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Scholastic minutes 04/05/2016

Scholastic Committee

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**Scholastic Committee
2015-16 Academic Year
April 5, 2016**

Meeting Twenty-one Approved Minutes

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

Absent: Jennifer Rothchild, Joseph Beaver, and Yujing Song

1. Approve minutes of March 8, 2016, meeting

Minutes approved

Approve minutes of March 22, 2016 meeting

Approved with correction

2. Chair's Report

Steve Gross had a conversation with Jennifer Herrmann regarding the Moodle academic alert program. Gross felt it was a good conversation, but feels further discussion is required to address all of Scholastic Committee's (SC) concerns. He was assured the program would not be implemented in the near future due to a lack of buy-in from faculty to implement the program as policy. However, if it were implemented in the future there was no guarantee of anonymity to faculty.

One faculty member projected a view of her Moodle page listing people/departments who had access to/accessed her Moodle site. The list was extensive, including departments that were unknown. From this list it was clear that faculty have no privacy in Moodle.

Judy Korn, *ex officio* on the Curriculum Committee, provided an overview of the comments related to Scholastic Committee that she shared at the last Curriculum Committee meeting regarding a major change to the foreign language general education requirement proposed by the language faculty, renamed World Languages, Literatures, and Cultures (WLLC).

The following was proposed by the language faculty at the April 4, 2016, Curriculum Committee meeting:

"Proposed:

World Languages, Literatures, and Cultures: to develop skills and knowledge in a single language and its literatures and cultures by completing a minimum of 8 credits of college-level study.

This requirement may be met in any one of the following ways:

- by advancing existing language skills, successfully completing 8 credits in a single language of prior study at a level determined by placement examination and/or faculty consultation;
- by successfully completing 8 credits at the beginning {lxxx} level in a single language of no prior study or experience;
- through transfer of a full year of college coursework in a single language; or
- through the Scholastic Committee if English is not the student's first language.

Placement scores and/or consultation with a member of the faculty in world languages are used to determine appropriate course placement at Morris. Students who plan to continue developing skills in a language studied in high school take a placement examination and usually enroll in the course indicated by its score. However, when the placement score or enrollment do not seem to reflect a student's prior study and experiences, consultation with a faculty member in world languages may also determine the course best suited to a student's skill level.

Consultation with a faculty member in world languages is also encouraged for students who place into a course not offered in the desired semester and students who wish to continue beyond 1002 in a language other than French, German, or Spanish."

While in general, committee members agree with the goal of the new requirement, it has some concerns regarding how the requirement may be met.

1. The proposal assumes SC will carry forward the foreign language exception for international students. However, if the WLLC proposal passed Assembly, SC would need to review the new foreign language requirement and the current exception for international students to determine if the exception still applies.

2. The proposal also removes AP and IB courses from satisfying the new requirement, which contradicts last year's review and recommendations for AP and IB credit from the language faculty. Last year, language faculty recommended awarding more credit and course substitutions for AP and IB courses than had been previously awarded.. For example, last year, language faculty recommended awarding 10 general education credits in Spanish for AP AND IB, as well as allowing a course substitution and the fulfillment of the general education requirements of HUM, IP and FL. The new proposal recommends awarding only four general education credits and no course substitution, or HUM,IP and FL general education fulfillment.

SC is concerned about the proposed changes to the transfer of credit for AP and IB courses when the content of neither the transfer course nor UMM courses have changed. The SC would like to honor students who have successfully completed AP, IB, and PSEO courses by awarding them credit for their invested time and effort in completing college-level work. Many students take these courses specifically to make progress on their college degree prior to attending college. The proposed requirement requires the completion of a minimum of 8 credits of college-level study, which AP and IB would no longer satisfy. The implication is that the minimum of 8 credits of college-level study must be completed at Morris. SC members worry that the change might suggest that Morris no longer trusts AP courses and does not value diversity in earlier study and life experience. SC student representatives were concerned that the proposed change appears elitist.

3. SC is also concerned that the language faculty have not discussed the proposed changes with the committee as the issue of transfer credit falls under SC's responsibilities. SC suggested the issue be brought to the Consultative Committee and the Steering Committee. Steering Committee needs to remind the Curriculum Committee that SC has authority over transfer credit and the proposal cannot be brought to Campus Assembly until it has gone through SC. SC agreed that

should the proposal be brought to Campus Assembly before SC has reviewed it, Scholastic Committee chair, Steve Gross, would block the proposal from a vote.

4. Other members voiced concerns that the changes to the foreign language requirement could cause confusion for both students and advisers as to what a student needs to take to satisfy the requirement. The requirement, after all, could be different for every student. APAS may have to be manually manipulated to populate the courses required to satisfy a particular student's requirement.

5. Other members argued that this proposal, because it would force students with advanced skills into upper division courses, might create an incentive for students proficient at a higher level to fail the placement exam so they can enroll in lower level courses.

6. The proposed requirement would restrict students who place into an intermediate course to taking only Spanish, French, Anishinaabe, and German, since those are the only languages in which Morris offers intermediate courses.

7. How would students satisfy the international perspectives requirement if 2XXX and 3XXX level language courses are satisfying the foreign language requirement and not IP? If these courses did not change, how can they go from formerly satisfying the IP (International Perspectives) and HUM (Communication, Language, Literature, and Philosophy) general education requirements to WLLC?

The stated rationale behind the change is as follows:

“WLLC is designed to ensure that every Morris student graduates with the skills and values inherent in our institutional mission: prepared "to be global citizens who value and pursue[...] intercultural competence." WLLC is also supported by emerging research demonstrating the many benefits of language study among young adults, at any level of competence, and in a conventional classroom setting such as we are able to offer at UMM. Currently, the 'FL' requirement is the only component of UMM' s general education requirements for which high school coursework may be considered a college-level equivalent. As a result, roughly a quarter of UMM graduates can claim exemption from college-level study of a world language. The proposed requirement seeks to remedy this disparity and represents a feasible alternative to the four semesters of language study (or equivalent) required by the UMTC College of Liberal Arts and two schools in UMM' s aspirational comparison group. This proposed change preserves the current structure of the languages at UMM and, because it will result in enrollment spread across courses that currently function as electives, optimizes resources in the languages.”

SC pointed out that in their rationale, the language faculty noted, “roughly a quarter of UMM graduates can claim exemption from college-level study of a world language.” The keyword is “can”; not all students claim an exemption. The data supporting the contention that a quarter of UMM graduates claim an exemption dates back five years. Out of that quarter, half took language classes anyway. In the last three years, out of the 106 Spanish, German, French, and Chinese language students who completed the proctored proficiency exam, sixty-six were exempt, but only thirty-eight claimed the exemption.

9. SC is concerned this proposed change could set a precedence for other disciplines.

10. The One-Stop member of SC noted the financial aid implications for students bringing in transfer credits that do not apply toward a student's degree. These students with transfer credits could potentially reach the 180 credit limit before completing the requirements for their degree and become ineligible to receive financial aid. Students could appeal for financial aid, but that process is only available for students who have not completed requirements for a degree. If a student who has completed more than 180 credits has more than one major and they've completed the requirements for one degree they are not eligible to appeal for financial aid.

11. SC would like to stress that Morris' mission is to be a public institution.

12. Has the Curriculum Committee considered the implications the proposed change to the foreign language requirement might have in regards to admissions?

SC agreed to table the discussion for next week. Brenda Boever, SC dean's designee, will bring up SC concerns with Dean Bart Finzel at their next meeting. Steve Gross, SC chair, will also follow up with Dean Bart Finzel regarding SC's concerns.

3. **SCEP Report**

SCEP will be meeting on April 13 to discuss and vote on the Academic Unit Authority over the Curriculum and Major, Minor, and Certificate Requirements policy. Jennifer Goodnough would like SC to talk about the policy next week.

Goodnough shared the following response from Becky Hippert regarding Crookston's exemption to the Teaching Evaluation Policy.

When the Teaching Evaluation Policy was last implemented Crookston was excluded from its coverage as they are a unionized campus. As teaching evals are required for many things, including accreditation, admin was considering creating a separate policy for Crookston but then approached their union to see what could be done to get them under this policy. The concession provided to Crookston was that they are not required to release evals to students. Individual faculty members might agree to release their own results, but there is nothing systematic for the campus. Ole mentioned that Crookston students might end up exerting enough pressure that the campus decides to change, but that decision will not be mandated from central admin.

There is nothing in the SCEP or Senate minutes about this as consultation with those bodies is not required if a campus decides to join coverage under a policy.

4. **CLEP continued from 2014-15 tabled** [2014-15 CLEP SC Minutes](#) [CLEP chart](#)

Respectfully submitted,

Angie Senger
Office of the Registrar