

11-6-2013

## Scholastic minutes 11/06/2013

Scholastic Committee

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**Scholastic Committee  
2013-14 Academic Year  
Wednesday, November 6, 2013  
Meeting Nine Minutes Approved**

**Present:** Jennifer Goodnough, chair, Brenda Boever, Chad Braegelmann, Jennifer Herrmann, Peter Wyckoff, Steve Gross, Judy Korn, Hilda Ladner, Marcy Prince, Laddie Arnold, Nic McPhee, Andrew Sletten, Clare Dingley, Roland Guyotte

**Absent:** Saesun Kim, Jess Larson

Committee members introduced themselves to new member Sletten.

**1. October 23 minutes for review, post Dean review.**

We have not received a response from the Dean. Motion, second, to table October 23 minutes passed unanimously.

**October 30 minutes for review.**

Committee did not have sufficient time to review. Motion, second, to table October 30 minutes. Ten approve; one abstention. Passed.

**2. Chair's Report**

Larson, replacing Wyckoff, and Prince, alternate, have agreed to serve on the Committee on Academic Integrity for a current case.

Korn reported that a thank you message was received from Rochelle Ament, Minnesota State Colleges and University (MnSCU) system Reverse Transfer Project Manager. Five Morris students with MnSCU responded to the Reverse Transfer email message. Students with MnSCU credits can transfer Morris credits back to their MNSCU institutions to earn an associate of arts. See addendum one.

The Chair informed Michael Lackey, English discipline coordinator, that Scholastic Committee (SC) approved TC WRIT 1301 as satisfying the Writing for the Liberal Arts general education requirement at the October 30 meeting. She shared with him comments and concerns expressed by SC members before the decision was made. She noted SC's desire for more writing in the curriculum by adding a second semester of first-year writing, a 2000-level writing course, and/or an upper level course. Lackey stated that Tisha Turk is the only professor qualified to teach a second-semester or 2000-level writing course. Currently, non-tenure or non-tenure track faculty are teaching almost all of the ENGL 1601 sections. Korn shared that she received a phone call from Lackey, and she shared with him comments recorded in the October 30 minutes. He stated that the English discipline is concerned about a nationwide trend to use adjunct instructors with high student numbers for college writing.

The Scholastic Committee has received a request from the Campus Assembly Steering Committee asking that SC not act on any WLA gen ed petitions until after the December 2, 2013, Campus Assembly Meeting. See addendum two.

SC briefly discussed the draft memo to students with college writing courses that have not been evaluated. The purpose of the memo was to "level the playing field" so that all students would have the same information in regard to WLA gen ed. In light of the request from the Campus Assembly Steering Committee, no further action will be taken with the memo at this time.

Korn read a message from a student enrolled in ENGL 1601 whose WLA gen ed was fulfilled after the SC decision to allow WRIT 1301 to satisfy the requirement. The student stated that she felt like she was paying for a class she did not need; that she could have been completing another gen ed; and that she has no options to drop or switch at this time of the semester. SC members empathetically received the message. Universitywide policies and procedures were identified that would cover the University in these types of situations. The University has the authority to make mid-catalog decisions, and students must abide by the decisions. Korn will respond to the student.

Could a student petition to use an older catalog [for gen eds]? The catalog is “good” for nine years, but if the student was not enrolled when that catalog was being enforced, the student could not use it. There would not be institutional responsibility if a high school student chose college courses based on Morris’s catalog, and it changed before he/she enrolled.

Students and advisers are being very creative in finding ways to “get around” the WLA gen ed when they believe they have transfer coursework which meets the goals of the requirement. We must be transparent about this requirement.

The motion to approve all the remaining “spirit of the requirement” petitions for WLA from the October 30 agenda remains tabled.

Given the need for students to complete their registration, the committee briefly discussed the option, per the Morris Constitution, that states that if 10 percent of Campus Assembly members request a meeting, the Steering Committee is required to schedule a meeting within seven days. A called campus meeting may not have good attendance. Rather, the topic needs to be at the beginning of the agenda on December 2. A proposal may be needed. An open ended discussion will not get to the legitimate issues, Scholastic Committee concerns, and the campus’s desire to improve writing.

### **3. Policy update from the Registrar**

The Registrar entered a motion that was seconded and approved to change the agenda in order to discuss policy information.

The associate registrar at the Twin Cities campus is investigating the question about student email account deactivation in regard to the SC recommendation to deactivate a student after one semester instead of two semesters.

With the implementation of PeopleSoft 9.0, University of Minnesota registrars will introduce a new symbol to indicate that a grade hasn’t been reported. NR will allow the class roster to move through the grading process even if not all students on that roster have grades posted. The system will post the NR symbol, not faculty. SCEP discussed NR, and there was no dissent.

Grade distribution information will be available online to the general public in early December 2013. The Policy Advisory Committee, of which Dingley is a member, is inquiring if additional frequently asked questions should be added to department exams for proficiency. The question and answers would indirectly address MOOCs, but they will not use the term MOOCs. The questions would address life experiences and life study. It would be up to faculty and their departments to allow such a special exam. A MOOC could potentially fulfill a Morris general education requirement if the special exam matched up with a specific Morris course.

The special exam policy states students MAY be charged if the exam is for credit. The text will change to SHOULD whether for credit or proficiency. Morris currently charges for exams for credit but not for proficiency, and it is not consistent throughout all University of Minnesota undergraduate colleges/campuses. There is a cost to faculty administering the exam whether the student receives credit or not.

The Twin Cities campus has started a conversation about extending the deadline for students to drop without permission through week ten (currently week eight for UMTC). The justification for the change is it allows more time to get students help so they don’t have to drop. Morris would add a week (currently week nine). Campus Assembly must weigh in to change the policy. Students are making decisions to not drop based on financial aid. They are waiting to drop believing that they are preserving their financial aid. This discussion will be addressed by SCEP, and McPhee will then bring the topic back to the SC. There was general support for extending the deadline to week ten. The main drawback is students who drop earlier may be able to focus on their remaining courses.

### **4. Writing for the Liberal Arts**

Related to the Steering Committee request, the question was asked whether the Campus Assembly trumps the Scholastic Committee, of which the answer is yes. Committees report to the Assembly, but this situation relates to administration/discipline rather than the Campus Assembly.

The May 2012 Campus Assembly minutes, which includes discussion of the WLA, gen ed are not in the Digital Well. There is confusion between what the Campus Assembly decided versus what the Scholastic Committee understands. Scholastic Committee has been saying, since December 2012, that evaluation of transfer coursework would occur.

Intellectual Community (IC) is the closest example of a Morris general education requirement that can only be met by a Morris course. The Curriculum Committee clearly stated that all students will take it, and the seven implementation steps clearly state how that will be accomplished. It is clear in Campus Assembly minutes that Campus Assembly approved the implementation. The catalog reflects this implementation.

There is a general idea about Writing for the Liberal Arts general education requirement, but there is no approved implementation.

Compounding the difficulty and confusion is that the people who supported WLA did not differentiate between exemption, waiver, and fulfillment of a general education requirement.

Students and advisers will not go to the minutes to decipher WLA nor should they need to do so. They will use the catalog, the public interface.

Morris's former writing across the curriculum requirement was mentioned, especially in relationship to prepharmacy and premedicine students who need an advanced writing course for medical school admission.

If we do want students to take more writing, Morris needs to figure out how to do that. In the meantime, we need to do some "leg work" before the December 2 Campus Assembly meeting in order to have an informed discussion. Rehashing how we arrived at this moment in time is pointless. We have so much more information now.

We don't want other schools to do this to our Morris courses.

A motion was made and seconded to table the "spirit of the WLA requirement" petitions until after the December 2, 2013, Campus Assembly meeting. Five yes, zero no, four abstentions. Passed. It was noted that the Scholastic Committee could "take from the table" the petitions with a committee vote at any time.

Korn will communicate with students who have submitted petitions. We are not in a position to be their advisers, but perhaps they should be advised to enroll in a section of English 1601 and drop if the petitions are approved or the transfer course is evaluated.

**5. SCEP Report tabled**

**6. Petition #1219 tabled**

Exception to a GER due to meeting the spirit of the requirement

**7. Petition #1221 tabled**

Exception to a GER due to meeting the spirit of the requirement

**8. Petition #1224 tabled**

Exception to a GER due to meeting the spirit of the requirement

**9. Petition # 1225 tabled**

Exception to a GER due to meeting the spirit of the requirement

**10. Petition # 1226 tabled**

Exception to a GER due to meeting the spirit of the requirement

**11. Petition #1227 tabled**

Exception to a GER due to meeting the spirit of the requirement

**12. Petition #1228 tabled**

Exception to a GER due to meeting the spirit of the requirement

**13. Petition # 1229 tabled**

Exception to a GER due to meeting the spirit of the requirement

**14. Petition # 1230 tabled**

Exception to a GER due to meeting the spirit of the requirement

**15. Petition # 1231 tabled**

Exception to a GER due to meeting the spirit of the requirement

Respectfully submitted,

Judy R. Korn  
Scholastic Committee Executive Staff

**Addendum one.**

**To:** Morris students with transfer credit from MnSCU institutions  
**From:** Judy R. Korn, transfer evaluation coordinator  
**Re:** Reverse transfer to earn associate of arts  
**Date:** 10.23.13

This memo is for students who before attending Morris earned credits at Minnesota State Colleges and University (MnSCU) institutions. A list of MnSCU institutions can be found [online](#).

The University of Minnesota is partnering with MnSCU to inform you of an opportunity that allows students to earn an associate of arts degree by “transferring back” University credits to a MnSCU institution.

While Morris is coordinating communication with our students, the MnSCU system conducts the entire reverse transfer process. Please contact the following MnSCU representative to learn if you have qualified to be awarded the associate in arts or to explore how you could qualify while pursuing a bachelor of arts at Morris.

Rochelle Ament  
Minnesota State Colleges and Universities  
[rochelle.ament@so.mnscu.edu](mailto:rochelle.ament@so.mnscu.edu)  
651-201-1443

The MnSCU representative may request an official University of Minnesota, Morris transcript as part of the review process. Morris transcripts may be ordered [online](#).

**Addendum two.**

From: **Tammy Berberi** [berberit@morris.umn.edu](mailto:berberit@morris.umn.edu)  
Date: Tue, Nov 5, 2013 at 3:07 PM  
Subject: friendly request from Steering to Scholastic  
To: Jennifer Goodnough <[jennng@morris.umn.edu](mailto:jennng@morris.umn.edu)>

Hi Jenn,

I hope this email finds you well. I'm writing today as the Chair of Steering Committee to request that Scholastic Committee table any petitions pertaining to WLA until after the Campus Assembly meeting on December 2.

Thanks, Tammy

Tammy Berberi, Ph.D.  
Associate Professor of French & Director of the Honors Program  
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