
- Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.

There shall be no increase in the number of credits required to earn an associate or baccalaureate-level degree because of this policy.

NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION

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Essential
Studies
Program

Learning outcomes include:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information;**
- Describe the ways in which society and culture interact with digital technology;**
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- Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.**

There shall be no increase in the number of credits required to earn an associate or baccalaureate-level degree because of this policy.



Requirements

To be part of the ES program, a course will focus on a student learning in at least one of the six [ES learning goals](#):

1. [Critical Inquiry and Analysis](#) ^(PDF)
2. [Quantitative Reasoning](#) ^(PDF)
3. [Written Communication](#) ^(PDF)
4. [Oral Communication](#) ^(PDF)
5. [Intercultural Knowledge & Skills](#) ^(PDF)
6. [Information Literacy](#) ^(PDF)

It must also fit into one of the following:

- [Breadth of Knowledge](#) ^(PDF):
 - Communication
 - Social Science
 - Fine Arts
 - Humanities
 - Math, Science, & Technology
- [Special Emphasis](#) ^(PDF):
 - Advanced Communication
 - Quantitative Reasoning
 - Diversity of Human Experience
 - Analyzing Worldviews
- [Capstone](#) ^(PDF)

Why a Special Emphasis Area?

Advanced Communication

Criteria	Evidence Supports?
Students must produce multiple spoken presentations and/or written texts	
At least 1/3 of assignments must emphasize writing and/or speaking skills	
A strong emphasis is placed on the drafting, feedback, revision process, and this process is explicitly built into the course, the course's instruction, and course assignments	
Explicit course content and instruction which focuses on all of the following: <ul style="list-style-type: none"> o Rhetorical strategies o Style of delivery o Awareness of purpose and argument construction o Awareness of audience o Incorporation of sources and the ideas of others 	
Must meet Written Communication OR Oral Communication Learning Goal	
Courses would not qualify for an A designation when oral communication is based solely on in-class discussions or one final presentation	
Must be at the 200 level or above	
May not carry any other special emphasis designation	
May also be a capstone course	

The Diversity of Human Experience

Criteria	Evidence Supports?
Focus: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is helping students better understand the diversity of the human experience and is committed to encouraging a consideration of the multiplicity of differing worldviews .	
Threshold Concepts: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: 1) the existence of cultural differences and the complexity of social identities, and 2) that worldviews are constructed through our identities and cultures .	
Encouraging Student Reflexivity: Course assignments and/or activities demonstrate that students have had defined opportunities to reflect on their own identities, cultures, and worldviews; and to reflexively consider their worldviews as the product of their identities and cultures .	
Must meet Intercultural Knowledge & Skills Learning Goal	
The Focus, Threshold Concepts, and assignments/activities that Encourage Student Reflexivity must constitute at least 1/3 of the course's focus and graded assignments.	
May not carry any other Special Emphasis designation nor may it be a capstone course	

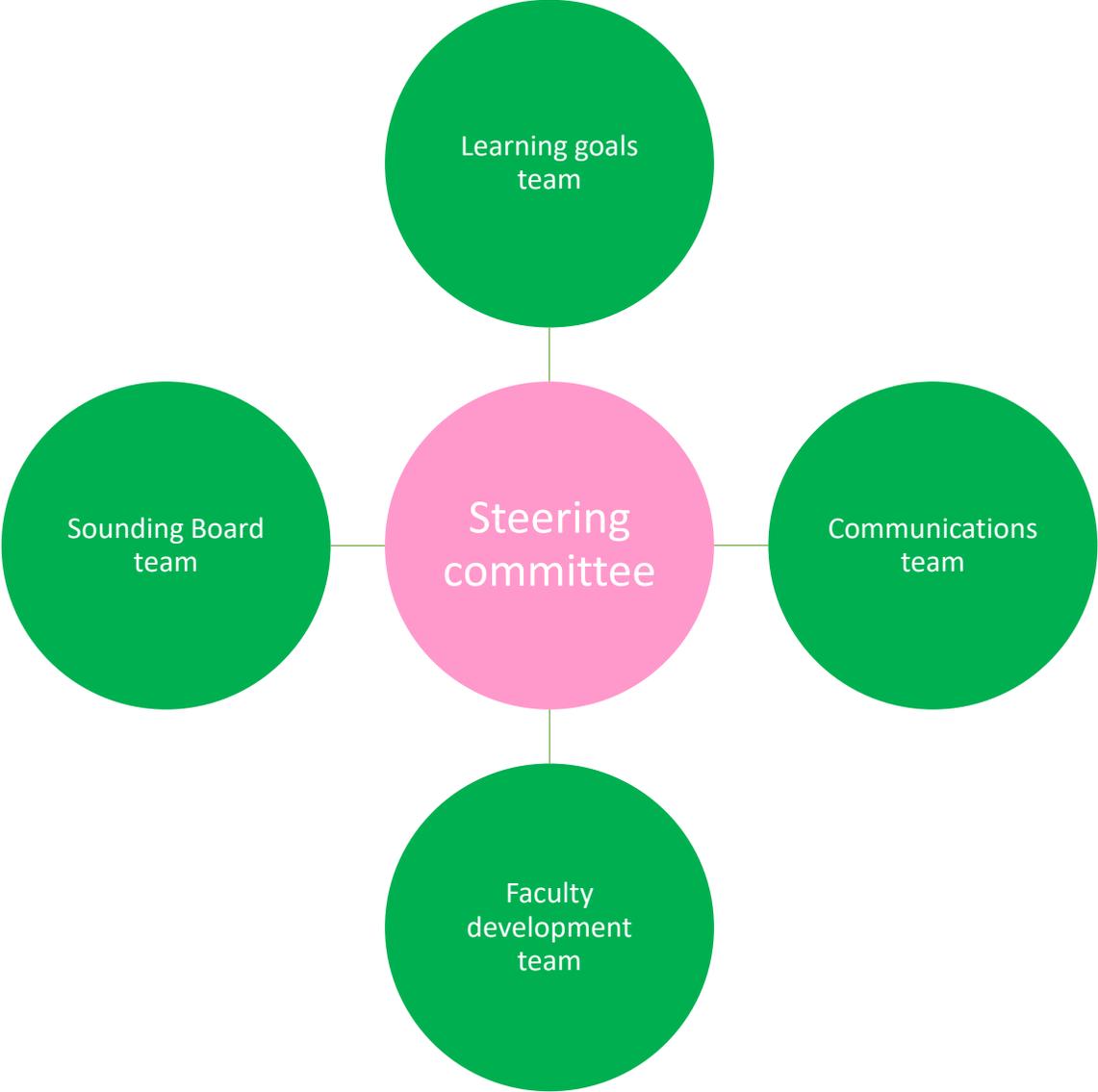
Analyzing Worldview

Criteria	Evidence Supports?
Focus: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the class examines the real-world consequences of differing worldviews by giving students tools to analyze social inequities .	
Threshold Concepts: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: 1) privilege and oppression are part of larger social institutions and systems; and 2) ideologies represent the values and interests of a particular group and they are the fundamental means through which systems of privilege and oppression are organized .	
Encouraging Student Reflexivity: Course assignments and/or activities demonstrate that students have had defined opportunities to practice metacognition—and to understand themselves as existing within ideology and systems of oppression and privilege .	
Must meet Intercultural Knowledge & Skills Learning Goal	
Transferable academic skills for productively engaging with difference are an explicit and primary component of the course: The Focus, Threshold Concepts, and assignments/activities that Encourage Student Reflexivity must constitute at least 1/2 of the course's focus and graded assignments.	
May not carry any other Special Emphasis designation nor may it be a Capstone course	
Must be at the 200 level or higher	

Quantitative Reasoning

Criteria	Evidence Supports?
The course must explicitly, and with a significant degree of emphasis, address at least three of the following five elements of quantitative reasoning: <ul style="list-style-type: none"> o Confidence with Mathematics. Being comfortable with quantitative ideas and at ease in applying quantitative methods. Individuals who are quantitatively confident routinely use mental estimates to quantify, interpret, and check other information. Confidence is the opposite of "math anxiety;" it makes numeracy as natural as ordinary language. o Interpreting Data. Reasoning with data, reading graphs or maps, drawing inferences, and recognizing sources of error. This perspective differs from traditional mathematics in that data (rather than formulas or relationships) are at the center. o Making Decisions. Using mathematics to make decisions and solve problems in everyday life. For individuals who have acquired this habit, mathematics is not something done only in mathematics class but a powerful tool for living, as useful and ingrained as reading and speaking. o Mathematics in Academic and Practical Contexts. Using mathematical or numerical tools in specific settings where the context provides meaning. Notation, problem-solving strategies, and performance standards all depend on the specific context. Knowing how to solve quantitative problems that a person is likely to encounter in a civic, professional, or personal environment. o Number Sense. Having accurate intuition about the meaning of numbers, confidence in estimation, and common sense in employing numbers as a <i>measure of things</i>. 	
Must meet Quantitative Reasoning Learning Goal	
The quantitative reasoning material must comprise 30% or more of the course	
The course may not carry any other special emphasis designation, nor may it be a capstone course	

Digital Literacy Workgroup



Digital Literacy Policy Implementation

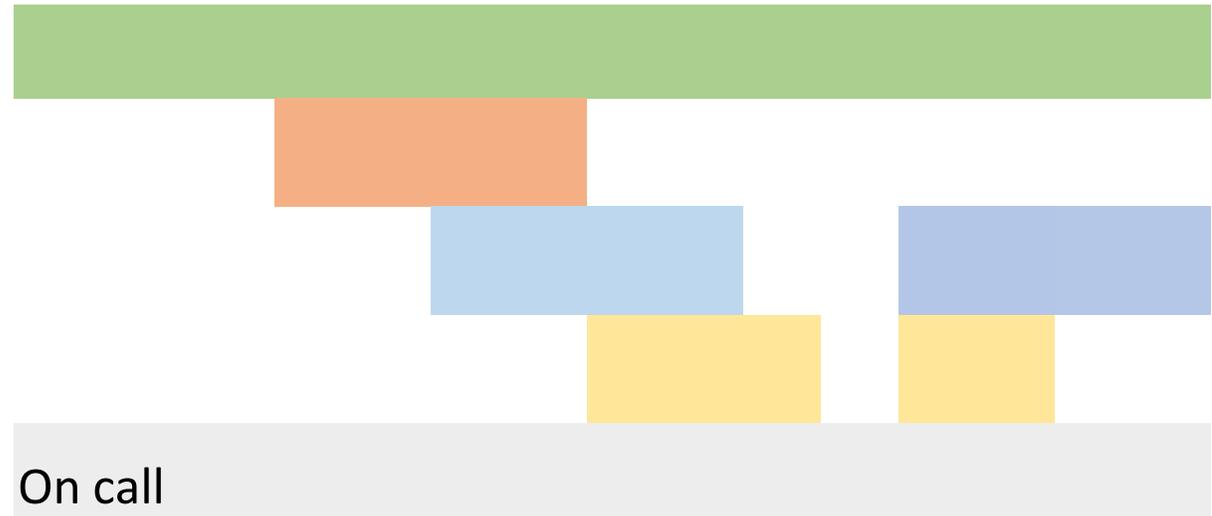
Steering Committee

Learning Goals Team

Communications Team

Faculty Development Team

Sounding Board Team



Digital Literacy Policy Implementation Timeline

Policy Implementation

- May 2023: State Board of Higher Education releases policy; UND reports that it will implement policy through its Essential Studies Program.
- September: The Digital Literacy Steering Committee was formed within the Essential Studies Committee.
- October: Volunteers for the Digital Literacy workgroup were recruited from across campus.

Phase 1

- December 2023: First Workgroup meeting, Learning Goals Team formed from Workgroup volunteers
- January – February 2024: Learning Goals Team researches, brainstorms, and drafts digital literacy Special Emphasis Area (SEA).
- February: Workgroup and Senate Executive Committee provide feedback on the digital information literacy SEA and Learning Goals Team draft
- February 29: Steering Committee presents a final draft of the digital information literacy SEA to the Essential Studies Committee.
- March 14: Steering Committee presents the digital information literacy SEA to the University Senate.

Phase 2

- March: Workgroup reconvenes, and volunteers for Communications Team and Faculty Development Teams recruited
- March: Communications Team shares the new digital information literacy SEA with campus stakeholders.
- March: Steering Committee identifies “fast-track” faculty to validate courses for Fall 2024.
- March and April: Communications Team identifies faculty interested in teaching digital information literacy and participating in training.
- March and April: Faculty Development Team develops training for faculty instructional development training.
- End of March: Fast-track faculty are identified, and course validations are submitted and approved by early April.

Phase 3

- May: Summer training offered for faculty interested in or teaching classes validated for digital information literacy.
- August: Fast-track faculty teach digital information literacy SEA courses.
- August and beyond: Communications team continues to share digital information literacy SEA with campus stakeholders.
- August and beyond: Faculty Development Team checks in with fast-track faculty and instructional development training attendees.

Digital Information Literacy – Special Emphasis Area

Going forward, the Essential Studies program will require that students—starting with all first-time college students beginning in Fall 2024 and all new transfer students beginning in Fall 2025—take a **Special Emphasis course in “Digital Information Literacy.”**

Digital Information Literacy references Information Literacy, a core learning goal in the Essential Studies Program, and draws attention to the digital elements of the SBHE policy.

Digital Information Literacy – Special Emphasis Area

SBHE digital literacy policy learning outcomes include:

- a) Evaluate and interpret the accuracy, credibility, and relevance of digital information;
- b) Describe the ways in which society and culture interact with digital technology;
- c) Demonstrate the knowledge to use digital technology safely and ethically at a basic level;
- d) Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.

The learning that is expected to happen in Digital Information Literacy courses validated through the Essential Studies Program:

The Information Society needs a citizenry capable of **accessing, creating, evaluating, organizing, interpreting, and disseminating information in increasingly digital formats**; these **transferrable and applied skills are necessary for success in the current and emerging workforce—and also necessary for active, thoughtful, and ethical participation in contemporary democratic society.**

To this end, the Essential Studies Program requires students to take a class with a special emphasis in “Digital Information Literacy.” **The design of these courses needs to be informed by several key Information Literacy concepts**, as articulated by the Association of College and Research Libraries: 1) Authority is Constructed and Contextual; 2) Information Creation as a Process; 3) Information Has Value; 4) Research as Inquiry; 5) Scholarship as Conversation; and 6) Searching as Strategic Exploration. **At the same time, such classes will teach students specialized tools and practices for finding, evaluating, and using information—in a variety of digital formats or mediums—effectively, efficiently, safely, and ethically.**

In addition, these classes should empower students to actively participate in information environments. **Digital citizens need transferable, foundational skills that prepare us to work with and evaluate new technologies—like artificial intelligence—and to be ready for emerging and future technologies.** **To become digital citizens, students need opportunities to be active learners who practice the rhetorical skills that come with communicating, creating, and distributing their own research;** they need to practice the metacognition that helps learners reflect on their own cognitive, ethical, and emotional growth in digital spaces; they need opportunities to participate in interactive environments as critical thinkers; **they need responsible, epistemic strategies for evaluating the information and misinformation that we encounter, asking themselves how we know what we know;** **they need to become critical information consumers that can collect, interpret, and apply a range of data and information.**

Classes in “Digital Information Literacy” will, therefore, strengthen student agency as they encourage the dispositions that learners need to participate actively and thoughtfully in digital information environments.

Digital Information Literacy – Special Emphasis Area

SBHE digital literacy policy learning outcomes include:

- a) Evaluate and interpret the accuracy, credibility, and relevance of digital information;
- b) Describe the ways in which society and culture interact with digital technology;
- c) Demonstrate the knowledge to use digital technology safely and ethically at a basic level;
- d) Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.

Criteria	Evidence Supports?
Course design is informed by the following Information Literacy concepts: 1) Authority is Constructed and Contextual; 2) Information Creation as a Process; 3) Information Has Value; 4) Research as Inquiry; 5) Scholarship as Conversation; and 6) Searching as Strategic Exploration.	
Digital citizens need foundational skills that prepare us to work with and evaluate new technologies—like artificial intelligence—and to be ready for future technologies. Course develops transferable and applied skills necessary for the current and emerging workforce; the course teaches specialized tools and practices for finding, evaluating, and using digital information effectively, efficiently, safely, thoughtfully, and ethically.	
Strengthening student agency, the course involves students in actual practice with rhetorical thinking through opportunities to access, communicate, create, and distribute information.	
Course provides opportunities for metacognition: opportunities for students to reflect on their own learning.	
Developing a digital citizen who is aware of the ways society and culture interact with technology, the course teaches critical thinking skills and interpretive strategies across modalities, helping students critically evaluate information, its contexts and availability.	
Productively engaging with digital information is an explicit and primary component of the course: The Digital Information Literacy material must comprise at least 1/3 of the course's focus and graded assignments.	
Must meet Information Literacy Learning Goal	
Must not carry any other Special Emphasis designation nor may it be a Capstone course	
Must be at the 200 level or higher	

Digital Information Literacy – Modules

SBHE digital literacy policy learning outcomes include:

- a) Evaluate and interpret the accuracy, credibility, and relevance of digital information;
- b) Describe the ways in which society and culture interact with digital technology;
- c) Demonstrate the knowledge to use digital technology safely and ethically at a basic level;
- d) Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.

Password Security Basics

Full Course

This course provides an overview of password security and management, including the basic principles of password security, the elements of a strong password, and strategies of how to create and maintain passwords.

Email and Messaging Safety

Full Course

Email is the primary means of attack from cyber-perpetrators. This course provides an overview of cybercrime via email, and how to employ safe email and messaging practices to avoid and help prevent cyber threats, attempts at fraud and identity theft.

Cybersecurity Overview

Full Course

The convenience of web access makes it easy to forget that we need to protect and care for our information. Easy access can strip away our wariness of strangers. It can allow someone to gain access to sensitive information that we would never hand over to a stranger in real life. Cybercrime affects not only bank accounts, but also the personal lives of everyone involved. No one wants to be a target. In this story, a teacher learns why school staff have increasingly become targets for cybercrime and the insidious methods cybercriminals use to obtain money and information.

Majors

Modules

Essential Studies Program

Learning Goals

Core outcomes and rubrics

Critical Inquiry
& Analysis

Quantitative
Reasoning

Written
Communication

Oral
Communication

Intercultural
Knowledge & Skills

Information
Literacy

Breadth of Knowledge

Subject Areas

Communication

Social Science

Fine Arts

Humanities

Math, Science,
Technology

Special Emphasis Areas

Threshold Concepts

Advanced
Communication

Quantitative
Reasoning

Diversity of
Human Experience

Analyzing
Worldviews

Digital
Information
Literacy



New Special Emphasis Requirement in Essential Studies Program

March 6, 2024

Summary: After a deliberative, faculty-driven process, the Essential Studies Committee proposes the addition of a new “Digital Information Literacy” special emphasis requirement for UND Essential Studies students.

Background

State Board Policy:

In May of 2023, the State Board of Higher Education (SBHE) issued Policy 461, requiring that NDUS institutions make a digital literacy requirement for all associate and baccalaureate-level programs

They defined Digital Literacy in the following manner: “The ability to use technology to find information, evaluate sources, create content, and communicate with others effectively. It’s a skill set used to navigate the new technological paradigm in which society operates.” The SBHE also identified the following learning outcomes:

- a. Evaluate and interpret the accuracy, credibility, and relevance of digital information;
- b. Describe the ways in which society and culture interact with digital technology;
- c. Demonstrate the knowledge to use digital technology safely and ethically at a basic level;
- d. Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.

ESC Response:

In the fall of 2023, the Essential Studies Committee voted to explore how a new Special Emphasis Requirement, if added to the ES Program, could address the academic learning outcomes of the SBHE policy.

The Essential Studies Committee wanted to stay true to Essential Studies as an academic program that enriches the undergraduate experience through a liberal arts education. In particular, the ESC wanted to explore how Information Literacy, which is already a central learning goal of the ES Program, could be linked to Digital Literacy. This connection is meant to move UND student learning beyond simply *using* technology to one that encourages students to think about epistemology and how we ascertain truth; how we create, consume, and share information ethically; and how technology is shaping individuals while also shaping the larger society.

Therefore, the Motion below is intended to address SBHE learning outcomes “a,” “b,” and “d” through an ES Special Emphasis requirement. While elements of “c” will be taught in this Special Emphasis requirement, the Vice Provost for Undergraduate Studies & Student Success has also worked to secure the funding and institutional support for learning modules that entering students will take to address the simpler elements of learning goal “c”: modules that ensure students can use technology “safely” and “at a basic level.” Students will benefit if their major program and Career Services also work to address outcome “d.”

Why a “Special Emphasis” requirement:

Special Emphasis courses are designed to be an “overlay” in the ES Program. That is, they are either overlaid on courses that meet the Breadth of Knowledge areas in ES (Fine Arts, Humanities, Social Sciences, or MST) or overlaid on courses that meet requirements in the major. Therefore, a Special Emphasis does not necessitate the addition of credit hours to ES or to a student’s program of study.

Currently, we have Special Emphasis requirements that line up with ES's Learning goals of communication (the "A"), intercultural knowledge (the "D" and "W" courses), and quantitative reasoning ("Q"). We do *not* have a special emphasis that enforces student learning in Information Literacy, and in addition, very few ES classes claim Information Literacy as their primary learning goal.

Even before SBHE Policy 461, UND faculty members and librarians had been concerned about better addressing student's civic online reasoning—and helping students find, use, and create digital information ethically and responsibly. Requiring a new Digital Information Literacy Special Emphasis course would ensure that UND undergraduates have practice responsibly using digital information.

Process

The following motion is the result of a deliberative, faculty-driven process designed to address learning outcomes "a," "b," and "d" of SBHE Policy 461 in an academic manner through UND's general education program, Essential Studies:

- 1) After initial ESC discussions about the policy, a subcommittee of the ES, the Steering Committee, was formed to explore the creation of a new Special Emphasis and to develop a timeline for implementation.
- 2) On October 3, 2023, the Steering Committee met with stakeholders from across campus to discuss a feasible implementation and timeline. That meeting included representatives from the Senate Executive Committee, Libraries/Library Committee, Registrar's Office, Curriculum Committee, University Writing Program, and Teaching Transformation and Development.
- 3) On October 19, ESC and Steering Committee Chair Nicole Derenne met with the Senate Executive Committee to discuss the process and timeline for proposing a new ES Special Emphasis requirement.
- 4) On November 2, Nicole Derenne presented the ESC's initial recommendations for a new Special Emphasis to the UND Senate.
- 5) Shortly thereafter, the campus received a message asking for feedback on the implementation plan and timeline, as well as for volunteers for a Working Group, with a deadline of November 15.
- 6) A 40-person Working Group, with staff and faculty representatives from across campus, was formed and met on December 8.
- 7) The Steering Committee has met frequently throughout the fall and spring to coordinate these efforts and to keep the process moving forward.
- 8) A subcommittee of the Working Group, The Learning Goal Team, was formed and included UND Librarians, Faculty, and Staff, representing a range of disciplines and a variety of campus entities.
- 9) The Learning Goal Team met five times in January and February of 2024. They read and discussed several articles—selected by UND Librarians—to develop an informed understanding of the pedagogies and learning recommended by experts in the field.
- 10) The Team's informed discussions led to the naming of the new Special Emphasis ("Digital Information Literacy") and to the descriptive language and validation criteria grid. This working draft was then circulated to the Essential Studies Committee (2/15) and to the members of the Digital Literacy Working Group (2/19) for feedback.
- 11) On February 20, the working draft produced by the Learning Goal Team was presented to the Senate Executive Committee by Nicole Derenne and Lori Robison.

- 12) On February 23, the Learning Goal Team met for a final time to consider feedback and revise. Their recommendations were then sent to the Essential Studies Committee.
- 13) On February 29, the Essential Studies Committee voted affirmatively to bring the motion below to the University Senate.

Motion:

Going forward, the Essential Studies program will require that students—starting with all first-time college students beginning in Fall 2024 and all new transfer students beginning in Fall 2025—take a Special Emphasis course in “Digital Information Literacy.”

[Please note: After much consideration, this title was selected because it references the larger learning goal, Information Literacy, which is already an established part of the Essential Studies program, while also drawing attention to the digital elements that the SBHE has required UND to address.]

- **The following description (developed by the Learning Goals Team) will be used to describe what the Special Emphasis Course is meant to do and the kind of learning it is meant to address:**

The Information Society needs a citizenry capable of accessing, creating, evaluating, organizing, interpreting, and disseminating information in increasingly digital formats: these transferrable and applied skills are necessary for success in the current and emerging workforce—and also necessary for active, thoughtful, and ethical participation in contemporary democratic society.

To this end, the Essential Studies Program requires students to take a class with a special emphasis in “Digital Information Literacy.” The design of these courses needs to be informed by several key Information Literacy concepts, as articulated by the Association of College and Research Libraries: 1) Authority is Constructed and Contextual; 2) Information Creation as a Process; 3) Information Has Value; 4) Research as Inquiry; 5) Scholarship as Conversation; and 6) Searching as Strategic Exploration. At the same time, such classes will teach students specialized tools and practices for finding, evaluating, and using information—in a variety of digital formats or mediums—effectively, efficiently, safely, and ethically.

In addition, these classes should empower students to actively participate in information environments. **Digital citizens need transferable, foundational skills that prepare us to work with and evaluate new technologies—like artificial intelligence—and to be ready for emerging and future technologies.** To become digital citizens, students need opportunities to be active learners who practice the rhetorical skills that come with communicating, creating, and distributing their own research; they need to practice the metacognition that helps learners reflect on their own cognitive, ethical, and emotional growth in digital spaces; they need opportunities to participate in interactive environments as critical thinkers; they need responsible, epistemic strategies for evaluating the information and misinformation that we encounter, asking themselves how we know what we know; they need to become critical information consumers that can collect, interpret, and apply a range of data and information.

Classes in “Digital Information Literacy” will, therefore, strengthen student agency as they encourage the dispositions that learners need to participate actively and thoughtfully in digital information environments.

- This grid (developed by the Learning Goals Team) will be used to validate and revalidate courses in this Special Emphasis area:

Criteria	Evidence Supports?
Course design is informed by the following Information Literacy concepts: 1) Authority is Constructed and Contextual; 2) Information Creation as a Process; 3) Information Has Value; 4) Research as Inquiry; 5) Scholarship as Conversation; and 6) Searching as Strategic Exploration.	
Digital Citizens need foundational skills that prepare us to work with and evaluate new technologies—like artificial intelligence—and to be ready for future technologies. Course develops transferable and applied skills necessary for the current and emerging workforce; the course teaches specialized tools and practices for finding, evaluating, and using digital information effectively, efficiently, safely, thoughtfully, and ethically.	
Strengthening student agency, the course involves students in actual practice with rhetorical thinking through opportunities to access, communicate, create, and distribute information.	
Course provides opportunities for metacognition: opportunities for students to reflect on their own learning.	
Developing a digital citizen who is aware of the ways society and culture interact with technology, the course teaches critical thinking skills and interpretive strategies across modalities, helping students critically evaluate information, its contexts and availability.	
Productively engaging with digital information is an explicit and primary component of the course: The Digital Information Literacy material must comprise at least 1/3 of the course's focus and graded assignments.	
Must meet Information Literacy Learning Goal	
Must not carry any other Special Emphasis designation nor may it be a Capstone course	
Must be at the 200 level or higher	

[Please note: A repository of resources will be created and made available for faculty course development. Many of the criteria in this grid, for example, will include references to external sources so that faculty can learn more as they design or redesign course offerings for the special emphasis.]

SBHE Policy 461 Learning Outcomes

- Evaluate and interpret the accuracy, credibility, and relevance of digital information;
- Describe the ways in which society and culture interact with digital technology;
- Demonstrate the knowledge to use digital technology safely and ethically at a basic level;
- Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.

Continued Implementation Plans

Spring 2024:

The Working Group will meet again this spring to develop a communications plan to keep campus informed of the new Special Emphasis. A small group of librarians and faculty members will work on creating a digital repository of sources and suggested assignments that will aid faculty in future course development. The ESC will validate a small number of new Digital Information Literacy courses for AY 2024-25.

Summer 2024:

Plans are underway to create faculty course development opportunities.

Fall 2024:

Faculty across campus will be invited to submit to the ESC, in December of 2024, materials to validate new Digital Information Literacy Special Emphasis courses.

Frequently Asked Questions

1) Isn't this a big change to the Essential Studies program? Have we made changes like this in the past?

From the start of the ES program, there was a recognition that students' learning needs might change. UND wanted a general education that could respond, and thus the Special Emphasis component of the program was understood as a place where particular, evolving learning needs could be addressed. For example, when ES assessment data showed us that our former "U" and "G" Special Emphasis courses were not adequately promoting intercultural knowledge and skills, the University Senate approved a recommendation from the ESC to create new "D" and "W" Special Emphasis courses for UND students entering Fall 2020.

2) Does a New Special Emphasis Requirement in ES add credit hours to ES or to a student's program of study?

No, Special Emphasis requirements are an "overlay." They are added either: 1) to courses in the ES Breadth of Knowledge areas (Fine Arts, Humanities, MST, or Social Sciences), or 2) to courses in the major. In short, students get credit for the Special Emphasis while completing another ES requirement or a requirement in the major.

3) Were other methods for addressing SBHE Policy 461 considered--methods that wouldn't have involved Essential Studies?

The creation of a single required course in Digital Literacy for all UND students would have come with incredible challenges for staffing and resources, because hundreds of seats would be needed each semester. Such a required course could also add credit hours to students' programs of study—or might have had the unintended consequence of replacing other important coursework.

A series of online modules that students could take on their own were also considered as a means of addressing the policy. However, once the ESC considered the close connections

between information and digital literacies—and the critical importance of these skills for a 21st century citizenry—we wanted to encourage strong faculty engagement and more active student learning through the ES program.

4) Will the SBHE be satisfied with this plan to address Digital Literacy? How are other institutions in the state responding to the policy?

UND is going above and beyond what we are required to do by the State. We are addressing the policy learning outcomes and, at the same time, making our general education program responsive to crucial student learning needs that many in our faculty want to address. We are thinking about pedagogical approaches that will help students learn through practice.

Other state institutions are addressing the state policy through a required course, an addition of material to an existing required course, or a series of online modules for students. UND's faculty-driven approach should stand out—as we strive to create opportunities for real and active student learning.

5) Why create such detailed descriptions and criteria for validation? Wouldn't it be easier to ask faculty to validate courses according to the SBHE learning outcomes?

The Learning Goal Team wanted UND's course offerings to reflect current pedagogical practices and expert knowledge in the field, with hopes that they would create an important educational framework that UND's faculty could get behind.

In addition, over the years, we have learned that the more specific the ESC can be in its articulation of student learning goals and course criteria, the better. Faculty appreciate a better understanding of how their own courses will contribute to the program; the ESC can be more consistent as it makes validation decisions; and, perhaps most importantly, specific learning goals mean that we can better communicate the value of the ES program and its requirements to students. In short, clear standards lead to more consistent ES course offerings—and, ultimately, we hope, to more meaningful student learning.

6) Are there particular academic disciplines that are best suited for teaching Digital Information Literacy?

Every discipline uses information, and thus every discipline in the information age must come to terms with how the changing digital environment makes a difference to our work, to society and culture, and to our students as both citizens and workers.

The Learning Goals Team intentionally created course descriptions and criteria that could be addressed in a range of disciplines. Under this validation criteria, the course can be *about* any theme or topic, but the key for validation as a Digital Information Literacy Special Emphasis will be that students are given significant opportunities to actively practice—and to reflect on—these critical skills. UND's Librarians will be very willing to help faculty design such activities and assignments.

7) How will learning in the new Special Emphasis area be assessed?

Information Literacy is still one of the overarching goals of the ES Program, and the new Special Emphasis has been designed to improve learning under that larger umbrella category. Therefore, the ES program will continue to assess student learning in Information Literacy with the current VALUE rubric. We hope, of course, that the added Special Emphasis course requirement will improve student learning—and that future assessment efforts will reflect that improvement.

8) Why validate only a few new Digital Information Literacy courses for Fall 2024 while saving the bulk of the validations for Fall 2025?

The May 2023 SBHE policy created a very tight timeline for implementation. To deal with this timeline, we are recognizing that very few new students entering in fall 2024 will need to have completed the new Special Emphasis course in their first year. While the ESC will make sure that a few courses are ready for students to take if necessary in AY 2024-25, we will save most validations for Fall 2025. This will give faculty members time to plan course revisions and/or to participate in summer course development, and it will also help the ESC maintain consistent and high standards for course validation.

9) Will there be enough Digital Information Literacy courses going forward?

If we value this learning and want to make it part of our general education program, it will be incumbent upon all of us to encourage colleagues to develop such courses. Summer faculty development opportunities are currently being created to encourage new course validations in Fall 2024. Programs should consider how they might address learning in these areas and develop a Special Emphasis overlay to a course in the major. Courses offered to ES Students in Fine Arts, Humanities, MST, and Social Science disciplines might find that they enjoy increased enrollments by adding this Special Emphasis designation.

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Essential Studies Committee response to questions about a program review and the Essential Studies Director search

Program Review

The Essential Studies (ES) Committee is working on a proposal for a program review and will bring that to the University Senate after ES Committee members have decided on the details.

ES Director Search

It is the understanding of the ES Committee that the search for an ES Director will launch in the fall of 2024. The search will be conducted according to HR policies, with the ES Committee holding a specific committee interview with each candidate, as they did in previous searches. All campus stakeholders will again be invited to an open forum or interview (depending on the search committee's preference) and to provide feedback on all candidates.