

Academic Affairs Midwestern State University

The Academic Council met Wednesday, June 19, 2013, in the Dillard College of Business, Room 189. Voting members in attendance were:

Dr. Matthew Capps, Dean, West College of Education
 Dr. Laura Jefferson, substituting for
 Dr. Ronald Fischli, Dean, Lamar D. Fain College of Fine Arts
 Dr. James Johnston, Interim Dean, College of Health Sciences and Human Services
 Dr. Lynn Little, Dean, College of Science and Mathematics
 Dr. Jane Owen, Interim Dean, Graduate School
 Dr. Terry Patton, Dean, Dillard College of Business Administration

Voting members not in attendance:

Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences

- Attending COPLAC conference out of state

Faculty Senate Vice President
 Student Government Association Vice-President

Other attendees:

Ms. Reagan Foster, Staff Senate Representative
 Ms. Darla English, Registrar
 Dr. Clara Latham, University Librarian
 Ms. Barb Merkle, Director, Admissions
 Mr. Matthew Park, Associate Vice President for Student Affairs
 Dr. Beth Vealé, Radiologic Sciences
 Dr. Lynette Watts,

Dr. Betty Hill Stewart, Provost and Vice President for Academic Affairs, presided and the meeting began at 2:00 p.m.

Approval of Minutes

Dr. Stewart called for a motion to approve the May minutes of the Academic Council meeting. *Dr. Little made a motion that the minutes be adopted; Dr. Johnston seconded and the motion was unanimously adopted. (closed)*

Old Business

There being no Old Business to discuss, the Council moved on to New Business.

New Business

1. Dr. Watts, representing the members of the Academic Appeals Policy Review Committee, presented a proposal for Academic Misconduct Procedures; Dr. Patton made a motion to adopt the proposal; *Dr. Little seconded and discussion opened. After the following recommendations were given, the Council requested that the proposal go back to the committee members for their review. Dr. Little made a motion to table the proposal until the committee could revise and resubmit the proposal. (Tabled)*

Recommended revisions from Academic Council are in bold and italicized.

****change throughout document***

Add: Ruling of the Academic Appeals Committee is final.

Academic Misconduct Procedures

The Academic Appeals Policy Review Committee presents the following Academic Misconduct Procedures. This does not replace the Appeal of Course Grade procedures but addresses the issue of academic dishonesty. If adopted, the procedure will be placed in the student Handbook and in the Catalog.

ACADEMIC MISCONDUCT PROCEDURES

- I. After an alleged incident of Academic Dishonesty occurs, the instructor does the following:
 - a. investigates to determine if there is enough information to support the allegation.
 - b. if there is not enough information to support the allegation the process ends.
 - c. if there is enough information to support the allegation the following occurs:
 - i. informs the student of the academic sanction to be imposed
 - ii. informs the student of his/her right to appeal the decision ***within 3 days***
 - iii. notifies the department chair of the incident and the sanction imposed
- II. The department chair then reports the incident and the sanction to the following parties:
 - a. Dean of Students ****switch order of a. and b.***
 - b. Dean of the College
 - c. Dean of Graduate Studies ****School*** (if the incident ~~occurs in~~ ***involves*** a graduate ***student*** ~~course~~)
 - d. Registrar (if the sanction is a course grade of F).

Note: If the ~~faculty member~~ ***instructor*** is a department chair, the dean assumes the role of the department chair. If the ~~faculty member~~ ***instructor*** is a dean, the Provost assumes the role of the dean.
- III. The student ***may*** ~~appeals~~ the decision of the instructor to the Academic Appeals Committee in writing no later than three (3) working days after being notified of the instructor's decision.

- IV. The Academic Appeals Committee will be deferential to the original decision maker, Making changes to the finding only where there is clear error. Appeals will only be considered for one or more of the following purposes:
- a. to consider new information which was unavailable at the time of the original investigation that could be outcome determinative;
 - b. to assess whether a material deviation from written procedures resulted in an unfair outcome;
 - c. to decide if an assigned sanction(s) is substantially disproportionate to the severity of the offense committed;
 - d. to determine that the finding does not accord with the information provided in the investigation; or
 - e. to assess whether bias on the part of the instructor deprived the process of impartiality.

The Academic Appeals Committee may support or change the instructor's decision. It may remove the sanction, confirm the sanction, or impose a different academic sanction. The chair of the Academic Appeals Committee informs the following parties of the decision in writing:

- a. Student
- b. Instructor
- c. Department Chair
- d. Dean of Students
- e. Dean of the College
- f. Dean of Graduate *School Studies* (if the incident ~~occurred in~~ *involves* a graduate ~~course-student~~)
- g. Provost
- h. Registrar (if the sanction is a course grade of F or if a sanction of F is revoked)
- i. Registrar*
- j. Admissions*
- k. Financial Aid*

- V. When the academic misconduct process is final and results in a student being found in violation of academic misconduct, the student is referred to the Dean of Students. The Dean of Students will then implement disciplinary sanctions separate from the academic sanctions. (*Possible double jeopardy with item I. c. iii.*)

- VI. Any student involved in multiple cases of academic dishonesty either concurrently or from prior semesters will be referred directly to the Student Conduct Committee for a formal hearing. The chair of the Student Conduct Committee informs the following parties of the decision:
- a. Student
 - b. Instructor
 - c. Department Chair

- d. Dean of Students
- e. Dean of the College
- f. Dean of Graduate Studies *School* (if the incident occurred in *involves* a graduate course *student*)
- g. Provost
- h. Registrar**
- i. Admissions**
- j. Financial Aid**

VII. During the appeal process a student may continue to attend class (*Could a review of the student's class attendance and time frames cause issues with allowing student to continue to attend class?*) until the appeal has been exhausted. If a student is successful with the appeal the student's record will be expunged of the incident. If a student is found in violation of academic misconduct, the following academic sanctions may be imposed:

- a. a reduction in grade on the examination, the paper, or other academic work affected by the academic dishonesty
 - b. a requirement to perform additional academic work not required of other students in the course
 - c. an administrative withdrawal from the course
 - d. a grade of an F in the course
 - e. dismissal from an academic program
2. Dr. Vealé, representing the EURECA program, proposed adoption of a new undergraduate research course to be listed under the EURECA section of the catalog; Dr. Owen made a motion to adopt the proposal; *Dr. Little seconded and the motion was adopted. (closed)*

New Course Addition, effective Fall 2013

MWSU 4001. Creative Inquiry: Interdisciplinary Thinking

Description: This course prepares students to apply research techniques across disciplines and to participate in collaborative projects/creative activities with students and faculty mentors.

Seminar 1(1-0)

Course Objectives:

- To identify what research is (or what research is not)
 - To differentiate among the different types of research and creative activities
 - To recognize and practice the conditions that lead to creative thinking and discovery
 - To apply critical thinking, deductive and inductive reasoning to solve problems, answer questions, and create
3. Dr. Jefferson, substituting for Dr. Fischli, made a motion to adopt the following new course addition in Theatre; *Dr. Little seconded and the motion was adopted. (closed)*

New Course Addition, effective Fall 2014

THEA 1103. Acting for Non-Majors

Description: Students learn the fundamental concepts of acting: creating a character using sensory and emotional resources, stage movement and blocking, vocal technique, and the professional procedures for rehearsal and performance.

Lecture/Lab 3(2-2)

Course Objectives:

- Acknowledge the craft of acting
- Demonstrate physical, vocal and mental comfort onstage
- Communicate with their director and fellow actors efficiently
- Use Robert Cohen's GOTE technique to perform in a believable way
- Understand the discipline and commitment required to be a professional actor

4. Dr. Little made a motion to adopt the following new course in Biology; *Dr. Capps seconded and the motion was adopted. (closed)*

New Course Additions, effective Spring 2014

BIOL 1103. Introduction to Biology

Description: This course presents basic biological concepts to students who are without a background in the biological sciences. The lecture component provides the student with knowledge and understanding in biological concepts including the Scientific Method, the Cell, Genetics, Evolution, the Origin of Life, Taxonomy and Systematics, Kingdoms of Living Organisms, and Ecology. The laboratory topics correspond to concepts taught in the lecture and provide students with an experience of experimental biology.

Lecture/Lab 3(2-2)

Course Objectives: BIOL 1103 instills critical thinking skills, communication skills, empirical and quantitative skills, and a sense of teamwork in students. Introduction to the scientific method and its application develops critical thinking skills that are intrinsic to science. Communication and teamwork are instilled through activities such as poster presentations which assess organization, use of scientific sources as support, use of proper scientific language, informative writing, and the ability to work in groups.

Activities enable students to develop the ability to interpret, calculate, convert, represent, and communicate numerical data through tables and figures, and to use numerical data to support an argument.

This course is not intended for Biology majors or minors.

BIOL 1133. Anatomy & Physiology I

Description: Structure and function of the human body. Anatomical terminology, cellular basis of life, tissues, the integumentary, skeletal, muscular, and nervous systems, including sense organs. Concurrent laboratory participation with animal dissection required.

Lecture/Lab 3(2-2)

Course Objectives: This course provides an overview of human anatomy and physiology. The lecture focuses on scientific vocabulary and the principles of physiology. The laboratory exercises focus on mammalian anatomy, stressing application to human anatomy. The successful student will describe specific anatomical features, explain basic mechanisms of physiology, and make accurate predictions of the effects on normal or abnormal life circumstances. Skills include the use of the microscope, animal dissection, recognition and classification of anatomical structures,

preparation of solutions, application of the scientific method and organizing/presenting information to a group.

This course is not intended for Biology majors or minors.

BIOL 1233. Anatomy and Physiology II

Prerequisites: BIOL 1133 or BIOL 1134 with a grade of C or better.

Description: Structure and function of the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems of humans. Concurrent laboratory participation with animal dissection required.

Lecture/Lab 3(2-2)

Course Objectives: This course provides an overview of human anatomy and physiology and is a continuation of BIOL 1133. The lecture focuses on the anatomy and physiology of human endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems, as well as nutrition, metabolism, body temperature regulation, plus fluid and electrolyte balances. The laboratory exercises focus on mammalian anatomy, stressing application to human anatomy. The successful student will describe specific anatomical features, explain the basic mechanisms of physiological functions, and make accurate predictions of the effects of normal or abnormal life circumstances. Skills include the use of the microscope, animal dissection, recognition and classification of anatomical structures, application of the scientific method and organizing/presenting information to a group.

This course is not intended for Biology majors or minors.

5. Dr. Little made a motion to adopt the following new core course; *Dr. Capps seconded and the motion was adopted. (closed)*

New Course Addition, effective Spring 2013

SCIE 2103. Understanding Science, Engineering, & Technology

Description: An introduction to research methods in the sciences and engineering. This course provides students the opportunity to create, inquire, discover, and conduct research in the fields of Biology, Chemistry, Computer Science, Engineering, Environmental Science, and the Geosciences with faculty support and supervision. The course employs activity-based, guided-discovery methods to investigate various aspects of science and technology.

Lecture/Lab 3(1-3)

Course Objectives: By investigating basic science concepts, students develop an appreciation for the role of science and technology in their lives and in society, and acquire an understanding of how investigative research is performed. The instillation of confidence and interest in using similar methods of discovery throughout the student's career is a primary objective. In the laboratory, skills developed include the use of instruments such as the microscope, pH meter, UV-Visual spectrophotometer, and others. Students develop the ability to apply scientific method, prepare solutions, calibrate instruments, follow scientific protocols, run computer simulations, and organize and present information to a group. Students also develop interpersonal skills by working with instructors and teaming with laboratory partners.

Additional Information

- Dr. Latham reported that the Library was having trouble with people logging onto their systems with the Portal being in transition. People are being asked to contact the Reference Desk for assistance.
- Mr. Park announced that our enrollment numbers appear to be up since Transfer Days.
- Dr. Little reported that the Young Engineer Summer (YES) Camp students will be on campus June 24-28. The YES Camp is sponsored by the ALCOA Foundation and MSU.
- Dr. Stewart voiced her thanks and appreciation to Mrs. Barbara Merkle for her service to the Academic Council and to MSU. Mrs. Merkle is leaving us at the end of August.

Adjournment

There being no other business, the meeting was adjourned at 2:45 p.m.

Respectfully submitted,

Deb Schulte, Assistant to the Provost