

4-12-2016

## Scholastic minutes 04/12/2016

Scholastic Committee

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**Scholastic Committee**  
**2015-16 Academic Year**  
**April 12, 2016**  
**Meeting Twenty-two Approved Minutes**

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

**Absent:** Jennifer Rothchild, Leslie Meek, Joseph Beaver, Edison Yellick, and Yujing Song

**1. Approve minutes of March 29, 2016, meeting**

Minutes approved.

**2. Chair's Report**

In anticipation of the foreign language discussion, Steve Gross had a brief email exchange with Dean Bart Finzel regarding the proposed World Languages, Literatures, and Cultures (WLLC) proposal. Gross expressed the concern that the new WLLC proposal might preempt Scholastic Committee's responsibility for granting exemptions for the requirement. The dean responded that the WLLC was still in development. Gross also expressed the fear that the policy may be too restrictive and wondered whether a rigid policy with few exemptions might conflict with a liberal arts mission.

**3. SCEP Report**

No additional SCEP items were provided for Wednesday's meeting.

**4. Policy Discussion: Academic Unit Authority**

**[Academic Unit Authority Policy](#)**

The component of the policy regarding expiration of old credits focuses on courses whose material has changed substantially. The expiration of old credits pertains to courses where the older content no longer matches the new content covered. The department will look at whether the course description, content, textbook or other components have changed. This is more common in evolving disciplines such as medical and technology. There is a concern that the statement may be too vague, but it is necessary because it is not possible to point out specific terms.

Judy Korn noted that frequently asked questions two, three, and four could become its own policy. It is not a clear connection to look at this policy for this information.

Jennifer Goodnough noted that one thing this policy does is provide protection so that disciplines maintain authority over discipline requirements. The policy stems from when the Twin Cities campus created its first curriculum committee. Gross also noted that departments, especially in the social sciences can become politicized and this may influence content.

SC agreed that the policy was not too controversial.

**5. Foreign Language Discussion continued**

Gross reiterated, per Dean Finzel the Curriculum Committee has not made a decision regarding the proposed change to the foreign language requirement. In anticipation of further discussion, Gross asked the SC if there was anything the committee would like to bring forth.

It was advised that discussions such as making changes to a general education requirement not happen in a bubble even if the committee has full representation ( faculty, staff, and students). It was also noted these decisions need to take into consideration staffing implications.

SC is concerned that the proposal to change the foreign language general education requirement will open the door for other changes in other general education requirements. This proposal could expand the length of time needed to complete a degree and potentially delay graduation for students. It was noted that other components such as the Timely Graduation policy, graduation rates, and retention rates should also be considered when proposing changes to general education requirements because the legislature utilizes these factors when determining funding.

Members expressed a concern that an expanded WLLC requirement might appear to parents and prospective students that new barriers were being erected for students who might otherwise graduate in three years.

Other SC members questioned the nature of the problem addressed by the change in the general education requirement. It was suggested that perhaps the Curriculum Committee is trying to align more with the Twin Cities language requirements.

Additional comments included whether increasing the standard for proficiency from a 1002-level to a 2001-level might accomplish the same ends and still allow exemptions? SC student representatives question why students have to be more proficient in a language than a science. Other members expressed similar concerns about other general education requirements. If the goal is to produce global citizens, is an expanded WLLC necessarily the best way of doing this? Still other concerns had to do with the difficulty in trying to align with the Twin Cities language requirement. In contrast to the Twin Cities, which offers significantly more languages. Morris only offers intermediate courses in Spanish, French, and German. This raises the question of whether WLLC truly encompasses a global perspective.

Curriculum could instead propose to require an international perspectives course. SC suggested the possibility of removing international perspective from the global village and making it a separate requirement. In this case, students would not be dictated on how they should satisfy the requirement. Morris offers many courses that satisfy the international perspectives requirement.

SC also suggested reviewing courses to determine the general education requirement they satisfy. There are many courses such as art history courses that satisfy the fine arts, but contain as much content for global perspective. Members believe that UMM has not accomplished a review of general education requirements since semester conversion.

It was noted that changing the global village to a theme similar to the Twin Cities has been discussed at the Curriculum Committee meetings. Courses could satisfy a core requirement and a theme requirement.

What would be the real life implications if the proposed change to the foreign language requirement were to pass? Would students with AP/IB may have to take more courses to satisfy the requirement? Since SC has the constitutional authority to determine if transfer work satisfies general education requirements, SC fears the proposed change would limit SC to the evaluation of transfer coursework.

Finally, requiring additional credits may jeopardize financial aid for some students with transfer work. As financial aid disbursement is based on completed credits, students could potentially run out of financial aid before they've satisfied all requirements. Admissions could also see a negative impact if other colleges are accepting AP/IB for foreign language requirements and Morris is not.

**6. [CLEP continued from 2014-15](#)  
[2014-15 CLEP SC Minutes](#)**

### CLEP chart

Korn presented data comparing the number of CLEP exams Morris accepts with that of other Council of Public Liberal Arts Colleges (COPLAC) and several Minnesota private liberal arts colleges. Morris currently accepts 29 CLEP exams which is within the average number of exams accepted by other COPLAC institutions. Historically, CLEP exams were provided mostly for nontraditional students to enter college and earn a degree without having to take a full gamut of courses. To date, Morris does not receive many CLEP scores. In the last 16 years, Morris received 110 scores; 13 didn't count. Few students had more than one exam score. Morris has only had two graduates (one in 2013 and one in 2007 with 11 and 8 exams, respectively) with more than the usual one or two exams.

When reviewing the decision to accept CLEP exams, the SC considers Morris' policy for graduating with a Morris degree. Students must complete 60 general education credits, 30 credits must be from Morris, and half of upper division work in the major must be completed at Morris.

SC does not believe there's a problem that needs to be solved regarding CLEP exams. Members agree that policy should not be changed based on an outlier. These two students could have also taken special exams to prove proficiency or for credit.

Morris is not an outlier in its acceptance of CLEP exams, therefore the SC is not in favor of taking away credits from CLEP. Members agree there does not appear to be a problem.

SC suggested that if the Dean is concerned about students graduating after being here for only one year then Morris should look at changing the policy and not try to implement a solution that bypasses the policy. Another option would be to only award credits, but no general education requirements for CLEP scores.

After 2013, a transfer policy statement was added stating transfer credits do not count until a student becomes degree-seeking. This policy ensures that high school students cannot earn a Morris degree.

If Morris decides not to accept CLEP exams, it could potentially lead to fewer students coming to Morris. Student would instead go to other COPLAC schools that do accept CLEP exams.

SC would like to stress that Morris is a public institution, not a private school.

Korn was tasked with shaping a draft statement regarding AP/IB and CLEP.

Respectfully submitted,

Angie Senger  
Office of the Registrar