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Scholastic minutes 01/15/2013

Scholastic Committee

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**Scholastic Committee
2012-13 Academic Year
January 15, 2013
Meeting Eleven Minutes Approved with one revision**

In attendance: Jennifer Goodnough (chair), Steve Gross, Pete Wyckoff, Hilda Ladner, Ellery Wealot, Jen Zych Herrmann, Chad Braegelmann, Luciana Ranelli, Brenda Boever, Judy Korn, Nic McPhee, Jess Larson, guest James Wojtaszek, professor of Spanish, representing language faculty

Not in attendance: Melissa Hernandez, Zach Kroells, Clare Dingley, (revision Kent Blansett added)

1. Minutes For Review

November 20, 2012, meeting nine approved

November 27, 2012, meeting ten approved with correction of members in attendance

2. Chair's Report

Briefly discussed the "pause before the reckonin'" that will be created by the spring 2013 calendar. Spring break is late, after the midway mark for the semester.

Sandy Olson Loy, vice chancellor for student affairs, will provide an annual report on academic integrity at a spring SC meeting. Several individual cases and seven hearings for multiple violations were conducted during fall 2012. Wyckoff, McPhee, Gross, and Goodnough serve on the Committee on Academic Integrity as representatives of SC. The SC subcommittee will have a separate meeting to process the happenings of the past semester. The Senate Academic Integrity Committee has noted an increased number of cases on all University campuses.

The Chair and Dean Bart Finzel (chair of Curriculum Committee) met since our last SC meeting, and the Chair shared topics from that conversation.

- The Dean will talk to the Curriculum Committee about the IC petition process.
- Not having an assistant dean, who served as a liaison between the committee and student, impacts the Scholastic Integrity Committee. Currently, Professor Jeff Ratliff-Crain, former assistant dean, is serving in this role as a volunteer.
- Credits from prior learning experiences, especially for nontraditional students, will likely continue to be needed in the future. Discussed limits to the amount of credits that can be earned. Those students who wish for large number of credits to be considered may have to use a vendor to create a formal portfolio for review. Morris will set a high bar for accepting credits, accept a low number of credits, and expect strong interaction with faculty. SC/Dean's role will need to be formalized at a future meeting. Because SC membership changes, it is a steep learning curve for new members each year regarding Prior Learning Internships and Directed Studies. The Dean reviews most other Directed Studies and Internships.
- The chair shared concerns about international students' language scores. The Dean will meet with the SC, and admissions and international program representatives will be invited. The Chair has received a number of recommendations from Pilar Eble and Nancy Pederson, International Programs, that will be discussed in the future.
- The admissions requirement of four years of high school math will be enforced next year, although the Office of Admissions may still admit students based on other criteria. Data should be tracked in regard to changing student profiles and math ACT scores.

3. SCEP Report

McPhee reported that two major topics are under discussion: Massive Open Online Courses (MOOC) courses and grade compression. The University will request proposals to pilot for four online, noncredit MOOC courses as an experiment. The grade compression discussion dates back to the late 1990s. On a regular basis, faculty should review their grading policies, but it is not required. Who should require activities like discipline conversations about what an A means in various courses. Discussions could be part of a scheduled assessment. Discussions could be summarized and submitted to SCEP as proof that grades are being discussed. It would be helpful to have documentation in which we show grade distribution and show TC data as well. We need to create the context in which to have the grading conversation. Challenge the disciplines to think about grading. Comments were shared about assessment regarding the gathering of the data and information that does not lead to action or collaboration between disciplines. The complexity of the issue, including the variety of student classroom experience...large lecture to studio course to senior seminar...was noted, as well as the value of the conversation and process leading to a report. The value of the report document is not clear.

4. Minnesota Transfer Curriculum in regard to the new Writing for the Liberal Arts (WLA) general education requirement

The Chair and Korn provided background information about Minnesota Transfer Curriculum history, including the contract between the University of Minnesota and the Minnesota State College and University System, and the MNSCU requirements that are fulfilled before the Minnesota Transfer Curriculum is awarded. The committee reviewed Goal 1 that maps to Morris's current writing requirement:

Goal 1: To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Students will be able to:

- Understand/demonstrate the writing and speaking processes through invention, organization, **drafting, revision, editing** and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- **Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.**
- Select appropriate communication choices for specific audiences.
- **Construct logical and coherent arguments.**
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and **usage appropriate to academic disciplines** and the professional world.

Motion made to formally confirm that the Minnesota Transfer Curriculum satisfies all general education requirements including WLA, except for Foreign Language, which is actually a degree requirement. Second. No discussion. Ten in favor. None opposed. Motion passed.

5. Foreign Language Spanish, German, French placement exams and “testing into” and completing upper level language courses to satisfy the general education requirement

Students no longer take a combo placement/proficiency test on campus. An online placement exam program started

summer 2012. To “test out” of the Foreign Language (FL) requirement, students must pass a proctored language exam on campus. Not all students opt to take the proctored test. Based on placement scores, students enroll in upper level language courses. When they successfully complete the upper level course, they earn the International Perspective (IP) general education requirement.

Motion: A FL exemption will be granted to students who successfully complete an upper level (2000 or above) language course. Second. No discussion. Ten in favor. None opposed. Motion passed.

All information about foreign language placement exams, proficiency exams, and exemptions need to be updated. Discussion in progress about offering a proctored exam at orientation.

6. The update on placement and proficiency language exams coordinated through the Morris Testing Center was tabled until the next meeting.

Respectfully submitted,

Judy R. Korn
Scholastic Committee Executive Staff