In attendance: Laurie Beets, Cynda Clary, Amy Cole-Smith, Bruce Crauder, Leslie Evans, Katherine Gage, Keith Garbutt, Susan Johnson, Diane Jones, James Knecht, Marlys Mason, Bavette Miller, Shiretta Ownbey, Libby Reigh, Kyndal Roark, Randy Seitsinger, Richard Shepard, Candace Thrasher Celeste Taber, Matt Upton and Pamela Fry, Chair.

1. **Student Engagement Initiative – Kathryn Gage**
    Katheryn Gage is the executive director for Student Affairs. With regards to the retention rate of first time full time freshmen, Student Affairs has been working on new student engagement initiatives, connecting students to campus in a meaningful way – finding friends, building relationships with faculty – in a campaign called "I Am OKState". A twitter handle and website are secured. This campaign will begin during Welcome Week and push through the entire academic year. This campaign is meant to be a cohesive movement in Student Affairs to reach out to other partners on campus in a methodical way to promote student connection. Each department within Student Affairs has been asked to identify programs, services and events that are related to student engagement, have student learning outcomes and designed to impact student retention.

    Larry Burns with Institutional Research and Information Management (IRIM) recently purchased SAS, a software program that can build data analytics to create a student engagement profile that relates to student involvement and how that is impacting student retention and GPA. At this point, the data will include anything from a spreadsheet to card swipe. C. Clary posed a question as to how colleges should collect their student participation and share that information with Student Affairs. K. Gage suggested that possibly Larry Burns present at Instruction Council (IC) regarding data collection. P. Fry expressed her desire for continued communication in an effort to recognize what individual colleges are doing in this retention effort.

2. **First Year Seminar– Matt Upson**
    Matt Upson, Director of Undergraduate Library Instruction and Outreach, updated IC members on the library support for first year seminar / first year student success. Refer to Undergraduate Library Instruction and Outreach document. The library support team consists of two librarians and one instructional designer. Their goal is to increase impact through the use of online materials. The First Year Seminars are full of information with very limited space for instruction in the library and limited librarians to provide services. Flexibility of connecting first year students with library services can be dramatically improved with the online materials. Last year the library instructors implemented an online mobile friendly scavenger hunt, as opposed to the face to face orientation. Approximately 1300 students participated in this program last year. There was positive feedback from students and instructors. The focus for the first year students is information life skills with interactive modules. The first module will present an understanding of how Google works and how to manipulate it in such a way to receive higher quality results, in order to determine the authenticity of the information, understanding that Google is not an unbiased system. The second module will focus on fact-checking strategies. The idea is to have students commit to 90 minutes of scavenger hunt and tutorials outside of the classroom. This concept is to provide baseline library support in a flexible manner.   Students and instructors are encouraged to request additional help if needed. Library personnel will track student data for the instructors. There is no way to embed the scavenger hunt into BrightSpace but the modules should be able to be embedded and linked to the grade books.

    M. Upson will place this information in electronic form and submit to DSAS reps who volunteered to submit the information to the First Year Seminar instructors. He encouraged members of IC to submit ideas for tutorials to library faculty, and they will develop it over the course of a semester. P. Fry recommended that this information be placed on the First Year Seminar website.

7-27-17 Amendment from Matt Upson: The Google tutorial will be ready to go soon, and library instructors will also have tutorials on information access and the value of information that was developed with another organization. Additional tutorials for first year seminar will not be "OSU branded" this fall, but will be in the future. They can still be embedded in Brightspace, and library personnel will provide detailed instructions. The Fake News module will now consist of a webpage for the fall rather than a tutorial module.

3. **Finish Orange Update – Amy Cole-Smith**
    Amy Cole-Smith is the Director of Transfer and Veteran Academic Services. She announced the launching of the transfer agreement website – universitycollege.okstate.edu. Once on the website select Transfer Students and then Finish Orange for viewing of the transfer maps. A. Cole-Smith will submit the editable transfer agreement form for 2017-2018 for distribution to Instruction Council and Directors of Student Academic Services (DSAS) members. Now that the OSU transfer agreement website is active, Northern Oklahoma College (NOC) and Tulsa Community College (TCC) have activated their transfer websites as well. There has been considerable interest from out of state institutions who want to partner with OSU through transfer agreements.

    P. Fry asked the members to review the website information for accuracy. The transfer agreements are to be viewed with the same scrutiny as degree sheets. There will need to be a systematic way of updating the agreements as well, possibly in the spring similar to the degree sheets approval process.

4. **Proposed Changes to UAR 5.6 (Revisiting Advisor Override of Course Prerequisites) – Celeste Taber**
    The purpose of this proposed change is to ensure that our practice matches our policy. Refer to Proposed Changes to UAR 5.6 course Prerequisites. The proposed changes are as follows:
    - Remove the restriction that academic advisors may provide overrides of prerequisites only for lower-division courses
    - Provide clarification that academic advisors do not have authority to waive course prerequisites, but do have the authority to provide overrides after verifying that students have met (or are currently meeting) the prerequisites
    - Disclose that departments may review class rosters to verify completion of prerequisite requirements and may initiate action to drop students who do not meet the published requirements before the beginning of a term

    C. Clary posed a question as to when a student is enrolled in a prerequisite course at another university – does the instructor have access to that information?   Rationale is required in the prerequisite override form, the online form and the SharePoint form. The rationale is imaged in the students' records. Department may review each student's record, identify which students are not eligible from the overrides (e.g. failing grade in the prerequisite course), submit those students to the Registrar who will remove the students from the course and image the documentation so there is a record of why the students were dropped. The Registrar's Office will only take this action before the term begins. The departments are responsible for all communication with the students. R. Seitsinger mentioned the importance of these procedures for accreditation processes as well.

    Motion to accept the proposed changes to UAR 5.6 Course Prerequisites was approved.

5. **Registration Settings and Variable Credit Course Limits – Celeste Taber**
    Currently there are two settings for variable credit courses:
    - Semester credit range
    - Cumulative maximum total hours

    One of the advantages of implementing Banner is that we are able to enforce not only the semester credit range but also the cumulative max as well. Banner has blocked students from enrolling in more than the maximum credit hours. However, due to the different interpretations of this regulation, there have been situations where departments will allow those students to exceed the credit max. The Registrar's office is proposing an option for registration settings affecting variable credit courses to activate new overrides to allow department heads and their designees to permit registration in a single course or CRN for a single student in a given term (in INB form

SFASPRO). This would allow the specific student to exceed the cumulative max hours for the course, but would not affect the per-enrollment (semester) max. Currently, approval is required by the associate deans, followed by the vice provost. There has been an effort at the graduate college level to work with the thesis courses and encourage departments to develop a plan of study limit, not an enrollment limit. Several IC members expressed their concern that if the override is made at the department level, they would never see the course issues to request correction of cumulative maximum total hours if necessary.

C. Taber suggested that this matter be tabled while she requests a report of the different types of overrides.

6. **Degree Program Corrections as Distributed – Celeste Taber and Susan Willoughby**
C. Taber thanked the IC members for cleaning up the inactive courses on the undergraduate degree sheets. She has received responses back from four colleges and reminded the members of the July 28 deadline. The beauty of CourseLeaf is the connection between course inventory, course action process and the degree programs. Clarification is needed on the layout of the degree programs in the course catalog, along with priority of the steps. CourseLeaf will be the source for historical archival that will remain for the future. Current clean-up efforts are focused on CourseLeaf degree plans. C. Taber has received several requests for correction of the 2017-2018 .pdf degree sheets on the website. She informed IC members that corrections on the .pdf sheets may not be possible at this point in time. The current focus should be CourseLeaf. She asked the IC members to relay this information to their colleges.

In a recent webinar there was discussion on clarification of substantive changes vs. non-substantive changes by OSRHE:
- Non-substantive changes (OSRHE approval not required)
    i. Clean up courses on all plans in CourseLeaf prior to Catalog release, including removal of inactive courses. This will address the inactive courses now while they have been identified and will provide a clean degree plan upon which the 2018-2019 plans can be built. Some colleges have expressed a preference to keep both old and new courses on some plans to facilitate transition for students. These may be confused for errors on the plans, because CourseLeaf cannot access inactive courses. Selecting a course in CourseLeaf will display the course description, which includes a statement on new courses that includes previous prefixes/numbers under which the course was offered (at least for recent CAFs).
    ii. Determine OSU approval process
- Substantive changes (OSRHE approval required) – 3 known degrees so far affected (BA & BS Applied Sociology; BAE Mechanical Electrical & Plumbing – this may be a CAF exception request)
    i. Because it is too late to expect completion of all approval steps by August, retain current 2017-2018 degree plans as is, and revise the plans for 2018-2019. Provide substitutions/waivers/exceptions for students using these plans who may be affected.

7. **Bachelor of University Studies (BUS) Follow Up – Pamela Fry / Amy Martindale**
During the review of the changes to the BUS at the July 6, 2017 Instruction Council meeting Amy Martindale was representing College of Arts and Sciences. Below is her rationale for changing the minimum 45-50 upper division hours' requirement of the BUS to a minimum of 40 upper division hours.
Rationale statements:
- OSU and OSRHE require a bachelor's degree to have a minimum of 40 upper-division hours. The BUS requirements for 45-50 upper-division hours, depending on the option, seem arbitrary.
- Reducing the requirement to 40 upper-division hours (for each option) would add flexibility to the degrees.
- Most students who earn a BUS do so with many more than 120 credit hours. Added flexibility to the degrees could help students graduate with fewer excess hours.
- Consistency between the two options would be clearer for advisors and students. One option requiring 50 upper-division hours and one option require 45 is just one more detail that adds confusion.

Further Discussion:

B. Crauder clarified the issues at hand: 1) no justification for why there are different upper division credit hour requirements for the two different BUS degrees and recommendation for decreasing the upper division credit hour requirements to a minimum of 40 hours for both BUS degrees, 2) number of total credit hours. (There was discussion that the total credit hours issue had been approved at the 6-15-17 IC meeting, however, after further review it was determined that IC had not officially approved the 120 hours minimum for each BUS plan.)

B. Crauder expressed his concern with the process of the BUS. He further clarified that the BUS was originally intended for those students with high GPAs who wanted to go into a career that combined two fields of study such as forensic anthropology. In an effort to increase flexibility, the plan was altered to a completion degree – to allow students to apply all of their credit hours to build a BUS and add to it what else the student would need to make a coherent plan. B. Crauder also expressed concern with the process for veterans' benefits. For example, students needing to show qualification for veterans' benefits can be placed on a BUS for whatever they have taken. If they take a course that does not follow their plan of study, a new BUS can be created. C. Taber interjected that with the example of the veterans the plan would have to be in place before the student started the term. The benefits are not given in arrears.

L. Evans mentioned that giving students a heavy concentration in upper division courses (45-50 hours) has been helpful. She also expressed concern with best practices of students taking lower division courses their senior year. K. Garbutt interjected that there are instances where the students are not able to take the lower division courses until their senior years because they simply cannot fit the lower division courses into their schedules. C. Clary expressed concern that decreasing the minimum upper division credit hours might simplify the BUS plan of study to the detriment of the student. She further explained that she does not sign a BUS if at least half of certain categories of the student's courses have not been CASNR courses. It is important to maintain content with these degrees. In other college degrees there are enough courses in the mix of upper division and lower division classes that give students a set of skills and knowledge in a particular area, however the BUS may not. S. Ownbey shared that, in her experience, the students selecting the BUS degree are students who have not made the required grades to continue in a particular field or students who are returning to complete their college degrees after many years and only need one course to graduate. Possibly employers feel that it is not a solid degree.

P. Fry announced that Kayse Shrum, Dean of OSU CHS has expressed interest in a BUS that emphasizes pre-medical studies.   As a university, we may have mistaken the BUS degrees for a "lifeboat" degree. P. Fry encouraged members to put some thought to the BUS degrees for further discussion at the 8-3-17 Instruction Council.

8. **Other:**
   - Update on Searches:
     i. Jessica Priddy has been hired for the Pre-Professional Director position. Jessica comes to us from San Antonio, Texas and will be arriving at OSU in early September. The search for a part-time Pre-Law position will begin after J. Priddy has settled into her position.
     ii. Dr. Ryan Chung has been hired as the Director of University Assessment and Testing. He will be joining UAT August 1. P. Fry thanked J. Knecht for his work as interim director of UAT.
     iii. P. Fry thanked S. Ownbey, R. Seitsinger and K. Garbutt for their service on the selection committees of the above searches.
   - Beginning August 3, 2017 Instruction Council will meet from 8:30 to 10:00 am.

Meeting was adjourned at 10:38 a.m.

Minutes were recorded by Kyndal Roark.