

Minutes
Undergraduate Academic Affairs Subcommittee
Thursday, January 12th, 2023

Members in Attendance: L. Dorsey, Chair, E. Gockel-Blessing, S. Sell, E. Crowell, J. Rust, D. Pike., S. Steadman, J. Haugen., G. Barker, L. McLaughlin, S. Tyuse, M. Toups, J. Helton, M. Rozier, T. DeShon

Absent: K. Waldron and J. Nichols

Call to Order: Dr. Dorsey called the meeting to order at 9:05 am.

Approval of Minutes:

Motion made by Laura McLaughlin to approve the November 10th, 2022, and December 8th, 2022, meeting minutes without revisions and seconded by Ellen Crowell all approved motion.

New Business:

Experiential Learning Overload Credits – Associate Dean Scott Sell

Associate Dean Sell proposes the students be allowed to take an overload credit at no additional cost, if that overload credit is for an experiential learning course (internship, co-op, research, service learning). The alternative would be to allow students to take experiential designated courses at 0 credits if they are already at the 18-credit max.

The rationale comes from the FIRE (Foundational Interdisciplinary Research Experience) that is being launched within the SSE in the spring. This is intended to be a vertically integrated research program, with students will ideally work on a large research project for up to six semesters (earning up to 6 credits towards their degree). The plan was to have an SE 3970 FIRE course (piloting as SE 3930 Special Topics in spring) for 0-1 credit so that a sophomore or junior who was at 18 credits would still be allowed to participate and have the course be transcript able.

In a conversation with the Registrar, it was noted that we are not allowed to do new 0 credit courses. This then becomes a bigger problem, outside of just the research program, as we work to provide more experiential learning opportunities for our students. With many of our students being at max load in several of their semesters, the inability to take a 0-credit course OR go on overload at no additional cost would potentially push students away from participating in these opportunities.

Some comments, questions and concerns from the committee were:

- *In framing this process how would we manage that space, are there academic standing components that are associated with this to better support the students. Are there any other opportunities and other options we could discuss.*
- *Even before the University core was passed there were conversations on how the 1-credit hour requirements in the core and/or other pieces of the core could potentially push those students over the 1-credit hour. How can we find a way to allow the students to go to 19-hours, but also to make sure there is oversight on this process so students do not incur more debit.*

- *It is my understanding that if a student wants to go on overload, there is an approval from the program administrator. Some colleges do have processes in place to make sure we do not have students that are in jeopardy.*
- *Another concern is if the students are getting overwhelmed and the idea is that students need to show good academic standing to be eligible. We already track the students GPA. This is good we do track GPA, but maybe a mentorship is a good idea for those students who are on overload would help the student's well-being. How can we make sure that students have maturity to take on this overload.*
- *Overload 19-hour discussion is happening now and we already have a precedent of internship hours falling into a different category. If the student goes into overload during the semester the student is charged 150.00 per credit hour, rather than full tuition and that is true in the summer and they do not need to be on overload.*
- *Another item to consider and that is there is one institution who has put the art into the mix and has considered this an experiential learning, such as if you are in a music ensemble and you are taking this for credit and go into overload that would not have tuition associated with it. If you are involved in a play, what we call a practicum that would not have overload credit tuition associated with it. This is a problem particularly for some students who are not theatre and music majors, but are PT majors, but want to play in the pep band, or a woodwind ensemble and these could have a wellness component associated with it.*

Policy Review:

Bachelor's Double Degree

Dr. Dorsey summarized previous discussion of the bachelor's double degree:

- *Previous discussion and comments regarding the bachelor's Double Degree where it were referenced as a dual degree. The committee offered some revisions and edits to the policy. A larger conversation took place as to whether this should be differentiation between two degrees.*

Additional comments and concerns from the committee were as follows: Is the same degree, but across colleges recognizing there might be different requirements, example a BS in finance versus a BS in engineering not an option for students?

Responses:

- *The degree is the same, the major requirements are different and the student would need to meet the requirement of both majors. It is still a one degree, but the majors a student would choose in the BS degree would be different if there are different requirements.*
- *The diploma does say the school. Cross college is something that should be discussed because as of now if the student has a Bachelor of Arts in Education and the students receives a second major in Mathematics, the diploma reads: Recommended of the Dean and Faculty of the School of Education has been conferred on (students name), the degree of Bachelor of Arts, a line break, education in Mathematics. Technically, the diploma looks as if mathematics was offered by education.*

Would you explain the wording on the current policy (second bachelor's degree) the sentence which reads, "students cannot earn a second bachelor's degree with more than a single major, i.e., no double or triple majors.

- *This is for the second-degree situation and If the student graduates and returns to SLU to pursue a second degree, we would not allow them to pursue second and third majors on the second degree. This sentence is not listed in the proposed policy.*
- *We are not taking away the second major and third major options, the students can still graduate with multiple majors which is the 120 credits. What this would mean for the students is to complete an additional 30 credits.*
- *The cross-college idea seems a little arbitrary. Why would we want to exclude a student in biology in Arts and Sciences from doing something in English just because they are in the same college. It does not seem that we should limit the number of majors a student is pursuing.*

Is there a loop hole in the policy where the students can earn less than 30 credits for the major when they are transferring credit?

- *This is a good question we have a residency requirement on the standard 120. It depends on how their courses are articulated. I do believe we are okay with the rules and policies that are in place.*
- *BA/BS I feel there are some students who will opt for a BA or a BS depending on if they want to become a teacher and go on to Graduate schools and there are multiple reasons why a single major might offer a BA/BS.*

Last week in the UAAC meeting the discussion when we framed our conversations it was noted that all students taking the core, the major requirements and their electives. How the students choose to do their electives is part of their undergraduate journey. Major requirements may look different in a dual degree.

Program Change Report

Dr. Lisa Dorsey summarized:

Revisions to the report have been made based on previous UAAC conversations and feedback received. What is the definition of substantial change continue to be the main focus as well as should all changes go through UAAC rendering the form obsolete.

Some of the changes which were made:

There was a question raised regarding the elimination of a concentration or major and will UAAC be voting or is this just information. This should go to the college if they are going to eliminate a concentration or major. It was questioned as to whether we have the authority to tell a college they can or cannot close a program or concentration. This may not be substantial, but maybe informational, determining in the informational side as to what we would be voting on.

- *Response: This is a good point and I believe there are a couple of other policies in draft regarding the closing of programs are in place. Dr. Dorsey will continue to layer the frame that was provided as to whether, for whatever reason this is a viable option and will keep this in mind as the draft language is modified, relative to where that would fall in a substantiate vote, no-vote and informational.*

- *A response from a committee member does appreciate the input and feels differently about a concentration than a major and not for sure if it should be the decision of the college. There should be some input from the committee because Jesuit University has closed key programs in which made them a Jesuit University. At least at the major level, there should be some input from this committee.*
- *The language “program name change” on this form, what do we mean when we are talking about “program name”? Do we mean the name change of the academic major the item the school is pursuing.*
- *Language does matter and we do struggle to how we apply the term, “program”.*
- *There are times where changes occur across campus in an academic unit, regarding the removal of courses, discontinuing courses, etc. whatever the opportunity is, everybody followed the right process and not coming forward in a larger sense, though we may not understand the scope of impact that decision within that academic unit is. Understanding the larger scope, how we all may, intentional or not, across campus is important and I would not want to lose this piece.*
- *Would UAAC get to have a voice on voting on program closures. Some were told UAAC would and this has not happened and programs that were closed suffered because there was no other educational opportunity for certain students who were in that program or going to be in that program. We should have a vote in deciding or have discussions if programs are closing.*
- *We will continue this conversation and learn how we are going to integrate program changes and we will continue to see how substantial change versus non-substant to guide us in our discussions.*

New Business:

There have been a number of queries regarding the addition to the academic integrity syllabi statement for the spring semester and it was also addressed at the UAAC meeting. The Reinert Center believes the current language of our university policy includes the new AI tools however, there is nothing preventing faculty from adding additional information in their syllabus.

Would there be anything going out to Faculty from the Office of the Provost?

- *Dr. Lisa Dorsey responded that the academic integrity syllabus statement will not change for the Spring.*
- *Dr. Dorsey will check with Dr. Trees and the Provost office.*

Announcements

- Next UAAC sub-committee meeting: February 9th, 2023

Meeting Adjournment

Meeting adjourned at 10:21 am