

INSTRUCTION COUNCIL

MINUTES

May 21, 2015

204 Whitehurst

Present: Raj Basu, Celeste Taber, Cynda Clary, Bruce Crauder, Bob Davis, Keith Garbutt, Carol Johnson, Susan Johnson, Bavette Miller, Chris Ormsbee, Rita Peaster, Chris Ross, Jean Van Delinder, Rae Ann Kruse, Mackenzie Wilfong, Lisa Cota, John Price, and Pamela Fry.

1. Banner Update – Rita Peaster

A conversion of data from SIS into Banner is currently happening. All the transcript information is being converted. Undergraduate Admissions is undergoing the second round of testing and will be testing the production stage the week of June 23rd. Currently the Registrar's Office is setting up the curricular and grade rule data in Banner. Course data should be ready for review by the middle of July. Recently a group, including the college curricular contact, met about the course action changes, curricular process, and the opportunity to review the course information in the near future. There will be training sessions scheduled for individuals working with the course changes. In the coming months decisions will be made on the design and configuration of many registration-related processes. The Fall 2016, Spring 2017, and Summer 2017 course schedule will be created from scratch. Rita noted that as they get to key decisions points, they will be contacting the group for input.

2. Course Action Form – Pamela Fry and Celeste Taber

Dr. Fry noted that the course information gather in the Fall will go into Banner; therefore, this has resulted in some changes on the course action form to come in line with the Banner system. In the meeting with the curricular contact in the colleges, it was agreed that if colleges have already processed course action changes on the old forms, it would not be necessary to move the information to the new form, unless proposing a new course. Dr. Taber noted that in the meeting with the college curricular group, there was some concern regarding the section that listed term restrictions, defining if a course is only offered in the Fall or Spring. Members also expressed some concern that in the event the restrictions change. It was determined to remove the term restriction section from the course action form. The internship course is an area where the Registrar's Office will need to note for HLC reporting. Member's expressed that students take the internship experiences on campus and off campus. Dr. Taber noted that it might be better to list internship or practicum options on the course action form. Members noted that it might be good to identify those specific courses. The general education section has been removed from the course action form as this is a different process. The asterisk, graduate course identifier, will not be required. Members endorsed the Registrar's version of the course action form. Dr. Fry noted that course action training sessions have been scheduled for individuals and the sessions will be held on May 29th, June 1st and 2nd. Members asked if the training will be taped and it was confirmed that it would be.

3. Curricular Requests

College of Education

RECREATION MANAGEMENT AND THERAPEUTIC RECREATION, BS (180) Program Modification: Change of Program Name, Option Name Change and Program Requirement Change

Change of Program Name: From: Recreation Management and Therapeutic Recreation
To: Recreation Management and Recreational Therapy

Option Name Change: From: Therapeutic Recreation
To: Recreational Therapy

Program Requirement Change: Change requirement change

The College of Education requests the program and option name changes to better reflect current language and emphasis used within the profession. The program requirement change includes prefix changes as a result of the program name change.
Members approved.

College of Human Sciences

APPAREL DESIGN AND PRODUCTION, MINOR Change to Existing Minor

Members approved

4. **Academic Integrity – MacKenzie Wilfong**

Mackenzie Wilfong noted that the graduate student portion of the Academic Integrity Resolution Form has been revised to follow “Due Process” on behalf of the University. The student information database is used to input conduct issues. The archive process, in the state of Oklahoma, is to retain disciplinary records files up to two years after exhaustion of all legal remedies before destroying. It is considered to be interpreted to mean ten years from the incident. This is what is calculated now. A student’s educational record reflects all interdisciplinary actions against the student. If there is a request for this information by employers, professional licensing agencies, etc. during this time period, the records will be release to the parties requesting the information. The resource form includes a statement that informs students that academic Integrity or student conduct violations may become part of the student’s educational records for a minimum of ten years. Dr. Kruse asked members if any changes needed to be made to the second paragraph of the Academic Integrity Resolution Resource List. It was requested to include student conduct in the paragraph and add “for a minimum of ten years”. Dr. Kruse asked if the statement should include “employers, licensing agencies, and graduate and professional schools”. Members agreed and added that this information should be included in orientation materials as well as other university sources.

5. **Copy-Write Statement on University Syllabus – John Price**

John Price noted that Barnes and Noble has made a significant investment in Flashnotes and that online educational material marketplaces are the wave of the future. Mr. Price asked members what is the main concern and what are we trying to prevent or curtail. Words and definitions really matter when referring to what is course material and what is copyrighted material. If a student records a lecture it becomes fixed in an intangible medium, that recording becomes copyrighted and the ownership lies with the professor. If a student is creating an outline from the professor’s lecture and slides it would be considered the student’s work product. A student’s class notes, if in the student’s own outline and understanding, should be considered the student’s property. Mr. Price noted that the statement in the Syllabus Attachment is appropriate in regards to the copyright subject. Dr. Fry asked can students sell their class notes without faculty materials to these entities and it was noted that this would not be considered a violation. Send John an email if members think of more concerns or questions and he will come back to discuss further issues. It was noted that Isabel Medina-Keiser from Disability Student Services uses a statement related to the recording of lectures and it was noted to invite Isabel to Instruction Council to give updates on the subject.

6. **General Education 30 – 10 – Pamela Fry and Celeste Taber**

Determining the Degree Sheet Template

Dr. Crauder brought a revised degree sheet form. The change was to include the “N, L” section and the “I and D” was moved to two lines. Dr. Taber asked if members approved of the change. Dr. Fry asked for Dr. Crauder to send this out electronically to members. Dr. Fry noted that typically, in the history of the degree sheets, the general education area often have not gotten a great deal of attention as the departments are understandably focused on the courses relative to the discipline. In having to restructure the degree sheet might prompt deeper thought on the general education side. It was questioned if the credit hours on the top of the section should read a minimum of 40 or 40 – 41 credit hours since some of the “L” general education

courses are four hours. It was suggested to form a group to address these issues as well as to talk about double majors. Members of the group will also discuss creating a Question and Answer document. Members of the group to include: Bruce Crauder, Shiretta Ownbey, Raman Singh, Lance Millis, Cynda Clary, Celeste Taber, and Pamela Fry.

7. Incomplete Grades on the Official Transcript in Banner – Celeste Taber

Dr. Taber noted that it is possible to utilize the incomplete default grade in Banner, but it is not possible to mask the default on the official transcript. In the current SIS, the unofficial transcript displays both the incomplete and default grade (such as IC) whereas the official transcript displays only the incomplete (I). Banner would display IC on the official transcript until the grade is changed by the instructor or defaults.

Options:

- Modify policy to allow the incomplete default grade to display on the official transcript (with permission from the State Regents).
- Use a uniform default grade, such as F, for all incompletes (not compatible with OSRHE policy).
- Revert to the incomplete grade policy that was in effect prior to Fall 2008 with no default grade provided by instructors, and an incomplete that is not changed by the instructor within the one-year time limit remains on the official transcript as a permanent incomplete.

There was a motion to go with the third option until it can be fully determined whether something can be done in Banner to mask the default grade on the official transcript.

Members approved.

8. Exceptions Pertaining to Information Provided on Course Action Forms – Celeste Taber

Next meeting.

9. Other

Adjourn: