

3-18-2015

## Scholastic minutes 03/18/2015

Scholastic Committee

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**Scholastic Committee**  
**2014-15 Academic Year**  
**March 18, 2015**  
**Meeting Thirteen Minutes Approved**

Present: Judy Korn, Jess Larson, Marcy Prince, Roland Guyotte, Brenda Boever, Megan Jacobson, Jennifer Rothchild, Leslie Meek, Merc Chasman

Absent: Steve Gross, Hilda Ladner, Yee Thao, Laddie Arnold, Chad Braegelmann

Special guests: Chris Dallager and Tammy Berberi

1. Agenda review. Roland Guyotte, chair, conducted the meeting.
2. February 18, 2015, minutes  
Correction: There were approximately 100 **major/minor** changes in fall semester 2014.  
Addition: Twenty-nine first-year students changed their advisers.  
Larson moved to approve, and Meek seconded.
3. No Chair's Report
4. SCEP Report  
Tisha Turk attended the most recent meeting. See addendum one.
5. Disability Resource Center (DRC) foreign language general education proposal  
Chris Dallager and Tammy Berberi discussed students with a disability as determined by existing documentation or a DRC assessment receiving modifications to the foreign language (FL) general education. (See addendums one and two.)

Rationale for modifications:

- Common modification at other colleges
- Minnesota K-12 is distinctive because high schools having fewer FL offerings
- Helpful for students who cognitively cannot pass an FL course
- Good marketing for UMM's accessibility
- Do not want students to feel they need to prove they are going to fail

Discussion included:

- Would want existing disability documentation in place or DRC assessment
- Student can currently enroll in American Sign Language (ASL). Only one section and it fills quickly. DRC can give a student priority registration time.
- Students can currently enroll in Latin, which does not have as significant an auditory content.
- Study Abroad as an alternative experience (sometimes immersion works)
- Modification could be from a language course to a cultural course
- Faculty could provide lists of courses. If lists would be put into the catalog, Curriculum Committee would be involved.
- Modification would be equal in credits to FL requirement, eight credits in same culture
- Every student is has the right to petition the Scholastic Committee (SC), but not all students know about petitions.

Possible Procedures:

- Alternate course list at DRC
- Modification information on DRC website
- Petition for FL waiver to SC or SC executive staff, made clear on website
- Blanket policy

Guyotte said the SC will continue the discussion.

Respectfully submitted

Diane Kill  
Office of the Registrar

### **Addendum One**

#### **Modification of the UMM Foreign Language Requirement – Review Guidelines for Faculty and Staff**

When reviewing the documentation related to a petition for modification of the foreign language requirement at UMM, the Disability Resource Center Coordinator and the designated foreign language faculty member should consider the following

1. Has the student submitted the petition form from the office of the registrar?
2. How has the study of second language differed from the study of other academic subjects? There should be evidence of satisfactory performance in other courses.
3. Has the student provided examples and supporting evidence based on high school transcripts, college transcripts, instructor letters, other historical data, etc.?
4. Are assessment data indicative of difficulty with second language (or first language) learning? The following areas may be considered in review of assessment data/documentation:
  - Auditory comprehension/discrimination
  - Auditory memory
  - Visual memory
  - Visual-motor integration
  - Oral language
  - Written language/spelling (may include problems with dysgraphia, reversals in spelling, bad spelling, poor handwriting, right-left confusion, encoding, classification and decoding difficulties)
  - Reading (may include sound-symbol correspondence problems, vocabulary retention deficits, coding and symbolic difficulties)
  - Processing speed
  - Impact of physical disability
  - Impact of psychological disability (significant anxiety, depression, or emotional liability can negatively impact the ability to learn languages)
5. Has the student attempted to learn a second language in the secondary or post-secondary setting(s)? If so, what was the student's experience?
6. Has the student submitted the petition form?
7. Has the student submitted the personal statement?
8. Do you support or deny this petition? Write a short statement and sign it.

### **Addendum Two**

#### **Modification of the UMM Foreign Language Requirement – Information for Students**

If you have a disability or health condition involving substantial barriers to language learning, you may petition to request a modification of the foreign language requirement. The petition will be reviewed by the coordinator for the Disability Resource Center (DRC) and a designated faculty member teaching foreign languages at UMM. If the petition is approved, the student will be required to complete a minimum of 8 credits selected from a list of culture courses in lieu of the foreign language classes. The list of available culture classes are preapproved by the designated Foreign Language Faculty member and are available from the DRC Coordinator. Study abroad

experiences, even when completed in an English speaking country, can be included in this list. If the petition is not approved by the DRC Coordinator and the designated Foreign Language Faculty, the student may petition the Scholastic Committee for further consideration of the petition. You must be registered with the DRC with a documented disability. You are responsible for providing the DRC documentation of a disability that impacts second language learning. If you believe that you have a disability and do not have documentation, you are encouraged to meet with the coordinator of the DRC to discuss options for obtaining an appropriate assessment. The legal and financial responsibility for obtaining documentation is the student's responsibility.

### **Your Petition Checklist**

- Sign release form at DRC to allow sharing of information between DRC, foreign language instructors and the Scholastic Committee.
- Complete the academic policy petition form available from the office of the registrar.
- Personal statement (1-2 pages, double-spaced, student name on each page. See additional guidelines below).
- Relevant transcripts from high school and/or college (unofficial college transcripts acceptable).
- Letter from foreign language teacher(s) outlining your difficulty with the class, attendance at class sessions, participation in class, efforts the teacher can identify that you made to overcome the difficulty in learning the language, and any additional supporting evidence, such as assignments, examinations, or teacher opinion about your learning difficulty.
- Submit all materials to the DRC Coordinator.

### **Guidelines for Your Personal Statement:**

- State your request for a modification of the foreign language (second language) requirement,
- Provide a history of your attempt(s) to learn a second language, either at high school or college or elsewhere,
- In your description of attempts to learn a second language, describe your attendance at class, efforts to get additional help outside of attending class (meetings with the instructor, attendance at tutoring or TA sessions, etc.),
- Describe why your experience with language learning is different from other learning,
- If applicable, describe early and or current difficulties learning to read or write or speak English,
- Report on your motivation to learn another language,
- Include any additional information that may facilitate the decision on your petition request (such as written statements from tutors, TA's, etc.), and
- Express thanks to the committee for reviewing and considering the petition.