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Scholastic minutes 11/03/2015

Scholastic Committee

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**Scholastic Committee
2015-16 Academic Year
November 3, 2015
Meeting Seven Approved Minutes**

Present: Steve Gross (chair), Judy Korn, Leslie Meek, Brenda Boever, Jennifer Goodnough, Jennifer Rothchild, Dan Magner, Merc Chasman, Madeline Youakim, Edison Yellick

Absent: Ray Schultz and Mike Vandenberg

1. Approve minutes of October 27, 2015, meeting

Minutes approved

2. Chair's Report

Brenda Boever spoke with the Dean regarding the recommendations presented by Scholastic Committee (SC) in April 2015. (See Addendum One) The SC recommended:

1. Raising the IELTS score required for admission from 5.5 to 6.0.
2. Require that all new international students take LANG 1063: American Culture and Oral Skills in the American University.
3. Require that international students take an English language placement exam upon arrival.

Steve Gross, chair, will speak with the Dean regarding his response to the recommendations. Gross also suggested this become a yearly conversation as the previously discussed oral proficiency exam and IC recommendation were not a part of the SC recommendations. Additions to the recommendation were suggested by members. It was suggested that a IC common course be added to recommendation #2 requiring all new international students take LANG 1063. Also, results from recommendation #3 should channel students into appropriate ESL courses.

In regards to raising the IELTS score from 5.5 to 6.0, it was mentioned that SUFE students may drop other courses to focus solely on receiving a better IELTS score. Students will study just enough to earn the higher score required. Would Morris be better served by having remedial language courses here rather than raising the score? A high score would alleviate some of the problems and pressure students currently experience. Morris does not want to send the wrong message to international students implying they can be successful here at Morris with a score of 5.5 when in fact that may not be the case. By requiring a higher score of 6.0, Morris is presenting a higher level of expectation. The score of 5.5 was entered in the SUFE contract by a former admissions director without recommendations from any committee. One committee member noted that the SUFE administration has in the past resisted raising scores. Contract negotiations happen every three years. The next contract negotiation is scheduled to take place this spring. SC would like to visit with the new ISP assistant director to discuss contract negotiation recommendations.

3. SCEP Report

No report, SCEP has not met.

4. AP Seminar Course, new AP course

Judy Korn as Transfer Coordinator, receives notification from College Board when new Advanced Placement (AP) courses are implemented. The SC is being asked to review the new AP Seminar course for credit transfer. Korn would like the committee to consider the course and

determine if it can or cannot be accepted for credit before Morris begins receiving scores for AP Seminar. Having a decision on the course would also help Admissions when visiting with prospective students.

SC would like to know how they test for the AP Seminar? The course has great objectives and goals, but how is this assessed with an exam? Is the assessment at the discretion of the high school instructor? There is a possibility for potential credit if the student was taught well, performed well, and was assessed well, but those are all uncertainties. Leslie Meek is against accepting the course because she believes it is an unreasonable expectation that high school students could prepare and successfully complete a senior capstone in one year when college students take four years to prepare for a senior capstone.

SC would like more information about the exam and a course syllabus before they can make a decision on whether to accept the course for credit. Due to the course being in its infancy, it is difficult to find colleges that have reviewed the course for credit.

Gross believes there may be no harm in awarding four credits for the course without awarding general education credit. Korn suggested awarding two credits similar to that of an IC course. The credit would only go toward the 120-credit requirement. Some members worried that if the course was considered to be similar to an IC course some students would pressure for an exemption from IC. The SC response would be that the AP Seminar course is a high school course whereas IC is a college course. Without reviewing the exam for the AP Seminar course the SC is hesitant to make a decision. Korn was asked to acquire a copy of the exam if possible to assist SC in its decision-making process. SC would also like to know how other campuses and colleges have evaluated the course and how many schools are offering the course.

It was noted that a higher percentage of students who take AP, IB and PSEO graduate with a higher GPA and within four years. These are the students the University wants to attract and admit. There may be no harm in awarding only two credits for the course if it makes Morris more appealing to these students.

5. Multi-I Conversation

A consortium agreement exists among the five campuses of the University of Minnesota that allows students to take classes, including online, from another campus. Under this agreement students are allowed to attend another campus for either fall or spring semester during an academic year without losing their status or jeopardizing eligibility for student financial assisted programs at their home campus. It is critical that students understand the relationship with each campus for registration, student status, and financial aid purposes.

The Office of the Registrar (OTR) would like the SC to review Multi I procedures, specifically how they relate to online courses. Currently, the one semester per academic year rule is easy to enforce, but the rule becomes less clear when students take online courses. The SC determined last year that the OTR should be "lenient" with students taking online courses if they were taking most of their courses on the Morris campus. A student who studied at another campus for a semester would be allowed to take online courses from that same campus the following semester if they were also taking residential courses at Morris. It would be helpful if the SC was more specific about online courses in relation to Multi I.

The impacts discussed by the prior SC included a loss of tuition and a dilution of the Morris degree.

SC members believe that if a student is taking all online courses and does not register for courses at their home campus then the student has used up their semester of Multi-I. SC recommended that if a student is taking only 1-2 courses online that OTR be lenient in allowing them to do a second semester of Multi-I. SC wants to retain the maximum flexibility for Morris students to complete their degree. OTR would like to know when to require students who are taking online courses to petition for a second semester. Korn suggested requiring students who are planning on taking more than 12 credits online to petition. However, enforcing the 12-credit threshold would be difficult if the student was not honest about how many credits they were planning to register for.

Korn also asked the committee whether a student who has deposited should be allowed to request to do Multi-I before they set foot on campus? SC agreed that a student should not be allowed to participate in Multi-I their first semester. The student would have the option to petition.

SC asked the OTR to compose a draft of the proposed change to the policy or procedures as it relates to online courses for the committee to review at the following meeting.

Respectfully submitted,

Angie Senger
Office of the Registrar

Addendum One: SC recommendations to the Dean
http://digitalcommons.morris.umn.edu/schol_com/73/