Appendices

Appendix A

Minnesota State Colleges and Universities System: Member Institutions

Four-Year State Universities

Bemidji State University
Metropolitan State University
Minnesota State University, Mankato
Minnesota State University Moorhead
St. Cloud State University
Southwest Minnesota State University
Winona State University

Two-Year State Colleges

Alexandria Technical College

Anoka-Ramsey Community College
- Cambridge campus
- Coon Rapids campus

Anoka Technical College

Central Lakes College
- Brainerd campus
- Staples campus

Century College

Dakota County Technical College

Fond du Lac Tribal & Community College

Hennepin Technical College
- Brooklyn Park campus
- Eden Prairie campus

Hibbing Community College

Inver Hills Community College

Itasca Community College

Lake Superior College

Mesabi Range Community and Technical College
- Eveleth campus
- Virginia campus

Minneapolis Community and Technical College

Minnesota State College - Southeast Technical
- Red Wing Campus
- Winona campus

Minnesota State Community & Technical College
- Detroit Lakes campus
- Fergus Falls campus
- Moorhead campus
- Wadena campus

Minnesota West Community & Technical College
- Canby campus
- Granite Falls campus
- Jackson campus
- Pipestone campus
- Worthington campus

Normandale Community College

North Hennepin Community College

Northland Community & Technical College
- East Grand Forks campus
- Thief River Falls campus

Northwest Technical College

Pine Technical College

Rainy River Community College

Ridgewater College
- Hutchinson campus
- Willmar campus

Riverland Community College
- Albert Lea campus
- Austin campus

Rochester Community and Technical College

St. Cloud Technical College

Saint Paul College

South Central College
- Faribault campus
- Mankato campus

Vermilion Community College

Appendix B

Minnesota State Colleges and Universities System Leadership and Board of Trustees

Chancellor: James H. McCormick

Board of Trustees

Caleb Anderson
Two-year student member
Congressional District #4
Legislative District #55A
(Term: September 7, 2006 through June 30, 2008)

Duane Benson
Congressional District #1
Legislative District #31B
(Term: July 1, 2004 through June 30, 2010)

Michael Boulton, Treasurer
State University Student
Congressional District #7
Legislative District #20A
(Term: July 1, 2005 through June 30, 2007)

Cheryl Dickson
Congressional District #4
Legislative District #65B
(Term: July 1, 2002 through June 30, 2008)

Ruth Grendahl
Congressional District #2
Legislative District #37A
(Term: January 26, 2005 through June 30, 2010)

Clarence Hightower, Vice Chair
At-Large
Congressional District #3
Legislative District #45A
(Term: July 1, 2002 through June 30, 2008)

Dan McElroy
At Large
Congressional District #2
Legislative District #40A
(Term: July 1, 2006 through June 30, 2012)

David Olson
At Large
Congressional District #3
Legislative District #42A
(Term: July 1, 2004 through June 30, 2010)

David Paskach, Chair
Congressional District #7
Legislative District #21A
(Term: July 1, 2002 through June 30, 2008)

Thomas Renier
Congressional District #8
Legislative District #7A
(Term: July 1, 2004 through June 30, 2010)

Christine Rice
Congressional District #6
Legislative District #56A
(Term: July 1, 2006 through June 30, 2012)

Ann Curme Shaw
Congressional District #3
Legislative District #42A
(Term: July 1, 2002 through June 30, 2008)

C. Scott Thiss
At Large
Congressional District #3
Legislative District #41A
(Term: July 1, 2006 through June 30, 2012)

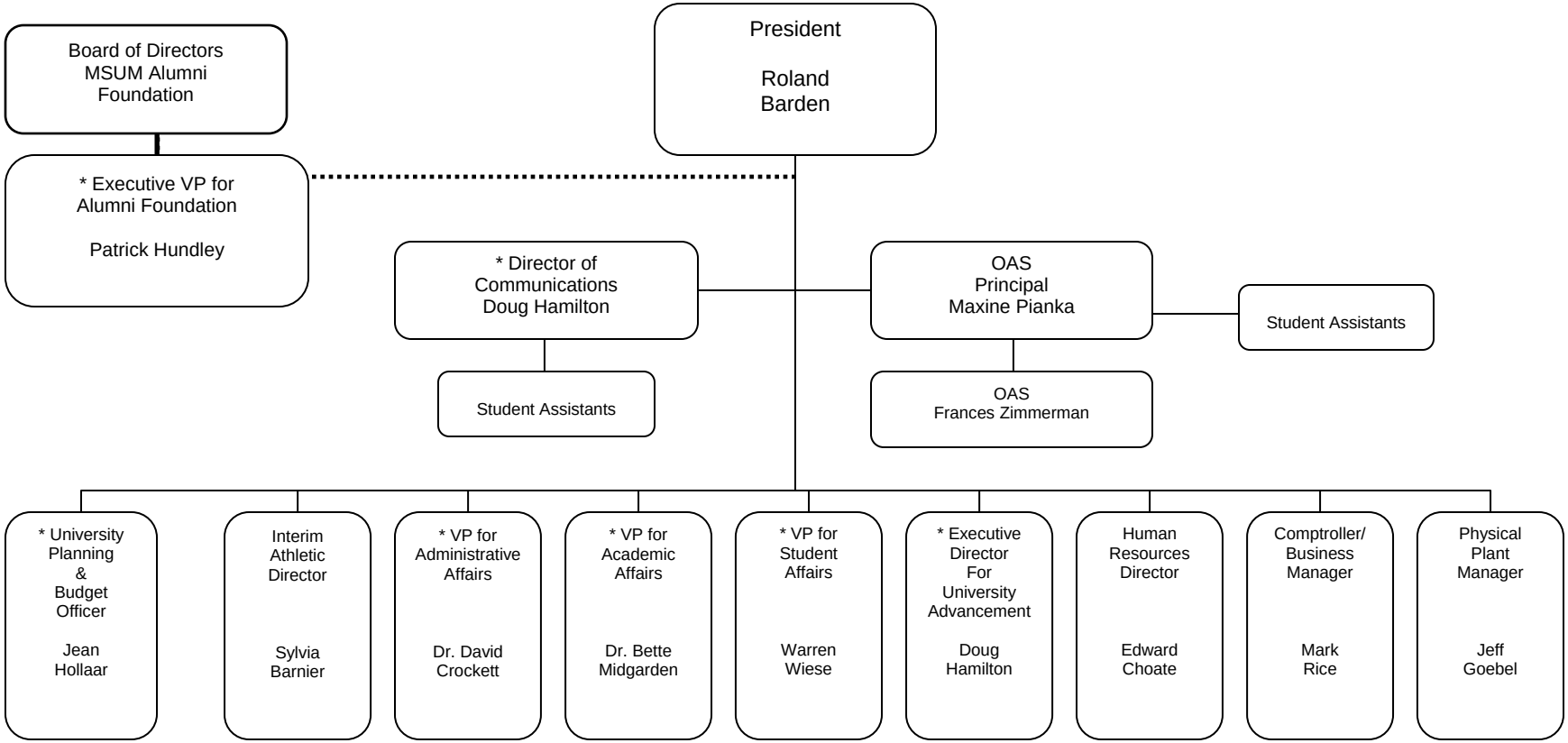
James Van Houten
Congressional District #5
Legislative District #60B
(Term: July 1, 2006 through June 30, 2012)

Carol Wenner
Technical College Student
Congressional District #7
Legislative District #11A
(Term: April 28, 2005 through June 30, 2006)

Appendix C
University Organizational Charts

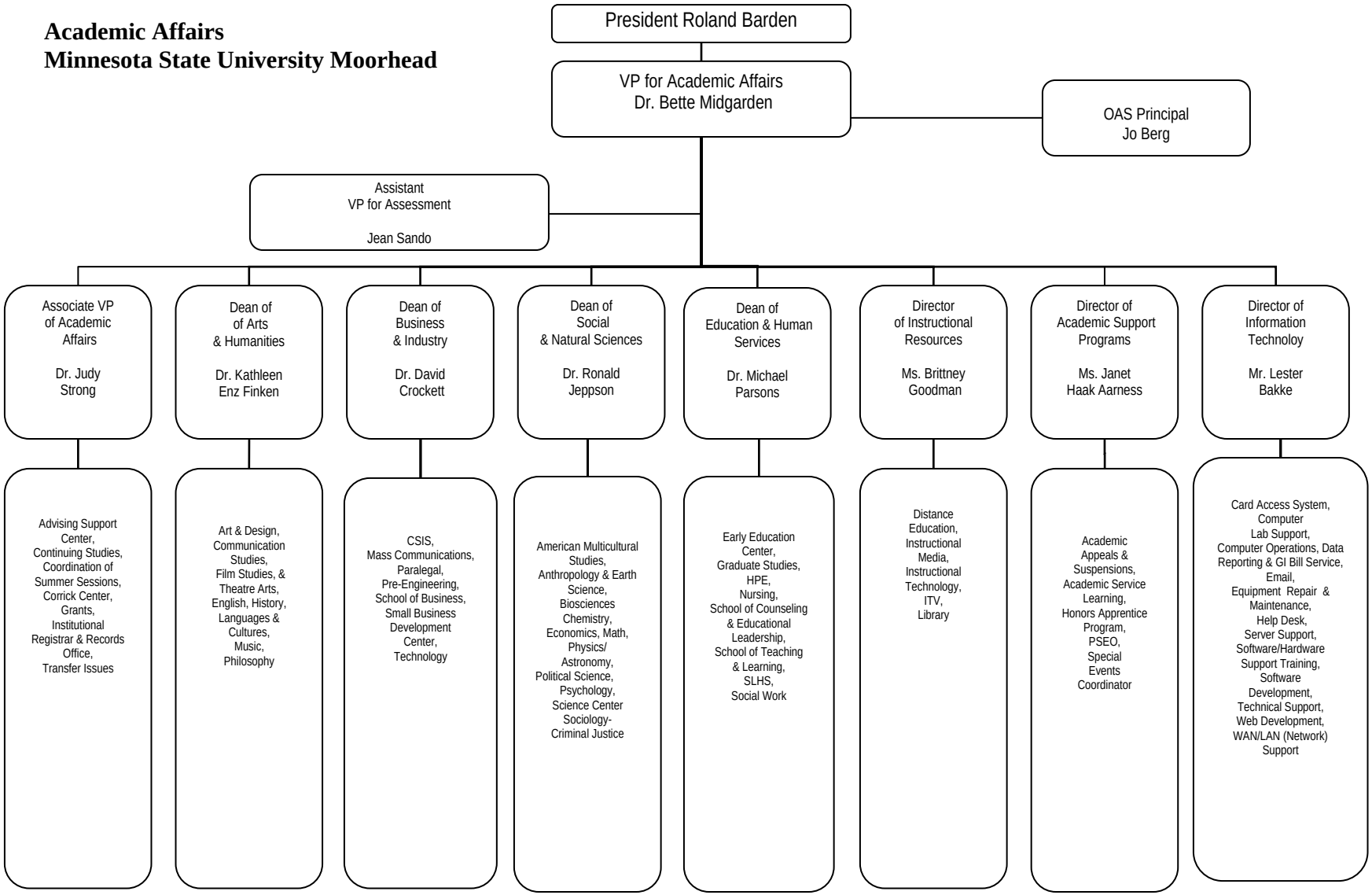
See following three pages.

Administrative Staff
Minnesota State University Moorhead

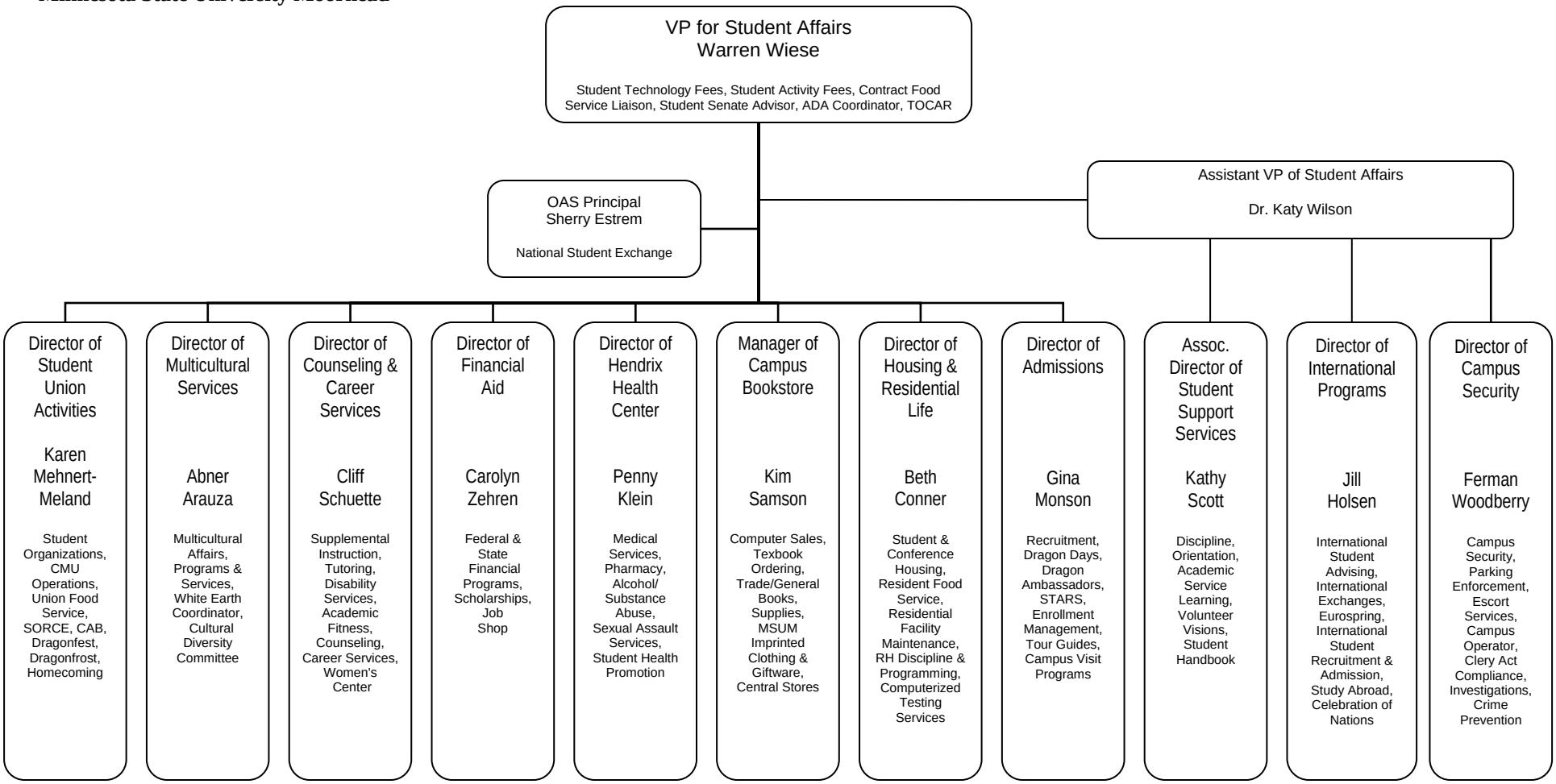


* Designates Cabinet Member

Academic Affairs
Minnesota State University Moorhead



Student Affairs
Minnesota State University Moorhead



Appendix D

MSUM Leadership: President's Cabinet and Administrative Council

2006-2007 President's Cabinet

Roland Barden, President
Bette G. Midgarden, Vice President for Academic Affairs
David J. Crockett, Vice President for Administrative Affairs
Warren K. Wiese, Vice President for Student Affairs
Judith A. Strong, Associate Vice President for Academic Affairs
Patrick Hundley, Executive Vice President, Alumni Foundation
Douglas A. Hamilton, Executive Director, University Advancement
Jean Hollaar, University Budget Officer
Susanne Williams, Assistant to the President

2006-2007 Administrative Council

Roland Barden, President
Bette G. Midgarden, Vice President for Academic Affairs
David J. Crockett, Vice President for Administrative Affairs and Dean, College of Business and Industry
Warren K. Wiese, Vice President for Student Affairs
Judith A. Strong, Associate Vice President for Academic Affairs
Patrick Hundley, Executive Vice President, Alumni Foundation
Douglas A. Hamilton, Executive Director, University Advancement
Jean Hollaar, University Planning and Budget Officer
Susanne Williams, Assistant to the President
Michael Parsons, Dean of the College of Education and Human Services
Ronald M. Jeppson, Dean of the College of Social and Natural Sciences
Kathleen Enz Finken, Dean of the College of Arts and Humanities
Tim Borchers, Associate Dean for the Colleges of Social and Natural Sciences, and Arts and Humanities
Katy Wilson, Assistant Vice President for Student Affairs
Jean Sando, Assistant Vice President for Assessment
Sylvia Barnier, Interim Director of Athletics
Brittney Goodman, Director of Instructional Resources
Edward L. Choate, Director of Human Resources
Jeff Goebel, Director of the Physical Plant
Les Bakke, Director of Information Technology
Mark Rice, Comptroller
Barb Seiler, Affirmative Action Officer

Appendix E

A History of the Liberal Studies Program at MSUM, 1992-2006

The MSUM Liberal Studies program instituted fall 1992 and later amended consists of a minimum of 45 semester hours distributed across six divisions (A-F). In order, these divisions are English Composition and Literature, Natural Sciences and their Processes, Behavioral and Social Sciences, Western Tradition - The Humanities and Fine Arts, Communicative and Symbolic Processes, and Multicultural and Global Studies. At least six credits are required within each of the six divisions.[1]

The goals of this program are tied directly to MSUM's mission statements as outlined above, namely to provide a broad base of knowledge and, in addition, an integration and synthesis of knowledge and ideas. Students are exposed to diverse disciplines and emerge with an understanding of the scientific method as practiced in the social and natural sciences, an appreciation of the development and diversity of American civilization and culture as well as an appreciation of other world cultures, an awareness of major intellectual, scientific, and artistic contributions of Western and non-Western traditions, and a comprehension of the impact of the past on the future. Students are afforded opportunities to look at the human experience, considering issues of both universality and diversity, that allow them to enhance their participation in, and understanding of, the world around them. The program provides a basis for life-long learning and cultivates a positive attitude toward learning and inquiry.

Other positives of this program are a quality education achieved by a low faculty to student ratio. Average enrollments over a 5-year period between 2000-2005 for each division ranged from a low of 14 to a high of 51. The lowest average enrollments were in division D (14) and the highest in divisions C (44) and B (51). Averages for divisions C and B are inflated by several larger enrollment introductory courses. The average course enrollment in all other divisions and subdivisions ranges from 22 to 34. These numbers are consistent with class size averages for the various colleges which range from 21-34 and a university wide average of 24.3.[2]

The general education experience is enhanced by a faculty demographic in which a high percentage of the courses are taught by tenured and tenure track faculty. By number of faculty, this ranges from 70-88 percent for Liberal Studies courses in all divisions except for division A. For division A, 47 percent of the faculty assigned to these courses are probationary tenure track or tenured faculty while 53 percent of the faculty are adjunct or fixed term assignments.

Using the number of courses as a measure, tenure track and tenured faculty teach more than 80 percent of the Liberal Studies courses in divisions B1, C, D, D1, E1, and F. In division F1 and E, permanent faculty teach over 70 percent of the courses, in division B the percentage for permanent faculty is 66 percent, and for division A tenure track and tenured faculty teach 50 percent of the courses. For MSUM as a whole over the 05/06 fiscal year, tenured and probationary faculty comprised 53.5 percent of the faculty and fixed term, non-tenure track, and adjunct faculty comprised 46.5 percent of the faculty.[3]

Liberal Studies Assessment at MSUM, 1995-2005

[1] http://www.mnstate.edu/acadaff/lstf/CurrentLS.htm
[2] http://www.mnstate.edu/institut/fact_book_home_page/msum_fact_book.htm
[3] http://www.mnstate.edu/institut/faculty_staff/faculty_staff_tenure_fy06.pdf

Concentrated efforts to assess the Liberal Studies program and to make faculty and students more aware of assessment commenced in 1995. These efforts included rewriting the Liberal Studies objectives for each division into Student Learning Outcomes (SLOs) compatible with assessment, conducting an assessment pilot project and writing assessments, collection of artifacts for assessment for division B (Natural Sciences), and administering a questionnaire to faculty and students about their awareness of Liberal Studies goals. Ongoing discussions about the structure of assessment were part of this process. In 2003, assessment processes and forms were approved establishing Liberal Studies assessment within the departmental six-year review process.

Beginning in 1995, the Liberal Studies Assessment Committee worked with the Liberal Studies Committee to rewrite the Liberal Studies objectives for each division into Student Learning Outcomes to be compatible with assessment. This process was completed during spring semester of 2000. During this time, the two committees worked together to make faculty and students more aware of the Liberal Studies goals. There were also ongoing discussions between the Liberal Studies Committee and the Liberal Studies Assessment Committee (LSAC) about the role of the LSAC and whether there should be two separate committees or whether the Liberal Studies Committee should be charged with assessment of the Liberal Studies program.

The LSAC Annual Reports for 1998 and 1999 indicate that the LSAC had accomplished the following:

- An assessment pilot project, which included portfolio assessment, critical thinking skills test, and writing samples;
- Writing assessments, which included assessment of a sample of freshman English papers at different stages of the freshman year;
- A questionnaire was sent to faculty and students in Liberal Studies courses to find out about student and faculty awareness of Liberal Studies goals;
- Collection of artifacts (paper samples) from division B (Natural Sciences and their Processes) and attempts at rubric development to assess the samples; and
- A call for artifacts from division C (Behavioral and Social Sciences).

Assessment Pilot Project

During 1995-1996, the LSAC conducted an Assessment Pilot Project, the purpose of which was to implement assessment activities to measure Liberal Studies student learning outcomes. All freshman English students were asked to write an essay using a uniform prompt. These essays were evaluated using a rubric developed by members of the LSAC. A sample of these students was randomly chosen to participate in the pilot project. These students were asked to assemble a portfolio of their work during their Liberal Studies experience and to take a critical thinking exam. Assessment of critical thinking was the focus of Liberal Studies assessment efforts at that time.

About 15 students participated in this study, which was discontinued after two years because of lack of participation. The LSAC learned through this project that many students were unaware of Liberal Studies goals. The rubric developed during this project was used in later assessment efforts for scoring freshman English essays.

Writing Assessment

During spring semester of 1999, the Liberal Studies Assessment Committee (LSAC) conducted a pilot project to test the viability of a research method for assessing student learning in Liberal Studies courses. Student writing samples from English Composition I (English 101) and English Composition and Literature II (English 102) were randomly selected for evaluation with a

common scoring rubric. The papers were evaluated on five criteria: accuracy, clarity, grammar, mechanics, and organization. The purpose of the assessment was to determine if student writing improved significantly during the freshman year.

Results of the study indicated that student performance in English 102 was significantly superior to performance in English 101. The ratings on the English 101 papers suggested that most students arrived at MSUM with adequate entry-level skills on each of the criteria and that students' entry-level skills were fairly similar for four of the five measures. English 101 students' scores were the highest for the mechanics criterion. Ratings on English 102 papers were significantly higher for all five criteria, suggesting that student writing improves rapidly across the two Freshman English courses, so that by the end of the freshman year, students are writing effectively for college-level work.

Liberal Studies Questionnaire

A questionnaire was distributed to students and faculty involved with Liberal Studies courses to assess the emphasis placed on the four main Liberal Studies course objectives (as identified by the Liberal Studies Committee) across a variety of Liberal Studies courses. For each objective, the questionnaire asked how much emphasis was placed on the objective in each course and how much progress was made toward the goal during that semester. There were also questions concerning how the objectives were met in each course. Results of the survey indicated that most students, as well as many faculty members, were unaware of the Liberal Studies goals. This led to increased publication of the Liberal Studies goals.

Because of the large number of classes and instructors involved in the Liberal Studies program, the assessment process was slow and tedious. In 2000, the movement toward moving Liberal Studies assessment into the departmental six-year review cycle began. Eventually, the Liberal Studies Assessment Committee dissolved, and the Liberal Studies Committee was charged with assessing the Liberal Studies program.

The development of architecture for assessment of the Liberal Studies classes and program allowed integration of the assessment process with the departmental review cycle. A draft process statement was submitted to the Academic Policy Advisory Council (APAC) in spring 2002. A two-fold process was proposed, encompassing both evaluation of Liberal Studies courses and assessment of individual courses in terms of divisional Liberal Studies objectives. A revised statement of the assessment process and a form for course evaluation and assessment were approved by APAC on Jan. 23, 2003. Each department would complete an and assessment form for each Liberal Studies course in their department providing justification for continued Liberal Studies designation (if appropriate) as well as a summary of assessment data showing how at least one of the divisional objectives was assessed and how well the course achieved this goal. These forms were to be forwarded to the Liberal Studies Committee at the same time the six-year report was submitted to the appropriate college dean. The Liberal Studies Committee would then provide recommendations to APAC as to whether each course should retain Liberal Studies designation. The Liberal Studies Committee would also make the assessment data for Liberal Studies courses available to the Institutional Assessment and Effectiveness Committee.

The assessment portion of the process would provide a tool for departments to evaluate the success of their Liberal Studies courses and it would also allow the Liberal Studies and Institutional Assessment and Effectiveness Committees to evaluate the overall success of the Liberal Studies Curriculum. Approximately 12 months lead time was deemed necessary before the first departments would follow this process as part of their six-year review during spring term of the 2003-2004 academic year. Three departments were scheduled to go through the process during 2003-2004 and

three additional departments would go through the process in 2004-2005. For various reasons (for example, they were behind in the six-year review process), three of these six departments did not complete the Liberal Studies assessment. The Departments of English, Mathematics, and Physics and Astronomy did complete the forms as part of their six-year review. Interviews with all these departments indicated that most felt the process was unclear. Only one of the three departments that completed the process indicated they had either learned something significant or made curricular changes as a result of the assessment.

Justification for Change

MSUM has a history of examining its Liberal Studies program roughly once a decade. Until recently, a Liberal Studies program instituted in the fall of 1992 was the general structure employed. The previous general education program, the Liberal Arts program, was established in the fall of 1981. Though a quarter to semester conversion and other factors had delayed the examination and revision process beyond 10 years, it was decided in 2004 that it was time to move forward with this process.

Another event that encouraged examination of the Liberal Studies program was the adoption of the Minnesota Transfer Curriculum, consisting of 10 categories and learning competencies, by the University of Minnesota, the Minnesota State Universities, the Minnesota Community Colleges, and the Minnesota Technical Colleges. Once completed at any Minnesota institution, this curriculum would satisfy the general education requirements at the transfer institution. It was clear that the Minnesota Transfer Curriculum needed to be considered in a redesign of the MSUM Liberal Studies program. As the transfer curriculum categories had been well designed and had stood the test of time, incorporating them in MSUM's Liberal Studies program was worth considering.[4]

The process of examination and revision was initiated during a campus-wide dialogue on MSUM's Liberal Studies program in the fall of 2004 as the focus of the third annual Professional Development Day (entitled "Liberal Studies at MSUM. Where are we now? Where are we going?"). Three hundred teaching and service faculty reflected on and passionately debated the effectiveness of the current program and future directions. After opening remarks and a panel discussion focused on what MSUM's Liberal Studies program should be doing for students (the panel was comprised of faculty, students, community members, and the MnSCU senior vice chancellor for academic and student affairs), attendees broke up into small working groups for lunch and continued discussion. Each group discussed the following:

- What should Liberal Studies do for MSUM students?;
- What are the most important intellectual personal, and social outcomes?;
- Outline a Liberal Studies curriculum that would effectively and efficiently achieve what you believe to be the necessary goals/outcomes;
- How should we measure the effectiveness of a Liberal Studies program?; and
- How should we measure the costs versus benefits of a Liberal Studies program?

At the conclusion of this event, working groups brought their perceptions and concerns forward during a combined closing session. Although there was general agreement on aspects of the program that weren't working optimally, and the need for change overall, there was a diversity of opinion on how these problems should best be addressed.[5]

Perceived problems with the Liberal Studies program included those resulting from unchecked growth in the number of courses and drift of course content over the years since the program was established. The number of courses was perceived as too unwieldy for effective oversight and

[4] http://www.mntransfer.org/MnTC/MnTC.html
[5] http://www.mnstate.edu/acadaff/lstf/10-15-04Prof.DayClosingNotes.pdf

included courses that did not retain the original Liberal Studies focus as well as many that were no longer taught. In the past five years, students have had approximately 461 courses on the books to select from in Liberal Studies offerings. While only six credits are available in division A, between 70-80 courses have been offered over this period in divisions B, C, E, and F. The Humanities and Fine Arts have provided the most selection (division D), with 153 courses (61 in division D and 92 in division D1, Historical Perspective). At present, 380 courses are currently on the books. While this variety of courses is a positive in terms of providing options for students, it is difficult to manage and assess.

A lack of consistency between sections was also seen as a problem. The program was criticized for not meeting the needs of an increasingly diverse, global, and changing world and a focus on citizenship was seen to be lacking. A "smorgasbord" approach that did not provide a common experience or foundation for MSUM students and did not encourage the integration of the courses taken was also seen as a problem. It was also imperative that MSUM respond to community and business leaders who wanted graduates with solid oral and written communication and mathematical skills, who could think critically, and who could work with peoples of diverse cultures.

Problems with assessment also had to be addressed. The philosophy of assessment architecture established in 2003 was that the Liberal Studies program could be assessed as a sum of its parts and so if individual courses were doing their job, then the overall goals of the Liberal Studies program would be met. With the large number of Liberal Studies courses, this was a difficult task. Departments were asked to provide this assessment data as part of their six-year review process. The assessment process, however, only required that achievement of one divisional objective for a course be addressed and thus it was difficult to address divisional objectives as a whole. Many of the goals were not measurable. Because overall goals had not been set and because students were taking sequences of courses that were very dissimilar, individual students and not the program were being assessed. The process also had not really overcome the hurdles involved in getting established as part of the six-year review. Further, there was the issue of how the assessment data from individual efforts would be put together.

The Liberal Studies Committee was responsible for evaluating individual courses but not for preparing a report that summarized the comprehensive results of Liberal Studies assessment. This was clearly beyond their existing capabilities and therefore they were only charged with making this data available to the Institutional Assessment and Effectiveness Committee. No administrator or administrative body was charged with monitoring and reporting on the combined assessment effort. A general education program for the future would need to be tied to assessment from the ground up, including assessable outcomes and would need to be supported with adequate organization, expertise, and resources to successfully carry out the assessment process. The existing system provided a great deal of faculty buy-in as faculty were given responsibility for course creation (at the departmental level), course review (through the Liberal Studies Committee), and assessment (through the six-year review cycle and the Liberal Studies Committee); however, it also decentralized assessment activities in a way that did not work well. Regular turn-over of Liberal Studies Committee members led to additional challenges.

Appendix F
Overview of the Dragon Core

Dragon Core is a signature curriculum providing a broad foundation of skills, information, and knowledge that go beyond students' chosen academic field. Students will learn to apply and extend foundational skills in written and oral communication, mathematics, and critical and multicultural thinking in an array of disciplinary areas, as they formulate their perspectives and explore their values. Through the Dragon Core experience, MSUM graduates will acquire:

- Skills to effectively communicate ideas orally, use written language effectively and ethically, think critically, use mathematical and logical modes of thinking, and develop information literacy.
- Knowledge of natural science principles and the methods of scientific inquiry, the content of history and social sciences, the human condition and cultures, and skills and attitudes central to living in and contributing to a diverse world.
- Perspective to understand and appreciate the world's nations and peoples, the ethical dimensions of personal and political decisions, and the challenges of responding to environmental variables.

Dragon Core (DC) is comprised of 12 Competency Areas and aligns with the Minnesota Transfer Curriculum, an agreement that includes all public two and four year institutions in Minnesota.

Competency Areas

DC 1A: ORAL COMMUNICATION

Goal: To develop speakers who can effectively communicate their ideas using appropriate organization, delivery, and supporting information.

Student Competencies: MSUM students will be able to

- Understand and clearly state the purpose and thesis of their speech.
- Analyze particular audiences and select appropriate ethical communication strategies.
- Identify, access, select, evaluate, and cite supporting information for a speech.
- Present a clearly organized set of ideas.
- Use clear and engaging language and delivery.
- Understand critical listening and interpersonal communication techniques.
- Plan, prepare and conduct an effective group presentation.

DC 1B: WRITTEN COMMUNICATION

Goal: To develop students who use written language effectively and ethically and who write, read, and think critically.

Student Competencies: MSUM students will be able to

- Use a coherent writing process including invention, organization, drafting, revising, and editing to form an effective final written product.
- Consult effectively and appropriately with others to produce quality written products.
- Read, analyze, evaluate, synthesize, and integrate appropriately and ethically information and ideas from diverse sources and points of view in their writing.

- Locate, use, and cite appropriately primary and secondary source materials from both print and electronic resources.
- Create logical, engaging, effective written products appropriate for specific audiences and purposes.
- Use correct grammar and mechanics in writing.

DC 2: CRITICAL THINKING

Goal: To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Student Competencies: MSUM students will be able to

- Clearly define a problem and imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to the given situation or problem.
- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, ethical and conscious of possible bias in the information selected.
- Identify, construct, and assess arguments; generate and evaluate implications that follow from them.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim.
- Recognize and articulate the value assumptions and cultural perspectives which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

DC 3: MATHEMATICAL / SYMBOLIC SYSTEMS

Goal: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn how to apply mathematics, logic and statistics in making decisions concerning their lives and careers.

Note: Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

Student Competencies: MSUM students will be able to

- Solve real world problems using mathematics/logical systems.
- Express mathematical/logical ideas clearly in writing.
- Organize, display, analyze information, and understand methods of data collection.
- Explain what constitutes a valid mathematical/logical argument (proof).
- Apply a variety of higher-order problem-solving and modeling strategies.
- Exhibit mastery of computational skills and the ability to make reasonable estimates.

DC 4: NATURAL SCIENCES

Goal: To improve students' understanding of natural science principles and of the methods of scientific inquiry. To instill an appreciation of the ongoing production and refinement of knowledge that is intrinsic to the scientific method. By studying the problems that engage scientists, students will comprehend the importance of science in past and current issues that societies confront. Students should be exposed to the contributions of multiple scientific disciplines.

Student Competencies: MSUM students will be able to

- Demonstrate an understanding of the scientific method and of the relationship between hypotheses and theories.
- Recognize and define problems and formulate and test hypotheses using data collected by observation or experiment. One project must develop, in greater depth, students' laboratory or field experience in the collection of data, its quantitative and graphical analysis, its interpretation, its reporting, and an appreciation of its sources of error and uncertainty.
- Exhibit knowledge of the development and contributions of major scientific theories.
- Demonstrate knowledge of the concepts, principles, problems, and perspectives of one or more specific scientific disciplines.
- Consider societal issues from natural science perspectives, making informed judgments by assessing and evaluating scientific information.

DC 5: HISTORY AND THE SOCIAL SCIENCES

Goal: To increase students' knowledge of the content of history and the social sciences, and to increase their knowledge of how historians and social scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Student Competencies: MSUM students will be able to

- Describe social, scientific and/or historical approaches to understanding human behaviors.
- Understand appropriate methods to gather, analyze and interpret data.
- Critically analyze objective information and subjective interpretations.
- Explain the complexity of human interactions and significant social problems from a variety of perspectives.
- Examine social behavior across a range of historical periods and cultures.

DC 6: THE HUMANITIES—THE ARTS, LITERATURE, AND PHILOSOPHY

Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines, such as literature, philosophy, and the visual and performing arts, students will learn to place human expression in cultural, intellectual, and historical context.

Student Competencies: MSUM students will be able to

- Demonstrate, in writing and/or discussion, awareness of the scope and variety of works in an area (or areas) of the arts and/or humanities.

- Explain how those works are expressions of individual and human values within historical and social contexts.
- Engage in the creative process or interpretive performance.
- Analyze and/or critically evaluate works of human imagination and thought in discussion and/or writing.
- Articulate an informed personal reaction to works in the arts and/or humanities.
- Present informed aesthetic judgments.

DC 7: HUMAN DIVERSITY

Goal: To develop the knowledge, skills and attitudes central to living in and contributing to a diverse world.

Student Competencies: MSUM students will be able to

- Articulate one's cultural heritage and how it affects one's worldview, values, and assumptions, as well as exhibit a willingness to examine one's personal values, worldview, assumptions, and biases.
- Understand the causes, manifestations, and impacts of prejudicial exclusion, structured inequalities, and systemic oppression.
- Demonstrate knowledge of the experiences and contributions of the many groups that shape societies and cultures, in particular those groups that have been historically excluded and oppressed.
- Cultivate attributes such as flexibility, respect, and self-reflection necessary for adapting to changing and diverse communities and for building authentic relationships with diverse peoples.
- Demonstrate intercultural communication skills (verbal and nonverbal) for interacting with those culturally different from one's self.
- Appreciate diverse perspectives and alternative approaches to interaction and problem solving and evaluate multiple perspectives and their underlying assumptions.
- Recognize stereotypes and critically assess cultural images.
- Employ skills necessary for working collaboratively in a diverse group toward a common goal.

DC 8: GLOBAL PERSPECTIVE

Goal: To increase students' understanding and appreciation of the world's nations and peoples. To increase understanding of the interconnectedness of the economic, social, political, cultural, artistic, and environmental systems at the global, regional, and local levels. To obviate fear generated by the unknown, and to increase the ability to function in a globalized world.

Student Competencies: MSUM students will be able to

- Demonstrate an understanding of our universal human concerns.
- Demonstrate how human security* relates to the global context.
- Explain globalization and how it links and affects the local, regional, and international levels of society as well as the mechanisms and norms of global cooperation.
- Discuss global perspectives and world views by giving attention to the perceptions of peoples of various regions of the world as well as difference stemming from cultures, arts, ideologies, and institutions.

- Explain the interrelations among environment, technology, and/or social organization in various regions of the world.
- Demonstrate the critical thinking skills necessary for participation in the global community.
- Demonstrate an understanding of more than one language.

*Examples of Human Security include, but are not limited to: food, shelter, clean water, education, healthcare, human rights.

DC 9: ETHICAL AND CIVIC RESPONSIBILITY

Goal: To develop students' awareness of the ethical dimensions of personal and political decisions, and to cultivate their deliberative skills through respectful engagement with others whose views differ. To strengthen understanding of self-government through engagement with local issues and political processes.

Student Competencies: MSUM students will be able to

- Understand core ethical concepts including right, wrong, duty, virtue, vice, care, harm, and respect and use them to articulate their own ethical views.
- Explain the grounds of their ethical and civic commitments and respond constructively to those whose beliefs differ.
- Make responsible personal, professional, and civic decisions and evaluate how these affect other people.
- Understand core concepts of self-government including rights, duties, public and private goods, pluralism, minority rights, and majority rule and apply them to issues that affect the community and their own daily lives.

DC 10: PEOPLE AND THE ENVIRONMENT

Goal: To develop students' understanding of the concept of sustainability and the challenges we face in responding to environmental variables and resolving environmental problems. Students will examine how societies and the natural environment are intimately related. A thorough understanding of ecosystems and the ways in which different groups interact with their environments is the foundation of an environmentally literate individual.

Student Competencies: MSUM students will be able to:

- Explain the concept of sustainability.
- Identify and evaluate possible pathways to a sustainable future and demonstrate an awareness of the tradeoffs necessary to achieve a sustainable future.
- Identify the structure, function, and processes of ecosystems (ecosystems include environmental systems such as climatic, hydrologic, soils, social, and biological systems).
- Assess and analyze the environmental problems of a technological society using the framework of well-founded physical and biological principles.
- Describe the relationships between environments and socio-cultural groups, and identify how natural resource challenges are being addressed by the social, legal, economic, political, cultural, and religious systems within societies.
- Understand how socio-cultural variables affect the ways in which environments are perceived and managed, and the ways in which people or societies react to environmental challenges.

DC 11: INFORMATION LITERACY

Goal: To foster researchers who have the ability to locate and investigate, organize, critically evaluate, and effectively synthesize information. Information literacy will be interwoven throughout the general education curriculum in order to develop students' academic integrity regarding their research. *(No specific course is listed - satisfied by completing Dragon Core Requirements).*

Student competencies: MSUM students will be able to

- Determine the nature and extent of the information needed.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporate selected information into their knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information.
- Access and use information ethically and legally.

Appendix G
Self Study Committee Members

Steering Committee

Co-Chairs
Judy Strong, Associate Vice President for Academic Affairs
Deborah White, Associate Professor, Sociology and Criminal Justice

Members
Timothy Borchers, Associate Dean, Arts and Humanities and Social and Natural Sciences
Rinita Dalan, Associate Professor, Anthropology and Earth Science
Alex Ellsworth, Student Senator
Kathleen Enz Finken, Dean, College of Arts and Humanities
Brittney Goodman, Director, Instructional Resources
Theodore Gracyk, Chair and Professor, Philosophy
Michelle Malott, Associate Professor, Biosciences
Leigh Wilson-Mattson, Student Senate President
Lisa Nawrot, Professor, Psychology
Elizabeth Rowse, Assistant Professor, Corrick Center for General Education
Teri Walseth, Associate Dean, Education & Human Services and Director, Teacher Education
Karla Wenger, Graduate Studies Office
Susanne Williams, Assistant to the President

Criterion Teams

Criterion 1: Mission and Integrity
Co-chairs: Lisa Nawrot, Psychology and Karla Wenger, Graduate Studies
Sylvia Barnier, Athletics
Megan DaPisa, Student
Casey Fawbush, Business Office
Jarilyn Gess, Corrick Center for General Education
Sheryl Jones, AFSCME Executive Council Representative
Cindy Phillips/designee, MSUM Faculty Association Executive Council Representative
Carol Sibley, Library
Jayne Washburn, MSUAASF Representative and Registrar
Warren Wiese, Student Affairs Vice President
Carolyn Zehren, Financial Aid

Criterion 2: Preparing for the Future
Co-chairs: Tim Borchers, Associate Dean Arts and Humanities/Social and Natural Sciences and Kathleen Enz Finken, Dean of Arts and Humanities
Les Bakke, Director of Information Technology
Jane Bergland, Nursing
Steven Bolduc, Economics
Tracy Clark, Social Work and TOCAR
David Crockett, Administrative VP and Interim Dean of Business and Industry
Jan Flack, Director of Continuing Studies
Kayla George, Student
Jean Hollaar, Budget and Planning Officer

Patrick Hundley, Executive Vice President of the Alumni Foundation
Valerie Mikelson, Student
Gina Monson, Director of Admissions
Cindy Phillips/Designee, MSUM Faculty Association
Cliff Schuette, Counseling and Career Placement
Scott Seltveit, Technology
Pam Werre, Library

Criterion 3: Student Learning and Effective Teaching

Co-chairs: Michelle Malott, Biosciences and Liz Rowse, Corrick Center for General Education
Rhonda Ficek, Director of Instructional Technology
Ronald Jeppson, Dean of Social and Natural Sciences
Deb Kukowski, Paralegal
Benjamin Smith, Languages and Cultures
Lisa Stewart, Psychology
Dorothy Suomala, Graduate Studies Coordinator and Educational Leadership
Lee Vigilant, Sociology and Criminal Justice
Diane Wolter, Counseling Center

Criterion 4: Acquisition, Discovery, and Application of Knowledge

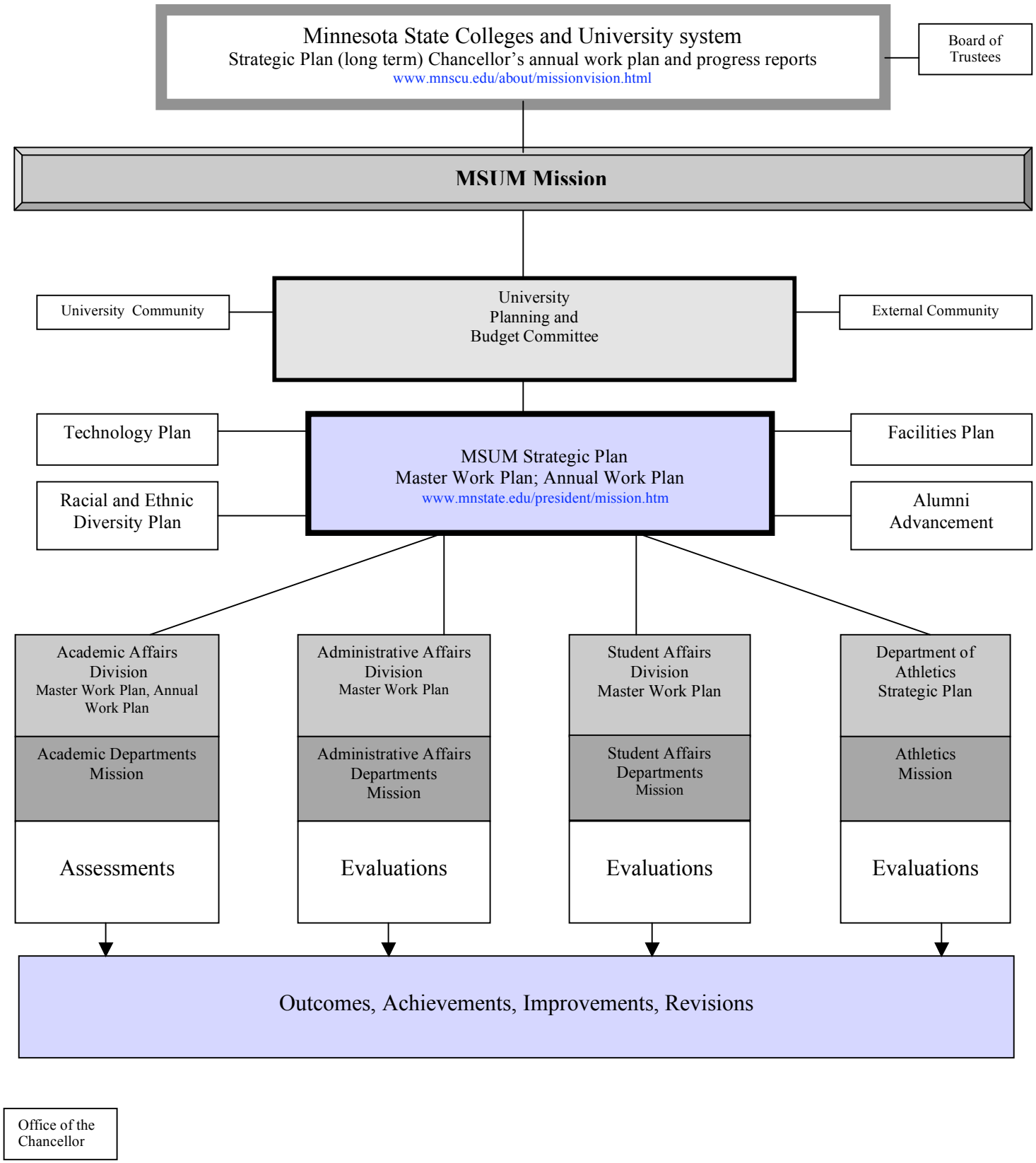
Co-chairs: Rinita Dalan, Anthropology and Earth Science and Ted Gracyk, Philosophy
Phil Baumann, Political Science
Ellen Brisch, Biosciences
Ed Choate, Director of Human Resources
Barb Hoppe, Instructional Technology
Becky Boyle Jones, Assistant Director of Campus Activities
Ok-Hee Lee, Elementary and Early Childhood Education
Susan Peterson, Social Work
Wil Shynkaruk, Art and Design
Marsha Weber, School of Business
Nathan Wood, Student

Criterion 5: Engagement and Service

Co-chairs: Brittney Goodman, Director of Instructional Resources and Teri Walseth, Director of Teacher Education, Associate Dean Education and Human Service, Director of Field Exeriences
Ginny Bair, Records Office
Tony Bormann, Regional Science Center
Ian Cole, Student
Betty Gunderson, Alumni Foundation
Tim Harms, Mathematics
Terry Kroke, Library
Sara Leigh, Advising Support Center
Veronica Michael, Admissions
Kathleen Paulson, Customized Training
Kathy Scott, Student Support Services
Linda Svobodny, Special Education

Appendix H

Mission Documents and Planning at MSUM



Appendix I
Accredited Programs at MSUM

National Council for Accreditation of Teacher Education
Minnesota State University Moorhead is accredited by the National Council for Accreditation of Teacher Education as a five-year teacher education institution offering the degrees of Bachelor of Science and the Master of Science in Education.

American Bar Association
Minnesota State University Moorhead's program in Paralegal Studies is approved by the American Bar Association.

American Chemical Society
Minnesota State University Moorhead's Chemistry Department is on the approved list of the American Chemical Society.

American Council of Construction Education
Minnesota State University Moorhead's degree in Construction Management in the Department of Technology is accredited by the American Council for Construction Education (ACCE).

American Speech-Language-Hearing Association
Minnesota State University Moorhead's graduate program in Speech-Language Pathology in the department of Speech/Language/Hearing Sciences is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Commission on Accreditation of Athletic Training Programs
Minnesota State University Moorhead's Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Programs.

Commission on Collegiate Nursing Education
Both the Bachelor of Science in Nursing (BSN) program and the Master of Science (MS) (with a major in Nursing) program are accredited by the Commission on Collegiate Nursing Education. The B.S.N. is accredited as an MSUM program and the MS is accredited as part of the Tri-College University Nursing Consortium (TCU-NC). The TCU-NC consists of Minnesota State University Moorhead, Concordia College and North Dakota State University.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
Minnesota State University Moorhead's graduate program in Counseling and Student Affairs has specialized accreditation for its "Community Counseling" and "Student Affairs Practice in Higher Education" programs of study. The specialized accreditation is granted by CACREP which is an accrediting body recognized by the Council for Higher Education Accreditation.

Council on Social Work Education
Minnesota State University Moorhead is accredited by the Council on Social Work Education to offer a Bachelor of Social Work degree.

National Association of Industrial Technology
Minnesota State University Moorhead's program in Industrial Technology in the Department of Technology is accredited by the National Association of Industrial Technology.

National Association of Schools of Art and Design
The Minnesota State University Moorhead Department of Art and Design is an accredited institutional member of the National Association of Schools of Art and Design. MSUM offers the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees.

National Association of Schools of Music
Minnesota State University Moorhead's Music Department is accredited by the National Association of Schools of Music.

Appendix J

Technology and Instructional Resources

Classroom Configurations	http://www/media/ClassroomServices/ClassConfigDocs/ClassConfig.htm Overhead computer projection Sympodium tablets Electronic Whiteboards Personal Response systems DVD/VCR/etc. Internet connections in all classrooms Wireless
Wireless Capabilities	List of rooms / areas providing wireless access: Residence halls equipped with wireless access Comstock Memorial Union Library (first/second floors and porch) Write Site Center for Business Atrium Center for the Arts The "Link" refreshment area in Bridges/MacLean
Computer Classrooms	List of "bookable" labs is included in the Resource Room
Instructional Management System	Desire2Learn http://mnstate.ims.mnscu.edu
Support for video/audio productions	Web-Based video/audio hosting: Media Server Tegrity WebLearner Customized video and audio production services through Instructional Media: http://www/media/ProductionServices/VideoAudio.htm Production of video lectures Video production for guest lecturers, assessment and evaluation, and other classroom assignments.
Graphic Design Services	Instructional Media: http://www/media/ProductionServices/Graphics.htm Design of poster presentations Design of customized displays for student/faculty conference presentations Design of classroom instructional materials (customized CD-ROM materials, PowerPoint slides, digitize 8mm slides, etc.)
Web Site Hosting	Servers that host both faculty and student web-based materials
Online Collaboration Environments	HorizonWimba Classroom Collaboration Software (http://netclass.mnstate.edu) Interactive communications via the internet and voice over internet capabilities Remote presentations by guest speakers and/or remote students Online education Anonymous online polling
Regional Science Center	Provides programming for PK-12 teacher education Provides environmental education opportunities Research opportunities in observational astronomy, field biology and geology; and astronomy
Planetarium	Provides lab opportunities for astronomy classes
Green House	Provides lab support for botany classes
Tri-College University	Opportunity for sharing instructional resources between 3 area universities Opportunity for students to take classes on other campuses
New Science Lab Building	State-of-the-art facility for science research

Appendix K

Currently Registered Student Organizations at MSUM

Ad Club
Advocate, The
Alcove, The
Alpha Lambda Delta
American Choral Director's Association
American College of Healthcare Executives
American Indian Student Association
Anime Club
Apple User Group 1.0
Artificial Intelligence Discussion Group
Asian American Association
Association for Communication Enrichment
Association for Computing Machinery
Athletic Training Students Association
Ballard Hall Council
Black Student Alliance
Blackfriars
Brookdale Campus Ministries
Campus Activities Board
Campus Crusade for Christ
Campus Feminist Organization
Chemistry Club
Chess Club
Chi Alpha Christian Fellowship
Chinese Club
Christian Bible Fellowship
Cinethusiasts
Circle K
clubDesign
College Democrats
College Republicans
Collegians for Life
Construction Management Society
Criminal Justice Association
Dahl Hall Council
Delta Mu Delta
Delta Zeta
Digital Arts Club
Dragon Baseball Club
Dragon Cricket Club
Dragon's Society of Social Work
Dragons 4 Wellness
Dragons Den Comics
Economic Society
Education Minnesota Student Program
Fantasy Guild
Fencing Club
Financial Management Association
Gamers Club
Gamma Epsilon Omicron
Gamma Phi Beta Sorority
Graduate Student Organization
Greeks Advocating the Mature Management of Alcohol
Habitat for Humanity
History Club
International Students Organization
Intervarsity Christian Fellowship
Japan Club
KMSC
Korea Club
Lutheran Campus Ministry
Lutheran Student Fellowship
Math Club
MEISA
Men's LaCrosse Club
Men's Rugby Club
Minnesota State Paralegal Association Moorhead
Model United Nations
MSUM Ceramic Guild
MSUM Dragon Transfer Connection
MSUM Hillel (Jewish Campus Life)
Music Educator's National Conference
Muslim Students Association
National Residence Hall Honorary
Nelson/Grantham/Holmquist Hall Council
Nepali Students Association
Network for Environmentally Educated Dragons
Non-Traditional Student Association
NSSLHA/Collegiate Sertoma
Old Order of Owls
Olympic Style Wrestling / Martial Arts Club
Organizacion Latina Americana
Painting Guild
Panhellenic Council
Para Para Tatsu
Performance Avenue
Phi Alpha
Phi Beta Lambda
Phi Sigma Tau
Photo Guild
Pi Sigma Epsilon
Pre-Med Club
Professional Wrestling Anonymous

PRSSA
Psi Chi/Psychology Club
Public & Human Services Administration
RHA
Sci-Fi Club
Sigma Lambda Chi
Sigma Tau Delta
SIVA
Slavic Culture Club
Snarr Hall Council
SNATS
Society of Manufacturing Engineers
Society of Physics Students
Society of Professional Journalists
Spanish Club/Sigma Delta Pi
SPURS
St. Thomas Aquinas Newman Center
Student Athlete Advisory Committee
Student Council for Exceptional Children
Student Human Resources Association
Student Nurses Association
Student Senate
Students for Choice
Students Today, Leaders Forever
Support International
Tae Kwon Do Club
Ten Percent Society
Terra Firma Club Soccer
Tri Beta
TRIOTA
Volunteer Visions
Women's Lacrosse Team
Women's Rugby Football Club

Appendix L

Strategic Initiatives that Support Engagement and Service Efforts

Program Name	Outreach Purpose	Amount
TOCAR(Training our Campus Against Racism):	Anti-Racism Training Project which trains staff, faculty, students and administrators to promote equal opportunity and improved campus climate	$42,169
School of Business Alumni Network	To build mentoring and internship relationships between minority students and alumni	4,000
Diverse Student Recruitment	To create partnerships with Northwest Service Co-op, Lakes Country Co-op, White Earth and Red Lake Indian reservations to prepare and develop diverse school leaders	37,300
Friday Partnership	To expand the partnership between the Education Department and Red River Area Learning Center.	2,000
Collaborations with Teachers of Diverse Student Populations	To bring science enrichment to K-14 students underrepresented in the study of science	24,356
Work Assistance-Coop with Rural Minnesota Concentrated Employment Program	To develop work skills and habits to facilitate employment with unemployed adults and new immigrants.	30,000
Continuing Studies position	To expand education and training efforts directed at K-12 teachers and administrators, healthcare/nursing, local and regional businesses, and key university business partners.	30,000
TOCAR	To provide funding for ongoing training initiatives	25,000
Library Database Project	To increase online databases to help support curriculum and student research	26,250
Student Academic Project	To coordinate and advertise the Student Academic Conference	10,000

Appendix M

Abbreviations, Acronyms and Definitions

A

AAC	Academic Affairs Council
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AASCB	Association to Advance Collegiate Schools of Business
AASCU	American Association of State Colleges and Universities
ABET	Accreditation Board for Engineering and Technology
Academic Affairs Master Plan	Long-range plan for Academic Affairs
AFSCME	American Federation of State and County Municipal Employees is the bargaining unit that represents the classified staff
Agreement	General term for a collective bargaining agreement
APAC	Academic Policy Advisory Council was initiated in the spring of 1978 to improve communication between faculty and administration in academic matters
ASL	Academic Service Learning is a concept which unites hands-on service experiences with education

B

Board	Refers to the Minnesota State Colleges and Universities system Board of Trustees

C

CA	Roland Dille Center for Arts
Cabinet	MSUM administrative officers who meet weekly with the president to plan, advise, and recommend policy.
CASE	Council for Advancement and Support of Education
CET	Customized Education and Training provides incumbent workers in business, government, K-12 or others needing specific training or in-service for their work
CEU	Continuing Education Unit
CHARISM	CHARISM Neighborhood Resource Centers provide outreach programs for youth, refugee services, and events and programs for individuals and families
CINAHL	Cumulative Index to Nursing & Allied Health Literature
CM	Construction Management
CMU	Comstock Memorial Union is the student union at Minnesota State University Moorhead
Corrick Center	Corrick Center for General Education - an alternative academic entry program for students who do not fully meet MSUM's admission standards, but otherwise show potential for collegiate success
CPCE	Counselor Preparation Comprehensive Examination is the test designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs
CSNS	College of Social and Natural Sciences
CSWE	Council on Social Work Education
CTL	Center for Teaching and Learning - a systemwide resource for faculty development

D

DARS Degree Audit Reporting System program is a computer program that takes all of a student's credits and courses and catalogues them in one site

DC Dragon Core

DCAC Dragon Core Assessment Committee conducts assessment of the Dragon Core, the university's general education curriculum.

DOER Department of Employee Relations (Minnesota)

Dragon MSUM mascot

Dragon Core MSUM's general education curriculum

Dragon Days A one-day orientation program for students new to MSUM

Dragon ID MSUM student's identification number

D2L Desire2Learn is an instructional management software program

E

EBI Enterprise Buildings Integrator is an automated building security system

EECE Elementary and Early Childhood Education

ESL English as a Second Language

F

FERPA Federal Education Rights and Privacy Act

FFCC Fergus Falls Community College

Foundation Four Refers to Dragon Core courses in oral communication, written communication, critical and multicultural thinking and mathematics that begin to develop competency in four skill areas

FTE Full-time Equivalent

FY Fiscal Year

FYE First Year Experience is a one-credit course providing new entering students with an introduction to the demands and challenges of higher education

FYE Fiscal Year Equivalent

G

Gateway Program A program of Minnesota State Community and Technical College that provides for instruction to those who do not meet MSUM admission standards and upon successful completion of the program are admitted to MSUM

GLBTQ Gay, Lesbian, Bisexual, Transgender, and Questioning

H

HEAPR Higher Education Asset Preservation and Renewal

HERI Higher Education Research Institute - an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education

HLC Higher Learning Commission

Honors Program A program for students demonstrating exceptional performance

Horizon Wimba Voice technology for online interactive language teaching and learning

I

IAC Institutional Assessment Committee, replaced by the Institutional Assessment and Effectiveness Committee

IACUC Institutional Animal Care and Use Committee

IFO Inter-Faculty Organization is the officially recognized representative of faculty at the seven state universities

ILL Inter-library Loan

Inner Cluster Includes the Foundation Four and 100-level elective courses from DC 3-7 that provide a base of knowledge across a wide array of disciplines and allow students to explore their interests

IPESL Initiative to Promote Excellence in Student Learning

IRB Institutional Review Board

ISEP International Student Exchange Program

J

JSTOR The Scholarly Journal Archive (journal storage)

K

K-12 Kindergarten – 12th-grade

L

LSC Liberal Studies Committee

LSTF Liberal Studies Task Force – charged in spring 2005 to develop a new general education program

M

MAPE Minnesota Association of Professional Employees is the bargaining unit that represents the professional staff

Master Plan Long-range plan

MHEC Minnesota Higher Education Center is a located two blocks from campus and is a facility jointly used by MSUM and MSCTC-Moorhead

MHCI Moorhead Healthy Community Initiative mobilizes the community to provide developmental assets for every Moorhead youth

Middle Cluster Courses from DC 3-7 that extend and apply the competencies learned in the Foundation Four and integrate the skills within the context of academic disciplines

MIS Management Information System

MLC Mathematics Learning Center

MMA Middle Management Association is the bargaining unit that represents certain supervisors

MNA Minnesota Nurses Association is the bargaining unit that represents the health center nurses

MnOnline Minnesota Online is a consortium providing the residents of Minnesota with access to online education

MnPALS Minnesota Project for Automated Library Services provides online catalog and inter-library loan services for the Minnesota State system libraries

MnTC Minnesota Transfer Curriculum allows students completing the specified transfer curriculum at one Minnesota institution, upon transfer to another Minnesota institution, to be deemed to have satisfied the general education requirements of the latter institution

MSCTC Minnesota State Community and Technical College has four campus locations -- Moorhead, Detroit Lakes, Fergus Falls and Wadena

MSUAASF	Minnesota State University Association of Administrative and Service Faculty is the bargaining unit that represents the service and administrative faculty
MSU	Moorhead State University – name of MSUM from 1975 to June 30, 2000
MSUM	Minnesota State University Moorhead

N

NCA	North Central Association of Colleges and Schools
NCATE	National Council for Accreditation of Teacher Education
NDSU	North Dakota State University
NHCC	North Hennepin Community College
NIAAA	National Institute of Alcoholism and Alcohol Abuse
19A Funds	Competitive funds designated for IFO faculty professional development
NSE	National Student Exchange
NSSE	National Survey of Student Engagement

0

OCLU	Online Computer Library Center is a virtual reference software program
Outer Cluster	Courses from Competency Areas DC 8-10 that encourage students to take a broad view toward the world by giving them an understanding and perspective of the world and their immediate surroundings

P

PDP	Professional Development Plan
PK-12	Pre-kindergarten – 12th-grade
PRACS Institute	PRACS is a contract research organization which offers pre-clinical, clinical, bioanalytical and statistical research services to serve the pharmaceutical, biotechnology and skin care industries

R

RATC	Regional Assistive Technology Center
R&R	Repair and Replacement
R.N. to B.S.N. Program	The upper division baccalaureate nursing program for registered nurses
RRALC	Red River Alternative Learning Center

S

SI	Supplemental Instruction is a program that provides student-led supplement instruction for particular courses
SLHS	Speech/Language/Hearing Sciences
SLO	Student Learning Outcome
SLOAC	Student Learning Outcomes Assessment Committee
SOCs	Student Orientation Counselors
SSI	Student Success Institute
STEM	Science, technology, engineering and mathematics
SYE	Senior Year Experience is a one-credit course offered to graduating seniors
System, the	Refers to Minnesota State Universities and Colleges
System Strategic Plan	Broad directives identified by the Minnesota State system for five years

T

TCU Tri-College University

TCU New Leadership Program A five-day residential program aimed at promoting public and community leadership among women of diverse backgrounds

Tegrity WebLearner A multimedia web-based instruction program

3-4 Credit Task Force Charged in January 2004 to study the effectiveness of the course-credit mix that resulted from the flexibility allowed on determining credit value during semester conversion

TOCAR Training Our Campuses Against Racism

Twin Cities Refers to the cities of Minneapolis and St. Paul, MN

2+2 Partnership Agreement with a community or technical college to facilitate transition for students from a community or technical college to MSUM, spending two years at MSUM

U

UPBC University Planning & Budget Committee

V

Volunteer Visions Volunteer Visions is a community based student volunteer program

VPN Virtual Private Network

W

WebCT Web Course Tools is an instruction management program

WETCC White Earth Tribal and Community College

W-I Writing-Intensive

White Earth White Earth Indian Reservation

Work Plan Specific objectives with identifiable outcomes based on the Strategic Plan

Write Site Name of the campus writing center that assists students in improving their writing proficiency and independence when completing writing assignments