ASCRC Minutes 9/20/162:00 GBB 225

##  Call to order

Members Present: C. Chestnut, D. Coffin, I. Crummy, J. Eglin, C. Fitzpatrick, C. Greenfield, B. Hillman, K. Lamar, T. Missett, D. Morell, M. Semanoff, G. St. George, E. Uchimoto, G.G. Weix
Ex-Officio Present: B. French J. Hickman, B. Holzworth
Members Excused: M. Boller N. Lindsay

Guest: J. Gallo, S. Brown – Writing Committee, A. Szalda-Petree

The minutes from 9/6/16 were approved.

## Communication

* Most of the curriculum subcommittee members responded that they are still able to serve. The names not bolded on the agenda have not yet responded. An additional member is still needed from social science and humanities.
* Chair Eglin met with the Dean Comer and Associate Dean McNulty. They are considering an alternative rubric to H&S. They argued that the rubric C&I has been used for many years. Registrar Hickman indicated that those courses do not get counted properly and the department (now Teaching and Learning) will be transitioning these courses to other rubrics.
* Sherrill Brown and Jess Gallo presented the revised Writing Course Transfer Equivalency Appeal Guidelines. The procedure now states “Students within two semesters of graduation must use the Graduation Appeals Process in place of the Writing Course Transfer Equivalency Appeal process.” The other significant change is in the materials requested from students. Student papers are no longer required. The review is intended to determine whether the course taken by the student meets the learning outcomes of an intermediate writing course and required at least 16 pages of writing. Therefore, the syllabus and assignment instructions are requested. This is what is requested of instructors when they apply for the writing designation.
* Professor Allen Szalda- Petree joined the committee to discuss the graduation appeals issue related to the Psychology program accepting lower-division courses meeting the department requirements, but not counting toward the 39 upper-division requirement. Psychology has articulation agreements with the Tribal Colleges that pre-date common course numbering (CCN). These colleges offer introduction courses at the 200-level that cover some of the material in Psychology ‘s 300- level courses, namely Abnormal Psychology and Social Psychology. The department agreed to let the transfer students use the 200 level courses to meet the 300-level requirement, mostly because the student would benefit more from taking another psychology course for exposure to another topic. This agreement does not allow the courses to count toward the University’s 39 upper-division credit requirement. However, these students have been able to appeal this and have been successful in the past. One issue the students may encounter is a limit on financial aid, which could be considered a hardship. Students can transfer up to 90 credits from the Tribal Colleges. It was decided that language should be added to the catalog alerting transfer students that the upper-division credit rule could not be appealed. Professor Semanoff will work on draft language.

## Business Item

* ASCRC discussed the proposed revision and eventually approved the Writing Course Transfer Equivalency Appeal Guidelines. There have been 1 to 3 appeals since the procedure was initiated in 2012. Often the course appealed is LIT 110, which on our campus satisfies the general education Literary and Artistic Studies group as well as the Intermediate Writing Course. Although the learning outcomes are 80% equivalent to the course taught on other campuses, the writing learning outcomes are in addition to the Literature content learning outcomes. According to the Common Course Numbering Policy, 301.5.5, Section A. 2 Courses determined to be equivalent shall be accepted as if the course had been taken at the receiving campus.   However, Section C states:  The common course numbering of courses will not affect or override individual campuses requirements for acquisition for degrees at a campus.

The admission evaluator determines that the courses transfer. Students often believe the course meets the requirements, but may not be informed otherwise until they file for graduation. [According to [BOR policy 301.5](http://mus.edu/borpol/bor300/301-5.pdf) transfer students must be notified of their appeal rights regarding course transfers.] The Intermediate Writing requirement is waived for students transferring in with 28 or more credits. The Writing Committee is also looking into the history of this policy and whether it is still appropriate. Degree Audit should alleviate some of the confusion. The Writing Committee intends to initiate a communication campaign to get the word out to admission evaluators and advisors bout this issue. This could include communicating the writing requirement to other MUS campuses.

* ASCRC approved the proposal from International Studies to accept additional exam scores for admission after the Common European Framework, the organization that published the concordance was clarified. The following scores for the Pearson Test of Academic English (PTE Academics), the Cambridge English Exams (advanced-CAE ) and (proficient-CPE ), and International Test of English Proficiency (iTEP)will be added.

| Exam  | Score |
| --- | --- |
| PTE Academics | 48 or better |
| Cambridge English Exams Advanced-CAE Proficient-CPE | C1 (180 or above)C2 (200 or above) |
| iTEP | 3.8 or higher |

* The Committee briefly reviewed the experimental course report. Camie will send notice to departments that have taught experimental courses three or more times. [A few of the courses on the list should have been numbered X95 (Field work / clinical / practicum / student teaching / studio. Notice was sent to departments with the correct reserved course list and the Registrar’s Office was notified.]
* Chair Eglin is in negotiations with a few members for the Chair-elect position.
* It would be helpful for ASCRC’s policies to provide guidelines regarding criteria for exceptions to the effective date of approved curriculum forms policy. There have been numerous requests. Assistant Registrar Bonnie Holzworth will provide a bulleted list of reasons the timeline is in place and Camie will edit the policy for the Committee to consider. The justification must make a case that the early implementation is in the best interest of the students.
* There have been a couple of email communications regarding the grading option on a course in Mathematics. The grading option has been credit / no credit for many years. The Registrar’s Office does not change this unless requested by the department. The Math department would like to change the grading option to traditional so students can count the course toward their major. There was frustration that a form was required for the change, when it is a programming issue. In any case the Math department decided to make additional changes to the course and submitted an e-curr form.
* There have been rumors regarding OCHE vetoing intent to plan proposals from the College of Health and Biomedical Sciences. The faculty members that worked on the proposals are very upset. [ECOS has been alerted to the situation and is meeting with the Provost. The page on the [OCHE webpage](http://mus.edu/che/arsa/AcademicPlans/default.asp) that lists all the intent to plan descriptions was sent to members after the meeting.]
* Chair Eglin received an email from Maria Mangold, an Academic Advisor. She is concerned that in the current process there is no way to track the Banner Workflow to ensure the advisor assignment is updated. Registrar Hickman indicated his office is moving away from paper. IT is working on Info Griz electronic forms for change in major, drop/ add, and graduation applications. The drop / add process is now electronic.
* Professor Weix would like there to be a more consistent advising structure on campus. Students should be getting a consistent message. The advising handbook includes best practices but there is no enforcement mechanism. Academic Affairs oversees advising.

## Adjournment

The meeting was adjourned at 3:37 p.m.