

INSTRUCTION COUNCIL

MINUTES

February 15, 2018
204 Whitehurst
9:00 a.m. – 10:30 a.m.

Attendance: Laurie Beets, Bruce Benjamin, Chad Blew, Aaron Christensen, Bruce Crauder, Brenda Dawes, Chris Francisco, Richard Frohock, Margi Gilmour, Linda Good, Jeff Hartman, Kelva Hunger, Diane Jones, James Knecht, Marlys Mason, Robyn Moore, Chris Ormsbee, Shiretta Ownbey, Jeff Packham, Rita Peaster, Kyndal Roark, Julie Koch, Randy Seitsinger, Jean Van Delinder, Deb Vanoverbeke Missy Wikle and Pamela Fry, Chair.

- 1. NSSE Student Links Integration with OSU's IT Systems, Approval Request – Kelva Hunger, James Knecht**
Kelva Hunger is the Assistant Director of Assessment and Analysis in University Assessment and Testing. UAT is currently delivering the National Survey of Student Engagement (NSSE) as part of the University's general education assessment, which surveys all first year and senior students. In order to increase response rates, IT is creating student links to the survey in the Banner system, but they need permission from Instruction Council to also place a news item for the link into D2L/Brightspace that will direct students to the survey. Students who are eligible to take the survey will be prompted when they log into Banner. Once the links have been built UAT will demonstrate the process at a future Instruction Council. The survey is not mandatory, but students will need to address the prompts to continue in Banner. The survey will be open through June 1, 2018.

Instruction Council officially endorsed the NSSE student link integration with OSU's IT systems.

- 2. Proposed Changes in Math Placement Requirements – Chris Francisco and Missy Wikle**
Refer to *Math Placement Improvement Plan* document. This proposal is coming from DSAS and members of the Math Department who recently noticed suspicious scores on unproctored ALEKS tests. C. Francisco stated that unproctored ALEKS began in 2012 for those students whose ACT or SAT were at a specific level. Students took advantage of the system and were allowed multiple unproctored attempts at the ALEKS. The 2nd and 3rd attempts had significant increases in scores with no time in the learning modules. A bandaid was applied to allow only the first attempt at the ALEKS test unproctored and every other attempt would require proctoring. This method worked well for the first few years. C. Francisco stated that in recent years the ALEKS scores have been increasing but student success in Calculus has not. He also expressed his concern with ideal placements through the current system as it affects the DFW rates in Calculus and Trigonometry courses.

Options for proctoring were discussed:

- Proctoring by low level video such as Respondus, where the entire video is captured, as well as a random selection of thumbnails. The fee for Respondus video proctoring is \$5.00 per student.
- Providing the ALEKS exam at New Student Orientation – not an ideal environment for the students
- Proctoring in certain high schools – OKC, Tulsa, Dallas, Houston
- Proctoring by testing centers such as Sylvan

M. Wikle has requested that if mandatory proctoring of ALEKS is implemented, students have the option of opening the online module to take a practice exam.

The Mathematics Department is concerned by the rise of DFW rate and would like to put standards into effect that would minimize the DFW rate.

Clarification of costs:

- \$25 per account per year at UAT paid through testing fees
 - Student can attempt the ALEKS up to 5 times within a year
- \$5 per student for video proctoring
- \$0 if ALEKS is taken during New Student Orientation at UAT Center
- Admissions is aware of the options associated with ALEKS and is in agreement with the proctoring in certain Oklahoma and Texas high schools or the online proctoring for a minimal fee
- Enough institutions in the state of Oklahoma are using ALEKS that if one more Oklahoma institution adopted the ALEKS system, we would qualify for volume pricing and would reduce the cost of the test by \$5 per student
- Much more expensive for the student to be placed in the wrong math course, fail and retake the course than to pay the \$5 for video proctoring and be placed in the correct math course

Communication to the incoming students will be critical. P. Fry recommended that the Provost and Dean's Council have an opportunity to review this possible change for their endorsement.

Motion was made to accept the Math Placement Improvement Plan as is indicated in the proposal below, and approved.

"Math Placement Improvement Plan Proposal: Directors of Student Academic Services (DSAS) proposes updating requirements for completion of the math placement exam in a proctored testing environment for improved accuracy of test scores and placement. Students would be permitted to test online once as practice and to unlock learning module access for improvement before taking the test proctored for official placement consideration."

3. Course Schedule Flexibility – Marlys Mason – postponed to the March 1, 2018 meeting

4. Curriculum Requests:

Informational Item Only

Course Deactivations:

HS 3002 – Leadership and Collaboration in the Workplace

Graduate College

Course Actions:

	PREFIX/NUMBER	TITLE	ACTION	
<u>NEW COURSES</u>			<u>New Course Descriptions:</u>	
	ENVR 5403	Water Resource Management, Law, and Policy	This course explores ways to secure the right to obtain and use water, as well as the law relating to water pollution permitting. Surface and groundwater resources will be the focus. The course covers doctrines of water allocation, groundwater management regimes, the public rights to water, federal and tribal water management and regulation of	New Course

			water resources, and the permitting regime under the Clean Water Act.	
	ENVR 5413	Legal Framework for Resource Decision-Making and Public Land Management	The course focuses on the federal, state, and local agencies, policies, strategies, and public law that influence public lands management of the United States, and, to a lesser extent, other countries. Focus is on the historical and contemporary land management approaches used to protect, exploit, manage, and/or use public lands, with specific emphasis on the application of the National Environmental Policy Act (NEPA), jurisdiction, and contemporary issues.	New Course
	ENVR 5433	Environmental Law for Management Professionals	This course blends fundamental environmental policy with legal and practical information for the management professional with emphasis on case and statutory histories. The course will explore why environmental laws and policies developed, how they are implemented, and how compliance is achieved. Students will gain the ability to evaluate the need for permits and know how to work practically and cooperatively with relevant state and federal agencies.	New Course

Motion was made to accept the above mentioned Graduate College course actions and approved.

Oklahoma State University - Center for Health Sciences

**MEDICAL SCIENCES, GRADUATE CERTIFICATE
New Program**

Oklahoma State University's Center for Health Sciences requests the new program for students seeking a post-baccalaureate educational experience to enhance their competitiveness in professional (medical, dental, nursing, and veterinary schools) or graduate schools. Successful completion of the graduate certificate program will be used to strengthen their application to professional schools while also giving students the opportunity to obtain credits that can apply towards a M.S. or Ph.D. degree in Biomedical Sciences.

C. Blew mentioned the lack of federal funding for graduate certificates. Further discussion is needed outside Instruction Council to determine the level of federal funding available for this program.

Motion was made to accept the above mentioned Center for Health Sciences Medical Sciences Graduate Certificate, and approved.

5. Undergraduate Certificate Guide DRAFT – Pamela Fry

Refer to the *Draft of Guide for Developing Undergraduate Certificate Proposals* document (drafted by Candace Thrasher). This item is for introduction purposes only and follows the template of the Graduate College. Significant consideration goes into an undergraduate certificate, such as admission criteria and curriculum requirements. P. Fry mentioned two items for consideration: 1) awarding the certificate to non-bachelor degree seeking individuals; 2) awarding the certificate only upon completion of a bachelor's degree.

Currently, OSU requires an assessment (Accuplacer or ACT) for adult admissions. In order to avoid the ACT, these adults are attending open admissions institutions, taking 6 hours and then transferring them back to OSU (who is actually losing tuition dollars).

S. Ownbey questioned the use of courses thru Individual Study and using those hours toward transfer hours. Students are not required to be admitted to the university to take the individual study courses unless the hours are needed for credit. J. Hartman, Associate Director of Admissions, clarified that transfer students are required to have 24 credit hours to be admitted, but adult admission is ACT / SAT. If requirement for certificate or degree is to be admissible to OSU in order to count them toward a degree, the student must be admitted. Further clarification is needed regarding the use of hours to be admitted.

P. Fry reported on a presentation she recently attended regarding recruiting adult students. It was suggested that OSU should market to adult students who already have a bachelor's degree for a second bachelor's degree, especially if those adults don't have the academic hours to pursue a masters in a particular area.

P. Fry encouraged members to review the *Draft of Guide for Developing Undergraduate Certificate Proposals* for further discussion in detail at a future Instruction Council meeting. This is to be used as a helpful guide for the creation of undergraduate certificate programs - new territory for OSU.

6. Equivalent Courses and Degree Works, Cont'd – Rita Peaster

Degree Works (DW) is very literal in interpreting equivalent courses, which can pose a problem in some instances. Specific category of courses are those that originated as lower division course and then through the process of course actions were changed to upper division courses. The system is honoring the equivalency, sometimes resulting in a lower-division course meeting upper-division requirements. The options are as follows:

1. Allow the course equivalencies to stand as is with no change to DW scribe code. This option seems to be in conflict with University Academic Regulation (UAR) 3.6 and the student's transcript would not appear to satisfy UAR 7.4 at face value.
2. Add new scribe code in DW to perform additional checks for the upper-division course attribute for every requirement involving an upper-division course. In addition to the 40 hours of upper-division credit requirement (UAR 7.4), it would also be added to all requirements such as "MATH 3583" or "Select 15 hours of non-English upper-division related courses."
3. Add new scribe code in DW to perform additional checks for the upper-division course attribute *for any requirement specifically checking for upper-division credit*. In addition to the 40 hours of upper-division credit requirement (UAR 7.4), it would also be added to requirements such as "Select 15 hours of non-English upper-division related courses." However, it would NOT be added to all upper division courses in the degree program.

Motion was made to accept option 3 above regarding equivalent courses and Degree Works, and approved, effective Fall, 2018.

7. New Graduate College Accelerated Master's Degree Policy and Proposed Updates to UAR 4.7 and GC Policy 6.10 – Jean Van Delinder and Rita Peaster

J. Van Delinder reported that the new Graduate College policy was passed in December for the accelerated masters degrees. This is to facilitate 4+1 or 3+2 where students can take graduate courses earlier in their college career, and no exception form from Graduate College is required. This policy allows 12+ hours per semester and encourages speedy graduate and masters degrees. Students can share 30 percent of the graduate degree with the undergraduate degree. Basically, the graduate courses can be used as electives for the undergraduate degree which is in conflict with UAR 4.7 – graduate hours for a senior. Undergraduate students cannot double count those courses for their undergraduate degree. An exception is needed for the accelerated masters programs. Graduate courses can be taken as honors courses for an undergraduate degree. However, if students are undergraduates and admitted to an accelerated masters degree programs they can actually have an undergraduate curriculum and

a graduate curriculum, which would allow them to enroll in graduate classes without needing any sort of exception / permission form. Logistically, students can apply to Graduate College when they have earned 90 hours and receive the second matriculation. Students are still considered undergraduates until they receive their bachelor's degree.

Motion was made and approved to accept the proposed policy update for UAR 4.7 to read as follows: "An OSU undergraduate may take a limited number of courses to graduate credit toward an OSU degree program. Undergraduates admitted to an approved OSU accelerated master's degree program may utilize some of these credits for both a baccalaureate degree and graduate degree as outlined in section 11.14 of the Graduate College section of the University Catalog. All other undergraduates are subject to the graduate credit rules" as currently stated in UAR 4.7.

8. CourseLeaf Catalog Workflow – Rita Peaster and Jeff Packham

R. Peaster introduced Jeff Packham, Publications Coordinator for the Registrar's Office. J. Packham reported that there were two training sessions last week regarding the catalog workflow. The Registrar's Office was able to hand over the catalog for 2018-2019 to department and school contacts. Each school and department has access to the catalog, and they are able to make edits as needed.

P. Fry requested that D. Jones and Brenda Masters update the time line regarding the curricular actions in CourseLeaf.

9. Banner Update – Rita Peaster and Robyn Moore

R. Peaster introduced Robyn Moore, Coordinator for Student Information Systems for the Registrar's Office. R. Moore reported that SIS legacy system will be obsolete by June. In preparation for that, general access to SIS will be removed during Spring Break, 2018.

Banner 9 timeline should be available within a month.

10. Other

- a. P. Fry congratulated R. Peaster for her new position as Registrar for Oklahoma State University
- b. K. Roark will forward information from OSRHE regarding a free "blended" professional learning summit for educators. The summit will cover the processes involved in converting to a hybrid format.
- c. **First Year Seminar Instructor Workshop Announcement** March 2nd – 8:15 to 12:00 at Edmon Low Library. Registration will be online. P. Fry encouraged members to distribute to all first year seminar instructors within their colleges. Her hope is that it will be a very interactive workshop. Instructors are to come up with best practices to engage students. There will be round table discussions, and the library will be utilized as part of the support.

Meeting adjourned at 10:19 a.m.

Minutes were recorded by Kyndal Roark