

Guidelines for Petitions (approved 5/13/2020)

The chart below outlines suggested documentation for academic petitions. It is not meant to outline every situation and should be used only as a guide. Since each student situation is unique, every petition and included documentation to be unique. Decisions made by the Student Scholastic Committee do not set precedence.

ALL STUDENT ESSAYS MUST BE TYPED, DATED AND SIGNED

REQUEST	DOCUMENTATION REQUIRED
Late adding a course(s)	<ol style="list-style-type: none"> 1. A student signed and dated essay stating the reason(s) they were unable to add the course by the deadline. <ol style="list-style-type: none"> a. Any extenuating circumstances must be documented (i.e. doctor's statement). 2. The instructor's signature (for the course requesting to late add) in Part 3
Late changing sections of the same course	<ol style="list-style-type: none"> 1. A student signed and dated essay stating the reason(s) they were unable to add/drop section by the deadline. <ol style="list-style-type: none"> a. Any extenuating circumstances must be documented (i.e. doctor's statement). 2. Include the five-digit class number for the section to add 3. Include the five-digit class number for the section to drop 4. The instructor's signature (for the section requesting to late add) in Part 3
Enroll in the same course a third time	<p>Requests for taking a course a third time are unlikely to be approved for the following reasons:</p> <ul style="list-style-type: none"> • Improve GPA, need a higher grade for admission to major/graduate school • Change Probation/Suspension status • Can take an approved equivalent course at another institution, or online • Did not realize a course couldn't be repeated a third time • Received a lower grade second time course taken • Did not take the course seriously the first two times • Conflict with the instructor • Miscalculated the level of difficulty • Took the course without taking the pre-req <p>Requests to enroll in a course for a third time may be considered for students who demonstrate:</p> <ul style="list-style-type: none"> • The course is needed for their major (in which success has already been demonstrated) and there is no equivalent course available at another institution • Student has had a significant gap in enrollment at UMR <p><u>Petition Requirements:</u></p> <ol style="list-style-type: none"> 1. A student signed and dated essay stating the reason(s) they need to enroll in a course for more than two times <ol style="list-style-type: none"> a. Any extenuating circumstances must be documented (i.e. doctor's statement). 2. Success Coach's signature in Part 3 with a statement of support (or no support)
One time late Withdraw	<p>Students must submit petition prior to 4:30 p.m. on the last business day before the final exam period begins.</p> <ol style="list-style-type: none"> 1. A student signed and dated petition with the "check here to use the one-time undergraduate discretionary course cancellation or withdrawal" box checked and course information entered 2. Success Coach's signature in Part 3 with a statement of support (or no support)
Appealing Academic Suspension	<ol style="list-style-type: none"> 1. A student signed and dated essay stating: <ol style="list-style-type: none"> a. The issue(s) that led to suspension b. Changes the student will make to ensure the same issues will not re-occur c. Long term goals and objectives <ol style="list-style-type: none"> i. Any extenuating circumstances must be documented (i.e. doctor's statement). 2. Success Coach's signature in Part 3 with a statement of support (or no support)

Reinstatement after Academic Suspension	<ol style="list-style-type: none"> 1. A student signed and dated essay stating: <ol style="list-style-type: none"> a. The issue(s) that led to the suspension b. Changes the student has made to ensure the same issues will not re-occur c. Long term goals and objectives <ol style="list-style-type: none"> i. Any extenuating circumstances must be documented (i.e. doctor's statement). 2. Success Coach's signature in Part 3 with a statement of support (or no support)
Exceed credits in a semester	<ol style="list-style-type: none"> 1. A student signed and dated essay stating: <ol style="list-style-type: none"> a. Why the student must enroll in 21, or more, credits in a semester b. Evidence of success with challenging course loads and multiple responsibilities c. Whether the student is employed, and if so, how many hours per week 2. Success Coach's signature in Part 3 with a recommendation <p>Undergraduate students are limited to 20 credits/term. Graduate students are limited to 18 credits/term.</p>
Withdrawing after the Deadline	<ol style="list-style-type: none"> 1. A student signed and dated essay stating: <ol style="list-style-type: none"> a. Why student was unable to drop the course(s) by the deadline; (i.e. what happened after the semester Withdraw deadline that made it difficult to be successful?) <ol style="list-style-type: none"> i. Be as specific as possible and include dates whenever possible. ii. Any extenuating circumstances must be documented (i.e. doctor's statement). b. Students petitioning to only Withdraw from part of their registration (i.e. two out of four courses), must include the reasons why they should stay registered for some courses and not others (i.e. extenuating circumstances only influence performance in a few courses?) c. Whether the student is employed, and if so, how many hours per week 2. Include the five-digit class number(s) for the section(s) to be withdrawn 3. Success Coach's signature in Part 3 with a statement of support (or no support)
Waive language requirement-- can't be assessed by IMAA	<p>Students must be proficient in a language other than English. Attach to the Petition form:</p> <ol style="list-style-type: none"> 1. Completed Alternate Language Proposal (ALP) Process form (page 1 only) 2. High-school transcript from a non-English speaking institution OR 1. Completed Alternate Language Proposal (ALP) Process form (page 1 and 2) 2. Letter from CLI confirming IMAA cannot assess the language
Waive CLI 1711	<ol style="list-style-type: none"> 1. A student signed and dated essay addressing competency in: <ol style="list-style-type: none"> a. How to achieve success in a university environment; time management, money management, interdependence, and group work; personal responsibility; and citizenship 2. Success Coach's signature in Part 3, with a statement of support (or no support) 3. Students must meet two of the four requirements listed below:: <ol style="list-style-type: none"> a. Earned 24 or more college credits on site at another accredited higher education institution (AP or College in the Schools courses do not apply) b. Cumulative GPA 2.66 or higher in college coursework c. Taken an "Introduction to University" seminar at another accredited higher education institution d. Have significant years of previous work or life experience
Waive CLI 1712	<p>Students must have:</p> <ol style="list-style-type: none"> 1. Completed Clifton Strengths Assessment (can be purchased at https://tinyurl.com/ycz2qck7) 2. Professional resume 3. Essay that discusses: <ol style="list-style-type: none"> a. Student's top five Clifton Strengths b. How Clifton Strengths relate to student's career aspirations c. Student interests (what excites your curiosity) and values (what is most important to you in life) and how they relate to career exploration.

<p>Waive CLI 1000</p> <p>Students with an earned AA, AS or bachelor's degree are exempt from CLI 1000</p>	<p>Students who have earned at least 24 non AP/IB credits with a 2.0 or higher cum. GPA may provide evidence to demonstrate they have met five out of the six outcomes listed below:</p> <ol style="list-style-type: none"> 1. Reading--engage in close reading of an academic text including: <ol style="list-style-type: none"> a. Identify hypothesis/thesis b. Identify author's findings and or conclusions c. Ability to take effective notes <p><u>Evidence to include with the petition:</u> Description of an assignment (s) or a course syllabus</p> 2. Writing--write at an appropriate level for a collegiate setting including: (waived for students who transfer a course equivalent to WRIT 1520) <ol style="list-style-type: none"> a. Ability to cite resources (including bibliography construction) b. Summarize others' work c. Present one's original tone and style appropriate for academic audience thoughts/work <p><u>Evidence to include with the petition:</u> Course syllabus, description assignment(s) that could include reflective, narrative, argumentative, or synthesis essays, or an essay summarizing an academic reading.</p> 3. Analysis--examine, interpret and synthesize different ideas, perspectives, and/or frameworks including: <ol style="list-style-type: none"> a. Critically examine the strength/weaknesses of others' experiments or arguments b. Formulate one's own arguments c. Formulate and respond to objections, responses and limitations <p><u>Evidence to include with the petition:</u> Course syllabus, descriptions of assignments that could include argumentative essay, critical responses, or an assignment requiring the student to evaluate strengths and weaknesses of a position (either the student's or author's).</p> 4. Information Literacy--distinguish between reliable and rigorous sources of information <ol style="list-style-type: none"> a. Identify appropriate academic sources b. Have basic knowledge of how to locate sources (through Boolean search strings) c. Evaluate the reliability and credibility of a range of popular and academic sources <p><u>Evidence to include with the petition:</u> Description of assignment(s) that could include an annotated bibliography</p> 5. Making and applying connections across disciplines by applying theories, findings, of at least two disciplinary/subject perspectives to a single problem or question Demonstrated with: an essay or description of an assignment or project <u>Samples of Interdisciplinary Topics: (only to reference)</u> <ul style="list-style-type: none"> • An essay that argues colleges should provide meal plans by using data for nutritional science, student development, public health and psychology would be interdisciplinary because its argument depends on understanding the perspectives of the different subjects and how they relate to the question. • A math-intensive physics or chemistry course would not count because mathematical analysis is a component of physics or chemistry. • Examining the biological effects of organ donation in biology class and considering the ethical implications in philosophy class would not count because the investigations in separate classes are discrete, rather than investigations into a single problem. 6. Creating an academic community of mutual learning and support by showing significant portions of a course were either in collaboration with, or in response to, other students' work (peer review) <u>Evidence to include with the petition:</u> Description of an assignment(s) or a course project that required peer collaboration, such as a co-authored essay, or response to the work of other students
<p>Waive CLI 2713</p>	<p>Student must have:</p> <ol style="list-style-type: none"> 1. A previous full-time professional or military career in healthcare for at least one year prior to attending UMR and 2. Successfully waived CLI 1712 3. Professional resume 4. Cover Letter 5. Essay that discusses: <ol style="list-style-type: none"> a. How you have made intentional choices within your career journey b. Student experience with professional interviewing, including preparation, what went well and what could be done differently

