

INSTRUCTION COUNCIL

AGENDA

March 1, 2018

126 ITLE

9:00 a.m. – 10:30 a.m.

In Attendance: Laurie Beets, Ryan Chung, Cynda Clary, Bruce Crauder, Brenda Dawes, Richard Frohock, Jeff Hartman, Carol Johnson, Susan Johnson, Kelly Kavalier, Julie Koch, Marlys Mason, Christine Ormsbee, Shiretta Ownbey, Rita Peaster, Jessica Priddy Bullock, Kyndal Roark, Randy Seitsinger, Candace Thrasher, Jean Van Delinder and Pamela Fry, Chair.

1. Pre-Professional Academic Support Services Office/Team – Jessica Priddy Bullock

Jessica Priddy Bullock, Director for Pre-Professional Academic Support Services introduced Kelly Kavalier, the new Pre-Law Coordinator in the Pre-Professional Academic Support Services Office. K. Kavalier is a licensed attorney for the last 11 years and has worked as an academic advisor for the last 10 years. She is also the assistant director and an academic advisor with University College. She currently has a 25% role as the Pre-Law Coordinator. Pre-Law appointments and services are now available with K. Kavalier in the University College office - prelaw@okstate.edu.

The Pre-Professional Academic Support Services team is launching their new website, which will focus on pre-professional academic support services for the entire campus. Instruction Council (IC) members were encouraged to inform all students interested in pre-professional endeavors to visit the website – <http://prehealth.okstate.edu>. Mentoring and Pre-Professional Advisory Committee (PAC) interviews are also available. J. Priddy Bullock reminded council members that the Pre-Professional Academic Support Services office is located in 040 Student Union, next to the barbershop.

2. Online Deviation Form Updates – Christine Ormsbee

Refer to the following documents: *Course Deviation Guidelines for Undergraduate and Graduate Courses*, *Request to Schedule an On-Campus Resident Course that Deviates from the Regular Calendar Format or Official Class Time*, and *Official Class Time Schedule for Course Offerings*. C. Ormsbee met with R. Peaster and Mike Hunsucker to discuss the online deviation form. Their desire is to strengthen understanding of appropriate reasons for offering classes using nonconforming schedules. Refer to *Request to Schedule* document – under *Type of deviation requested*: a 5th type has been added – blended hybrid delivery (attach a syllabus or agenda that lists the schedule dates, meeting times, and days planned for face-to-face / traditional and planned online instruction.) The purpose of this request is to document for State Regents that this course is an equivalent experience for the student. P. Fry suggested that this document be discussed / reviewed with department heads.

C. Ormsbee detailed “Reason for irregular scheduling”. After IC discussion, the statement would read as follows: *(Please explain why the course cannot be taught during scheduled semesters, intersession, or approved short course periods or follow one of the approved Parts of Term. Also address how the scheduling change will impact students’ enrollment and schedules.)*

P. Fry mentioned adding “Vice Provost” to the signature line, along with “Associate Provost”.

Discussion will continue at the March 15, 2018 Instruction Council meeting. Also related to this matter is the online course evaluation timeline, which will be discussed at a future Instruction Council meeting.

3. General Honors Award – Richard Frohock

The full honors degree has two components: general honors award and award in specific major. This particular proposal is pertaining to modifying the general honors award. This proposal provides an opportunity for students to waive up to 11 hours of course work required for the general honors award. There is a need to expand the variety of extracurricular activities that would qualify for honors credit. Honors College is hopeful to put a system in place that is more standardized and less ad hoc.

If an honors student would like to participate in the experiential credit, they will need to propose it (similar to an honors contract) at the beginning of the semester. Once approved, the student will have one semester to complete this experience and submit a reflective essay at the end of the semester, in which they will analyze the specifics of the experience. The essay will be a rigorous paper (1000-1250 words), involving a workshop during the semester that will detail the expectations for the essay. The student will also have an opportunity to work with honors tutors. The Honors College will review the essays before awarding the credit for the experience. Currently this experiential credit is somewhat informal, and it is the desire of the Honors College to make it more systematic. This will also give students who participate in concurrent coursework a chance to earn honors credit without having to take courses they do not need.

The OSU honors award degree is a 36-hour degree that should allow room to encourage special experiences without diminishing the integrity of the program. Please refer to *the General Honors Award Revision: integrating experiential credit* document for further details. The enrichment activities information within the document is open to continual revision.

Motion was made to accept the General Honors Award Revision with the enrichment activities open to continual revision, and approved.

4. Course Schedule Flexibility – Marlys Mason and Carol Johnson

M. Mason introduced Carol Johnson, Associate Dean responsible for assessment and accreditation in Spears School of Business, who explained schedule flexibility. Refer to *Revisiting Course Schedule Flexibility* document. M. Mason emphasized that this document is meant to start a conversation regarding schedule flexibility. It has been several decades since OSU has revised its schedule.

C. Johnson reported that Oklahoma is 42nd in the nation in median household income (median household approximately \$49K). Report by Center on Budget and Policy Priorities showed that Oklahoma is one of the eight states where public support for education has decreased by more than 30% since 2008. In light of this fact, higher education institutions were forced to increase revenue / raise tuition. Students have taken on more student debt and worked more hours. Because of their increased number of hours working, the ability to be able to compress their classes into 2-3 days a week helps them to be more efficient and successful.

The heat map on the *Revisiting Course Schedule Flexibility* document reveals the utilization of the buildings on campus. C. Johnson recognized Mike Hunsucker and the Registrar's Office for their tremendous efforts in properly scheduling - (36 different lengths of class times, 522 unique time slots.) Prime time for our campus is considered 8am to 5pm. With the standard class schedule, there are eight 3-days per week slots versus seven 2-day per week slots. The individual colleges at OSU are using substantially more 2-days per week slots than 3-days per week slots (with the exception of Arts & Sciences (A&S):

- Human Sciences – 91%
- Spears – 87%
- Education, Health and Aviation – 70%
- Agriculture – 70%
- Engineering 62%
- A&S 51%.

Because so many of our 3 credit hour courses are being taught in the 2 days per week slots, that led them to an analysis of going to more 2-days per week classes. Items to consider in course schedule flexibility:

- Start the prime time class schedule at 8 a.m. and end it by 5 p.m.
- Eliminate the lunch hour on Tuesday/Thursday. Put all 5 days on the same basic schedule.
- Consider allowing a dual track throughout the day on M-F and true up the dual tracks similar to 2:30 – 5:20 p.m. on MWF of the current schedule. This alignment reduces class choice problems for students.
- Since Fridays are under-utilized, consider adding some 3-hour slots for classes on Friday mornings to mid-afternoon. These slots might be particularly useful for graduate classes.
- Consider moving the common exam time to 5-6:00 p.m. – potentially making it easier to attract university staff to teach evening classes.

Discussion regarding the course schedule flexibility revealed the following concerns:

- Four-day schedule is an inefficient use of classrooms
- Flexible schedule places considerable amount of pressure on the lab classes
- A&S feels that certain classes such as language or math need more repetition throughout the week
- Flexible schedule may downgrade the intellectual activity of our undergraduate programs.
- Graduate students who would normally take two seminars in one evening will no longer be able to do so
- Unintended consequences in the name of efficiency may be experienced regarding length of time to complete a degree (can our undergraduate degrees be completed in 4 years if this schedule is adopted?)
- Amount of department effort to map all of the course work may be obsolete

C. Johnson explained that the intent was to add flexibility to the current schedule, not do away with the MWF time schedule.

P. Fry will discuss the possibility of creating a working group with Provost Gary Sandefur to include faculty reps and / or administration from each college, OSU-Tulsa rep, IRIM, registrar, etc. Initial feedback from individual colleges may be necessary.

5. Other

- FYI – the inaugural FYS Instructor Workshop will be held tomorrow, Friday, March 2, 2018 8:15 a.m. to 12:00 p.m. in Helmerich Browsing Room of Edmon Low Library – all members should have received an online registration link. For any questions, please email Kyndal.roark@okstate.edu. C. Thrasher was able to compile all the syllabi from the FYS courses and will have the complete document available by email for anyone interested – Candace.thrasher@okstate.edu.
- FYI – Dean's Council approved ALEKS proctoring proposal

Meeting adjourned at 10:40 a.m.

Minutes were recorded by Kyndal Roark