

INSTRUCTION COUNCIL

MINUTES

Thursday, October 2, 2025

126 ITLE or Zoom

<https://okstate-edu.zoom.us/j/93408932681?pwd=k7XfZJyUQZIDaBosY89x45j3PHDFfs.1>

Meeting ID: 934 0893 2681

Passcode: 097849

9:00 a.m. – 10:30 a.m.

In attendance: Laurie Beets, Chad Blew, Larry Burns, Aaron Christensen, Cynda Clary, Chris Francisco (Chair), Craig Freeman, Richard Frohock, Jami Fullerton, Ty Hawkins, Kelva Hunger, Diane Jones, James Knecht, Marlys Mason, Rita Peaster, Carisa Ramming, Jennifer Rudd, Adrienne Sanogo, Rebecca Sheehan, Ronna Vanderslice, and Ashley Varnell.

Meeting was called to order at 9:01am.

1. **Legal Changes to Aid for Undocumented Students – Chad Blew**

Blew provided an update on recent legal changes affecting undocumented students and tuition waivers. These changes required the University to rescind previously granted out-of-state tuition waivers for certain undocumented students this semester. Historically, undocumented students who met specific requirements were eligible for out-of-state tuition waivers. Approximately 28 students were impacted by the change.

A letter went out to these students, and they were given options, which included late withdrawal or the ability to provide documents to the Registrar's Office to report their status, if there has been a change. An email was also sent to the college scholarship coordinators to inform them of these changes.

Blew's update also addressed implications for scholarships and financial aid. Undocumented students are no longer eligible to receive Foundation-funded scholarships or awards, even if they were previously selected. However, they remain eligible for private, third-party scholarships provided directly by donors. The Office of Scholarships and Financial Aid is coordinating with college scholarship coordinators to ensure compliance and will add a new citizenship attribute code to scholarship data files, identifying students as legally present non-citizens, undocumented, or international.

Clary asked whether undocumented graduates of pathway institutions qualify for in-state tuition waivers. Peaster clarified that residency and tuition status are reevaluated for each student at the time of admission. Questions were also raised regarding transfer and residency pathways for students from Oklahoma two-year institutions. It was clarified that legally present transfer students holding a Real ID may still qualify for in-state tuition, while undocumented transfer students without a Real ID do not, even if they earned an associate's degree in the state.

The financial impact of these changes is significant, with tuition costs for affected students often doubling. The Bursar's, Registrar's, and Scholarships & Financial Aid Offices are working with impacted students to establish payment plans and provide financial counseling to help them remain enrolled. Fully online graduate students will continue to pay the online tuition OneRate.

The last update from Blew was that federal financial aid remains unaffected by the government shutdown.

Francisco expressed appreciation for the collaborative efforts of staff and administrators in supporting students through this transition.

2. Curriculum

Course Action Summaries:

School of Global Studies (see attached)

Clary moved to approve, and Sheehan seconded. Instruction Council members approved the School of Global Studies course action summary.

Program Modifications:

Ferguson College of Agriculture

Minor in Agricultural Leadership

Change to existing minor

- Remove AGLE 3403 and AGLE 3803
- Add 6 hours of upper-division AGLE courses
- Total credit hours will not change
- Rationale: Updating degree requirements to reflect current course offerings. This modification will allow students additional flexibility in completing the minor.

Minor in Animal Science

Change to existing minor

- Add ANSI 1023 as an alternative to ANSI 1124
- Add ANSI 2233 or ANSI 2253, ANSI 3423, and ANSI 3543 as required courses
- Decrease electives from 18 to 9 credit hours
- Total credit hours will decrease from 22 to 21 credit hours
- Rationale: Updating degree requirements based on recent changes in course offerings. The modification will also give students a better foundation in the animal science discipline.

Minor in Soil Science

Change to existing minor

- Remove the multiple "Select from" lists of courses
- Consolidate course options into one list, from which students will select 12 credit hours
- Total credit hours will decrease from 19 to 16 credit hours
- Rationale: Simplifying requirements and providing additional flexibility for students since some courses are not offered every year.

Updating courses during program reviews (animal leadership)

Don't have capacity for all students to take the labs – majors will take the for-credit courses with the lab; took off for nonmajors

Sanogo moved to approve, and Freeman seconded. Instruction Council members approved the Ferguson College of Agriculture program modifications.

College of Arts and Sciences

Bachelor of Science in Applied Computer Programming (334)

Course requirement change

- Remove SPCH 2713
- Remove communication requirement (select one course from ENGL 3323, BCOM 3113, BCOM 3223, or SPCH 3723)
- Add PHIL 3783 as an alternative to CS 4883
- Increase CS electives from 6 to 9 credit hours
- Total credit hours will not change
- Rationale: Removing specified (S) designated general education courses will allow students to pursue a Trail. ABET accreditation allows for PHIL 3783, which provides additional flexibility for students.

Bachelor of Science in Computer Science (052)

Course requirement change

- Remove SPCH 2713
- Add PHIL 3783 as an alternative to CS 4883
- Total credit hours will not change
- Rationale: Removing specified (S) designated general education courses will allow students to pursue a Trail. Allowing students to select from CS 4883 or PHIL 3783 provides additional flexibility.

Bachelor of Arts in Strategic Communication (476)

Degree requirement change

- Option in Sport Communication
 - Removing “A minimum of 72 hours must be taken outside of MC-MMJ-SC-SPM”
 - Updating language related to transfer credit hours to “No more than 6 hours in MC-MMJ-SC-SPM transferred from other institutions can be used toward major requirements. Additional hours in MC-MMJ-SC-SPM transferred from other institutions may be applied to other degree requirements as appropriate.”
 - Total credit hours will not change
 - Rationale: The 72-hour rule is outdated. The accrediting agency (ACEJMC) recently relaxed restrictions on how many hours in the major can apply towards the degree.

Sanogo moved to approve, and Freeman seconded. Instruction Council members approved the College of Arts and Sciences program modifications.

College of Education and Human Sciences

Minor in Aerospace Administration and Operations: Aerospace Security

Change to existing minor

- Remove AVED 3483 and AVED 4423 as required courses
- Add Select 6 hours from AVED 3483, AVED 3493, AVED 3623, and AVED 4423
- Total credit hours will not change
- Rationale: Addressing course availability issues and removing enrollment barriers for students completing the minor.

Bachelor of Science in Aerospace Administration and Operations (247)

Course requirement change

- Option in Professional Pilot
 - Remove AVED 2122 and AVED 3341
 - Add AVED 2121 and AVED 2162 or AVED 3342
 - Total credit hours will not change
 - Rationale: Updating the curriculum to align with FAA training requirements.

Minor in Aerospace Administration and Operations: Professional Pilot

Change to existing minor

- Remove AVED 2122 and AVED 3341
- Add AVED 2121 and AVED 2162 or AVED 3342
- Total credit hours will not change
- Rationale: Updating the curriculum to align with FAA training requirements and providing students with an optional path toward obtaining a Restricted-Airline Transport Pilot certificate.

Bachelor of Science in Applied Exercise Science (514)

Course requirement change

- Option in Pre-Professional
 - Add BIOL 3203 and BIOL 3201 as an alternative to BIOL 3204
 - Remove HHP 2802, HHP 3663, HHP 4773, PHYS 1114, BIOL 1604, BIOL 3204, BIOC 3653, CHEM 1225 or CHEM 1515, CHEM 3013, and CHEM 3012
 - Increase electives from 10 to 29 credit hours
- Option in Sport and Coaching Science
 - Remove HHP 3663, HHP 4880, and HHP 4773
 - Add HHP 3664, HHP 4960, and HHP 4774
 - Decrease electives from 27 to 25 credit hours
- Total credit hours will not change
- Rationale: The proposed changes to the Pre-Professional option will better serve students' learning. The proposed changes to the Sport and Coaching Science option are the result of credit number changes.

Bachelor of Science in Fashion Merchandising (340)

Course requirement change

- Remove DM 3553
- Add DM 4010
- Total credit hours will not change
- Rationale: The content from DM 3553 was combined with DM 3563. DM 4010 provides students with coursework related to event planning.

Minor in Fashion Merchandising

Change to existing minor

- Add DM 2423 and DM 3993
- Remove DM 3553 and DM 4453
- Total credit hours will not change
- Rationale: Addressing a hidden prerequisite issue that existed with DM 4453 by replacing the course with DM 3993. Content from DM 3553 has been combined with DM 3563.

Undergraduate Certificate in Family and Consumer Sciences Education (New)

New program request

- Delivery method: Traditional
- Total credit hours: 18

- Rationale: The proposed undergraduate certificate provides an alternative pathway for students who do not hold a degree in Human Development and Family Science: Family and Consumer Sciences Education to obtain the necessary coursework for teaching certification and county Extension work.

Undergraduate Certificate in Infant, Child and Family Programming (New)

New program request

- Delivery method: Traditional
- Total credit hours: 18
- Rationale: The proposed undergraduate certificate will provide foundational and skills-based learning through the design, translation, and implementation of best practices in family-centered infant and child programming. The certificate addresses the growing demand for professionals who have the training and skills necessary to create and deliver developmentally appropriate and family-centered programming for infants and young children.

Doctor of Professional Practice in Innovation and Change (New)

New program request

- Delivery method: Electronic
- Total credit hours: 60
- Rationale: The proposed degree is a part-time online program designed for practitioners who wish to pursue an advanced degree to transform practice while remaining in their professional positions. Graduates of the program will be equipped with the knowledge and skills needed to integrate theory, practice, and research to solve authentic problems of practice in their organizations to improve outcomes.

Concerns about the name (not the content), as it does not reflect what the content seems to be. Suggestion to make the name clearer for who the intended target is to be. This new program request will be tabled for now to address the name change.

Undergraduate Certificate in Trauma Informed Care (New)

New program request

- Delivery method: Traditional
- Total credit hours: 18
- Rationale: The proposed undergraduate certificate will meet a growing need across education, health, and social service sectors for professionals trained to understand and respond to the impact of individual, family, and community trauma.

Clary moved to approve, and Mason seconded. Instruction Council members approved the College of Education and Human Sciences program modifications and new program requests with the exception of the Doctor of Professional Practice in Innovation and Change (New), which was tabled to address the name change.

College of Engineering, Architecture and Technology

Minor in Safety and Exposure Sciences

Change to existing minor

- Change minor name to Safety Sciences and Management
- Remove FPST 2343 as a required course
- Add FPST 3013 as a required course
- Total credit hours will not change

- Rationale: Updating the name to reflect the curriculum accurately. Simplifying the core courses to make the minor more accessible to students across the Engineering and Environmental Science disciplines.

Sanogo moved to approve, and Freeman seconded. Instruction Council members approved the College of Engineering, Architecture and Technology program modification.

Spears School of Business

Undergraduate Certificate in Business Financial Essentials (296)

Program suspension

- Suspend program beginning fall 2026
- Program will be reinstated or deleted within three years
- Rationale: There is a lack of student interest. Students can earn a similar credential through the Undergraduate Certificate in Business Essentials.

Undergraduate Certificate in Casino, Gaming, and Resort Management (345)

Program suspension

- Suspend program immediately
- Program will be reinstated or deleted within three years
- Rationale: The program's continuation has lost its viability due to course streamlining processes within the college.

Sanogo moved to approve, and Fullerton seconded. Instruction Council members approved the Spears School of Business program suspensions.

Veterinary Medicine - discussion but no action

Master of Science in One Health (New)

New program request

- Delivery method: Electronic
- Total credit hours: 30
- Rationale: The proposed program provides interdisciplinary training in human, animal, and environmental health, preparing graduates to tackle emerging public health concerns and support sustainable development. This degree will advance the university's land-grant mission by fostering collaboration among the university's veterinary, agricultural, environmental, and public health programs.

The members discussed the proposal for the Master of Science in One Health new program proposal, which was brought forward for feedback and clarification but not for formal action. Francisco noted that the proposal demonstrates strong potential and aligns with the University's mission to promote interdisciplinary collaboration across human, animal, and environmental health. However, he also raised concerns that several academic units were not represented in the curriculum and that some departments listed as participating did not have any contributing courses.

Rudd provided background on the program, explaining that it was initially developed to prepare graduates for leadership roles in public health and policy through a collaborative "One Health" framework. The program was first proposed through the Graduate College but is now being housed within Veterinary Medicine, in keeping with the Graduate College's preference for such programs to reside in disciplinary units. She acknowledged that electronic delivery limitations currently restrict course offerings within Veterinary Medicine but emphasized the program's goal of integrating students from multiple fields into shared coursework.

Francisco agreed that the proposal is conceptually strong but suggested that a full master's program requires broader participation and curricular development beyond what is currently offered online. Clary agreed that this proposal needs to have more input for it to be offered as a full master's degree. Francisco proposed a working group of faculty at least from CVM and FCA (Sanogo and Hawkins asked for CEHS and CAS to be involved as well) to expand and refine the curriculum so it more fully reflects the program's interdisciplinary objectives.

Hawkins inquired as to the intended student population and potential outcomes of the degree, noting concerns about ensuring sufficient disciplinary depth to avoid overly generalized training. Rudd responded that the program aims to create professionals equipped to bridge traditional disciplinary boundaries and lead collaborative policy and health initiatives.

Francisco concluded that the proposal would be held for further development and encouraged continued cross-college collaboration to strengthen course offerings and academic alignment before resubmission.

3. Other

Preparation for HLC Accreditation Visit – Kelva Hunger

Hunger provided an update on the University's ongoing preparations for the upcoming HLC accreditation visit, scheduled for April. She explained that as part of the visit, the HLC team will host open forums on campus to engage with the university community. To prepare for this, the University will hold a test-run open forum on November 6th to both raise awareness about the accreditation process and provide an opportunity to practice facilitating and participating in these sessions.

The November 6th event will take place from 10:30am to 3:15pm in one of the Case Study rooms, with an additional Zoom streaming option available for those who cannot attend in person. However, active participation will only be available to in-person attendees. Because of limited seating, priority invitations will be extended to members of the President's Office, Provost's Office, and team leads for steering committees, as well as to other key campus groups before registration opens more broadly. A registration link will be distributed via email once the webpage is live.

Hunger noted that the forum will include sessions for each of the HLC's criteria for accreditation. The event will begin with opening remarks from the President and the Provost, followed by the discussion sessions, a scheduled lunch break, and afternoon sessions covering the remaining criteria.

Francisco added that the mock forum serves two key purposes: first, to give participants practical experience in facilitating and responding to open forum discussions, and second, to provide the campus community an opportunity to offer feedback on the University's self-study narrative and overall preparedness. The goal is to ensure that the institution's arguments and evidence presented to HLC reflect the campus community's perspective and accurately demonstrate the University's strengths and areas for improvement.

Francisco also noted that while attendance is voluntary, the session will be valuable for those closely involved in accreditation, and the planning team hopes for engagement from faculty and staff who can provide constructive input.

Hunger concluded by noting that the event webpage and registration materials are nearing completion and will be launched soon. Appreciation was expressed to Hunger and the UAT team for their work in organizing the event and preparing communications materials.

Student Complaint Tracking Qualtrics Form and Website – Chris Francisco

Francisco provided an update on the new Student Complaint Tracking System, explaining that both the Qualtrics form and the associated webpage have been completed, and giving credit to Erin Petrotta and her team. Francisco noted that the new, more robust system is helpful for ensuring compliance.

The complaint tracking webpage lists the various existing channels through which students can resolve concerns. If a student is unable to resolve a matter through those established routes, the page provides a form that can be submitted directly to the Provost's Office. Once received, Francisco will review each complaint and determine the appropriate office or individual to address it (dean, associate dean and/or department head). The responses will be tracked through a companion Qualtrics form submitted by the office handling the resolution.

Francisco clarified that the system is not intended for routine grievances, such as grade disputes, late homework issues, or dissatisfaction with instructors. Instead, it is designed to capture institution-level or policy-related concerns—for example, issues involving transfer credit practices or compliance with State Regents' policies. The purpose is to identify potential patterns or systemic issues that may warrant changes to institutional processes or policies.

He acknowledged that some department heads had expressed concern about the new system but reassured the group that it is not a punitive mechanism and is consistent with federal expectations for institutional accountability. In most cases, complaints related to academic matters will be forwarded to the relevant associate dean or dean, who may then assign the matter to the appropriate department or undergraduate coordinator. Francisco noted that the process will mirror the handling of EthicsPoint submissions, with most cases being routed through deans' offices rather than directly to departments, except in rare circumstances where a dean's office is already involved.

Francisco concluded by mentioning that, while he does not expect a large number of submissions, recent EthicsPoint activity had increased, largely consisting of minor or repetitive issues unrelated to this new system. He reiterated that the complaint tracking form is designed to ensure transparency, compliance, and institutional improvement, rather than to serve as a general complaint outlet for everyday student issues.

2015 HLC report – Chris Francisco and Rita Peaster

Francisco noted that in addition to previous discussions regarding the upcoming HLC Accreditation Visit, there remains a follow-up item related to instructional technology and classroom modernization. He referenced feedback from the 2015 HLC report, which identified the need for continued attention to classroom technology upgrades and maintenance.

Peaster, who is leading the drafting of Criterion Three for the HLC report, observed that it would be beneficial to provide documentation demonstrating that the University has been responsive to the concerns raised in the previous review. She has collaborated with Jeff Huber to compile data on general university classroom improvements, including upgrades implemented in recent years. Francisco emphasized that, beyond university-managed classrooms, it would be helpful for each college to provide a brief summary (one to two paragraphs) describing technology enhancements made within college- or department-controlled classrooms.

Francisco encouraged colleges to highlight significant improvements, such as state-of-the-art equipment in new facilities, installation of hybrid teaching technology (including swivel units and OWL cameras implemented during the COVID-19 pandemic), or other modernization efforts that demonstrate responsiveness to prior feedback. The intent is to present clear evidence to HLC reviewers that the University has addressed previously identified areas for improvement and continues to invest in instructional infrastructure.

Francisco requested that colleges submit their summaries within the next month so the information can be incorporated into the HLC evidence file. He reiterated that submissions should remain concise, focusing on major updates or examples from roughly 2015 to the present, with particular attention to developments from the past five years.

Oct 16th Instruction Council Meeting Schedule Adjustment – Chris Francisco

Francisco announced that the October 16th meeting will begin at 9:30am instead of 9:00am to accommodate a conflicting meeting scheduled by the President's Office. The meeting will still conclude by 10:30am.

Six-Week Grade Submissions – Chris Francisco

Francisco expressed appreciation to all colleges and departments for their efforts in submitting six-week grades, noting that the overall submission rate was approximately 97%, which represents a strong institutional performance, even though submission rates have been as high as 98-99% in the past. He noted two areas where improvement is needed. First, several large lecture courses had not submitted grades, which presents a concern given the number of students impacted. Francisco stated that such omissions should be addressed within annual faculty evaluations, unless there were documented extenuating circumstances such as illness or personal emergencies. He underscored that submitting grades for high-enrollment courses must remain a priority due to their impact on student progress and academic advising. Second, he encouraged colleges to hold department heads accountable for meeting internal grade submission deadlines, as adherence to these timelines supports institutional consistency and data reporting.

During the discussion, it was noted that one department in CAS had missed the college's internal deadline despite reminders. Francisco encouraged departments to view internal deadlines as firm expectations rather than flexible targets, emphasizing that timely submissions reflect professional responsibility and accountability. He acknowledged that the vast majority of departments submitted grades on time and thanked faculty for their diligence, highlighting the essential role of timely grading in student advising and retention efforts.

Clary recommended that 3000-level courses be included in future early-grade reporting, as more students are enrolling in these classes earlier in their academic careers and could benefit from midterm feedback.

The group agreed that this proposal warranted further consideration.

Members also discussed ways to provide students with grade feedback once grade entry has closed. It was suggested that instructors could create a text-entry column in Canvas to post midterm grades, allowing students to view their progress without altering calculated grades. Francisco supported this approach, recommending that faculty use a text-only column to avoid unintended effects on grade calculations.

Additional discussion focused on graduate teaching assistants (GTAs) and the need to reinforce expectations for professional accountability in grading and instructional responsibilities. Some colleges are implementing measures to ensure that GTAs understand their contractual obligations and that noncompliance may affect future appointments.

Francisco addressed concerns raised by some faculty regarding internal grading deadlines being stricter than the Registrar's final deadline. He explained that internal deadlines serve an important operational purpose, allowing departments and colleges sufficient time to verify submissions and address any discrepancies before institutional deadlines. He encouraged faculty to communicate with their department

heads or deans if they require additional time under exceptional circumstances, noting that flexibility may be considered on a case-by-case basis.

Several participants discussed the importance of six-week grades in supporting predictive analytics and student success initiatives. Burns reported that midterm grade data accounts for approximately 40% of predictive scores used to identify students at risk academically, with early grades shown to be around 90% accurate in forecasting performance outcomes. This fall, Burns and his team will see how predictive midterm grades are for upper-level students, as they have now been tracking first year students four years in a row now.

There was brief discussion about whether grade entry could be temporarily reopened for specific high-impact courses with large numbers of first-year students to capture missing data for predictive analytics.

While Francisco acknowledged the importance of complete data, he emphasized the need to maintain the integrity of institutional deadlines to ensure that grade reporting remains consistent and reliable.

In closing, Francisco reiterated his appreciation for the collective effort in achieving a 97% submission rate and acknowledged the challenges faculty and departments face in managing grading workloads. He noted that timely grading is critical not only for academic advising but also for the University's data-driven retention initiatives. Francisco thanked Ramming and CEAT for getting all of their grades submitted on time.

Meeting was adjourned at 10:01am.

Minutes were recorded by Ashley Varnell.