

INSTRUCTION COUNCIL

MINUTES

February 16, 2017

204 Whitehurst

In attendance: Laurie Beets, Cynda Clary, Bruce Crauder, Bob Davis, Karen Flaherty, Chris Francisco, Susan Johnson, Diane Jones, James Knecht, Chris Ormsbee, Shiretta Ownbey, Rita Peaster, Doug Reed, Kyndal Roark, Chris Ross, Randy Seitsinger, Celeste Taber, Candace Thrasher, Jean Van Delinder and Pamela Fry.

1. Mathematics Corequisite Classes – Chris Francisco

Dr. Francisco reported that students from the Fall 2016 corequisite College Algebra and Math Functions sections outperformed the students in the regular sections. Attendance was better in corequisite sections, and the students formed good bonds with the undergraduate learning assistants. This option has provided a better community for students. The work ethic is very good for corequisite students. Success rates from these classes are comparable to national average, which supports the belief that this model is working. The Math Department would like to expand in Fall 2017 by one section of College Algebra and one section of Math Functions. The Fall 2017 semester will begin with the same number of classes as Fall 2016, while the Math Department is working on personnel and adding sections as is possible.

- Proposal – Calculus 1 pilot Fall 2017 – same model as above only with Calculus 1. For those students in a STEM (science, technology, engineering, mathematics) major, the goal for each student is to start in Calculus 1 to be able to complete the degree in a reasonable amount of time, as well as alleviate being shut out of other STEM courses. The population of students needing attention are as follows: 1) students who score just below the cut off in Calculus 1 math placement test; 2) students who qualify on paper for Calculus 1 – maybe prerequisite from a transfer institution – prerequisite completed several years prior; 3) students who fare poorly on the Precalculus Concept Assessment given the first week of class. Instructors visit with every student who is flagged by those measures and discuss options. Many students resist the idea of returning to Precalculus due to losing a semester.

Possible solution: Introduce a corequisite version of Calculus 1 – 5 days per week. Students would receive credit for Calculus 1, and the Math Department would provide extra support by adding corequisite classes rather than having the students pushed back a semester. The goal for Fall, 2017 is to pilot 2 sections – one section for the students whose scores are just below the cut off for Calculus I from the math placement test and one section for the students who are identified the first week of class from the Precalculus assessment given the first week of class (parachute). For class time detail, refer to *Math Corequisite handout attached*.

- Proposal: Courses leading to Calculus I – target Fall 2018. Courses leading to Calculus 1 are Math 1613 Trigonometry and Math 1715 Precalculus (combined college algebra and trigonometry). The students coming from Math 1715 perform at a higher level in Calculus I than the Math 1613 students.

Possible solution: delete Math 1613 and revise curriculum for the Math 1715 Precalculus class, which would include algebra material, conceptual discussion, rates of change and functions, and trigonometry students need in order to be successful in Calculus. Students with higher placement scores would take a 3-hour Prep for Calculus course, while students with a lower placement score would take a five-day-per-week version of Prep for Calculus. The format would probably be three-hour plus corequisite instruction.

Dr. Fry commended the work of our Math Department for the recognition from our State Regents for their national reputation as far as creating more relevant math curriculum for higher education.

2. Curricular Requests

College of Engineering, Architecture and Technology

FIRE SUPPRESSION AND EMERGENCY OPERATIONS, MINOR
NEW MINOR

The proposed minor in Fire Suppression and Emergency Operations complements existing OSU programs in the fire protection disciplines. Having academic preparation through the courses listed below will open up opportunities of employment in municipal and industrial fire protection. The demand for these students is high and students who receive this minor will be prepared to enter the workforce as managers, supervisors, planners, and trainers in municipal and industrial fire protection agencies. Students completing this minor will be able to seek employment through the Fire Protection and Safety Engineering Technology department's extensive fire protection network.

FIRE PROTECTION SYSTEMS, MINOR MINOR DELETION

Fire Protection and Safety Engineering Technology faculty agreed to delete this minor due to lack of student enrollment.

Randy Steitsinger detailed the curricular request from College of Engineering, Architecture and Technology (CEAT) – deletion of Fire Protection Systems minor and creation of Fire Suppression and Emergency Operations minor due to changes in personnel within the department. With some changes in School faculty and focus, this minor can no longer be supported and will be replaced with the Fire Suppression and Emergency Operations minor. The expectation of students choosing this minor is approximately 15 per year. Dr. Cynda Clary encouraged good communication regarding course coverage.

Curricular Requests from the College of Engineering, Architecture and Technology for the creation of Fire Suppression and Emergency Operations minor and deletion of Fire Protection Systems minor were approved.

Spears School of Business

**ACCOUNTING (444), ECONOMICS (445), ENTREPRENEURSHIP (473), FINANCE (446),
GENERAL BUSINESS (447), INTERNATIONAL BUSINESS (448), MANAGEMENT (449),
MARKETING (451), MANAGEMENT INFORMATION SYSTEMS (452)
BUSINESS ADMINISTRATION, BSBA**

Program Modification: Program Requirement Change

Program Requirement Change: Course requirement changes

The Spears School of Business conducted a review of its core curriculum last year. Based on data collected from employers, students, and alumni, as well as a review of other aspirational and peer business programs, the following recommendations were offered: 1) reduce redundancy, 2) increase relevance, 3) increase opportunities for application, 4) infuse interpersonal skills in the curriculum, and 5) enhance coverage of business analytics. In line with these recommendations, modifications to the program are proposed.

Changes to the core business curriculum which may have an impact on other colleges...Spears School of Business (SSB) conducted a comprehensive review of the core curriculum, and as a result of that review SSB is proposing changes to the core curriculum. SSB is adding some course work to add to the course work specifically interpersonal skills (which were approved by Instruction Council in the Fall 2016 semester). The list of new courses being added are as follows: BADM 2111, BADM 3111, BADM 3113, ACCT 2003, ECON 2003. The idea was to trim back core so that each major program can identify the coursework most necessary for their students. While it's a BSBA degree received, each area has had an increase in technical skills required for their majors. The goal was to free up space in order for the students to enroll in these upper division electives. Part of trimming back the core is proposing to remove STAT and SPCH. Previously, every business student took a two-course sequence in accounting and two-course sequence in economics. SSB has developed a new course in accounting, previously approved by Instruction Council. The hybrid course in

accounting provides three hours of more relevant instruction for the non-accounting major, The same plan has been developed for the economic program. These hybrid programs are being implemented across the country. Even though STAT was removed from the SSB core curriculum, most of the SSB majors require STAT as a major requirement. Dr. Crauder inquired about STAT 3013 and if STAT 2023 is a prerequisite. Dr. Flaherty will investigate and make correction as needed.

Dr. Fry asked about the impact on transfer students. There will be scheduled a meeting with Tulsa Community College and Northern Oklahoma College (OSU's largest feeder schools) to discuss our new requirements for their associates degrees.

Questions prompted a discussion of general education requirements. The 30/10 guide is available and the State Regents policy requires 40 hours of General Education. Further explanation specifies that when designating a course in General Education it means that the course is a degree requirement and can double count on the General Education section. Some General Education courses count toward the degree program. Sometimes the General Education courses are a requirement for a major, and if the student has already taken it at another institution before transferring here, it is a benefit to the student because it counts toward the General Education block. However, if the student has not taken the course and has already filled up their General Education block, they still need these courses in order to move forward in the major. Dr. Taber clarified the revised academic regulation for general education information regarding an associate's degree in Arts or an associate's degree in Science. "For students who earn an associate's of arts or associates of science degree from another college or university within the Oklahoma State system the lower division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associates degree providing the general education requirements specified by the State Regents are met. OSU may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree if such additional work is programmed as part of the upper division requirements in the degree program." The way this is operationalized is that OSU has added the D=diversity and I=international to the requirements, and we have lumped those into General Education requirements even though they do not count toward the 40 minimum. We cannot require the D and I designations of our transferring students because those courses were not contained in their associate's degree.

Dr. Shiretta Ownbey mentioned insuring that all of those options were verified to be sure they were 50% in common. Controlled electives are not considered common courses. Diane Jones will submit the policy to Karen Flaherty for review. Rationale is required by the State Regents.

Program Requirement Changes from the Spears School of Business for Accounting (444), Economics (445), Entrepreneurship (473), Finance (446), General Business (447), International Business Management (448), (449), Marketing (451), Management information Systems (452) Business Administration, BSBA were approved.

3. Information Not In Banner To Archive From SIS (continued from previous Instruction Council meeting) – Celeste Taber

Dr. Taber announced that no additional data was received regarding archiving from SIS into Banner. Dr. Ownbey mentioned that she received one request from a faculty members yesterday and will forward this information to Dr. Taber. A question was posed about the saving of comments in SIS. The saved comments are located in SPACMNT within Banner.

Doug Reed with Institutional Research and Information Management (IRIM) office mentioned the IDQ screen in SIS is a table from which data cannot be extracted. IDQ was a system enhancement built here at OSU to query other partner SIS institutions, HRS database and O-key. There is no capability to create a comparable program at this time. There is value in something like this, but instead of capturing previous information, it would be a better use of time and resources to create something similar going forward. Mr. Reed would like to propose a plan to reach out to IT to create some kind of report based on current students who have a presence at other institutions in an effort to extract that data.

The SIS ePrint system will be maintained going forward. For short term at least, it will still use the SIS operator IDs and passwords. If passwords expire Mr. Reed's office will be able to assist in resetting the passwords. Long term – hopefully the information will be moved to a more secured area in Banner. There is no automated way to move reports from one repository to another and keep security. IRIM will be monitoring the most frequently accessed reports and will focus on their transition first. Mr. Reed requested that Instruction Council members contact him if priority is needed.

Dr. Taber reiterated that they are not operating on a deadline as of yet, but that they are trying to get a head start on the archival process. The Registrar's Office received a request from IT to limit the amount of time that SIS is available. The Registrar's input was that they could live with access to SIS from 8:00am – 5:30pm M-F. There is no need for evenings or weekends. Limited the hours of access will reduce the workload of IT. Currently, IT is required to back up every night at midnight. There was a request from Instruction Council to adjust the access time from 8:00am – 6pm M-F for those faculty members who teach til 5:30pm. Rita Peaster clarified that SIS will be available on the weekends, but will not back up until Monday night.

4. Online Course Form Update – Chris Ormsbee

After implementing the new Online Course Form we realized we needed to address the duration of a course rather than the Part of Term it is scheduled for. For example, a form could be submitted for Full term in the fall / spring semester which is 16 weeks and a full term for summer which is 8 weeks. In conversations between Drs. Celeste Taber, Pamela Fry, Brenda Masters and Chris Ormsbee, they proposed a change in the process that would allow faculty to select more than one time delivery format when they submit their review along with attaching a tentative calendar. The goal is to prevent having to resubmit deviations. This forms process is for courses that have never been offered in an online format. This process is critical to accreditation for equivalency between the lengths of term a course is offered. Dr. Ormsbee will be working with the Registrar's office to alter the form to include the requirement of calendar and syllabus of that course. For any language suggestions, please contact Dr. Ormsbee. Dr. Fry also wanted to remind members that Dr. Ormsbee is taking on the role of Academic Common Market contact, replacing Dr. Fry's name on the forms. This will require working with the sending state, the State Regents and the OSU program – more complicated than it sounds.

5. Pre-Health and Pre-Law Consultation for Students – Pamela Fry

There has been discussion of moving pre-health and pre-law into a more central location on campus. The plan going forward is to relocate the pre-health and pre-law advisement into University College in the Student Union. Students will remain with their primary advisors and have access to the additional support of the centralized pre-health or pre-law (pre-professional) consulting. The specific position description, title, and details have not yet been finalized. We are seeking an individual to work with all of the colleges and pre-professional agencies / entities to make this something significant for OSU. This individual will need to be able to organize and communicate information. All Instruction Council members are encouraged to contact Dr. Fry with any questions, insight and direction. Best case scenario is to have this individual hired by May 1, 2017. There is concern with the number of students going into these fields and the lack of pre-professional counseling if we are only hiring one individual.

6. Other

- Susan Johnson and Pamela Fry, as part of the working on the strategic planning process for OSU-Tulsa, have met with an OSU-Stillwater focus group – department heads who offer OSU-Tulsa programs and courses. There was a considerable amount of feedback – trying to engage our department heads as a group in the Tulsa programs. They were all interested in meeting at least once a semester, hopefully one of those meetings in Tulsa. There was a comment from Dean's Council – regarding the incentive for our department heads to be engaged in their Tulsa program. Dr. Fry encouraged all Instruction Council members to share their feedback with her. Dr. Fry has had a concept of a collective group of Tulsa Program representatives (analogous to Instruction Council) to meet monthly to discuss strategies, planning. Dr. Fry would defer to the department head for choosing of the representative.
- OU News Extra article – "OU Sets All Time Retention Record" includes a summary of their organization academic policies that are affiliated with the university. Provost Gary Sandefur requested that Dr. Fry

discuss the article with members of Instruction Council in an effort to better communicate what we are doing to support student success.

- Laurie Beets, Bursar, reported that they will be placing enrollment holds, charging privilege holds and transcript holds this Friday, February 24, 2017. First time freshmen will not have any enrollment holds placed, but payment is expected. Hold notices will be sent to the students.
- Summer banking hours for the block rate students will occur this summer. IT is working on a way to view those hours for advisors and students.
- Dr. Cynda Clary had a situation arise with a potential transfer students. The problem occurred during the Banner transition process as the historical course transfer information did not move into Banner. Currently, all course transfer information is being reevaluated and entered into the system as students are admitted to OSU. If other students have transferred from that particular institution, there will only be transfer information for the classes that have been evaluated after the Banner transition occurred. Dr. Clary's prospective student was seeking to double check the transferability (to OSU) of her proposed courses before enrolling at her current two-year institution. Unfortunately, her current institution's information was not available because no other student from that institution has sought evaluation of transfer courses this year. There is growing concern that OSU will be losing prospective students because they are unable to determine how their courses will count at OSU during their college search process. Is there any way to have access to the old transfer guides – maybe in PDF format – as an archived resource while Admissions is updating the new guide? Dr. Fry encouraged Dr. Clary to contact the Office of Admissions. Dr. Fry will also speak with the Provost about this situation. It's all about being able to tell students what counts. The goal of the OSU Admissions Office for course articulation is 15-20 business days from the time the students applies to OSU.