

University of Minnesota Morris Digital Well

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Scholastic Committee

Campus Governance

4-11-2024

Scholastic minutes 04/11/2024

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Scholastic Committee
April 11, 2024 @ 11:40 a.m.
Meeting Number 9
Virtual

Members Present: Barbara Burke, Jess Larson, Mark Logan, Marcus Muller (Acting Chair),
Matt O'Brien, Jessica Porwell, Nick Skulan, Dennis Stewart, Beth Zaske

Members Absent: Julie Eckerle (Chair), Ella Kauffman, Bella Sieling, Nick Skulan

In these minutes: Follow-up IS 1101 Discussion + Many "For Information" Topics

Agenda & Minutes

I. Welcome

II. Minutes-Taker?

Marcus volunteered to record meeting and transcribe after meeting ended

III. Approve Minutes:

- Feb. 15 (Attached) - Jess L motioned to approve, vote was unanimous
- March 7 (Attached) - Jess L motioned to approve, vote was unanimous

IV. Senate Committee on Educational Policy (SCEP) Report (Jess Larson)

Jess L had no updates to share.

V. For Review (& Approval): Catalog Language Re: IS 1101 (see below or
https://docs.google.com/document/d/1c9WES3R_LJ6DvN29W9cZZL9E6CRgSw8tiOyi2F6cFys/edit)

IS 1101

The Scholastic Committee met on 11/9/23 and discussed possible options for when a NHS student receives an N grade, receives a W grade, or otherwise does not complete IS 1101: Morris 1101.

If a NHS student earns an N grade, receives a W grade, or otherwise does not complete IS 1101, the student must do one of the following:

- a. Enroll in IS 1061: Making Your Way: Developing Skills for Success in College
- b. Enroll in PSY 1026: Reclaiming Happiness
- c. Participate in academic recovery coaching through the Student Success Center
- d. Complete a petition to have another course fulfill the IS 1101 requirement.

NAS students and students who have earned 12 or more college credits after high school graduation are exempt from the IS 1101 requirement.

Scholastic wanted to review catalog language in regards to IS 1101 and our plan in the event student gets a W, N or does not complete IS 1101. Committee reviewed the plan listed in agenda and referenced how we don't want to call it Academic Recovery but instead Academic Coaching. Mark shared some feedback about enrolling vs. completing for phrasing. Jess P. was unsure if there is standard language for this, but agreed that complete was better. Thought was we weren't giving the language but as this was created very quickly, we agreed to update. Barbara brought up the Psy 1026 and how it is hard to enroll in due to popularity. She mentioned a student who is not doing well in 1101 would be better off as taking IS 1061 instead. She wasn't sure why Psy 1026 was an option. Jess brought up that this came from a discussion in November but mentioned it might be better to talk to Jeanne/Counseling as that hasn't happened yet. The ultimate goal was to find different ways to finish this requirement and this might be a good option. She agreed it isn't the same content but might support the issues students are having. Matt mentioned how a baseball player took this because they were having some challenges. They encouraged student to take this course due to the support Jeanne offers the athletes. They thought this could help students in similar situations. Dennis mentioned he recommended this course as they didn't think there would be any class that could replace 1101. They thought this was a good option. This would help if 1061 wasn't offered. Jess agreed that this would be a good idea because it leaves room for flexibility. Jess pointed out that in Fall 24, we have one section that currently has 6 students enrolled. She talked about how it isn't filling up as fast as previous semesters. We agreed this was a good starting point to share with the Dean's Office.

VI. For Information & Discussion: Michelle Page's request to eliminate the phrase (in bold below) from the following catalog provision & possibly revise the entire policy:

“UMM courses designated as appropriate for meeting general education requirements are those which, if passed successfully, demonstrate a student's competency in a given skill or area.

Students are required to complete a minimum of 60 credits of general education coursework outside the discipline of the major and must meet the specific requirements listed above. The requirements may be met not only through UMM courses, but also by transfer of credit, examinations for proficiency or credit, assessment of prior learning, individual projects, and other means. For details, students should consult their advisors.

In some instances the specific general education requirements may be met using fewer than 60 credits. If this occurs, then introductory or advanced elective courses from any discipline outside the major—**with the exception of courses in elementary or secondary education, wellness and sports science, or accounting courses in management**—may be used to fulfill the remaining credits of the 60-credit general education requirement.”

Jess P. asked about context for why it was set up this way. Marcus mentioned that it was an outdated policy that was likely used to limit the number of gym credits a student could take towards Gen Ed requirements. Marcus referenced how he asked his peers in the Office of the Registrar (OTR) about the history and mentioned none of them knew but our assumption was it was likely related to the courses not being Liberal Arts style courses to be considered. He mentioned OTR didn't have solid reasons to push back. Also pointed out that they count towards the 120 so it's hard to say they don't count as general education credits. Jess P. asked where this falls in regards to policy. Marcus stated it was in our general education requirement policy and the majority of people will see it in an APAS. Barbara brought up how many disciplines allow students to complete some gen eds within major and this policy might need more attention than just the education aspect. Jess P agreed and mentioned it might benefit us to find someone who knew the history before this. Barbara brought up it was carry-over from the quarter system and you were required to take as many credits outside of your major as in your major. Jess L. mentioned that when she was a student in 80s/90s, this was more in play as they wanted students to take courses from every discipline. Barbara brought up how with “Degree in 3,” this makes the policy even more challenging on students. Jess L. talked

about how when she was a student, there were courses that triple-dipped and students knew that and would take that course. Barbara again mentioned that we should not only review the bolded part, but much more as we just carry over the policy without looking it over. Mark asked if this is applying to students not majoring in non ed majors stating they can't use these courses as Gen Eds. Committee was confused by wording, but Jess P. agreed with Mark. Marcus brought up the formal request Michelle P. submitted and how she reviewed 24 years of Campus Assembly notes and couldn't find why this policy is there. She notes that Wellness in Sports Studies no longer exists. She brings up how this marginalizes 1 division on campus. Marcus again brought up how OTR can't find a good argument to push back and stated it sounds like Scholastic agrees but also encourages a bigger review. Marcus asked what would happen if we support this as the change management to update this is unclear. Barbara stated if this is a catalog element, then it has to go to Campus Assembly. Scholastic would recommend what we think the change/updated language should look like. Jess P. suspected this is a Morris-only policy, and if it was a system policy then it would be a SCEP policy review. Mark asked if it goes through Curriculum. Scholastic agreed Curriculum would need to know. Scholastic discussed the timing of the next Campus Assembly and deadline to submit agenda items. Nomination was made to move this forward to next committee, unanimous vote to move it forward. Marcus advised he would talk to Peh and others to show we support moving this forward.

VII. For information: Pilot Program in Degree Completion (see https://docs.google.com/document/d/18_I3lveB-K1SiA5NkBoWM9-eR9k9X0rq1GtyqQ5J2Ns/edit)

Marcus brought up how Dean's Office wanted us to share this with Scholastic as an FYI. Jess P. talked through bullet points as this is a degree completion proposal that is a system-wide project. She mentioned that the Office of Distributed Learning is visiting Morris to talk about this and other things. For Morris, they are looking at Psych, Bio and English and doing outreach to students who didn't complete these. She mentioned that this won't be that big of a student population as the majority of those students got communication from us through complete-u program. Marcus mentioned that again, this is an FYI so we aren't surprised and this is just another way for the UMN system to reach out and help students complete their degree. The target population are students who last attended in 2014-2017 and there are some other things that will help these students. Marcus brought up Academic Restoration and how you need to be gone for 5 years to use that and the lower tuition rate. Dennis asked why these 3 programs were selected. Marcus responded that our two biggest drop-offs were Biology and English. The other campuses identified Psychology as well. Due to Morris's improved online offerings for Psych, it is

likely that is why it fell into the group. Jess P. brought up how all three programs are usually highly enrolled programs. Jess P. mentioned how we might have heard about this in different forums, but this might help bring non-Morris students to Morris and it'll be interesting to see how this impacts our campus.

VIII. Petition re: Transfer Credits not being accepted by UMN Morris

Marcus brought up how this was resolved offline. We talked about how this was about a student who had an Area of Concentration (AOC) approved but didn't get the transfer credits approved. Marcus mentioned how the student got the AOC approved before attempting to transfer the credits in. The order of operations was backwards. Marcus mentioned it might be worth Scholastic reviewing how we accept transfer credits as these were skill-based courses and that is why they were rejected. They were turned down at the first level of review due to them being skill-based courses and if we continue to see this, it might be worth us reviewing our transfer procedures.

IX. Suspension/Probation Update & Decision about Moving Forward (Julie's "report" post-Assembly was sent via email)

Recap of the Campus Assembly meeting for our suspension/probation discussion. We determined this is a SCEP policy and in order for us to change it, we have to go through a different process. As we didn't get much concern from Campus Assembly, we are going to "pilot" this in the 2024/2025 AY. We will approve all appeals to shorten the suspension in hopes of gathering data on their ability to return. Marcus pointed out that for students who were suspended in Fall 23, all the appeals were approved so we are starting to gather the data behind those students. This will give us a full academic year worth of data so in Fall 2025, we might have more data and facts to show whether or not 1-semester suspension is working. Additionally, we will have more data behind Academic Recovery. With the additional data, it might make it easier for us to show why we need this change. Marcus stressed it isn't an official policy change, but we do have permission to test this out and gather some data. As well as our plan on how to make this change if we feel like it is needed. Jess L. stated she would volunteer to help structure better appeal questions. Jess P. and Marcus offered to help her with that. Marcus stressed we likely won't be able to ask any questions of Student Counseling but agrees we can find ways to improve our appeal questions. Barbara encouraged us to be very culturally sensitive and if we update our form, we should vet it through different experts. She mentioned students might not want this in their student records. Jess P. mentioned it might be good to give them an option to talk about it in person. She also brought up how

we should make sure to state if a student discloses certain information (like sexual assault), we would have to report that.

X. Summer Appeals Group Volunteers

Marcus asked for appeals group volunteers and talked about grade due date and usual estimated time for Suspension Appeal review. Marcus indicated we typically do that in mid-June to early July. In 2023, we met after the Independence Day holiday break. Jess L. volunteered. Barbara said if it is over Zoom she can do that. Mark L. volunteered. Barbara said if she isn't needed, it might be best to split it between Jess L. and Barbara since they are both in Humanities. Jess P. mentioned it is hard to predict number because the number of students is getting smaller but the number of alerts is increasing. Marcus mentioned that a lot of the students who are in jeopardy of suspension are first-year students so they haven't been on our radar. Marcus predicted a similar number of students.

Adjournment time:	12:40
Submitted by:	Marcus Muller
Date submitted to Digital Well:	April 26, 2024