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Scholastic Committee

Campus Governance

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9-8-2004

### Scholastic minutes 09/08/2004

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University of Minnesota, Morris  
Scholastic Committee  
Minutes #1, September 8, 2004

The Scholastic Committee held its first meeting of 2004-05 on September 8 at 9 a.m. in Science 3500. The next meeting will be September 22 at 4 p.m. in the same location.

Members present: S. Aronson, B. Burke, K. Crandall, B. Fisher, W. Hunt, N. McPhee (chair), J. Ropp, G. Sheagley, K. Strissel, D. De Jager, K. Klinger (coordinator) and R. Thielke.

Chair Nic McPhee welcomed new members.

1. Minutes: The April 27 minutes were approved as written. These minutes had been distributed electronically to the previous committee and no changes were suggested.

2. Establishing dates for meeting this term. To allow all members to attend at least one meeting a month, we will alternate Wednesday 9:00 a.m. meetings with Wednesday 4:00 p.m. meetings every other week. Additional meetings will be scheduled as necessary. Meeting times fall term are:

22 Sep, 4pm  
6 Oct, 9am  
20 Oct, 4pm (first day after Fall Break)  
3 Nov, 9am  
17 Nov, 4pm  
1 Dec, 9am  
15 Dec, 4pm

3. Annual Report. McPhee briefly discussed the powers of the Scholastic Committee quoted from the by-laws of the UMM Constitution. Our area of oversight is broadly defined as *policies affecting the quality of education*. This committee has responsibility to develop, review and recommend policy, and has a judiciary role to grant exceptions to policy. We preserve academic integrity while being compassionate.

In providing an overview of last year's accomplishments summarized in the Annual Report, Klinger noted considerable work with academic progress. We managed the suspension and probation system. We determined that Scholastic Committee academic progress requirements and federal financial aid satisfactory academic progress (SAP) requirements should not be combined. This year, we will work with James Morales, new Vice-Chancellor for Enrollment, to resolve confusions the new notification process has caused. We supported the proposal to establish an early alert system, which will be conducted as a pilot project this year.

We addressed our *course-related behavior* responsibility through B. McQuarrie's work in updating the 1979 Academic Integrity brochure, and we will be reviewing the new Academic Integrity web this year. In our roles overseeing (but not conducting) the evaluation of transfer of credit, we established a process to review credits from unaccredited institutions and we forwarded a recommendation to the Assembly to award resident credit for study abroad programs co-sponsored by the University of Minnesota. We fine-tuned the Advanced Placement summary chart and will be reviewing the CLEP chart this term. We will work with Central Administration to resolve whether we may maintain our policy of requiring students with grades of C or above to gain permission from the Scholastic Committee before the grade from a repeat course can count. We did not discuss admissions policy last year with the Vice-Chancellor for Enrollment because of the changes underway in personnel, but meeting with him will be an agenda item this year.

4. Agenda items for the year: McPhee asked members whether there were topics they would like to address, other than those itemized at the end of the annual report and suggested in the discussion above. McPhee thought we might talk with the College Writing faculty about their wish to change the College Writing exemption. DeJager asked whether we could extend the date for withdrawing without a W from two weeks to three. This may be an all-University policy, in which case our argument would have to be made to SCEP for an all-University change. Thielke suggested that the UMM SCEP representative (LeAnn Dean) and the Scholastic Committee should be in closer touch. We need to be more aware of SCEP positions that could impinge on us.

5. Action on requests over the summer by the administrative group or coordinator:

McPhee explained that a thorough process to screen petitions is in place, which reduces the number of petitions that come to the committee for action. A student's first contact is with De Jager (Scholastic Committee support), who screens their request and may schedule an appointment with Klinger. Klinger reviews the student's record to determine the focus of the request, to identify the regulation being challenged, to hear the student's rationale, and, in many cases, to draft the petition. Some requests can be settled administratively or through consultation. Others aren't drafted into petitions because the request is impossible. For those remaining, the coordinator writes the petition for the student in order to focus the request and to provide consistency across petitions. De Jager has established an electronic petition file to show Scholastic Committee action on similar petitions through time. When we deviate from previous action, we should be prepared to explain why we have taken a new direction. Previous action does not dictate our response but should inform it.

Klinger provided a summary of four petitions that were approved administratively over the summer. She is empowered by the committee to make a change in the grade base when a graded course is required in the major. In three other cases, the summer administrative committee (coordinator, chair, and registrar) agreed that there were precedents for approving the request, that the committee would approve them, and there was no need to bring the case to the committee. In two other cases involving repeat courses and the use of the second grade, a topic on our policy agenda again this year, the administrative committee decided that the issues were unresolved and should have committee consideration.

The meeting was adjourned.