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Scholastic minutes 02/09/2017

Scholastic Committee

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**Scholastic Committee
2016-17 Academic Year
February 9, 2017
Meeting Fourteen**

Present: Roland Guyotte (chair), Leslie Meek, Judy Korn, Steve Gross, Ray Schultz, Jennifer Goodnough, Brenda Boever, Joe Beaver, Dan Magner, Merc Chasman, Ruby DeBellis, Josiah Gregg and Parker Smith

Absent: Emma Kloos and Emily Trieu

1. Approve minutes of February 2, 2017, meeting

Approved as amended

2. Chair's Report

Roland Guyotte shared the following information regarding incomplete grades.

Incomplete information post fall 2016

- a total of 61 students received 69 incompletes for fall semester 2016
- one student received four incompletes for fall 2016 and is enrolled for spring 2017
- one student has incompletes for fall 2016, summer 2016, and spring 2016 and is enrolled for spring 2017

As of 2.8.17...

- 23 incompletes have been completed and graded
- 46 incompletes remain
- Of the 46 remaining incompletes, 21 do not have contracts

It was noted that another possible reason for some incompletes is that some faculty have not completed their grading.

There was some concern expressed about giving students a year to complete the work; a shorter timeframe is preferred.

3. SCEP Report

SCEP briefly discussed grading and transcripts, but there was no conversation regarding incompletes. The discussion focused on making changes to the wording associated with letter grades. It was suggested that the committee solicit faculty input before making changes to the language. Some students suggested equating letter grades to certain percentages (eg. A = 90%, B = 80%). However, those equations do not correlate for every class. Members agreed the syllabus should state the grading terms.

Credit limits were also discussed. Currently, no all-University policy exists. Every campus has their own policy regarding credit limits, but 20 credits is the max number of credits enforced by PeopleSoft. The next step is collecting data to determine if a 20-credit limit is reasonable or if a lower limit such as 18 would be better. It was suggested that the Scholastic Committee (SC) discuss the topic before SCEP reviews the subject.

Liberal Education was discussed in regards to the Minnesota Transfer Curriculum (MNTC). The system campuses along with a representative from Minnesota State Colleges and Universities will

be invited to a later forum to discuss the changes to MNTC. The changes to the MNTC may make it difficult for students who wish to transfer with a partially completed MNTC. There should be no issue when transferring a completed MNTC program.

SCEP was to deliver the mental health report to the Board of Regents later this day. The topic being discussed was early registration and waitlists. It is thought that early registration could avoid the stress associated with registration and the anxiety of waitlists. Currently, student athletes and honors students at the Twin Cities campus are given a service indicator which allows them to register early. The same is not recommended for students with a disability because that information is confidential. On the Morris campus, the Disability Resource Center (DRC) is responsible for the process of providing early registration for students with a disability. Graduating seniors are also provided early registration.

The Morris campus provides early registration so that classroom accommodations can be met.

It was noted that keeping a student's disability status confidential may be difficult as advisors can see and sort their advisees by registration times. If a student is registering outside their appropriate registration time, advisors may deduce that the student receives services from the DRC. It was questioned whether this was a violation of FERPA because students may choose not to disclose their disability to their advisor. The Director of the Office of Academic Success will look into it.

Should SC think about asking Campus Assembly to include the Make-up policy as an agenda item for the March 1 meeting? The policy will have a 90-day review allowing for comments. Maybe SC could tie-in a conversation with Kitty Mahoney, Sandy Olson-Loy, and Dave Swenson and give a presentation including a SCEP update and information about the process.

4. A Level discussion and recommendations

Judy Korn provided a review of A Level exams and gave a proposal.

Would the SC wish to endorse accepting A Level exams for credit and to satisfy general education requirement? SC would determine the number of credits students receive and the disciplines would review the courses for substitution in the major. The process would involve three steps:

1. Reviewing the course to determine if it's accepted for credit.
2. Determining if/how general education is awarded.
3. Sharing the syllabi with the disciplines to determine course substitutions.

Korn brought forth recommendations to the committee for a proposal for transfer.

Transfer credit is completed by Admissions on the Twin Cities campus, but the Office of the Registrar (OTR) processes transfer credit on the Morris campus.

A Level exams are different than AP and IB because there are few changes to AP and IB. A Level exams are on a three-year cycle for update/content changes. Also, OTR is notified when changes are made to AP and IB courses, which may not be the case with A Level courses.

The math discipline reviewed the A Level course syllabi and recommended credit and substitution based on grade earned.

The chemistry discipline also reviewed the A Level course syllabus and determined the work is college level. However, they felt that the Twin Cities campus was overly generous in awarding 2000-level coursework.

Based on the reviews by the chemistry and math disciplines SC wants to move forward to accept A Level courses for credit and general education credits. Credits will be determined after disciplines have reviewed courses for substitution.

If it's a substitution, the course will carry the weight of prerequisite. For registration purposes, A Level courses will either require a permission number or will have a student group indicating the prerequisite has been met.

Members had the following suggestions when approaching disciplines regarding the review of A Level courses.

- Have a liaison/faculty member/subgroup to help inform the discipline coordinator about the review process at discipline meetings.
- Pull syllabus and present as a transfer evaluation
- Send the Twin Cities evaluations along with syllabus
- Have a divisional representative at each meeting. Ray Schultz volunteered to speak with the Humanities division.
- Bring talking points
- Inform discipline coordinators about exams for proficiency or credit.

The motion to approve A Level courses for credit and general education credit subject to review by the disciplines for substitution was unanimously approved.

The committee agreed that courses that have no substitution need not be sent to disciplines.

Respectfully submitted,

Angie Senger
Office of the Registrar