

**COUNCIL OF  
DIRECTORS OF STUDENT ACADEMIC SERVICES**

**MINUTES**

**April 17, 2024**

**Zoom - <https://zoom.us/j/99545430954>**

**Passcode - 321037**

**10:30am to 12:00pm**

In attendance: Laurie Beets, Dani Bellmer, Larry Burns, Kyndal Campbell, Aaron Christensen, Brenda Dawes, Tracy Emmons, Ebonie Hill, Nick Holmes, Diane Jones, Kelly Kavalier, Twambi Kerstetter, Randy Kitchens, James Knecht, Kristen Kulling, Aleigh Marriot, Amy Martindale, Marissa McIntyre, Marilyn Middlebrook, Lance Millis, Linda Millis, Jeremy Minyard, Beverly Morris, Rita Peaster, Carisa Ramming, Sky Rogers, Kristi Seuhs, Richard Shepard, Debbie Stump, Anna Teague and Shannon Baker, Chair.

**1. Academic Advisor CDP and Pay Ranges, cont'd discussion – Shannon Baker**

S. Baker thanked everyone who served on the advising working group and declared the work of that group complete. She and N. Holmes will be presenting a final report from the working group at the May Provost Council meeting. The First-Year team is officially operational. The managers will be full time as of April 29, and we will be welcoming our first wave of academic advisors on May 1.

The Academic Advisor Career Development Plan changes were submitted to Directors of Student Academic Services for a vote via email. The few colleges who did not submit a vote will be contacted soon. There are enough votes to carry the day, however everyone should get the chance to weigh in. The CDP suggested revisions will be presented to Instruction Council April 18, followed by presentation at the May Deans Council meeting. Based on the current development plan, full approval is expected by May. Even with the salary adjustments, which are fairly modest, no problems with approval are anticipated. DSAS approvals hold weight with the Associate Deans, which will in turn hold weight with the Deans, and the scaled financial adjustments over two years should support its passing as well.

S. Baker introduced our new First Year Experience Coordinator, Tracy Emmons. T. Emmons shared that this is her third week on the job, so she is still learning. She expressed her enjoyment of meeting the team and though they have hit the ground running, they have been able to accomplish a significant amount in the way of building out this new First Year seminar in the last few weeks. She will be reaching out to each of the contacts in each of the individual colleges to make sure everyone is moving in the same direction so that the roll out for Fall 2024 will be seamless.

S. Baker mentioned the detailed email that was sent to each of the colleges regarding the coordination with Student Success for the first year seminar. Additional information is still needed to determine final scheduling, but she expressed her gratitude for the information received and she and the first year team will honor it to the very best of their abilities. They are committed to consider the college weeks with more flexibility, in particular, the overlap between university wide delivery of career issues and college delivery of career readiness factors. T. Emmons will be discussing this issue with each of the colleges, as well as colleges' desire to bring people to the sections during the college weeks. In a follow up email submitted to whomever was designated as the contact person for each college for the curriculum of the college weeks.

**2. Office of Student Success - Instruction and Training Update – Twambi Kerstetter**

T. Kerstetter has been working with N. Holmes and S. Baker focusing on the first year team as they arrive. The first wave of advisors will be ready to start on May 1, and the second wave will roll in early June. Advising managers are working on different sessions and getting them up to speed on the wonderful community of OSU. N. Holmes specified that the June wave will consist of 10 advisors. He also mentioned that the May training from the Directors will be recorded so that there is no need to repeat the training in June.

S. Baker added that the second wave of advisors will also do a bit more training by shadowing. To be able to advise all first-year students during the busiest enrollment days, T. Emmons, T. Kerstetter, N. Holmes, D. Link, S. Baker and the

managers will advise more students than they would typically advise during a regular advising session. This summer will be an all hands on deck, especially those early sessions where training the second wave of advisors is so critical.

S. Baker reminded the Directors that Twambi is available to help all of the colleges and any of the advisors across campus with training and professional development. However, just at this first stage the Office of Student Success is focused on their team and the first-year experience. K. Seuhs mentioned that CEHS had their first training this morning with one of their managers to talk about one of their more complicated majors. She expressed her appreciation with the pre training, training, and post training plan.

L. Millis inquired about any consideration of UNIV 1111 serving as an actual repeat grade wise for the existing college 1111. For instance, if a student receives a D or F this semester and needs to repeat the course in the fall, will it be a repeat to replace the grade? R. Peaster answered yes, UNIV 1111 will be equivalent in the system to the other first year experience courses so the repeat policy could be applied. S. Baker assured DSAS that they will make any changes necessary so that students do not bear the brunt of this change. R. Peaster reported that the State Regents' change to the Repeat Policy would include no cap on the number of courses that can be forgiven due to repeats. Implementation should begin Fall 2024, and additional information will be forthcoming. Ellucian built an automated program that marks the repeats according to the current "old" policy. However, the repeat policy changes are very different than the old repeat policy, so programming changes will be required quickly.

A. Martindale asked if the new repeat policy would be applied retroactively for students who had more than 4 repeats. R. Peaster answered that there is still a lot to sort out. More than likely at the end of Fall 2024 when all the grades are submitted, the repeat process will be applied to all the courses the students have taken Fall 2024, and it will apply the new policy for those Fall 2024 courses, but not necessarily running it on every course the students have ever taken. The same policy will apply to transfer students. When new transfer work is submitted the repeat policy would apply to any new transfer work, or any course that had a change. If there is a course of a grade change, the repeat policy would be reevaluated there. The State Regents are trying to be very student friendly. There are some contradictions within the policy that need to be sorted, however. Current understanding regarding the repeat policy is as follows:

- Students can repeat any class, not just the courses with D or F.
- New grade stands and previous grade falls off
- Original grade is removed from GPA but still labeled on the transcript
- There is no longer a maximum of 4 courses to allow the repeat
- All grades are counted for professional school

A. Martindale requested information regarding content and assignments of the UNIV 1111 so that college content could complement and not duplicate the university first year content. T. Emmons informed the Directors that she has a course outline, broken down week by week, and she will share that information with all the colleges when she meets with them, as well as coordinate all ideas to make sure that that Student Success is giving the students the best first year seminar possible.

### **3. Proposed Revisions to UARs 3.10 and 3.11 (Duplication of Curriculum) – Rita Peaster**

#### ***Summary***

*This document outlines proposed modifications to University Academic Regulations (UARs) 3.10 and 3.11 to clarify prohibited curriculum duplication scenarios intended by the policy, update verbiage to address multiple degrees, majors, minors and options beyond a second one, address duplication of majors across different award categories, and correct an inaccurate reference to State Regents policy.*

#### ***Background and Rationale***

*UAR 3.10 states, "An additional baccalaureate degree may not be earned in the same major as the first degree, even if the option is different," but the example provided does not address more complicated scenarios involving additional majors, particularly those that presented soon after the Fall 2017 revisions to this policy removing the additional 30-hour requirement to earn a second degree. More complicated scenarios have been added to clarify the policy intent.*

*The current policy language clearly addresses scenarios involving second degrees, majors, etc., but doesn't reflect the growing number of students who declare multiple credentials (e.g., three, four or more) and similar numbers of majors, minors, and/or options. Some of the revised policy language is to reflect its applicability to multiple curriculum components beyond two.*

*Given likely future growth in certificate programs and micro-credentials, verbiage has been added to clarify that while duplication of major across degrees of the same award category (e.g. multiple baccalaureate degrees) is not permitted, duplication of major across credentials of different award categories (e.g., undergraduate certificate, bachelor's degree, master's degree, doctoral degree) is permitted. Finally, an inaccurate reference to State Regents policy, which does not address duplication of curriculum, has been removed.*

#### *UAR 3.10 Additional Baccalaureate Degrees*

A student who receives a baccalaureate degree from OSU may use all applicable courses toward another OSU baccalaureate degree. An additional baccalaureate degree may not be earned in the same major as the first degree, even if the option is different. For example, it is not possible to earn both a BS degree in Sociology with an option in Anthropology and a BS degree in Sociology with an option in Applied Sociology. Completion of requirements for more than one concentration may be noted on the official transcript, but an additional degree will not be awarded. In addition, it is not possible to earn both a BS degree in Math with a second major in Spanish and a BA degree in Spanish. The Bachelor of University Studies cannot be earned as an additional or concurrent OSU baccalaureate degree.

#### *Additional Graduate Degrees*

The OSU Graduate College does not allow students to obtain an additional degree of the same award category in the same "major" as the first degree, even if the options/concentrations are different. For example, it is not possible to earn both an MS degree in Physics with a concentration in Medical Physics and an MS degree in Physics with a concentration in Optics and Photonics. Completion of requirements for more than one concentration may be noted on the official transcript, but an additional degree will not be awarded. Additionally, because of the OSRHE requirement for a coursework common core within a master's degree options, it should not be assumed that obtaining an additional option/concentration within the same degree program and level will be possible. Careful discussions and planning with the Graduate Program Coordinator prior to admission is imperative, if such study is desired.

#### *Multiple Credentials Across Different Award Categories*

While this regulation prohibits earning multiple OSU credentials at the same award category with duplication in majors (e.g., two baccalaureate degrees with the same major reflected in both), it is permissible for students to earn multiple OSU credentials with the same major if all credentials with duplication in the major are across different award categories. For example, it is permissible for a student to earn a micro-credential, undergraduate certificate, baccalaureate degree, graduate certificate, master's degree and doctoral degree all with the same major.

#### *UAR 3.11 Additional Majors, Minors and Options/Concentrations*

An additional major can be earned by satisfying all degree requirements for the primary major and the major requirements for the additional major plus any college/departamental requirements from the additional major degree plan if deemed appropriate by the college home of the additional major. If the general education requirements are met from one college, they do not need to be met for an additional major if it is in another college. Earning an additional major does not necessarily require hours above the minimum required for the primary major program. Whether additional hours are required generally depends upon the number of electives allowed by the primary program and the extent of overlap between courses in the majors. An additional major cannot duplicate an existing major within a degree program.

Minors are available for many fields of study. A list of current minors and their requirements can be found in the "[Minors and Certificates](#)" section of the *Catalog*. Undergraduate minors may not duplicate majors or options/concentrations within a student's curriculum (for example, a student who earns a BA in Art with an Art History concentration may earn a minor in Studio Art but not Art History).

Many degree programs offer a variety of embedded options/concentrations. Students may declare multiple options/concentrations for a single degree program, but only if the options have been approved to be offered under the parent degree-major program. All components of a student's curriculum, including multiple majors and/or minors, will be noted on the student's transcript while in-progress. Students should contact their college Student Academic Services office for information on adding or removing additional components to/from their curriculum.

***Motion was made by B. Morris and seconded by M. McIntyre to accept the proposed revisions to UARs 3.10 and 3.11, and the Directors of Student Academic Services approved.***

#### 4. Proposed Revisions to UAR 3.4 General Education Requirements – Rita Peaster

##### **Summary**

*This document outlines proposed updates to University Academic Regulation (UAR) 3.4 General Education Requirements recommended by the General Education Working Group in support of the General Education Task Force’s Transforming General Education final report and [Imperative 5: Objective 1](#) of the [University’s Strategic Plan](#). The proposed revisions are planned to be effective beginning with the 2025-26 academic year and include the following:*

- 1. Revise the general education area descriptions, and in some cases the associated designation codes, in support of a comprehensive review of each area to transform the historical subject-based approach to reflect a new focus on learning outcomes and competencies. For areas with a designation code change, previous coursework carrying an old designation will meet the new designation requirements.*
- 2. Increase the minimum credit hour requirement from 0 to 3 credit hours for both the Diversity (D) and Global Cultural Competency (G) designations in recognition that they will now count in the minimum 40 hours of general education credit required by the State Regents. Courses carrying the G (formerly I) and D designations are unique among general education areas in that the credit hours they carry can also count toward minimum credit hours required in another designation if the course is approved for multiple designations.*
- 3. Include a new, optional general education area of Fine Arts (F) that has no minimum credit hour requirement. These courses can be used to meet the additional general education credits required to meet the minimum 40 hours.*
- 4. Adjust the emphasis on the minimum 15 hours of general education requirements that should not be specified on degree plans to allow flexibility for students to select a Cowboy Compass Trail leading to a certificate to meet general education requirements.*

##### **Background and Rationale**

*The General Education Task Force (January-May 2022) was charged with evaluating OSU’s General Education program and recommending changes that would allow OSU to provide students with an innovative and valuable undergraduate experience, while also better following the General Education (GE) mission. Through examination of GE programs at other institutions, a university-wide survey soliciting responses from faculty, staff, and students, and discussions about the greater mission and philosophy of GE, the task force’s recommendations are summarized in the [We are Land Grant Strategy](#)’s objective to reform general education (see [Imperative 5, Objective 1](#)):*

*“Undergraduate students at Oklahoma State University will experience a reimagined General Education curriculum that emphasizes competencies of great citizens and professionals. The General Education will be oriented around a set of “Grand Challenges,” forming the basis of a coherent educational path that commences freshman year and carries throughout the conclusion of the General Education process. In so doing, OSU students will naturally form cross-disciplinary cohorts that strengthen not only intellectual development but social engagement as well. Potential hallmarks of the reimagined General Education curriculum include an introductory Freshman Seminar and a closely-coordinated, interdisciplinary “Cowboy Compass” to guide students through to completion.”*

*A General Education Working Group (GEWG) was formed in Spring 2023 charged with refining and implementing details of the comprehensive GE reform objectives while maintaining alignment with governing State Regents policy. The GEWG began by reviewing each general education area’s name, definition and requirements, and proposed updates that tie each area to specific learning outcomes. Updates were submitted to the General Education Advisory Council for approval. During this process, a new, optional Fine Arts (F) general education area was proposed as an additional avenue for students to fulfill the State Regents’ “additional liberal arts and sciences courses” requirement to meet the minimum total 40 GE hours. The D and G designations were also updated to ensure they meet the State Regents’ “additional liberal arts and sciences courses” requirement. [Attachment A](#) reflects the revised GE area definitions and learning outcomes.*

*[Attachment B](#) reflects initial draft guidelines for faculty to design Cowboy Compass Trails that will guide students through their GE experience and can result in completion of an undergraduate certificate embedded within a student’s degree requirements.*

*The State Regents removed the computer proficiency requirement from their undergraduate degree requirements policy as part of their 2023-24 Chapter 3 updates, so this reference has been removed.*

**Motion was made by A. Martindale and seconded by K. Kavalier to accept the proposed revisions to UAR 3.4, and the Directors of Student Academic Services approved.**

L. Millis mentioned that the trails plan is something that the Directors could use more training or guidance to assist them in working with the departments to get on the degree sheet and how they can implement it with students. S. Baker specified that pilot trails will be offered this fall with a few groups of students and advisors on the first year team. There may also be a need for a student to opt in or out of a trail, at any point. Training for the entire campus community of advisors is being considered. The trails are a great opportunity for students to be taking courses with students from other majors, and being exposed to a variety of vantage points.

B. Morris questioned the implementation of the changes within Courseleaf and on the degree sheets regarding common language across colleges. R. Peaster specified that help will be offered, however the most significant lift will come from the colleges. The campus community will need to work together on this effort, and suggestions should be forwarded to R. Peaster. A. Martindale expressed her concern that the timeline and implementation of this change is complicated. The College of Arts and Sciences' deadline for submitting degree changes for the following year is September 1. CAS faculty are not on campus during the summer months, so they would not know about this change until their return in August. Expecting their degree sheet proposal changes by September to be in the timeline for 2025 is worrisome. Spears School of Business has the same September deadline, as well as Ferguson College of Ag. A. Martindale added that since State Regents have relaxed some of their approvals versus notifications, possibly there is an opportunity to shift that timeline.

#### **5. 24-25 FAFSA Update – Linda Millis**

The Office of Scholarship and Financial Aid (OSFA) is working through packaging 3,300 prospective freshman students' financial aid. Notifications to those students will be submitted soon. More than a dozen issues have been identified with the processing of FAFSA, and the federal government is currently working through reprocessing those applications. Some issues involved the transferring of information from the IRS, and those issues take longer to resolve. We are scheduled to receive notification starting May 1, but we are still on point to award students that are not involved with the affected issues. OSFA began preparing financial aid packages for our prospective students because of their potential decision to make OSU their college home. Upon receipt of FAFSA information OSFA communicates with students to let them know that OSU has access to their information. Students and families are allowed to access their application and make corrections if needed. Students can log in to their portal to see their award as well. L. Millis will speak with Chad Blew regarding notification to the college recruitment teams when students are notified of financial aid packages to be able to anticipate questions.

Meeting was adjourned at 11:42am

Minutes were recorded by K. Campbell

## ATTACHMENT A: Revised General Education Area Definitions and Learning Outcomes

### (Q) - QUANTITATIVE THOUGHT & LOGICAL REASONING

#### **Purpose:**

Courses with the *Quantitative Thought & Logical Reasoning* designation equip students with the knowledge and skills necessary to identify and apply mathematical concepts in real-world contexts. These courses foster critical thinking, logical reasoning, and problem solving. By honing these skills, students are better prepared to make informed decisions, navigate numerical data, and appreciate the importance and practicality of mathematics in their personal and professional lives.

#### **Learning outcomes:**

1. Analyze relationships between varying quantities and recognize patterns in information.
2. Apply quantitative, geometric, or logical models to analyze and solve problems.
3. Form inferences using logical systems and mathematical information and communicate them effectively.
4. Accurately interpret and translate between appropriate multiple representations (symbolic, visual, graphical, numerical, or verbal) of logical or mathematical information.
5. Relate abstract generalizations of concepts to concrete instances of these concepts and generalize multiple instances of a phenomenon into broad observations.

### (H) - UNDERSTANDING HUMANITIES - HUMAN HERITAGE AND CULTURES

#### **Purpose:**

Courses with the *Understanding Humanities - Human Heritage and Cultures* designation emphasize the interpretation, analysis, and expression of ideas, values, and aesthetics that have played a significant role in shaping individuals and societies. These courses encourage students to analyze and interpret events and artifacts, while considering the diverse range of human ideas, cultural values, and aesthetics across various contexts. They often draw from disciplines such as history, philosophy, anthropology, archeology, cultural geography, modern and ancient languages, and cultural studies. In addition, they may pertain to music, art, drama, and dance courses that *are not* studio-based performance classes.

#### **Learning outcomes:**

1. Synthesize relationships of ideas, cultural values, or aesthetics to historic and contemporary cultures.
2. Assess how ideas, events, texts, artifacts or arts shape diverse individual identities.
3. Analyze and interpret events and artifacts, and consider the diverse range of human ideas, cultural values, and aesthetics across various contexts.
4. Enhance critical thinking, connect sources, and apply disciplinary concepts to generate coherent arguments related to the human experience.

### (S) - EXPLORING SOCIETY AND HUMAN BEHAVIOR

#### **Purpose:**

Courses with the *Exploring Society and Human Behavior* designation allow students to explain society and human behavior in social and/or physical environments through use of theoretical and methodological constructs. These courses are based on empirical observation of human behavior rather than the study of aesthetics, ideas or cultural values. In these courses, students critically analyze generalizations about society, explore theoretical structures, and realize the role of empirical observation in social and behavioral structures.

#### **Learning outcomes:**

1. Interpret fundamental concepts of the social/behavioral sciences.
2. Critically analyze generalizations about society and explore theoretical structures.
3. Describe and/or practice empirical observation using quantitative and qualitative methods in the social and behavioral sciences.
4. Compare and contrast dimensions of economic, social, or cultural diversity.
5. Examine cultural, social, and historic dynamics that influence individuals and groups.
6. Apply social and behavioral science concepts to the practice of ethical and engaged citizenship to facilitate adaptation in a constantly changing society.

### (N) - REASONING IN THE NATURAL SCIENCES

#### **Purpose:**

Courses with the *Reasoning in the Natural Sciences* designation provide essential insights into the fundamental principles underlying the physical and biological processes that govern our world. By acquiring a solid foundation in the natural sciences, students gain the ability to critically analyze the methods employed in scientific inquiry, comprehend the knowledge derived from these disciplines, and realize the interconnectedness of science and society.

#### **Learning outcomes:**

1. Demonstrate a fundamental understanding in a particular branch of the natural sciences.
2. Assess evidence, interpretations, outcomes, and solutions within the framework of natural sciences.

3. Identify and address broad, far-reaching problems through scientific techniques.
4. Describe how human involvement in physical and biological processes affects our world.

### **(L) - LABORATORY-BASED INQUIRY**

#### **Purpose:**

Courses with the *Laboratory-Based Inquiry* designation emphasize processes of scientific investigation using real-world applications in the natural sciences. Students engage in concrete experiences meant to strengthen skills of observation, analysis, and interpretation. Interacting with content in this way allows students to connect theoretical constructs with practical experiences and develops an ability to evaluate the credibility of others' scientific findings.

#### **Learning outcomes:**

1. Apply the principles and techniques of scientific inquiry, e.g., formulating hypotheses, conducting experiments, making observations, analyzing data, and interpreting results.
2. Communicate procedures, results, and conclusions of one's scientific inquiry.
3. Evaluate the credibility of scientific information.

### **(D) - DIVERSITY**

#### **Purpose:**

Courses with the *Diversity* designation are designed to cultivate critical thinking skills, cultural competency, and empathy necessary for navigating and appreciating diverse perspectives, identities, and experiences in the United States. Students will explore the ways in which social identities shape our human experience and reflect on historic legacies and present-day\* dynamics to develop the skills required to engage in respectful dialogue and collaboration with individuals from diverse backgrounds.

#### **Learning Outcomes:**

1. Reflect on identity through the examination of one or more underrepresented groups in the United States related to socially salient categories, which may include, but are not limited to, race, ethnicity, religion, social class, gender, age, disability, and sexual orientation.
2. Examine the ways that underrepresented groups define and express themselves and the context in which these developments occurred.
3. Critically analyze theories and systems of cultural, societal, political, or economic power.
4. Apply disciplinary and/or interdisciplinary theories and knowledge to comprehend diverse social, cultural, and political perspectives.
5. Apply concepts of diversity to the practice of ethical leadership and engaged citizenship.
6. Identify the ways in which issues of diversity may emerge in students' lives and careers through dimensions of personal responsibility and professional preparedness.
7. Engage in respectful communication with others, regardless of one's perspective.

\* Present-day is defined as approximately the last 5 years. A minimum of 25% of course content must fit the present-day definition.

### **(G) - GLOBAL CULTURAL COMPETENCY**

#### **Purpose:**

Courses with the *Global Cultural Competency* designation are designed to cultivate critical thinking skills, cultural competency, and empathy necessary for navigating and appreciating diverse perspectives, identities, and experiences outside the United States. These courses equip students with the basic skills needed to successfully navigate a multicultural world, to reflect on historic legacies and present-day\* dynamics, and provide a foundation for identifying and assessing potential avenues for positive change, growth, and development at a global level.

#### **Learning outcomes:**

1. Identify international dimensions of political, economic, ideological, and ethical perspectives and relate these to the complex systems of oppression, political ideology, globalization, or other similar dynamics.
2. Analyze the complex issues, problems, or obstacles that affect societies, economies, or the environment worldwide to determine the difficulties and possibilities that exist on a global scale.
3. Develop knowledge, skills, and attitudes that enable individuals to navigate cultural differences, communicate respectfully, and collaborate across cultural boundaries.
4. Apply disciplinary and/or interdisciplinary theories and knowledge to comprehend diverse global social, cultural, and political perspectives
5. Apply concepts of global cultural competency to the practice of ethical leadership and engaged citizenship.
6. Identify the ways in which global cultural competency may emerge in student's lives and careers through dimensions of personal responsibility and professional preparedness.
7. Engage in respectful communication with others, regardless of one's perspective.



\* Present-day is defined as approximately the last 5 years. A minimum of 25% of course content must fit the present-day definition.

## **(F) - EXPRESSION THROUGH FINE ARTS AND LANGUAGES**

### **Purpose:**

Courses with the *Expression through Fine Arts and Languages* designation provide students with opportunities to apply experiential methods in order to analyze and understand the meaning and value of fine and language arts. These courses encourage students to create, participate in, and interact with content through visual or performing arts, creative writing\*, and foreign languages.

### **Learning outcomes:**

1. Interpret and apply the techniques and theoretical approaches to communication, performance, and/or production in visual arts, performing arts, creative writing, and foreign languages.
2. Evaluate how individual and collective identities are expressed and shaped through the visual arts, performing arts, creative writing, or foreign languages.
3. Examine cultural, social, and historic dynamics that influence visual, performing, and linguistic arts.
4. Demonstrate knowledge and skill through artistic production, performance, and/or practical application.

\* Creative writing, a form of artistic expression, draws on the imagination to convey meaning through the use of imagery, narrative, and drama. This is in contrast to analytic or pragmatic forms of writing. This genre includes poetry, fiction (novels, short stories), scripts, screenplays, and creative non-fiction.



## ATTACHMENT B – Cowboy Compass Trail Guidelines for Faculty (March 2024)

Cowboy Compass brings coherence to the existing General Education (GE) system by establishing outcomes-based learning objectives, providing the foundation needed for specialized study and professional success, and creating cross-disciplinary student cohorts. Cowboy Compass Trails thematically organize GE courses around ‘big questions,’ designed using faculty expertise and drawn from OSU’s strategic plan areas, UN sustainability goals, or other key contemporary issues. Students may earn a certificate in a Trail while meeting their GE and overall degree plan requirements.

### The Logistics:

1. Trail topics will reflect big questions or grand challenges. They may be drawn from strategic areas, UN sustainability goals, or other key contemporary issues where OSU faculty or departments have expertise.
2. Trails should be accessible and appeal to a broad range of students – encompassing a mix of breadth and depth. Faculty Trail Blazers will be required to demonstrate how the proposed curriculum fits within several degree programs.
3. Anticipate creating approximately 30 Trails total, built via cross-disciplinary/cross-college faculty expertise groups.
4. Trail course sets should relate thematically.
5. Each Trail should include courses from at least two colleges – more if possible.
6. Plans should encourage each student to take courses across multiple colleges.
7. **All courses in a Trail must have a GE designation.** Plan for a minimum of 15 hours to meet current certificate requirements (minimum 15 hours, 16 for financial aid eligibility).
8. Each Trail should include a minimum of 3 GE core designation requirements (not including the L designation) and can be planned to meet all GE core designation requirements. Trails are not required to encompass all GE requirements.
9. Central Trails course lists should focus on lower division GE foundational courses (1000 and 2000 level) as much as possible.
10. Trail Blazers should plan for a pool of 1-5 Introductory courses to a Trail.
11. Trail Blazers should plan for pool of 1-5 Culminating courses to a Trail.
12. Courses can appear in multiple pools if they have more than one designation.
13. A Trail *may* include the required English Composition, U.S. History, or U.S. Government courses but must also meet the other GE minimum requirements.
14. Courses should include applied and high impact approaches throughout the Trail course set.
15. Culminating courses/experiences should be trans-, multi, and/or interdisciplinary and should ideally include applied, experiential learning, or high impact practices. If not currently GE or inclusive of the above elements, plans for course creation or revision should be outlined in the cover sheet. At least one current GE approved course must be included at first submission. Note that students are likely to take culminating Trail courses/experiences starting in their sophomore year.
16. All courses included in a Trail should be accompanied by a short justification about the course’s relevance to the Trail’s theme and/or learning objectives.
17. Departments will manage/support Trails with a key department contact. Faculty Trail groups should identify a managing department and key contact person.
18. Opportunities to revise, add, and remove classes, to close down or initiate new Trails, and to revise course content to meet Trail intent will be available as the system is in place via the curricular approval process.

### Taking a Trail (in Summary)

- All Trail courses must be GE designated.
- Each student’s Trail courses (including the Introductory and Culminating courses/experiences) must encompass at least three different GE designations.
- Each student in a Trail will take both an Introductory Course and a Culminating Course/Experience.
- Each student will take at least 9 credits of Central Trail Courses - Central Trail course lists should focus on lower division GE foundational courses (1000 and 2000 level) as much as possible.
- A student’s Central Trail Courses cannot all have the same GE designation nor should they be taken from or housed in the same department or college. Students will be encouraged to take courses across multiple colleges.
- Each Trail will consist of a minimum of 15 credit hours, meeting the requirements for a certificate.

## Cowboy Compass Base Trail

(15 or more credits encompassing at least three different GE designations)

### Introductory Course: 3-4 credits

1000 or 2000 Level GE Designated Course

Provides introduction to and motivation for the Trail.

Faculty Trail Blazers should select a pool of 1-5 courses.



### Central Trail Courses

Students will choose at least 9 credit hours from several pools of GE designated courses.

Faculty Trail Blazers should minimize the inclusion of upper division courses in this section.

1<sup>st</sup> GE  
Designated  
Option Pool

—

Identify 2 or more course options with this designation. Students will select 1 course.

2<sup>nd</sup> GE  
Designated  
Option Pool

—

Identify 2 or more course options with this designation. Students will select 1 course.

3<sup>rd</sup> GE  
Designated  
Option Pool

—

Identify 2 or more course options with this designation. Students will select 1 course.

*OPTIONAL  
Designated  
Option Pool*

—

*Identify 1 or more course options with this designation. Students may select 1 course.*

(At least 3 different GE designations must be offered here)



### Culminating Course/Experience: 3-4 Credit hours

Trail Blazers should select a pool of 1-5 courses.

Courses should be trans-, multi, and/or interdisciplinary and should ideally include applied, experiential learning, or high impact practices.

If currently not GE designated, or not inclusive of the above components, courses can be planned/revised.

At least one current GE approved course must be included at first submission.

Please note plans in cover sheet.