

University of Minnesota Morris Digital Well

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Scholastic Committee

Campus Governance

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10-17-2018

### Scholastic minutes 10/17/2019

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**Scholastic Committee**  
**2018-19 Academic Year**  
**October 17, 2018**  
**Meeting Four Approved Minutes**

**Present:** Roland Guyotte (chair), Judy Korn, Leslie Meek, Chris Atkinson, Brenda Boever, Jennifer Goodnough, Mitchell Scanlan, Heather Pennie, Parker Smith, Nancy Pederson

**Absent:** Esmira Alieva, Bryan Nell, Emma Kloos, Michelle Schamp, Elizabeth Abler

**1. Approve minutes of October 9, 2018, meeting**

Minutes approved.

**2. Chair's Report**

No report.

**3. SCEP Report**

Jennifer Goodnough will be having dinner with the Board of Regents as part of the Faculty Consultative Committee.

Goodnough was asked to go to the SAIC November meeting to discuss how academic integrity works on the Morris campus. Goodnough asked Robyn VanEps if she could use last spring's academic integrity data at the SAIC meeting with Sandy Olson-Loy's permission.

**4. Petition #1270**

Meeting the spirit of the requirement and hardship: Allow a study abroad experience to waive the IP General Education Requirement. Motion to approve. Second. No discussion. In favor: four. Opposed: none. Abstaining: three. Petition approved.

**5. IS 3893 Prior Learning Directed Study**

**IS 3896. Prior Learning Internship**

**IS 3893 Prior Learning Directed Study**

(1-4 cr. [max 10 cr.] ; Student Option; Every Fall & Spring) Individualized learning project combining prior learning with faculty-directed new learning, awarding academic credit for both. (When content is discipline-related, discipline designation will appear on transcript and credit may count toward appropriate general education requirement category.)

**IS 3896. Prior Learning Internship**

(1-16 cr. [max 32 cr.] ; S-N only; Every Fall & Spring) An educational experience in a work environment providing field application for the student's theoretical classroom learning experiences. The prior learning internship, such as in social service or business settings, occurred prior to the student's matriculation. The prior learning is documented and combined with faculty-directed new learning, with credit awarded for both.

At the end of the summer, Judy Korn was contacted by representatives from the Twin Cities Financial Aid Office and Jill Beauregard, Morris Financial Aid, inquiring about IS 3893 Prior Learning Directed Study and IS 3896 Prior Learning Internship. The inquiry was fueled by a

review of different types of credit in relationship to the UAchieve upgrade. The concern was about providing 16 credits of financial aid for a prior learning internship.

Leslie Meek spoke in support of the Morris prior learning opportunities for credit and has continued to advise students doing a prior learning directed study or internship long after she was the Assistant Dean. Prior learning has been around as long as the Morris campus has been open. Prior learning directed studies and internships were created in early years when many Morris students were adult learners. It was a way for students to earn credit for life experiences. The model has always been to combine new learning with previous learning. IS directed studies and internships are rarely used. Meek consults with students thinking of doing a prior learning directed study and usually finds another way for students to earn the credit they need. Students are never advised to do a prior learning directed study or internship if another option is possible.

One of the reasons for doing a prior learning directed study is to finish a degree. Some students are pressured by their job to get their degree and students are looking to do it in a timely fashion. Some of these students have a lot of work experience that is applicable to their degree.

Meek provided some examples of students who have completed their degree by doing a prior learning directed study. One case involved a student who was working in a correctional facility in the field of addiction treatment. The student provided a list of job responsibilities, training, certifications, workshops, and other educational experiences she had done. The student wrote a research paper and combined it with her portfolio to complete their degree.

Another student needed an internship to complete their liberal arts for human services degree. The student completed a paper on mental illness stigma and combined it with their work in an adult rehabilitation center to earn the credits needed.

A student who spent several years in politics working for an organization that helps women running for office completed a prior learning directed study to finish their degree. The student served as a mentor, was in charge of running the program, recruiting, hiring, training, fundraising, and writing a blog and various articles.

A UMN Morris staff member was able to finish their degree by completing a prior learning internship that involved working on a special project that incorporated their life experiences.

An IS directed study is never done for 32 credits. 32 credits is the max number of credits a student can earn from internships.

Members agreed that there is value in keeping prior learning directed studies and internships and discussed ways to protect them from being cut for financial aid reasons. Some ideas included awarding prior learning credit as test credits and having students do a regular directed study with new learning for the remainder of the credits. However, members concluded that students without financial aid might end up paying for credits that Morris didn't deliver. Another idea was creating a special exam for prior learning and combining that with credits for new learning.

In most cases, prior learning directed study credits are used toward completing major requirements.

It was Korn's understanding that there was no objection to the prior learning directed study, but rather only with the internship. She noted that the language in the catalog is very similar for both courses and others wondered if modifying the wording would make the internship more acceptable. Others suggested building an internship experience into the directed study.

It was questioned whether students should be allowed to earn 10 credits of A grade for work in an alcohol rehabilitation facility at a liberal arts university. It was noted that all directed studies are on the SN grading basis. The grade for the directed study would not affect a student's GPA. Also, students could not use 32 credits of IS internships in a major as most majors have a limit to the number of internship credits that can be used. The Morris degree has a limit of 30 internship credits.

The committee agreed that no one is objecting to the existence of prior learning directed studies and internships for students and expressed a wish to keep them.

Goodnough, Korn, and Meek will meet to discuss how to proceed with prior learning directed studies and internships. Korn will create a draft of possible wording changes and share with Goodnough and Meek.

#### **6. Vision and Planning Goals discussion**

Divisions have been meeting to weigh in on the vision and planning goals presented at Campus Assembly. The Division of Science and Math provided feedback to Nic McPhee and Tammy Berberi. Their consensus is that the list of goals would lead to the creation of the strategic plan, but the goals were not comprehensive. The Division of the Social Sciences had a good discussion and rewrote Goal #6 to include teaching research and service. The also suggested amending Goal #7 by changing "interdisciplinary" to "liberal arts." It was noted the goals had a focus on interdisciplinary study, but not all disciplines are suited for it.

Staff members provided feedback at committee meetings held by their constituency. Some committees focused on the wording of goals presented and wanted clarification on terms such as define, national leader, and acknowledge.

Members asked, "who is the target audience?" "What will happen with the vision and goals statement?" "Is this merely an obligation that needs to be done or is this a working document that will drive where the university goes?"

The Scholastic Committee has no comment on the vision and planning goals.

Respectfully submitted,

Angie Senger  
Office of the Registrar