

10-24-2011

## Scholastic minutes 10/24/2011

Scholastic Committee

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University of Minnesota, Morris  
Scholastic Committee 2011-2012, Meeting #6

The Scholastic Committee met at 10:30 on Monday, October 24, in Imholte 217.

Present: T.Berberi, C.Braegelmann, E.Christensen, C.Dingley, S.Gross, H.Ladner, D.McBrady, P.Ng, M.Page (Chair), D.Stewart, A.Wolf, P.Wyckoff, J.Zych-Herrman

1. The Minutes of October 10 were approved.

2. Report from the chair

- The action taken on scheduling the Mus 1300 optional-attendance concert on Study Day was forwarded to SCEP. Word is expected in a couple of days.

3. Replacement of assistant dean in Academic Integrity hearing procedures

The procedures document of the Committee on Academic Integrity includes ten tasks that were assigned to the assistant dean, a position which has been eliminated. Options were suggested that would provide the services required and the logistics of appointing a facilitator:

- a person [faculty member?] appointed by the dean;
- a person [faculty member?] appointed by the vice chancellor for student affairs;
- a person [faculty member?] appointed by the Scholastic Committee.

After discussing the options, consensus was for the Scholastic Committee to appoint a facilitator, keeping any appeal free from real or perceived conflict of interest. The facilitator will be appointed on an annually renewable basis at the fall meeting when the faculty and student members of the Committee on Academic Integrity subcommittee are selected. The facilitator can be, but is not required to be, on the Scholastic Committee.

Strong concern was expressed that this restructuring is another example of parceling out duties formerly done by the assistant dean (a compensated position) to others, without acknowledgement or compensation. Members recommended that the committee relay this concern to the dean.

The procedures were edited in two additional places.

3. **COMMITTEE MEMBERSHIP**, paragraph 2: Support Staff: ~~The Dean's Office designee to Scholastic Committee~~ Vice Chancellor for Student Affairs identifies support staff for the CAI.

4. **THE COMPLAINT AND SCHEDULING**. When an unresolved complaint or persistent complaints are received by the Vice Chancellor of Student Affairs, the Scholastic Committee Chair and the CAI Chair are ~~is~~ contacted to initiate the hearing process. The CAI Chair and [Facilitator]. . . .

4. Prior Learning petitions (for information)

The committee received a request to provide clear procedures for Prior Learning Internships (IS 3896). Information about prior learning follows; the form and procedures will be available on the Scholastic Committee website.

**What it is:** Credit for prior learning was approved by the Campus Assembly in the 1980's.

Students who have had an internship-like experience outside college that is roughly comparable to a UMM internship experience (IS 3996) may receive credit through a petition to the Scholastic Committee for a Prior Learning internship (IS 3896). For example, LAHS majors often come to UMM with years of work experience in social service settings such as in hospices, chemical dependency centers, or battered

women's shelters. Politically active adult students may have years of volunteer experience in grassroots organizations or in state or national volunteer organizations. Educators, business people, and naturalists may also have internship-like experiences that relate to UMM's curriculum.

Under the Title III grant a process was created requiring a student to separate out learning from repetitive learning and to assign hours to the new learning. The purpose was to provide student, faculty, and the college with a sense of the legitimacy of the credit request. The prior learning is documented and combined with faculty-directed new learning, with credit awarded for both. Because prior learning is transfer credit, the project is submitted as a petition to the Scholastic Committee.

**The process:** The student meets with the Coordinator of Advising to establish qualifying prior learning and the field of the proposed project. If the learning is verified, the Coordinator locates a faculty member with expertise in the field, and the student meets with this faculty supervisor to complete the Prior Learning Internship form (IS 3896) and to design the contract. The student must note on the form how the credits will apply, e.g., to meet a discipline requirement or to count as elective credits toward the degree. The student completes additional documentation identifying the learning.

**Documentation of the learning:** Regular internships make use of daily logs and work summaries. Because this documentation is generally not available for a prior learning internship, such documentation is provided after the fact. The college requires substantial documentation of the learning, often in outline form. In general, the student reviews and categorizes the learning, excluding routine, repetitive activities. For example, a student becoming familiar with an agency's record-keeping system would expect to count that learning experience once, whereas a student observing and conducting counseling sessions would be likely to learn through the duration of the counseling internship. Students are asked to identify and to calculate the number of hours spent in activities that contributed significantly to relevant learning. The total number of hours is divided by 30 (hours of effort per credit) to determine the appropriate number of credits.

**Timeline:** The faculty supervisor submits the completed IS 3896 form and contract to the Scholastic Committee as a petition to receive the specified number of credits. The IS 3896 form must be signed by the student and the faculty supervisor. If approved, the Scholastic Committee sends a packet to the dean that includes a cover memo, the signed approval form, and required documentation. After the IS 3896 form is signed by the dean (as chair of interdisciplinary studies), the student is allowed to register.

**Additional information:** The Coordinator of Advising is familiar with the process and has descriptive materials from students who have successfully documented their prior learning.

**Credits:** Most of the credit is awarded after the fact for the documentation of the work experience. In a 12-credit prior learning internship, about two credits are awarded for the integration of the prior learning with theoretical studies through writing papers, presenting seminars or workshops, or other methods agreed upon by the student and the faculty member.

A maximum of 32 credits of internship may count in the 120 credits required for graduation.

Submitted by Dorothy De Jager