

INSTRUCTION COUNCIL
MINUTES
June 7, 2013
204 WH
9:00 – 10:30 a.m.

Present: Raj Basu, Celeste Campbell, Cynda Clary, Bruce Crauder, Bavette Miller, Chris Ormsbee, Shiretta Ownbey, Jeremy Penn, David Thompson, Jean Van Delinder, Mark Weiser, Lisa Mantini, Tina Meier, Robin Leach, Roy Degler, Brenda Masters (chair).

Motion to approve the May 10, 2013 Minutes.

Members approved.

1. D2L– Tina Meier and Robin Leach

• **Access to D2L for the Library**

Robin Leach noted that they would like to request a new “role” for the Library within D2L. Roy Degler went on to say that they have been talking about this, and were close, but didn’t get this accomplished. The Library would like to move course reserves into the D2L. Now, due to the desire to provide increased ease of access for students to course content, and take advantage of existing O-key logon procedures, we are hoping to get this new “role” created. Tina will need to have the names of individuals who will need access in this role.

The role we need will only have access to the content section of an individual course, and may only create a single module called “Library Services or Resources” and only place topics (links or .pdf’s) in that module. Members noted that this account does need both add and delete privileges. For the submission process, faculty will be asked to approve placement of materials in the course content. By requesting an additional role for D2L for the library, library employees can do inserts for courses and can take advantage of the applications for course level access to the reserves. It was asked if it would be possible to restrict access and Tina noted that this would be possible to just have a specific topic. How would it affect merging, would information disappear as it does presently and Tina said with version 10 there shouldn’t be glitches. Not all library resources are available on both campuses (Tulsa), the Library is bound by licenses. All students should have the same access. There should be no barriers. Raj indicated in most cases most resources are available to all students and if not, the library has been helpful in these cases.

Members approved.

• **Access to D2L for Non-OSU Students Participating in Alliance Education**

Dr. Ownbey became aware of this OSU issue because of her work with the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). The distance education model of the Great Plains IDEA is that a group of faculty representing several Alliance campuses create a collaborative academic program. The courses that comprise the program are taught from the various participating campuses. Each student is admitted to one of the participating institutions and that student enrolls in all required courses through his/her home institution. (There is no transferring of courses from campus to campus – even though courses are taught from multiple institutions.) The issue for discussion is associated with non-OSU students (students in an alliance online program who were admitted at other alliance institutions) taking courses taught by OSU professors. The non-OSU students need access to D2L when they take a course delivered from OSU, but they don’t have an O-key account and are not in SIS. We have worked with Tina Meier’s IT group to set up “guest user service accounts” for years. This is a “messy” process for the academic college, the non-OSU students, and for IT. We pay a fee to IT for each guest account each semester and IT has us generating passwords that we provide to the students (much human error is possible with this system and it lacks privacy for the students). Half-way through the semester, the passwords expire and the passwords are changed manually. There are many problematic issues with the current process. Tina Meier has been working several avenues to find a solution to this and has identified a possible way to improve this process by using Federated Identity Services, a system that provides identity authentication. With

D2L version 10, a service has been built so that OSU will be able to use federated services with our InCommon membership. Through this federation, we are able to allow students and faculty from other institutions that are members of the InCommon consortium to use their institutional username and password in our OSU/D2L system. Using this resource would remove the need for guest service account creations. A college would need to provide information on those enrolled in each course to ensure that information matches each student's institutional credentials (i.e., make sure the person is the person we think he/she is). In addition to Human Sciences, other colleges are working on collaborative programs (CASNR/CEAT) and this might help them as well. Tina notes that there would be some costs a one-time setup fee of \$5,000 and an annual maintenance fee of \$500. Human Sciences would certainly be able to contribute to the one-time setup fee but doesn't think that they could pay the entire amount. Dr. Ownbey noted that OSU and HS has been part of the alliance for some time and students are admitted through their home institution. Tina noted that it is a problem and by using the upgraded D2L system 10, they can use the federated credentials. This would allow the faculty members access the students account. Tina is trying to simplify this authentication process. Members ask if the University could pay the \$5,000 and \$500 a year after the first year. Dr. Campbell asked how many guest accounts will be needed, what type of labor would be required from the Registrar's Office. Tina thought around 2000 and it was noted that this should be included in the preparation discussions for Academic Affairs, if asking for assistance at the university level. Dr. Penn is using the Federated credentials for placement testing. It was noted that OSU would be able to collaborate with more endeavors, if OSU could participate in the program. OSU has no password privacy with the current process and this would provide more security. Tina noted that everyday entities are adding services to the Federated Identity Service and many government services participate. If the instructor posted pdf files rather than link to library resources the off-campus student could access the materials. Tina replied, yes. Members voted approved and requested that the funding be requested from Academic Affairs. Dr. Masters noted that information on the cost will be gathered.

Federated Identity Services

- **Access to D2L for the "R" Grades**

When a student receives a grade of "I" (incomplete), the student is now allowed access to the course's D2L site for one year in order to complete the work necessary for removal of the "I." This change resulted from Instruction Council requesting this extended access from Tina Meier. Today, we had a faculty member ask about the possibility of treating an "R" grade assigned to a student in a creative component course the same as we treat the incompletes (relative to giving the student continued access to the D2L site for the creative component course while the project is being completed). If it involves a small number of students, Tina doesn't mind doing this manually. The Registrar's Office will pull the numbers and Tina and Dr. Campbell will work out the details. Members approved.

2. Course Exam Content – Lisa Mantini

Dr. Mantini asked, "Is there a policy on common exam content?" Right now, it is solely up to the instructor. Some members said that they didn't think that the intent of common exams was based on the same or similar content. There is a policy for conflicts of common exam vs regular exams. Jeremy noted that the testing center could accommodate, but there is a fee. Members noted that as long as the majority of content is common then it should be acceptable. The dates and times of the common exams are published in the course schedule book. The exam policy needs to be reviewed and possibly modified.

3. Curricular Requests

College of Human Sciences

HUMAN DEVELOPMENT AND FAMILY SCIENCE, MS (095) Program Modification: Option Addition

Option Addition: Family and Community Services

The College of Human Sciences at Oklahoma State University requests the electronically delivered option addition in order to further extend the reach of a traditional university program to audiences typically not reached by on-campus programming. A primary audience to be targeted is comprised of active military members and their spouses in order to prepare individuals to lead Family and Community Services facilities/offices on military installations.

Members approved.

HUMAN SERVICES, MINOR Change to Existing Minor

Members approved.

Graduate College

INTERDISCIPLINARY SCIENCE, MS (155) Program Modification: Option Deletion

Option Deletion: Health Care Administration

The Graduate College at Oklahoma State University is seeking approval of the option deletion as there is now an approved M.S. in Health Care Administration degree. The option in Health Care Administration is no longer necessary as all of the current students in this option are allowed to finish their degree. No new students will be admitted to this option.

Members approved.

4. Reverse Transfer – Celeste Campbell

Define *reverse transfer*

“Reverse Transfer” is a process in which credit hours earned by students after transfer to another institution may be applied to certificate or degree requirements at a previously attended institution or institutions. State Regents’ policies regarding requirements and standards for awarding an undergraduate certificate or degree shall apply. (OSHRE Policy 3.4.2 Academic Program Approval: Definitions)

- Potential benefits to students when reverse transfer results in completion of AA, AS, or AAS degree
 - Additional academic credential, useful particularly if bachelor’s degree is not completed.
 - AA or AS degree satisfies general education requirements (without OSU’s “D” and “I”), which may reduce the number of credit hours for bachelor’s degree.
- How can OSU facilitate reverse transfer?
 - Raise advisor and student awareness.
 - Work with OK community colleges to coordinate OSU student contact regarding reverse transfer and consent related to releasing OSU transcripts to previously attended community colleges.
- What are other peer institutions or other Oklahoma institutions doing to facilitate reverse transfer?
 - Arrangement between NEO and UCO whereby UCO requests permission from their students to send UCO transcripts back to NEO; no written agreement (05182012 and 12142012 emails from Amy Ishmael, VP for Student Affairs and Enrollment Management, Northeastern Oklahoma A&M College)
 - Written agreement between NEO and Pittsburg State University for reverse transfer for associate degree completion. PSU requests student permission to transfer PSU credits back to NEO during their first semester at PSU. (agreement provided by email 12122012 from Amy Ishmael, VP for Student Affairs and Enrollment Management, Northeastern Oklahoma A&M College)
 - Tulsa Community College provided draft agreement for associate degree completion to Pam Fry. Similar to NEO/PSU agreement.

- What principles guide OSU's participation in reverse transfer?
 - Student information provided to community colleges without individual student consent will be directory information only (as defined in OSU Policy 2-0701). Selection criteria will consist of directory information (e.g., 60 credit hours: Junior status) with the exception of the number of credit hours earned at the community college (non-directory), but the community college would already have this information making disclosure of this information low risk. Students with Buckley flags will be excluded.
 - Send transcript to previous community college only in response to individual student requests (as with any other transcript request).
- Describe attributes of OSU transfer students who may be candidates for reverse transfer to Oklahoma two-year institutions.
 - Have earned at least 15 credit hours from a single Oklahoma community college. See the list of 14 colleges in Table 1.
 - Have not yet earned an associate's degree (to our knowledge). Of the currently enrolled students with at least one transfer credit hour from an OK community college, 17% have associate's degrees recorded on SIS.
 - Possibly near completion of associate's degree: Have earned at least 60 cumulative graduation/retention credit hours (sum of OSU earned hours and earned hours from the primary OK community college).

Beginning Plan for Fall 2013 Pilot Collaboration with Selected Community Colleges

- Determine Community Colleges (CC) to participate in pilot and key contact people for each CC
 - OSU System institutions: OSU OKC and OSU IT
 - OSU System institutions and NEO (NEO has contacted us; has experience with reverse transfer agreements): OSU OKC, OSU IT, and NEO
 - Institutions under the A&M Regents: OSU OKC, OSU IT, Connors, NEO
 - Largest institutions: TCC, NOC
- Proposed mechanism to inform students: OSU provides student directory information to the specific CCs to allow them to contact the students directly regarding reverse transfer. Create an OSU transcript request tailored for each CC providing "send to" address.
- Determine a mechanism for students to send CC transcript verifying AA or AS back to OSU upon completion.
- Determine a schedule for the action described in #2—once a year or twice a year (spring and fall).
- Provide to advising areas access to the report of potential reverse transfer students.

Table 1. Currently Enrolled Students with No Associate's Degree, at Least 15 Transfer Credit Hours from an Oklahoma Community College, and a Sum of at Least 50 Earned Credit Hours from the Primary Oklahoma Community College and OSU (from REGEPRNT 04042013)

Primary Oklahoma Community College (N = 14)	Number of students with the most transfer hours from this institution (at least 15)
TULSA COMMUNITY COLLEGE	1054

NORTHERN OKLAHOMA COLLEGE	756
OKLAHOMA STATE UNIV OK CITY	133
OKLAHOMA CITY COMMUNITY COLLEGE	96
REDLANDS COMMUNITY COLLEGE	77
NORTHEASTERN OK A AND M COLG	63
OKLAHOMA STATE UNIV INST/TECH	59
ROSE STATE COLLEGE	50
WESTERN OKLAHOMA STATE COLLEGE	47
EASTERN OKLAHOMA STATE COLLEGE	46
CONNORS STATE COLLEGE	41
MURRAY STATE COLLEGE	37
CARL ALBERT STATE COLLEGE	31
SEMINOLE STATE COLLEGE	31
Total	2521

Dr. Campbell noted that there has been a working group, which included several Instruction Council members. This process uses a combination of credit hours from previous and current institutions to allow students to attain degrees such as an associate’s degree. An important piece would be talking to the advisors or DSAS about the process. Members agreed. OSUIT is very interested and should be considered in the pilot. Dr. Campbell needs input on whom to include in the pilot. Northern Eastern Oklahoma A & M has experience with this process and has contacted Dr. Campbell with interest in participating. Members noted that TCC needs to be included. Dr. Campbell asked members if it would be best to include all of the institutions in this initiative, not run a pilot, and consider it a pilot year. Members asked, “Is there a way to track this?” Maybe include a draft graduation form that institutions could provide to OSU. The Registrar’s Office will need to have the contact information from other institutions and Dr. Campbell requests Dr. Masters’ assistance in securing this information.

Dr. Masters noted that it would be best to not interpret reverse transfer as a way to avoid general education requirements. The reverse transfer and articulation agreements are two major components to bridging degrees, which is part of the Complete College America portion of the Academic Plan. This year laying out that plan will be very important to OSU in identifying results and future goals.

5. Projected Academic Calendar: Options for 2021 – 2022 – Celeste Campbell

Tabled until August.

6. “Prior Credit” Statements in 2013-14 Course Descriptions – Celeste Campbell

Proposal

Allow an exception to the restriction that OSU course descriptions are changed only during the annual course action process for the purpose of removing “prior credit” language from the descriptions. See detailed proposed changes in Table 1. Prior to making the changes, the Office of the Registrar will offer affected Colleges and Departments an opportunity to respond to the changes by email before the June 28 catalog deadline.

Background and Rationale

In October 2012 the Undergraduate Degree Policies and Processes Working Group recommended that colleges/departments use the annual course action process to replace “prior credit” language with “May not be used for degree credit with...” language. The term “prior credit” posed problems because it focused on sequencing of courses instead of redundancy of course content. Instruction Council supported this recommendation on October 26, 2012. The draft version of the 2013-14 Catalog reveals that this effort was partially successful—three mathematics course descriptions and ECON 1113 were modified through course action. Table 1 displays additional recommended changes related to “prior credit” terminology.

Table 1. Proposed Course Description Changes for 2013-14 OSU Catalog

College	Course Description	Related Course Descriptions
CASNR	AGEC 3403 Agricultural Small Business Management. Prerequisite(s): 1114 or ECON 2103. The essentials of operating an agricultural small business. An introduction to the planning, organizing, marketing, managing, financing, controlling and operating an agricultural small business. <i>Not recommended for agricultural economics or agribusiness majors. No credit for students with prior credit in 4423. May not be used for degree credit with 4423.</i>	AGEC 4423* Advanced Agribusiness Management. Prerequisite(s): 3213, 3333, 3603, MATH 2103, and ECON 3023 or 3113. Application of modern decision theory in the uncertain environment that the agricultural business operates. Planning, organizing, implementing, coordinating, and controlling problems associated with establishing an agricultural business, achieving firm growth, and operating the firm through time. Use of spreadsheets to perform production planning and analysis related to agricultural business operation with linear programming, simulations, and other tools. Analysis of the interaction of resources, prices and production alternatives. <i>May not be used for degree credit with 3403.</i>
A&S	ART 1603 (H) Introduction to Art. Introductory survey of art history from ancient times to the present. <i>May not be used for degree credit for students with prior credit in ART 2603 or 2613.</i>	ART 2603 (H) Art History Survey I. The arts, artists, and their cultures from prehistoric times through the Early Renaissance. <i>May not be used for degree credit with ART 1603.</i> ART 2613 (H) Art History Survey II. The arts, artists, and their cultures from the Early Renaissance to the present. <i>May not be used for degree credit with ART 1603.</i>
SSB	ECON 1113 (S) The Economics of Social Issues. Issues-oriented approach. Basic economic principles introduced and developed through study of important social issues: for example, inflation, unemployment, poverty, discrimination, crime, population growth and environmental quality. Develops the economist's approach to social problems, and evaluates the contribution of economics to their solution. <i>May not be used for degree credit with ECON 2103 or 2203. No general education credit for students also taking ECON 2103 or AGECE 1113.</i>	ECON 2103 (S) Introduction to Microeconomics. Goals, incentives and outcomes of economic behavior with applications and illustrations from current social issues: operation of markets for goods, services and factors of production; the behavior of firms and industries in different types of competition; income distribution; and international exchange. <i>May not be used for degree credit with ECON 1113. No general education credit for students also taking ECON 1113 or AGECE 1113.</i> ECON 2203 Introduction to Macroeconomics. Prerequisite(s): 2103 or AGECE 4144/1113. The functioning and current problems of the aggregate economy: determination and analysis of national income, employment, inflation and stabilization; monetary and fiscal policy; and aspects of international interdependence. <i>May not be used for degree credit with ECON 1113.</i> AGECE 1113 (S) Introduction to Agricultural Economics. Economic theory of production, marketing, and consumption of agricultural products. The role and structure of agriculture in the American economy. Policies to achieve efficiency and welfare goals in agriculture. <i>No general education credit for students also taking ECON 1113 or ECON 2103.</i>
CEAT	ENGR 1113 Introduction to Engineering Mathematics. Prerequisite(s): High school algebra or MATH 0123 or equivalent. This course focuses on applications of engineering mathematics to analysis and design problems across disciplines of engineering. Application of algebra, trigonometry, linear systems of equations, and basic calculus are illustrated through hands-on laboratory experiments and design projects. <i>No credit for those with credit in ENGR 1111. May not be used for degree credit with ENGR 1111.</i>	ENGR 1111 Introduction to Engineering. An introduction to the study and practice of engineering. Skills for students in CEAT; expected engineering student behavior; tools needed by CEAT students; and the role of engineers in society. An introduction to engineering ethics; safety issues; and the relationship of engineering to social, global and contemporary issues. Student enrichment opportunities in the CEAT. <i>May not be used for degree credit with ENGR 1113.</i>
A&S	HIST 1103 Survey of American History. Meaning, vitality, and uniqueness of United States history since 1492 through a thematic examination of the nation's past. Satisfies, with POLS 1113, the State Regents requirement of six credit hours of American history and American government before graduation. <i>No degree credit for students with prior credit in 1483 or 1493.</i>	HIST 1483 American History to 1865. From European background through the Civil War. Intended for Education majors seeking certification as Social Studies teachers. <i>No degree credit for students with credit in HIST 1103.</i> HIST 1493 American History Since 1865. May be taken independently of HIST 1483. Development of the United States including the growth of industry and its impact on society and foreign affairs. Intended for Education majors seeking certification as Social Science teachers. <i>No degree credit for students with credit in HIST 1103.</i>
A&S	ZOOL 3123 (N) Human Heredity. The impact of genetics on human endeavor. <i>No degree credit for students with prior credit in BIOL 3023.</i>	BIOL 3023 General Genetics. Prerequisite(s): BOT 1404, or ZOOL 1604, or equivalent. Inheritance in plants, animals, and microorganisms; molecular and classical aspects. <i>May not be used for degree credit with ZOOL 3123.</i>
A&S	ZOOL 3204 Physiology. Lab 2. Prerequisite(s): BIOL 1114; CHEM 1215 or 1314. Anatomy and function of the human body. Human and domestic animal physiology considered in laboratories. <i>No degree credit for students with prior credit in 4215.</i>	ZOOL 4215* Mammalian Physiology. Prerequisite(s): ZOOL 3204 and CHEM 3015 or CHEM 3053. Descriptive and functional analysis of the mammalian nervous, cardiovascular, musculoskeletal, respiratory, renal, endocrine, and digestive organ systems. For majors in biological, agricultural, or human environmental (including pre-medical, pre-dental and pre-veterinary) sciences. <i>May not be used for degree credit with ZOOL 3204.</i>

Dr. Campbell noted that the statement "prior credit" has been problematic, unless it is intended to control the sequencing of courses that students take. In the information above, the Registrar's Office suggested a couple of wording changes. Dr. Campbell asked if the departments could be contacted again to verify that these changes will reflect accurate intention. Members asked if instead of processing course actions to make these changes, if Instruction Council could recommend a blanket change for those courses affected. If IC approves of the proposed wording, the Registrar's Office would present these to the departments to confirm. This action would allow the change

to all affected courses. Registrar's Office will send out communications to the departments noting this wording change in order to clarify.
Members approved this action.

7. Course Deactivation/Reactivation

No requests were submitted.

8. Other

If someone contacts your office regarding free replacement diplomas to any graduates who lost them in the recent tornados, you may refer them to the Registrar's Office or instruct them to complete the Diploma Reorder Request (<http://registrar.okstate.edu/images/FORMS/diplomareorder.pdf>) in the Forms section of the Registrar website and indicate on the form that their diplomas were lost in the recent tornados.

Course action request:

BADM 1103 – course modification, description change.

Members approved.

Adjourn: 10:30 a.m.