

INSTRUCTION COUNCIL

MINUTES

Thursday, May 5, 2022

126 ITLE or Zoom <https://zoom.us/j/96284911705>

9:00 a.m. – 10:30 a.m.

In attendance: Laurie Beets, Chad Blew, Larry Burns, Aaron Christensen, Ryan Chung, Cynda Clary, Andrew Doust, Richard Frohock, Jami Fullerton, Kami Gallus, Jeff Hartman, Sunderesh Heragu, Kelva Hunger, Diane Jones, Marlys Mason, Kimberly Meints, Christine Ormsbee, Rita Peaster, Jerry Ritchey, Kyndal Roark, Adrienne Sanogo, Randy Seitsinger, Candace Thrasher, Jean Van Delinder, Missy Wikle and Chris Francisco, Chair.

1. HLC Quality Initiative final draft endorsement – Ryan Chung

Please reference the Open Pathway Quality Initiative Proposal – Cultivating an Effective Culture of Outcomes Assessment for Continuous Improvement to Support Student Success prepared by Ryan Chung on pages 17-26 of this document. *The HLC Quality Initiative will serve as a possible action plan for our upcoming HLC reaccreditation visit in 2024-25. Previously, in 2019, UAT was tasked by former Provost Dr. Sandefur to prepare an initiative draft for this purpose. As the upcoming submission date is in Fall 2022, we would like to share the final draft with you in advance.*

Motion was made by J. Van Delinder and seconded by A. Doust to endorse the HLC Quality Initiative final draft, and IC members approved.

2. Accurate reporting of course participation for federal aid purposes – Chad Blew

For federal aid purposes specific enrollment requirements must be met. When a student withdraws during a semester the Office of Scholarships and Financial Aid (OSFA) will make the adjustments at that point. However, at the end of the semester when the student receives an “F”, OSFA is required to contact the instructor to verify the last day the student was active in the course. C. Thrasher interjected that when a student submits a refund petition, instructors are required to submit the last day of student participation, and participation is gauged by assignments completed, exams completed, and discussion posts.

R. Peaster inquired about the faculty grade entry system and its use of the word attendance in “last date of attendance”. C. Blew agreed that “last date of activity” would be more appropriate. R. Peaster added that faculty are not allowed to change the last date of attendance they entered after the final grade submission deadline. To make that change they would need to seek guidance from the Registrar’s Office. C. Blew agreed to prepare a document regarding the importance of accurate reporting of course participation for federal aid purposes and what constitutes student activity to be disseminated by IC members.

3. Opportunity Orange Scholars Student Records – Rita Peaster and Kami Gallus

Please reference the Opportunity Orange Scholars document on pages 27-29 of this document. In December 2021, IC approved plans for Opportunity Orange Scholar (OOS) and course action forms were approved soon after. Applications have been accepted and interviews have been made. OOS selected five applicants who have all officially accepted their offer to join the program starting in the Fall 2022. Six undergraduate partners were hired and will be trained to provide support in housing or community engagement or academic coursework (tutoring / mentoring). A parttime program director has been hired as well and will be joining the campus Fall 2022.

K. Gallus explained the importance of becoming a comprehensive transition program (CTP). By being recognized / designated as a CTP by the Department of Education, OOS students would be allowed to apply for financial aid, which is critically important to the students / families. OOS will be serving a population that has higher support needs, so this program will have a higher program fee. The courses for these students will be considered outreach courses, which means OOS will have a unique tuition and fee structure. Now that the curriculum is laid out OOS is ready to submit the CTP application. What is unique about this program is that it will be listed on an OSU transcript. Students will receive a university recognized certificate. Although this is not a Regents recognized program, OSU has met with the Regents in an effort to keep them informed of the progress. Regents’ concern was to verify clear guidelines between OSU’s regular college courses and the noncredit bearing courses of the OOS program. C. Francisco added that even though this program does not require State Regents approval, there is a need to submit a waiver for having an excessive number of hours for a non-degree seeking program.

Recognizing that the OOS courses are remedial and the special certificate that will go to the Department of Education for approval, OSU has two options on how to display these courses and credentials on the official transcript. Options are as follows:

Option 1: student curriculum and coursework on undergraduate level of transcript – earned hours would reflect “0”.

Option 2: student curriculum and coursework on non-credit (NC) level of transcript – earned hours would reflect the actual hours of the OOS course(s).

Motion was made by A. Sanogo and seconded J. Fullerton by to accept Option 2 specified above for handling the Opportunity Orange Scholars student records, and IC members approved.

4. IT Security Awareness Training – Chris Francisco

Although many OSU employees were not aware, in Spring 2020 a policy was created mandating that all students and employees engage in an IT security awareness training. A working group has been reviewing the policy to verify that it is consistent with other OSU policy that would lead to smooth implementation. Employees will be required to complete the training once a year. Students will be required to complete it once in their educational career, in an effort to avoid more holds on the student records. This training will be combined with the 1 is 2 many training - one hold for students to complete the training for both subjects. This should not be overly burdensome on students. Current students who have taken the 1 is 2 many will be grandfathered in as having completed the training.

5. Science Remediation – Chris Francisco

There has been some confusion over changes to science remediation at Northern Oklahoma College (NOC) and some discussion about a possible science supplement to the reading course. After additional discussions last week between OSU and NOC, we confirmed that there will instead be a new course, which NOC developed, that is very similar to the older course that combines science and reading remediation but now adds English remediation. The new course syllabus is nearly the same as before. Details of this course UNIV 0163 are listed and will be presented within the program modifications section of the IC agenda.

6. Curriculum

1) Information Item Only:

Reactivation:

VMED 7672 – Swine Production and Diseases

**2) Course Actions Summaries:
(Voting Items)**

COLLEGE OF ARTS AND SCIENCES
 (Effective date: Fall 2022)

| PRESENT | PROPOSED | PRESENT | PROPOSED | PRESENT | PROPOSED | ACTION SUMMARY |
|----------------------|-----------------|----------------|----------------------------|----------------|---|--|
| PREFIX/NUMBER | | TITLE | | ACTION | | |
| <u>NEW COURSES</u> | | | | | <u>New Course Descriptions:</u> | |
| | GEOL 2403 | | Chemistry of Earth Systems | | <p>This course will teach the basics of geochemistry as applied to Earth Systems, including topics and concerns related to the atmosphere, geosphere, biosphere, hydrosphere, and anthroposphere. Basic lab and field skills will also be introduced, including fundamentals of environmental measurement practices, geochemical instrumentation, and basic water and sediment sampling techniques.</p> <p>Prerequisite(s): Minimum grade of "C" in (GEOL 1014 or GEOL 1114) and (CHEM 1314 or CHEM 1414).</p> <p>Total Credit Hours: 3 LEC/TH 2; LAB 1 Total Contact Hours: 4 LEC/TH 2; LAB 2</p> | <p>New Course</p> <p>Support: Nick Materer/Chemistry</p> |

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| | GEOL 4413 | | Groundwater Geochemistry | | <p>Provides, theoretical background to apply geochemical principles to understand and solve groundwater quality problems, as well as practical experience in applying computational methodologies and tools to predict the response of groundwater systems to natural and anthropogenic disturbances. May not be used for degree credit with GEOL 5413.</p> <p>Prerequisite(s): Minimum grade of "C" in CHEM 1314 and MATH 2144.</p> <p>Total Credit Hours: 3 LEC/TH Total Contact Hours: 3 LEC/TH</p> | New Course |
| | GEOL 5413 | | Groundwater Geochemistry | | <p>Provides, theoretical background to apply geochemical principles to understand and solve groundwater quality problems, as well as practical experience in applying computational methodologies and tools to predict the response of groundwater systems to natural and anthropogenic disturbances. May not be used for degree credit with GEOL 4413.</p> <p>Prerequisite(s): CHEM 1314 and MATH 2144</p> <p>Total Credit Hours: 3 LEC/TH Total Contact Hours: 3 LEC/TH</p> | New Course |

Discussion: The concerns from Ferguson College of Agriculture have been resolved.

Motion was made by R. Seitsinger and seconded by A. Sanogo to accept the above-mentioned College of Arts and Sciences course actions, and IC members agreed.

COLLEGE OF EDUCATION AND HUMAN SCIENCES
 (Effective date: Fall 2023)

| PRESENT | PROPOSED | PRESENT | PROPOSED | PRESENT | PROPOSED | ACTION SUMMARY |
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| PREFIX/NUMBER | | TITLE | | ACTION | | |
| <u>NEW COURSES</u> | | | | | <u>New Course Descriptions:</u> | |
| DHM 2033 | | VR and AR for Social Change | | | Focus on using and applying Virtual Reality (VR) and Augmented Reality (AR) technology through a multidisciplinary approach to solving current societal problems by applying social science practices with innovative technology. How to develop 3D content, and apply these components effectively in VR/AR, form teams, and develop VR projects proposed by current events and conditions of the world. Turn your creative ideas into useful applications. This is a beginner-level course and is open to all students. No prior coding or design experience is required. 3 LAB | New course |
| DHM 5083 | | Advanced Virtual and Augmented Reality for Social Change | | | Explores evidence-based design/research informed design through the use and application of Virtual Reality (VR) and Augmented Reality (AR) technology using a multidisciplinary approach to solve | New course |

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| | | | | | <p>current societal problems by applying social science practices with innovative technology. Learn how to develop 3D content, and apply these components effectively in VR/AR, form teams, and develop VR projects proposed by current events and conditions of the world. Turn your creative ideas into useful applications. This course is open to all graduate students. No prior coding or design experience is required. Same course as EDTC 5703.</p> <p>3 LAB</p> | |
| EDTC 5703 | | Advanced Virtual and Augmented Reality for Social Change | | | <p>Explores evidence-based design/research informed design through the use and application of Virtual Reality (VR) and Augmented Reality (AR) technology using a multidisciplinary approach to solve current societal problems by applying social science practices with innovative technology. Learn how to develop 3D content, and apply these components effectively in VR/AR, form teams, and develop VR projects proposed by current events and conditions of the world. Turn your creative ideas into useful applications. This course is open to all graduate students. No prior coding or design experience is</p> | New course |

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| | | | | | required. Same course as DHM 5083. 3 LAB | |
| EDTC 6793 | | Design-Based Research II | | | Exploration of current DBR literature, research and research implementations. 3 LEC | New course |
| HESA 6123 | | College Student Sexuality | | | Exploration of historical and contemporary knowledge in the areas of college student sexuality, postsecondary sexual health education, gender diverse identities, and sexual identity development. Consideration of the construction of collegiate identities over time, and examination of how institutions of higher learning have influenced, regulated, or intersected with student sexualities, identities, and education throughout history and into present day. 3 LEC | New course |
| HHP 4083 | | Physiology of Aging | | | How key physiological systems, such as musculoskeletal, neuromuscular, and sensory organs, develop and function throughout different phases of the human lifespan. Additionally, pathophysiologies associated with physical performance and age-related declines of these systems will be discussed at length. May not be used for degree | New course |

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| | | | | | credit with HHP 5083. 3 LEC | |
| HHP 5083 | | Physiology of Aging | | | How key physiological systems, such as musculoskeletal, neuromuscular, and sensory organs, develop and function throughout different phases of the human lifespan. Additionally, pathophysiologies associated with physical performance and age-related declines of these systems will be discussed at length. May not be used for degree credit with HHP 4083. 3 LEC | New course. |
| RT 3110 | | | Workshop in Recreational Therapy | | Intensive training program on a specialized topic in recreational therapy. Offered for variable credit, 1-3 credit hours, maximum of 9 credit hours. 1-3 IS, Max 9 | New course |
| RT 4110 | | | Directed Studies in Recreational Therapy | | Supervised readings, research or study of trends and issues related to recreational therapy studies. Offered for variable credit, 1-9 hours, maximum of 9 credit hours. 1-9 IS, Max 9 | New course. |
| <u>DROPPED/DELETED COURSES</u> | | | | | | |
| CIED 3430 | | Early Lab and Clinical Experience in Elementary Education II | | | | Drop Course. |

| MODIFIED COURSES | | | | | | |
|-------------------------|-----------|--|---------------------------------------|--|--|--|
| CIED 4362 | CIED 4363 | Design and Management of the Elementary School Classroom | Classroom Environments and Experience | Introduction to the design and management of the physical, social, intellectual aspects of the elementary classroom. Overview of the purposes, selection and organization of classroom management systems and teaching approaches. Previously offered as CIED 4363. May not be used for degree credit with CIED 5362. Prerequisites: Full admission to Professional Education. 2 LEC | Introduction to the design and management of the physical, social, intellectual aspects of the elementary classroom. Overview of the purposes, selection and organization of classroom management systems and teaching approaches. Directed observation and participation in classrooms. Previously offered as CIED 4362. May not be used for degree credit with CIED 5362. Prerequisites: CIED 2453 and full admission to Professional Education. 2 LEC, 1 LB | Change in title, number, credit hour, description, prerequisite. |
| DHM 2573 | | Textiles | Textile Science | | | Change in title. |
| DHM 3014 | | Flat Pattern Design | | Prerequisite: DHM 2444, MATH 1483 or MATH 1513, all with minimum grade of "C" and pass proficiency review. | Prerequisite: DHM 2444, with minimum grade of "C" and pass proficiency review. | Change prerequisite. |

Motion was made by A. Doust and seconded by R. Seitsinger to accept the above-mentioned College of Education and Human Sciences course actions, and IC members agreed.

COLLEGE OF ENGINEERING, ARCHITECTURE AND TECHNOLOGY
(Effective date: Fall 2023)

| PRESENT | PROPOSED | PRESENT | PROPOSED | PRESENT | PROPOSED | ACTION SUMMARY |
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| PREFIX/NUMBER | | TITLE | | ACTION | | |

| <u>MODIFIED COURSES</u> | | | | | | |
|-------------------------|--|----------------------------|--|--|---|--|
| MET 4713 | | Internal Ballistics | | <p>Course Description: This course focuses on the motion of a projectile in the air. Course topics include the vacuum trajectory, ballistic coefficient, aerodynamic forces and moments on the projectile, the point mass trajectory, the Coriolis effect, wind drift, gyroscopic drift, stability of projectiles, interaction between the firearm and the shooter, applications to long-range shooting, and project.</p> <p>Prerequisite(s): "C" or better in (ENSC 2123 or MET 3003) and (ENSC 3233 or MET 3313)</p> | <p>Course Description: This course is about launching projectiles. Course topics include projectile launching systems, solid propellant combustion, design and manufacturing of projectiles and ammunition, internal ballistic models, design and manufacturing of the barrel, structural dynamics of the barrel, dynamics of guns, firing mechanisms and fire-control systems, SAAMI Standards, and project.</p> <p>Prerequisite(s): A grade of "C" or better in (ENSC 2123 or MET 3003) and (ENSC 2143 or MET 3313)</p> | Course Description and Prerequisite Change |

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| MET 4723 | | External Ballistics | | <p>Course Description: This course focuses on the motion of a projectile in the air. Course topics include the vacuum trajectory, ballistic coefficient, aerodynamic forces and moments on the projectile, the point mass trajectory, the Coriolis effect, wind drift, gyroscopic drift, stability of projectiles, interaction between the firearm and the shooter, applications to long-range shooting, and project.</p> <p>Prerequisite(s): "C" or better in (ENSC 2123 or MET 3003) and (ENSC 3233 or MET 3313).</p> | <p>Course Description: This course focuses on the motion of a projectile in the air. Course topics include vacuum trajectory, aiming principles and devices, aerodynamic forces and moments, ballistic coefficient, flat-fire point-mass trajectory, weather, Coriolis effects, gyroscopic effect, point-mass trajectory, pitching and yawing motion, measurement of projectile speed and environmental conditions, long-range shooting, and project.</p> <p>Prerequisite(s): A grade of "C" or better in (ENSC 2123 or MET 3003) and (ENSC 3233 or MAE 3333 or MET 3313)</p> | Course Description and Prerequisite Change |
| MET 5713 | | Internal Ballistics | | <p>Course Description: This course is about launching a projectile using a gun barrel. Course topics include solid propellant combustion, design and manufacturing of ammunition, design and manufacturing of barrels, dynamics of bullets inside the barrel, design and dynamics of</p> | <p>Course Description: This course is about launching projectiles. Course topics include projectile launching systems, solid propellant combustion, design and manufacturing of projectiles and ammunition, internal ballistic models, design and manufacturing of the barrel, structural dynamics of the barrel, dynamics of guns,</p> | Course Description Change |

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| | | | | weapon systems, and project. | firing mechanisms and fire-control systems, SAAMI Standards, and project. | |
| MET 5723 | | External Ballistics | | <p>Course Description:</p> <p>This course focuses on the motion of a projectile in the air. Course topics include the vacuum trajectory, ballistic coefficient, aerodynamic forces and moments on the projectile, the point mass trajectory, the Coriolis effect, wind</p> <p>drift, gyroscopic drift, stability of projectiles, interaction between the firearm and the shooter, applications to long-range shooting, and project.</p> | <p>Course Description:</p> <p>This course focuses on the motion of a projectile in the air. Course topics include vacuum trajectory, aiming principles and devices, aerodynamic forces and moments, ballistic coefficient, flat-fire point-mass trajectory, weather, Coriolis effects, gyroscopic effect, point-mass trajectory, pitching and yawing motion, measurement of projectile speed and</p> <p>environmental conditions, long-range shooting, and project.</p> | Course Description Change |

Motion was made by A. Sanogo and seconded by A. Doust to accept the above-mentioned College of Engineering, Architecture and Technology course actions, and IC members agreed.

COLLEGE OF VETERINARY MEDICINE

(Effective date: Fall 2023, with the exception for VCS 7000, effective date Fall 2022)

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| PRESENT | PROPOSED | PRESENT | PROPOSED | PRESENT | PROPOSED | ACTION SUMMARY |
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| PREFIX/NUMBER | | TITLE | | ACTION | | |
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| <u>NEW COURSES</u> | | | | <u>New Course Descriptions:</u> | | |
| VCS 7582 | | Externship VII | | Approved clinical rotation off OSU campus. | | New course |
| VME 7111 | | Critical Thinking, Clinical Skills, & Communication I | | This course is the first in a series that will focus on the growth of clinical reasoning, communication and technical skills necessary for the development and training of students in the DVM program. Students will further expand with practice and exposure through a series of clinical skills courses spanning years 1-3 of the curriculum with increasing complexity, understanding and integration of knowledge. | Prerequisite(s): First-year standing in the College of Veterinary Medicine | New course |
| VME 7121 | | Professional Skills I | | Introduction to non-technical aspects of veterinary medicine that are critically important in practice and success in the profession. Main topics include career options under the umbrella of veterinary medicine, jurisprudence, ethics, government regulations, stressors in practice, coping mechanisms and self-management skills for the profession. | Prerequisite(s): First-year standing in the College of Veterinary Medicine | New course |
| VME 7136 | | Physiology & Histology I | | Scientific evidence-based veterinary practice is based on an | Prerequisite(s): First-year standing | New course |

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| | | | | <p>understanding of the normal function of the veterinary patient. The purpose of this course, as well as the following course (Physiology & Histology II) is to provide the students in the veterinary professional curriculum with clinically relevant knowledge of normal physiology through the full-range of animal organization (cellular, tissue, organ, organ system, and organism). This course will also provide the necessary foundation to support subsequent courses throughout the veterinary professional curriculum related to the diagnosis, treatment, and prevention of animal diseases.</p> | <p>in the College of Veterinary Medicine</p> | |
| <u>MODIFIED COURSES</u> | | | | | | |
| CBSC 5023 | | Comparative Biomedical Sciences 2: Pathobiology | | <p>Integrated applied biology and pathobiology of hosts and pathogens of veterinary interest including infectious disease processes; hemodynamic, inflammatory, immune and tissue repair responses; genetic, environmental, nutritional, and neoplastic disorders; and aging. Previously offered as VBSC</p> | <p>Integrated applied biology and pathobiology of hosts and pathogens of veterinary interest including infectious disease processes; hemodynamic, inflammatory, immune and tissue repair responses; genetic, environmental, nutritional, and neoplastic disorders; and aging. Previously</p> | <p>Change course description and prerequisite</p> |

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| | | | | 5023. Prerequisite(s): CBSC 5013 or consent of instructor. Prerequisite(s): CBSC 5013 | offered as VBSC 5023. Prerequisite(s): None | |
| VCS 7572 | | Advanced Small Animal Ultrasound III | | | Prerequisite(s): Completion of VCS 7452 Ultrasound II or VCS 7462 Ultrasound III | Add prerequisite |
| VMED 7144 | VME 7144 | Gross and Developmental Anatomy | Gross & Developmental Anatomy | Embryology and anatomy of domestic mammals using the dog as the primary model. Integrated lecture- dissection laboratory format. Emphasis on the integration of developmental gross, radiographic and applied aspects of veterinary anatomy as they relate to a topographical appreciation of the living individual. Previously offered as VMED 5144. | Embryology and anatomy of domestic mammals using the dog as the primary model. Integrated lecture- dissection laboratory format. Emphasis on the integration of developmental gross, radiographic and applied aspects of veterinary anatomy as they relate to a topographical appreciation of the living individual. | Change course prefix/subject, course title, and course description |
| VMED 7221 | VME 7161 | Epidemiology and Evidence-Based Medicine | Epidemiology & Evidence-Based Medicine | | | Change course prefix/subject, course number, and course title |
| VMED 7253 | VME 7153 | Veterinary Immunology | Immunology | Basic principles of immunology and their application to veterinary medicine. Course previously offered as VMED 7250. | Basic principles of immunology and their application to veterinary medicine. | Change course prefix/subject, course number, course title, and description |
| VMED 7513 | | TCVM Mixed Animal Acupuncture Elective | TCVM Acupuncture Elective | | | Change course title |
| VMED 7781 | | Professional Veterinary Medicine | | | | Change grade mode to pass/fail |

Motion was made by A. Sanogo and seconded by R. Frohock to accept the above-mentioned College of Veterinary Medicine course actions, and IC members agreed.

| | | PROPOSED | | PROPOSED | | ACTION SUMMARY |
|----------------------|--|---|--|---|---------------|-----------------------|
| PREFIX/NUMBER | | TITLE | | Description | ACTION | |
| <i>NEW COURSES</i> | | | | | | |
| UNIV 0163 | | Critical Reading with Science Reasoning and Writing | | Students with Reading and/or English ACT scores <19 must enroll in this course. They cannot enroll in Composition I. This course replaces the former Basic Composition and the former Critical Reading course. Students must successfully complete this course with a 70%. The option to test out during the semester no longer will be offered. Equivalent to NOC 0163 | NEW COURSE | New course |

The purpose of this course is to facilitate enrollment at NOC.

Motion was made by A. Sanogo and seconded by A. Doust to accept the UNIV 0163 Critical Reading with Science Reasoning and Writing course action, with a friendly amendment to add the language “Course offered and transcribed by Northern Oklahoma College”, and IC members agreed.

- 3) **Program Modifications:**
N/A

7. Other

L. Burns introduced Kimberly Meints, the new Data Coordinator for IRA. She will be working with the individual colleges regarding the ways in which they can utilize the student success data that is being collected. K. Meints discussed her plans for communication with all colleges. She is looking forward to working with IRA in this new role.

Meeting was adjourned at 9:49am

Minutes were recorded by K. Roark

January 26, 2022

Open Pathway Quality Initiative Proposal

Cultivating an Effective Culture of Outcomes Assessment for Continuous Improvement to Support Student

Success

Prepared by Ryan Chung, Director of University Assessment and Testing

As indicated in Higher Learning Commission (HLC) documents, a Quality Initiative (QI) may be designed to begin a new project, to continue an existing institutional project, or to achieve a key milestone in the work of a longer initiative. This QI will allow Oklahoma State University (OSU) to address prior recommendations from the previous HLC visit by revitalizing ongoing student learning assessment institutional projects that will embrace new possibilities, strive for student success, and provide evidence to inform decision-making stakeholders through the implementation and realization of these initiatives. In support of Oklahoma State University's strategic plan, we will be undertaking a multi-year process designed to improve student learning through a campus-wide, systematic, and comprehensive assessment program that focuses on aspects of knowledge, skills, and disposition.

OSU's University Assessment and Testing unit (UAT), along with representatives from existing assessment committees and coordinators will work to organize a Quality Initiative committee. Through a process of open dialogue, regular evaluation, and industry feedback as it cycles around to student learning, the QI committee will develop a procedure that will build a culture of quality assessment demonstrating continued progress. The purpose of this project is to use a new tool, Nuventive Improvement Platform, to make the assessment process efficient, meaningful, and powerful. By implementing this new tool, we will be able to shift the emphasis within each academic program from collecting data to focusing on program improvement. This is done by first establishing a solid assessment plan for all programs. A useful, effective assessment plan consists of three to five student learning outcomes (SLOs) that are well-written and aligned with the method(s) used for collecting meaningful data that will inform the decision-making process related to the initial SLO. University Assessment and Testing personnel will work with program assessment coordinators on developing solid plans, SLOs and methods, for their own unique programs. Once the plan has been established and implemented in the Nuventive Improvement Platform, the focus in the system will shift to recording the program's annual findings and use of those findings, in turn, shifting the focus of assessment to program improvement. This new assessment management tool will promote student success, faculty buy-in, and a culture of assessment among all faculty, assessment coordinators, administrators, and other assessment professionals.

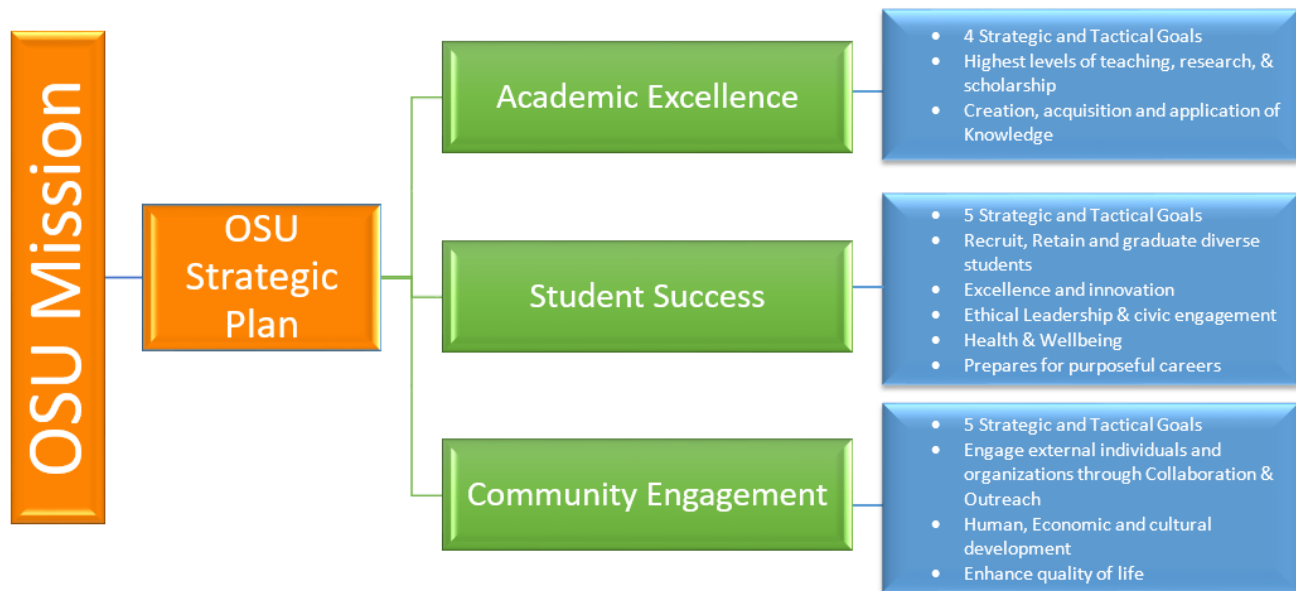
With the aid of the Nuventive Improvement Platform, UAT staff and program assessment personnel will be able to more efficiently identify discrepancies between the perception of what is done and the reality of what is actually occurring in practice. Identifying gaps in student learning through the assessment process will allow the program to close those gaps and alignment can be accomplished in reality. By identifying discrepancies, UAT will be able to react, inform, and create a plan of action in a timely manner to support program continuous improvement. A culture of assessment can also be achieved by: (a) modifying and developing new and better procedures for streamlining the data collection and data management processes for institutional and program assessment, (b) by providing meaningful resources for program assessment coordinators, faculty, and administrators, and (c) by tracking meaningful program and

institutional assessment history in a central location. Nuventive Improvement Platform can aid in accomplishing these components of a culture of assessment.

In years past, program assessment at OSU consisted of exchanging paper-based annual assessment reports. Some program assessment coordinators would email their reports to UAT while others would turn them in via an online submission tool. This was problematic for many reasons including poor tracking of reports, lack of review or feedback on reports, and the inability to draw any meaningful conclusions about longitudinal data due to inconsistent and disparate data reporting methods across years or departments. The Nuventive Improvement Platform can help identify issues in program outcomes assessment by drawing longitudinal connections and comparisons between points of data housed in one central location. This allows program/department/college historical context to be recorded, revealing long-term trends and fostering transparency and accountability.

By using an assessment management system (Nuventive Improvement Platform) to collect data and information, efficiency and transparency will become part of the process, and as a result, will promote accountability in the decision-making process. Nuventive Improvement Platform is a planning and outcomes assessment system which aids in organizing, aligning, documenting, and reporting assessment materials. Obtaining and fully implementing Nuventive Improvement Platform as the mechanism to achieve the goals of this project was essential. It will continue to aid in creating opportunities to engage more campus divisions and units through encouraging conversation and collaboration among academic departments and programs as well as administrators, faculty and staff.

We plan to establish a framework, structure, and key elements of the project, while keeping the main goal of cultivating a culture of assessment through addressing areas of improvement and providing technical support for assessment personnel. Throughout the process we will be connecting dots, identifying gaps, and illustrating a broad picture of the overall initiative and goal. Through the Quality Initiative, we will be able to effectively align more detailed data and information from all units across the OSU community, including Student Affairs and General Education units. We will be better able to understand how each action and result might significantly impact students in achieving their greatest potential. We will be able to evaluate and demonstrate how OSU provides the opportunities and environment that cultivates students to become the best version of themselves both within the classroom and outside of the classroom. With the unique nature of each student, and with each academic program containing its own separate and unique learning outcomes, faculty in each program know best the potential of their students, what qualities best define their program's ideal graduate and what would be most attractive to employers in their field. Through technical, practical, and financial support, providing useful and feasible resources, and putting in place a streamlined process for program outcomes assessment, we will be able to provide academic programs with the tools to be able to better support their students. They will be able to equip each student with knowledge, skills, and disposition that can lead to success in their field. This can be made possible by identifying these components among their student learning outcomes and aligning them with the overall department and college missions and the overall OSU Strategic Plan.



The Quality Initiative aims to:

- Aim 1: Establish robust institutional assessment processes and procedures.
 - Establish a collaborative community among assessment personnel on reinforcing assessment policies and procedures. We want to build a community where open dialogue and opportunities are present among programs with UAT as support.
 - Provide resources that previously did not exist, such as training workshops, videos, learner/user manuals, checklists, etc.
- Aim 2: Measure the extent to which technologies and trainings that better serve academic programs in assessment activities are being used.
 - Technologies include Nuventive Improvement Platform, Qualtrics, Canvas, etc.
 - Direct measure: How the assessment report information is collected through the use of the new assessment management tool, Nuventive Improvement Platform.
 - Indirect measure: Attitudes toward the usefulness of technologies and trainings could be measured through the internal Outcomes Assessment Feedback Survey (AFS). We can measure how Nuventive Improvement Platform impacts people's attitudes toward assessment in the course, program, and institution.
- Aim 3: Create data transparency and accountability through the use of Power BI in Nuventive Platform Analytics.
 - Nuventive Improvement Platform user access will be granted not only to Program Assessment Coordinators, but Read-Only access will also be granted to department heads, associate deans, and other university assessment personnel.
 - When we know what assessments and interventions have been done, gaps can be identified, support can be provided, and solutions can be discussed together.

- Aim 4: Use evidence-based information when making decisions in support of student success.
 - Decisions will be made based on documents and reports such as the Annual Program Outcome Assessment Reports, Program Action Plan Reports, and Executive Summaries generated by Nuventive Improvement Platform.
 - Program assessment coordinators receive direct feedback from UAT assessment staff during the Program Outcome Assessment review process.
- Aim 5: Establish and document collaboration among academic affairs units and align key objectives in achieving connection with OSU's mission, goals, and strategic plan.
 - Power BI data visualization software through Nuventive Platform Analytics will be used to expand communication and collaboration.
 - This tool can support the Academic Excellence component of OSU mission by closing the assessment loop and identifying gaps in student learning, which will lead to informed decision making to support student success.

Relevance and Significance to the Institution

The proposed initiative is relevant to Oklahoma State University because its objective is to align the assessment outcomes process to the university's mission and core values. It is significant in that it aims to more firmly connect assessment outcomes to actual and quantifiable student success.

Oklahoma State University Mission: *Building on its land-grant heritage, Oklahoma State University promotes learning, advances knowledge, enriches lives, and stimulates economic development through teaching, research, extension, outreach, and creative activities.*

Further, University Assessment and Testing (UAT) at Oklahoma State University has aligned its mission and efforts with the OSU Mission. University Assessment and Testing's mission, efforts, and plan are also influenced by the guidelines set forth by the Oklahoma State Regents for Higher Education (OSRHE) and the Higher Learning Commission (HLC). As a unit under Academic Affairs, it is important for UAT to aid in cultivating an institutional environment that promotes student success and identifies areas for program improvement.

University Assessment and Testing Mission for Assessment: *To uphold Oklahoma State University's land grant heritage by leading efforts to assess the educational impact of the university experience on student learning and student success and to provide assessment guidance and support for continuous improvement of educational programs and services.*

OSU Assessment Efforts

- UAT promotes student learning and student success by acquiring and bringing to OSU, and the institutional assessment councils and committees, the highest level of assessment-related tools, technology, and best practices.
- UAT supports academic programs in preparing their annual program outcomes assessment reports and five-year plans.
- UAT encourages cooperation and engagement with faculty through development and support.
- UAT develops and implements necessary and effective strategies for survey creation, data collection, data analysis, and reporting for General Education Assessment and other critical evaluations.

Through the Quality Initiative, programs, departments, and divisions within Academic Affairs will learn to develop qualities encompassed in a culture of assessment, including:

- Assessment of student learning as an essential element of higher education,
- Improvement as the primary purpose of assessment,
- No presumption that learning has occurred simply because content has been taught,
- Student learning assessment must reflect the application of knowledge as well as the development of cognitive skills, dispositions, and workplace readiness, and
- An understanding of the interrelationships of assessment among course, academic program, and institutional student learning.

Further, through the development of such qualities, programs, departments, and divisions, OSU will be better able to represent and promote the university's core values. Implementing the proposal and expanding assessment technologies will enhance communication and collaboration, bringing a sense of *community* to a *diverse* group of assessment personnel throughout the university. The QI will better equip assessment faculty and staff in *service* to OSU students by demonstrating efficient and effective use of assessment *resources*, such as assessment committees, software, and college and program assessment funds. The QI will be an endeavor engaged in, and as a promotion of, *intellectual freedom*, while serving as a tool in the community's commitment to *integrity*, to continued improvement, and to the search for *excellence*.

Intended Impact on Institution and Academic Quality

The goal and the approach of the Quality Initiative is intended, through the institution's mission and values, to impact academic quality by directly connecting the outcomes assessment process to each level of OSU's strategic plan:

Academic Excellence – Achieve academic excellence at the highest levels of teaching, research, scholarship, and creative activities through the creation, acquisition, and application of knowledge.

Student Success – Recruit, retain, and graduate diverse students in a supportive environment that: promotes scholarship, creativity, ethical leadership, meaningful service, and civic engagement; encourages health and wellbeing; prepares students for purposeful careers; enriches personal growth; and fosters discovery of knowledge.

Community Engagement – Engage external individuals and organizations through collaboration, outreach, and extension that enhances the quality of life in Oklahoma, the nation, and the world by contributing to the human, economic, and cultural development of our citizens.

Effective institutional assessment processes and procedures are essential to academic excellence. The goal of the QI is to build upon and strengthen OSU's existing assessment structure by closing the loop between assessment outcomes and student learning, not only in the classroom, but also in the overall OSU environment. The Quality Initiative will provide resources to programs meant to improve student learning outcomes. Employing an assessment management system, such as the Nuventive Improvement Platform, centralizes information and allows for a systematic process that brings data together from all academic areas that will allow for easy historical comparisons across time as well as comparisons across programs, departments, and colleges. The assessment management system will fix previous problems that would occur such as program assessment data and information being lost due to changing faculty and staff; instead, transparency and accountability will continue through for each program despite any personnel changes. As a result, quality assessment data will be produced and will remain available to assessment stakeholders for justification in evidence-based decisions in support of student success and excellence.

The following aspects will be identified/addressed in the Quality Initiative:

- The QI will address issues and obstacles to overcome by practicing good institutional assessment procedures (identify gaps/limitations and thorough planning and strategizing).
- Initiate program objectives for cultivating successful students in each aspect: knowledge, skills, and disposition. The QI will help programs recognize qualities of their ideal graduate and understand how these objectives could be realized.
- At the institutional level, the QI will show how the OSU strategic plan will focus on all three components of the strategic plan (Academic Excellence, Student Success, and Community Engagement).
- The QI will identify how each program can be *sustainable* and *accountable*.
- The QI will encourage progress and lead to achievement of establishing a collaborative community and streamlined process of data collection, management, and analysis over the next five years, leading to program improvement and an evidence-based decision making process.

Quality Initiative Goals

Below are the goals of the Quality Initiative and how the Aims are aligned with each.

- To demonstrate usefulness of the assessment management platform resulting in continuous program improvement for academic programs/student affairs (assessment planning, reporting, methods, findings, and use of findings).
 - Aim 1: Establish robust institutional assessment processes and procedures.
- Overall, to cultivate and establish an active, concise, productive, and meaningful collaborative assessment environment across the university as a whole.
 - Aim 2: Measure the use of technologies and trainings that better serve academic programs in assessment activities.
- To address concern from the last visit by establishing a robust assessment process and support for programs and campus units.
 - Aim 3: Create data transparency and accountability through the use of Power BI in Nuventive Platform Analytics.

- To identify gaps in the assessment process in both academic affairs and student affairs in their effort to promote student success, while simultaneously supporting OSU's mission.
 - Aim 4: Use evidence-based information when making decisions in support of student success.
- To align academic programs with departments, colleges, and the institution as a whole. The QI will highlight the meaningfulness of what is done at the program level and how it is connected to a broader institutional purpose.
 - Aim 5: To establish and document collaboration among academic affairs units and aligning key objectives in achieving connection with OSU's mission, goals, and strategic plan.

Three Main Topics/Keywords to Be Addressed by the Quality Initiative

In compliance with HLC guidelines, below are three keywords to describe this initiative:

- Assessment
- Quality Improvement
- Technology Implementation

Evaluating Progress, Making Adjustments, and Determining Accomplishment

In order to evaluate progress, make adjustments, and determine what has been accomplished by the Quality Initiative, a consistent review procedure will be put in place to appraise activities. To start, a Quality Initiative facilitator will be selected to work with OSU's University Assessment and Testing unit (UAT) to organize a Quality Initiative committee from existing assessment committees and coordinators. Existing committees include the Assessment and Academic Improvement Council (AAIC) and the Committee for the Assessment of General Education (CAGE). The QI facilitator will be nominated and unanimously selected by UAT and AAIC to lead the QI team. The team will establish a review process using assessment tools such as an evaluation checklist, rubrics, follow-up surveys, and interviews to gather evidence for each objective. The committee will meet regularly to evaluate how each expected key objective is progressing and what adjustments might need to occur. A status report will then be provided to the Provost and the Division of Reaccreditation.

Support for the Initiative by Internal and External Stakeholders

Efforts made by UAT in recent years to improve the quality of assessment, whether reinforcing assessment staff with qualified personnel, redefining guidelines, or advancing technologies, have received substantial support from Academic Affairs, which includes the Provost's office and the Director of Reaccreditation. Aside from receiving backing from its home division, UAT has also received guidance and support from two essential assessment committees: The Assessment and Academic Improvement Council (AAIC) and the Committee for the Assessment of General Education (CAGE).

The mission of AAIC is to improve student academic achievement by providing leadership for assessment, developing and encouraging the adoption of policy changes and other improvements as indicated by assessment data, and directly implementing AAIC-led improvement initiatives. Their vision is to improve student learning and development through a nationally-recognized and fully-integrated assessment and improvement process. The AAIC is comprised of representatives from each of OSU's seven colleges (College of Arts and Sciences, College of Education and Human Sciences, College of Engineering, Architecture and Technology, College of Veterinary Medicine, Ferguson College of Agriculture, Graduate

College, and Spears School of Business), Division of Academic Affairs, Division of Student Affairs, Faculty Council, OSU Library, and the CAGE, as well as ex officio representatives from Institutional Research and Analytics (IRA), Graduate and Professional Student Government Association (GPSGA), Student Government Association (SGA), and others who may serve in an important assessment role for the institution. This group of people contributes to discussions, ideas, and policies and procedures regarding the outcomes assessment process.

Over two decades ago, the Assessment and Academic Improvement Council appointed a sub-committee to focus on general education assessment. The Committee for the Assessment of General Education (CAGE) consists of five faculty members from a variety of disciplines and academic colleges (College of Arts and Sciences, College of Education and Human Sciences, College of Engineering, Architecture and Technology, Ferguson College of Agriculture, and Spears School of Business). CAGE has been collecting and assessing portfolios of student artifacts on a four-year rotating cycle, covering areas such as critical thinking, written communication, diversity, information literacy, and professionalism and ethics. CAGE is charged with developing and implementing a plan for assessing general education. CAGE has adopted a holistic approach to assessing general education with the philosophy that the effectiveness of the general education program should be demonstrated across the curriculum and not only in general education-designated courses. The duties and responsibilities of CAGE include researching and investigating new methods for general education assessment that continually employ best practices, overseeing general education artifact collection and assessment processes, evaluating the general education assessment cycle and timeline, and working with UAT to draft the General Education Assessment Annual Report. Within the last two years, UAT and CAGE have started implementation of General Education units in the Nuventive Improvement Platform where longitudinal data can be reported and stored. Additionally, UAT and CAGE plan to connect Canvas to Nuventive Improvement Platform in order to streamline the General Education process.

Further, the UAT assessment staff has dedicated time and concerted efforts reaching out to the more than 200 program assessment coordinators across campus, offering information, guidance, funding, and support towards assessment activities. With the endorsement from AAIC, UAT assessment staff has worked to promote assessment as an integral part of institutional culture. This has been executed through a number of strategies and initiatives by:

- a) Informing faculty members, administrators, and other stakeholders about the assessment program and promoting the use of assessment results in decision-making processes,
- b) Promoting the availability of resources to enhance assessment practices and improve the use of assessment results,
- c) Informing students about the assessment program and how it is used to improve their learning and development,
- d) Integrating assessment with Academic Program Review and other university processes, and
- e) Supporting the development of assessment expertise in future faculty members (current graduate students).
- f) Developing trusted relationships with faculty and staff that have led to broad, bottom-up support from those most closely engaged to the outcomes assessment process. Such support includes UAT's five-year program outcomes assessment reviews, results from the internal Outcomes Assessment Feedback

Survey, and additional documents provided to aid programs with their assessment-related questions during their Academic Program Review (APR).

With this support, UAT, through the Quality Initiative and beyond, will continue to demonstrate the necessity and benefits of a progressive outcomes assessment process, while building on these relationships and establishing new ones. Ideally the QI will expand to activities, such as civic engagement and a community partnership with OSU's effort in this endeavor.

Groups and Individuals That Will Implement the Initiative

The facilitator designated for the Quality Initiative will meet with offices or committees (listed below) to establish goals and objectives. Each semester, with input from the relevant committees and individuals, the QI facilitator will create a progress report to be discussed and finalized with the QI committee. Finally, the progress reports and updates will be provided to the Provost and the OSU HLC liaison.

Human, Financial, Technological, and Other Resources

Personnel /Committee Support

- The University Assessment unit will consist of:
 - Director, Assistant Director of Assessment and Analysis, two Assessment Specialists, and a Graduate Research Assistant
- The QI committee will consist of representatives from:
 - Academic Affairs (AA)
 - AAIC
 - CAGE
 - Instruction Council (IC)
 - Institute for Teaching and Learning Excellence (ITLE)
 - Institutional Research and Analytics (IRA)

Financial Support

It is the responsibility of AAIC and UAT to provide stewardship of students' assessment fees. This will be accomplished by:

- Ensuring use of student assessment fees is in accordance with guidelines set by the Oklahoma State Regents for Higher Education (OSRHE) and OSU.
- Carefully and responsibly considering allocation of funds to achieve the most useful results for the benefit of student learning and development.

Technological Support

- Nuventive Improvement Platform – Nuventive Improvement Platform is an assessment management system. This planning and outcomes assessment system provides a flexible framework to help the academic community organize, align, document, report and take effective actions for improvement. An early version of Nuventive Improvement Platform was first implemented at OSU in 2019 which consisted of training sessions for all program assessment coordinators with UAT staff and the first active annual report submission from programs. Two years later in 2021, the full version of Nuventive Improvement Platform was implemented including the addition of units for General Education and Student Affairs.

- Nuventive Platform Analytics – With Nuventive Platform Analytics, we will be able to track data and leverage information related to improvement initiatives and decision-making across program, department, college, and institutional levels. Working with Microsoft Power BI, Nuventive makes it easy to create streamlined dashboards and generate standard reports that help with monitoring assessment, planning, and program review processes at all levels.
- Qualtrics Online Survey Platform – Qualtrics software is an online survey platform that enables users to distribute surveys, collect and analyze data, and obtain an overall report of survey responses. Institutional surveys such as OSU’s Student Satisfaction Survey, Student Engagement Survey, Class Climate Survey, and Alumni Survey have provided meaningful indirect data to help support OSU’s strategic plan, while fulfilling reporting mandates from the Oklahoma State Regents for Higher Education. University Assessment and Testing also utilizes Qualtrics to help facilitate surveys for other OSU units as part of our support for OSU’s Land Grant mission to be collaborative.
- Qualtrics Course Evaluation Software – Qualtrics Course Evaluation Software is a web-based evaluation system specifically used as an essential part of collecting student responses on the Student Survey of Instruction (SSI) and the Advisor Survey. This software is ideal for gathering this information because of its robust reporting capabilities. The goal of the SSI at OSU is to give students an opportunity to provide regular, meaningful comments and feedback to instructors and the University with respect to their experiences in classes taken at Oklahoma State University.
- Canvas – Canvas is a Web-based learning management system. OSU uses this software to facilitate online instruction and communication between faculty and students. Additionally, UAT uses this tool to collect student artifacts for General Education analysis, as well as to share resources with our assessment personnel across campus.

Primary Activities and Timeline for Implementing Initiative – TBD by current HLC projects managed by the Re-Accreditation Office

Tentative Timeline

- Spring 2020 – Establish program assessment reporting in Nuventive Improvement Platform with three years of data (‘16/‘17, ‘17/‘18, ‘18/‘19)
- Fall 2020 – Identify key objectives and build tracking system in Nuventive
- Fall 2020/Spring 2021 – Data entry and procedure executive summary
- Spring/Summer 2021 – Pilot for the first stage of entering learning outcomes and methods
- Summer/Fall 2021 – Create mapping for Academic Affairs on OSU strategic planning
 - Beginning with key elements
 - Identify gaps and develop action plan for improvement
- Spring 2022 – Share stage one progress report
- Fall 2022 – Add additional objectives for each unit
- Spring 2023 – Begin stage 2 (evaluation)
- Fall 2023 – Full objectives with reevaluation and further implementation plan
- Spring 2024 – Quality Initiative final project report submitted to HLC for review

Opportunity Orange Scholars
Course Grades and Curriculum Scenarios for the Official OSU Transcript

Prepared for Instruction Council, May 5, 2022

Last December Instruction Council approved plans for the new Opportunity Orange Scholars (OOS) program, with course action forms for specialized OOS courses approved shortly thereafter. We seek your input on the best option for reflecting the related coursework and credentials the official OSU transcript.

As a reminder, OOS is an inclusive postsecondary education program for young adults between the ages of 18-26 with an intellectual disability who do not meet OSU’s degree-seeking admission criteria. The OOS program is designed to align with requirements for future accreditation by the U.S. Department of Education as a [Comprehensive Transition Postsecondary \(CTP\) program](#), offering a two-year *Certificate in Career and Community Studies* with the option to pursue another two-year *Advanced Certificate in Community Living and Engagement*. The first cohort of five students has been admitted into the program beginning fall 2022. The four cornerstones of the program curriculum include:

1. Independent living (on-campus)
2. Social engagement
3. Academics
4. Professional and career development

OOS Courses and Curriculum

All OOS courses at OSU are considered to be remedial, non-degree courses that will not carry earned college-level credit. Similarly, the special CTP certificate programs are considered non-degree, and thus will not go through our standard curricular review process nor be listed with other certificate programs in the catalog. They certificate programs will be submitted to the Department of Education for approval as a CTP program, and upon approval will be eligible for federal financial aid.

Until the CTP certificate programs are approved, the scholars will be listed in Banner as special non-degree seeking students. Upon DOE approval, we will change their curriculum to reflect the special CTP certificate program they are pursuing. We’ll create a new degree code for the CTP certificates that reflects the special non-degree credential status.

| Opportunity Orange Scholars – Course Schedule First 2 Years | | |
|---|--|--|
| | Year 1 | Year 2 |
| Fall | OOS 1113 – Scholars Seminar I OOS 1123 – Topics I OOS 1133 – Pre-internship I/Career Exploration OOS 1112 – First Year Seminar (EDHS 1112) OOS 1100 – Elective I (HDFS 1101 – Relationships 101) | OOS 1313 – Scholars Seminar III OOS 1323 – Topics III OOS 1333 – Internship I OOS 1300 – Elective III |
| Spring | OOS 1213 – Scholars Seminar II OOS 1223 – Topics II OOS 1233 – Pre-Internship II/Job Seeking & Interviews OOS 1200 – Elective II | OOS 1413 – Scholars Seminar IV OOS 1423 – Topics IV OOS 1433 – Internship II OOS 1400 – Elective IV |

Transcript Option #1: Student Curriculum and Coursework on Undergraduate (UG) level of transcript

- Any earned credit from concurrent work, credit by exam, or other OSU coursework will be included on same level of transcript.

- Given developmental level of the OOS program, all OOS courses will have 0 earned hours on the UG level of the transcript, even after successful completion with DEV-S grade. Banner's universal grade rules for S/DEV-S grades indicate:
 - Count in attempted hours
 - Count in passed hours
 - Do NOT count in earned hours**

Academic Transcript

Information for **Sample Student**

Transcript Level: Undergraduate

Transcript Type: Unofficial Transcript

Term : Fall 2022

| Subject | Course | Level | Title | Grade | Credit Hours | Quality Points | R |
|---------|--------|-------|--------------------|-------|--------------|----------------|---|
| OOS | 1113 | UG | Scholars Seminar I | DEV-S | 3.000 | 0.000 | |

| Term Totals | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|--------------|---------------|--------------|--------------|-----------|----------------|-----|
| Current Term | 3.000 | 3.000 | 0.000 | 0.000 | 0.000 | |
| Cumulative | 3.000 | 3.000 | 0.000 | 0.000 | 0.000 | |

Transcript Totals

| Transcript Totals - (Undergraduate) | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|-------------------------------------|---------------|--------------|--------------|-----------|----------------|-------|
| Total Institution | 3.000 | 3.000 | 0.000 | 0.000 | 0.000 | |
| Total Transfer | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Overall | 3.000 | 3.000 | 0 | 0 | 0.000 | 0.000 |

Transcript Option #2: Student Curriculum and Coursework on Non-Credit (NC) level of transcript

- Earned credit from concurrent work, credit by exam, or other college credit coursework will be on the UG level of transcript, while all OOS coursework will be on the NC level of the transcript.
- Defaulting OOS courses to the non-credit level of the transcript provides an opportunity to have successful completion count in earned hours on the NC transcript. We can adjust Banner's universal grade rules for S/DEV-S grades to indicate:
 - Count in attempted hours
 - Count in passed hours
 - Count in earned hours** (consistent with OSRHE grading policy)

Academic Transcript

Information for **Sample Student 2**

Transcript Level

Non Credit

Transcript Type

Unofficial Transcript

Term : Fall 2022

Academic Standing

Good Standing

| Subject | Course | Level | Title | Grade | Credit Hours | Quality Points | R |
|---------|--------|-------|--------------------|-------|--------------|----------------|---|
| OOS | 1113 | NC | Scholars Seminar I | DEV-S | 3.000 | 0.000 | |

| Term Totals | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|--------------|---------------|--------------|--------------|-----------|----------------|-----|
| Current Term | 3.000 | 3.000 | 3.000 | 0.000 | 0.000 | |
| Cumulative | 3.000 | 3.000 | 3.000 | 0.000 | 0.000 | |

Transcript Totals

| Transcript Totals - (Non Credit) | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|----------------------------------|---------------|--------------|--------------|-----------|----------------|-------|
| Total Institution | 3.000 | 3.000 | 3.000 | 0.000 | 0.000 | |
| Total Transfer | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Overall | 3.000 | 3.000 | 3.000 | 0 | 0.000 | 0.000 |