

**INSTRUCTION COUNCIL
MINUTES
January 17, 2014
204 WH**

Present: Raj Basu, Lynn Brown, Celeste Campbell, Cynda Clary, Bob Davis, Cheryl Devuyst, Bavette Miller, Chris Ormsbee, Shiretta Ownbey, Jean Van Delinder, Mark Weiser, Tom Wikle, Sarah Gordon, Karen Hickman, Jarrad Wagner, John Fricci, Kathy Newsome, Keely James, and Brenda Masters.

1. Academic Program Declarations for Student Athletes – Celeste Campbell

Dr. Campbell noted that over the years the undergraduate academic program declaration for student athletes past process has been problematic causing issues with NCAA. Academic Services for Student Athletes (ASSA) can check to see if a student will be eligible on a certain degree program. The proposal is to add ASSA approval as a first step to the undergraduate program declaration form for athletes. Members asked if this still went through the colleges and it was noted yes. The purpose for this additional approval is to allow ASSA staff members to review students' intended majors prior to the official matriculation change in the Office of the Registrar. One component of eligibility for student athletes is progress toward the declared degree program. For some students, the major that is declared at the beginning of a term must be used to determine NCAA eligibility, and changes cannot be made to the major after the term starts. This is particularly crucial for students at the beginning their fifth semesters. OSU recently submitted a waiver request to the NCAA to explain a major that was declared in error for a student athlete. The "institutional recovery plan" that was submitted to the NCAA along with the waiver request indicated that OSU would explore adding ASSA approval to the Undergraduate Academic Program Declaration Form (major change form) for student athletes.

Additional Planned Actions

- ASSA will work to ensure returning students who are approaching their fifth semester declare their majors during their fourth semester or early in the summer preceding the fifth semester. This will allow ASSA to verify majors in enough time to detect problems or errors.
- ASSA will work with coaches to convey to new students they need to meet with ASSA advisors prior to their first meeting with their academic advisors.
- Make similar changes to the NSO *New Student Permit* that is used to change majors during new student orientation.

Members approved.

2. Proposed Changes to Regulation 7.3 - Residence Waiver for Certain Premedical Students: 3 + 3 Law Option - Keely James

Keely James noted that she was with college of Arts and Sciences and is OSU's pre-law advisor. Keely noted that law schools are beginning to move to an option to admit students with 90 hours or more. Law schools will allow hours to be transferred back to the institutions for completion of the bachelor's degree if the institution agrees. This proposal will require an amendment to the premedical academic regulation 7.3 to include the prelaw option. Pre-law students will be allowed to transfer back to OSU a maximum of 30 hours of their first year of law school. All three law schools in the state have mentioned that they are interested in this endeavor. Keely James will be contacting your colleges for representation to work on details and process. Members asked if it was typically that the first year of law school is transferred back or can any of the three year credits be used and it was noted it is the first year of law school. It was asked if first year law school only included 28 or 29 hours, could hours in the second year be transferred back and it was noted that it should be acceptable. Dr. Campbell noted not exceed the six year limit to complete the degree and also noted that exceptions can be granted.

Members approved.

3. Login Procedures for General Use Classrooms – Chris Ormsbee

Currently instructors do not have to logon to access computers in General Use classrooms. This creates a significant security issue as anyone can walk into a classroom and use the computers. To respond to security concerns, ITLE would like to require faculty logon in GU rooms to limit who accesses campus computers, software and the internet. Dr. Masters noted that failure to logout is the concern, a security liability and this is a serious issue. ITLE would set it up so that a logout default would be in place in case faculty forget to logout when they are finished. They will have to initiate the login function on over 160 general classroom computers, which will take some time. Members asked if this should be initialized in the middle of the semester and asked if it could be done in the summer? Dr. Ormsbee asked if they began setting up for this in May and make the switch starting June 1st, would that be acceptable? Members agreed and concurred that this move is vital and commented if instructors know that there are security reasons behind this, they would be more understanding and compliant. Dr. Ormsbee noted that ITLE will communicate with faculty teaching in GU rooms about the logon requirements, particularly for those faculty teaching this summer who will be affected first. Members approved.

4. Curricular Requests

College of Education

~~**HEALTHY PROFESSIONAL DEVELOPMENT**~~
CERTIFICATE IN BECOMING BEING A HEALTHY PROFESSIONAL,
UNDERGRADUATE CERTIFICATE
New Program

The College of Education at Oklahoma State University proposes the new certificate as it will aid in the enrichment of the lives of future workers and has the potential to aid in reducing healthcare costs which should aid in reducing the burden on the economic development of the State of Oklahoma, the nation, and beyond. The certificate will serve as a significant outreach component to aid the University in the outreach endeavors by providing individuals with the knowledge and abilities to function at optimal health in the workplace.

11/14/13 – Council of Deans asked that the name be change. Original proposal was named Healthy Professional (Worker), Undergraduate Certificate.

12/19/13 - Members tabled as there is still a need for a clearer title.

Members approved - five in favor, one objection, and one abstention.

<u>Modifications</u>			<u>Description</u>	<u>New Course Descriptions:</u>
CIED 4724		Planning and Management in the Multicultural Secondary Classroom	Taken concurrently with the student teaching internship, includes student teaching seminar (one hour). Based on curriculum and classroom in a diverse society, grades 7-12. Classroom	An overview of classroom management and discipline approaches, parental involvement, school climate, and community relations. Includes field experiences in a diverse secondary classroom.

			<p>management and discipline approaches as well as teacher research, parental involvement, school climate and community relations. Available in discipline-specialized sections. English/language arts, mathematics, science and social studies.</p>	
CIED 4734		<p>Planning and Management in the Multicultural K-12 Foreign Language Classroom</p>	<p>Taken concurrently with the student teaching internship, includes student teaching seminar (one hour). Based on curriculum and classroom in a diverse society, grades 7-12. Classroom management and discipline approaches as well as teacher research, parental involvement, school climate and community relations. Required for foreign language education students.</p>	<p>An overview of classroom management and discipline approaches, parental involvement, school climate, and community relations. Includes field experiences in a diverse secondary classroom. Required for foreign language education students.</p>
CIED 4730	CIED 4744	<p>Planning and Management in the Multicultural</p>	<p>Taken concurrently with the student teaching internship,</p>	<p>An overview of classroom management and discipline approaches, parental involvement, school climate, and community relations.</p>

		K-12 Art Classroom	includes student teaching seminar (one hour). Based on curriculum and classroom in a diverse society, grades 7-12. Classroom management and discipline approaches as well as teacher research, parental involvement, school climate and community relations Required for art education students.	Includes field experiences in a diverse secondary classroom. Required for art education students.
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Members approved

Spears School of Business

BADM 2011		Personal Management I: Decision-Making Skills	Manage concepts to help achieve success in students' personal lives, an examination of cognitive biases and decision-making strategies, recognizing traps and consumer rip-offs.
BADM 2021		Personal Management II: Influence Tactics	An evaluation of the science of persuasion, influence tactics and practical strategies for managing interpersonal conflict. Also covers personal branding, upward and downward influence, issue selling in corporations and becoming a corporate entrepreneur.
BADM 2074		Professional Development I: Image	Strategies for developing professionalism, confidence and sophistication. Topics addressed include goal setting, defining individual success, importance of ethical behavior and professional image, behavior and attitude.
BADM 2084		Professional Development II: Networking	Strategies for developing professionalism, confidence, and sophistication. Focus on developing people skills to obtain a successful job including how to network, conduct company research, dressing for interviews and personal selling.
BADM 2094		Professional Development III: Career Success	Strategies for developing professionalism, confidence and sophistication. Emphasis on

			post-graduate career life in the area of generational issues, entitlement, value creation mentoring and work ethic.
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Members approved BADM 2011 and 2021. Dr. Weiser withdrew BADM 2071, 2081, and 2091.

Center for Health Sciences

**FORENSIC SCIENCES, MS (004)
Program Modification: Option Addition**

Option Addition: Arson and Explosives Investigation

The Center for Health Sciences requests the option addition as law enforcement and military arson and explosives investigators need graduate level education to support their investigations. The School of Forensic Sciences is proposing an option in the Forensic Sciences, MS curriculum specific to those needs.

12/19/13 - Members tabled pending approval from A&S and Engineering.

Members approved.

**Graduate College
Course Requests**

<u>ADDITIONS</u>				<u>New Course Descriptions:</u>
ENVR 5313*		Clean Air Act: Regulation, Compliance and Reporting		This course will present an overview of the Federal Clean Air Act including regulatory history and framework, key concepts such as technology forcing, enforceability and adequate margin of safety. This course addresses the preparation of emissions calculations for reporting and permitting, discussion of emissions monitoring and control technologies, and review of reporting requirements and legal standards for compliance. Course

				will focus on US Federal and State application.
<u>MODIFICATIONS</u>				
GRAD 5981*	GRAD 5082*	ITA Training – Oral Proficiency	Communication strategies and oral skills necessary for international teaching assistants. Preparation for the SPEAK test. Courses may not be used on the student’s plan of study to fulfill minimal degree requirements.	Communication strategies and oral skills necessary for international teaching assistants. Courses may not be used on a student’s plan of study to fulfill minimal degree requirements
GRAD 5991*	GRAD 5092*	ITA Training – Presentation Skills		
INTL 5013*	INTL 5013*	Contemporary Issues in International Studies	Prerequisite: none Description: Study of contemporary international issues, including news reports, speeches from foreign dignitaries, political leaders, and experts in selected fields.	Prerequisite: Enrollment in MS program in International Studies, OR enrollment in an OSU graduate program AND consent of instructor. Description: Examination of major international issues and associated problems of international cooperation, including ethnic conflicts, environmental degradation, global standards for human rights, and economic globalization.

Members approved pending approval from Political Sciences on ENVR 5313.

5. Proposed changes to OSU Policy 2-0216 Final Exam Overload Policy and OSU Policy 2-0207 University Academic Format and Final Examination Policy - Celeste Campbell

Dr. Campbell noted that the purpose of this change is assure that both policies contain exam conflict information. The Directors of Student Academic Services assisted with the policy wording and approved the changes.

Summary/Purpose of Proposed Changes

- Modify OSU Policy 2-0216: Final Overload Policy to
 - Change the title to “Final Exam Overload and Common Final/Common Evening Exam Conflict Policy” and
 - Clarify protocol for resolving time conflicts for common evening exams and common final

exams. This protocol is currently published in the [Class Schedule](#) and the [Exams](#) section of the Registrar website, but has not previously been included in policy.

- Modify OSU Policy 2-0207: University Academic Format and Final Examination Policy in a non-substantive manner to update references to OSU Policy 2-0216 and update other wording.

Justification/Rationale/Background

A published protocol grounded in policy is important to assist students, instructors, and departments with handling common evening exam/common final conflicts. Although the protocol currently in practice is published in the [Class Schedule](#) and the [Exams](#) section of the Registrar website, it has not previously been included in policy. Section 1.08 of OSU Policy 2-0207 (University Academic Format and Final Examination Policy) indicates that a process for final exam conflict resolution is found in OSU Policy 2-0216 (Final Exam Overload), but the overload policy does not in fact address time conflicts. The changes proposed in this document formalize the current practice for handling common evening exam/common final conflicts by incorporating it into Policy 2-0216.

The new conventions put in this policy are not new, it is the way they have been operating and it is posted on the Registrar's website.

Members approved.

6. Course Deactivate/Reactivate

GEOL 1613 – Inquiry-Based Earth Science – deactivate

7. First Year Experience Update – Brenda Masters

The President has requested a more unified and organized "First Year Experience" and the office of Academic Affairs, Student Affairs, Undergraduate Admissions, and LASSO have join together as a team to develop a more integrative first year experience for new students. There will be some adjustments made in the functions of LASSO and some personnel adjustments to insure continuity in the future. Dr. Devuyt noted that our transfer students and veterans are also vital in this endeavor. Members asked if the intent was to control college first year experiences. It was noted that it is very unlikely and the programs existing in the colleges are valuable. This initiative is not to interfere with existing successful first year programs but to enhance these programs. Members asked if the intent was to create a freshman college and the reply was no.

8. Other

The student success collaborative kick-off will be on January 28th. There are three pilot groups and an invitation will be sent out soon.

Dr. Campbell noted that the 2014-15 academic calendar has been finalized and has been sent to OSRHE. Conversations took place determining the best time for fall break and it was decided that fall break for 2014 will be Friday of Homecoming, October 24th. Dr. Campbell noted that this is a trial date for this year.

Members asked if there were updates regarding the Provost search and Dr. Masters noted that there should be an announcement in the coming days but is not aware of the details.

Adjourn: 9:45 a.m.