

University of Minnesota Morris Digital Well

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Scholastic Committee

Campus Governance

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4-20-2017

### Scholastic minutes 04/20/2017

Scholastic Committee

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**Scholastic Committee**  
**2016-17 Academic Year**  
**April 20, 2017**  
**Meeting Twenty-one Minutes**

**Present:** Roland Guyotte (chair), Judy Korn, Ray Schultz, Brenda Boever, Steve Gross, Emma Kloos, Merc Chasman, Joe Beaver, Dan Magner, Josiah Gregg, and Parker Smith

**Absent:** Leslie Meek, Jennifer Goodnough, Ruby DeBellis, and Emily Trieu

**1. Approve minutes of April 13, 2017, meeting**

Minutes approved

**2. Chair's Report**

Next week the Scholastic Committee will hear from Vice Chancellor Sandy Olson-Loy regarding Academic Integrity.

**3. SCEP Report**

No report.

**4. Petition #1258**

Petition denied.

**5. Test Center discussion**

Judy Korn provided the committee some information regarding the functions of the Test Center, its relation to the Scholastic Committee (SC) and the impacts on students (Addendum One). Succession planning for the Test Center began with former Assistant Vice Chancellor Henry Fulda about a year ago, and the Scholastic Committee is not aware of any action taken. The topic has resurfaced with the announcement of the retirement of Jane Kill, current Test Center Coordinator, on June 2, 2017.

With new student registration approaching, students are asking when they can take proctored language exams to satisfy the Foreign Language requirement and the Office of the Registrar (OTR) cannot provide an answer. This uncertainty does not make the University look good on new student registration.

In collaboration with the OTR, the Test Center also provides special examinations for course proficiency.

In 2016, the Test Center oversaw the following exams:

- 112 ACT
- 23 LSAT
- 27 GED
- 8 GRE
- 360 Foreign Language
- 415 Math Placement
- 9 CLEP

In addition beginning in 2010 until present, about 340 MTLE exams are taken in the Morris Test Center yearly. The Test Center averages about 300 hours of testing for education majors. Education majors are required to take the Basic Skills exam before they are admitted in the program. It would reflect negatively on the campus if we had to send our education students to Willmar to take their Basic Skills exam.

The next closest test centers are located in St. Cloud, MN, Willmar, MN and Fargo, ND.

There does not appear to be talk of replacing the position.

There was great concern regarding STEM students and math placement exams as it is crucial for these students to be placed appropriately for proper student progress. This could lead to potential retention problems.

The Dean has stated that there is no discussion or confirmation the Test Center will close.

Who has been consulted in regards to the decision-making process? Brenda Boever, Office of Academic Success (OAS), has had discussions with the Dean about how the information from exams provided by the Test Center are used by faculty and advisors and how the information impacts students. Boever also volunteered a staff member to shadow the current Test Center Coordinator and learn the process for math placement exams for the purposes of new student registration. However, OAS staff already have a significant amount of responsibilities and have no room to add test center responsibilities long term.

Is there an appropriate committee that could take this up? The Consultative Committee could have looked into the situation, but it's too late for that now as the June 2nd retirement date quickly approaches.

Student SC representatives offered that a big factor when students are deciding on a college is how their credits will transfer and having a clear understanding of how their first year will look after new student registration. Without language and math placement exams during new student registration there could be a lot of confusion and uncertainty which could cause some students to reconsider Morris. Student members worried about the potential retention problems.

Confusion and uncertainty with language and math placement exams could also affect student recruitment. It will be difficult to remain competitive and attract higher level students if we create hurdles during registration.

One of the challenges of being a rural institution is attracting students to a more remote location. Morris could become less attractive to students especially local students if it stops offering exam services.

A potential problem with the possibility of the Division of Education taking over MTLE testing is the potential of conflict of interest. The MTLE exam contract requires a neutral place and neutral coordinator.

It was noted that many of the math majors who perform well are also secondary education students. We would not want to lose those students.

Public impact and local prospective student impact was also discussed. The loss of the Test Center and its national exam services could potentially add more friction on an already strained relationship with the town. It was noted that the community could not rely on state funding of local high school ACT exams for juniors because funding could potentially be eliminated.

Why has it gotten this far without any action taken? Why wait until panic mode?

The committee discussed creating a statement to share with the vice chancellors and potentially division chairs. Korn offered to share a draft statement via Google Docs with committee members for input and feedback.

## 6. **Global Village Task Force proposal**

The Curriculum Committee (CC) was asked not to think about all the other general education categories when reviewing the Global Village general education requirement. The CC proposal ( Addendum Two) includes changes to the title of the Global Village to Integrated Liberal Studies: Making Connections as well as changes to the definitions of each category and how the requirement can be satisfied. Part of the proposal is as follows.

*The Integrated Liberal Studies requirements can be met by any approved courses that meet the criteria below. As general education category IV requires significant integrative learning and the synthesis of college skills, category IV can be met by any 4 cr 2xxx, 3xxx, or 4xxx courses, whether or not that course also carries a general education designator from category II (Liberal Arts skills) or III (Liberal Studies: Ways of Knowing). It may also be met by an 1xxx or any 2 cr 2xxx, 3xxx, 4xxx course that has been approved (by meeting certain criteria), but these will carry only one of the designators below. Students must take at least one course in EACH area.*

The CC further notes that AP credit courses would *not* count in the Integrated Liberal Studies: Making Connections categories because there would be no way to verify the synthesis criteria. The CC proposal also notes that transfer courses would probably need to be re-evaluated by disciplines. However, this encroaches on the purview of the Scholastic Committee who are charged with determining how transfer credit is accepted and which general education requirements it satisfies.

There was concern expressed about the changes to the Global Village and what the CC task force proposes to send to Campus Assembly.

All other University of Minnesota campuses have core and theme general education requirements that allow for “double dipping” in general education categories. Morris’s Campus Assembly voted against “double dipping” in general education categories. The proposed change to the Global Village now incorporates “double dipping” to aid in the process of satisfy all four areas. Students won’t necessarily have to take more courses, but rather be more strategic when picking courses.

The Twin Cities campus is now reviewing all general education categories after research has shown that the core and theme general education requirements are holding students back from graduating on time. Selecting courses that satisfy two requirements has been shown to be confusing.

Many members of the SC expressed that the Integrated Liberal Studies: Making Connections proposal from the Curriculum Committee is very confusing. The confusion could create a roadblock for Morris students similar to what is happening on the Twin Cities campus.

It was noted that one of the findings in our recent assessment by the Higher Learning Commission was that Morris's general education requirements were confusing.

Another concern is the impact on new student enrollment. Students have expressed that one of the main factors they use when deciding which school to attend is how their transfer credits will transfer. Students are looking for the school that will give them more for the work they've completed. Many students take AP, CLEP, and college credits while in high school to make progress toward a degree and get ahead. The new proposal could discourage many students from attending Morris.

It was suggested that Admissions be consulted regarding the changes to the Global Village to determine how those changes could affect recruitment. Admissions currently struggles "selling" WLA to prospective students.

Korn will send the CC report to members of SC.

Respectfully submitted,

Angie Senger  
Office of the Registrar

## Addendum One: Morris Test Center and Scholastic Committee

### Scholastic Committee Discussion on Morris Test Center

4.20.17

#### 1. Areas of responsibility in which the Scholastic Committee intersects with current Morris Test Center responsibilities.

##### Admissions:

- Coordinates math and language online placement exams with the Test Center for new student registration.
- ACT residuals.

##### Academic progress:

- Proctored language examinations (Spanish, French, German) organized by the Test Center.
- Proctored language examinations for languages we do not offer (<https://flats.byu.edu/langlist.php?x=8>) organized through the Test Center and OTR.
- Morris special examinations for students who have studied Latin, ASL, Chinese organized through the Test Center and OTR.
- Registration now includes placement score as prereq for math and language courses which involves an OTR function.
- Morris special examinations for course proficiency (often science and math) organized through the OTR
- CLEP examinations through the Test Center (sometimes OTR).
- MTLE Minnesota Teacher License Examinations for Morris elementary and secondary education programs.

##### Academic advising:

- Placement scores for new student advising.
- Placement score prereqs on student's records for new student registration (OTR).

##### Student academic honesty:

- Proctored exams as needed for any entity on campus.

##### General Education:

- Demonstrated proficiency for language requirement (OTR)
- CLEP examinations fulfilling requirements (OTR).

##### Transfer:

- CLEP examinations

#### 2. Current Morris Test Center status

Morris Test Center has been a feature of Morris Student Counseling for many years. Student Counseling reports to Student Affairs. The Test Center Coordinator is retiring the first week in June 2017.

**To date, it has not been widely and fully discussed or determined:**

- which office (or Academic Affairs versus Student Affairs) will be responsible for **math and language placement examinations, math and language proctored examinations, proctored vendor language examinations, and Morris course special examinations** that directly impact Morris students.
- if Morris wishes to continue offering the **Minnesota Teacher License Exam** for the benefit of Morris students and others in the surrounding area.
- if Morris wishes to continue offering **CLEP examinations** for the benefit of Morris students and others in the surrounding area.
- perhaps of lesser importance to SC (but will still impact Morris students), if Morris wishes to continue offering **national examinations** that benefit Morris students and others in the surrounding area such as ACT; GRE; TOEFL; MCAT; LSAT; DAT.

**Discussion:**

Student impact

Faculty impact

Public impact

## Addendum Two: Global Village Task Force Proposal

### Global Village Task Force Proposal

Curriculum Committee

April 17, 2017

UMM General Education can be understood as having four pieces (or covering four different kinds of areas):

1. IC
2. Liberal Arts skills
3. Liberal Studies: Ways of Knowing
4. Integrated Liberal Studies: Making Connections

The terminology clarifies the distinctiveness of this category and now corresponds to the learning outcomes, while keeping the fundamental definitions that divisions were strongly in favor of keeping.

#### **IV. Integrated Liberal Studies: Making Connections**

To increase students' understanding of the interdependence of knowledge, including the impact individuals, societies, and the environment have on one another, to help better prepare students for the complex interactions of civic and professional life. These courses synthesize such things as methods, communication styles, perspectives and interpretations, rather than focusing on a single approach or discipline.

The Integrated Liberal Studies requirements can be met by any approved courses that meet the criteria below. As general education category IV requires significant integrative learning and the synthesis of college skills, category IV can be met by any 4cr 2xxx, 3xxx, or 4xxx courses, whether or not that course also carries a general education designator from category II or III. It may also be met by any 1xxx or any 2cr 2xxx, 3xxx, 4xxx course that has been approved (see criteria), but these will carry only one of the designators below. Students must take at least one course in EACH of these areas:



**A. U.S. Cultures and Connections** (was Human Diversity)

To increase students' understanding of the differences between individuals and the shared cultures to which individuals belong within the U.S., with focus on the social constructs under which people across the world live, on examination of criteria that define a single (or multiple) shared culture and how individuals become members, and on the values, traditions, and interactions between different shared cultures.

**B. International Cultures and Connections** (was International Perspectives)

To develop students' international and intercultural skills and to increase students' understanding of the differences between individuals and the shared cultures to which individuals belong outside the U.S., with focus on the social constructs under which people across the world live, on examination of criteria that define a single (or multiple) shared culture and how individuals become members, and on the values, traditions, and interactions between different shared cultures.

**C. Environmental Stewardship** (was People and the Environment)

To increase students' understanding of the interdependence between human societies and the natural world, to be able to assess these interdependencies, find mutually beneficial solutions when conflicting priorities arise, and ultimately improve students' ability to sustain both.

**D. Ethical Reasoning and Civic Engagement** (was Ethical and Civic Responsibility)

To broaden and develop students' capacity to question and reflect upon their own and society's values and critical responsibilities, and to understand forces, such as technology, that cause them to modify these values and mandate creation of new ways to resolve legal, social, and scientific conflicts.

## POSSIBLE COURSE REQUIREMENTS AND APPROVAL PROCESS

Courses that fulfill the Integrated Liberal Studies requirement employ not just one methodology or one discipline's methodology, but demonstrably utilize **cross-disciplinary** material and require students to **synthesize** approaches and/or material. Evidence that a course meets this requirement would include:

1. Answers to questions such as these:
  - a. What is being synthesized--what 2 or more areas of study or methodology will the course include and to what extent? (introducing a topic alone is not sufficient)
  - b. How will that synthesis be assessed--what assignments (briefly describe your plans) will require students to synthesize multiple approaches or areas?
2. At least a draft syllabus, perhaps with particularly relevant features on it highlighted.

(The task force collected sample answers and syllabi for courses currently in these categories from colleagues in Humanities, Science & Math, and Education.)

Curriculum Committee (or a sub-committee?) or some other group (maybe just divisions?) would have to review the above material and decide whether or not a course met the requirements.

AP credit courses would *not* count in this category because we could not verify the synthesis aspect; transfer courses would probably have to be re-evaluated by disciplines.