

## INSTRUCTION COUNCIL

### MINUTES

Thursday, February 21, 2019

204 WH

9:00 a.m. – 10:30 a.m.

**In attendance:** Laurie Beets, Laura Belmonte, Bruce Benjamin, Chad Blew, Aaron Christensen, Ryan Chung, Cynda Clary, Chris Francisco, Richard Frohock, Jamie Fullerton, Margi Gilmour, Jeff Hartman, Diane Jones, Marlys Mason, Bridget Miller, Christine Ormsbee, Shiretta Ownbey, Rita Peaster, Kyndal Roark, Gary Sandefur, Adrienne Sanogo, Randy Seitsinger, Candace Thrasher, Jean Van Delinder, Tom Wikle and Gary Sandefur, Chair.

#### 1. **General Education Courses Area Designations Purpose and Requirements Document (from General Education Advisory Council) – Bridget Miller & Laura Belmonte**

B. Miller explained that the GENED Advisory Council is a faculty committee that reviews course applications for GENED designation. This committee has been working to revisit the language associated with how we describe general education courses and what we expect at Oklahoma State University. Below is the revised document:

#### ***GENERAL EDUCATION COURSES AREA DESIGNATIONS PURPOSE AND REQUIREMENTS (revised July 2003, accepted March 2004, revised September 2006, revised January 2019)***

*Oklahoma State University General Education will provide students with general knowledge and skills conducive to lifelong learning in a complex society. Specifically, through general education at Oklahoma State University students will:*

- *Construct a broad foundation for the specialized course of study,*
- *Develop the ability to read, observe, and listen with comprehension,*
- *Enhance their skills in effective communication,*
- *Expand their capacity for critical analysis and problem solving,*
- *Expand their capacity to understand and respect diversity in people, beliefs, and societies, and*
- *Develop the ability to appreciate and function in the human and natural environment.*

*Every general education course is aligned with one of four content areas: analytical and quantitative thought (A), humanities (H), social and behavioral sciences (S), and natural sciences (N). In addition, OSU students must participate in a diversity course (D), an international dimension course (I) and in natural sciences courses that include a lab component and have a scientific investigation (L) designation.*

*A course is qualified to be part of the general education curriculum if it meets the needs of students across multiple disciplines without requiring extensive specialized skills and satisfies all the criteria for a specific general education area. General Education courses may not have more than two prerequisite requirements. However, certain exceptions exist when students are allowed to test out of the prerequisite courses and place directly into the advanced course. The purpose and requirements for each general education area follow. These requirements must be clearly articulated in the course syllabus.*

#### ***General Education Area Designations***

##### **ANALYTICAL AND QUANTITATIVE THOUGHT - (A)**

###### **1. Purpose:**

*Courses designated “A” incorporate the study of systems of logic and the mathematical sciences with a primary emphasis on inductive and/or deductive processes.*

## **2. Requirements:**

- a. Students will critically analyze and solve problems using quantitative, geometric, or logical models.
- b. Students will form inferences using logical systems and mathematical information and communicate them effectively.
- c. Students will give appropriate multiple representations (symbolical, visual, graphical, numerical, or verbal) of logical or mathematical information.

## **HUMANITIES - (H)**

### **1. Purpose:**

Courses designated "H" concentrate on the expression, analysis, and interpretation of ideas and the aesthetics or values that have formed and informed individuals and societies.

### **2. Requirements:**

- a. Students will critically analyze the relationships of aesthetics, ideas, or cultural values to historic and contemporary cultures.
- b. Students will develop an understanding of how ideas, events, arts, or texts shape diverse individual identities.
- c. Students will demonstrate their understanding through written work that provides them the opportunity to enhance their writing skills; upper division "H" courses will include extensive written work.
  1. Writing assignments must be weighted in the grading scheme such that students are discouraged from skipping the assignment (i.e. writing assignments are worth a minimum of 10% of the overall grade).
  2. The minimum required number of pages may be encompassed in one or multiple assignment/s. Informal writing assignments (like journals or class notes) and group projects will not count toward writing minimum. Multiple drafts of the same work cannot be counted twice in the cumulative page minimum.
  3. Lower-division courses must include at least five pages of out-of-class written assignments or essays.
  4. Upper-division courses must include at least ten pages of out-of-class written assignments or essays. Instructors must provide feedback that students can incorporate in subsequent writing assignments (by revising and resubmitting a single assignment or submitting multiple assignments). At least one writing assignment must be at least 4 pages in length.

\* Courses focused on studio work, design, performance, or individual creative production are not eligible for "H" designations.

## **SOCIAL AND BEHAVIORAL SCIENCES - (S)**

### **1. Purpose:**

Courses designated "S" propose theoretical constructs based on empirical observation (including quantitative or qualitative methods) to explain human behavior and society in social and/or physical environments.

### **2. Requirements:**

- a. Students will critically analyze generalizations about society and explore theoretical structures.
- b. Students will understand the role of empirical observation using quantitative or qualitative methods in the social and behavioral sciences.
- c. Students will demonstrate their understanding through written work that provides them the opportunity to enhance their writing skills; upper division "S" courses will include extensive written work.
  1. Writing assignments must be weighted in the grading scheme such that students are discouraged from skipping the assignment (i.e. writing assignments are worth a minimum 10% of the overall grade).
  2. The minimum required number of pages may be encompassed in one or multiple assignment/s. Informal writing assignments (like journals or class notes) and group projects will not count toward writing minimum. Multiple drafts of the same work cannot be counted twice in the

- cumulative page minimum.*
3. *Lower-division courses must include at least five pages of out-of-class written assignments or essays.*
  4. *Upper-division courses must include at least ten pages of out-of-class written assignments or essays. Instructors must provide feedback that students can incorporate in subsequent writing assignments (by revising and resubmitting a single assignment or submitting multiple assignments). At least one writing assignment must be at least 4 pages in length.*

### **DIVERSITY - (D)**

#### **1. Purpose:**

*Courses designated “D” prepare students for engaged citizenship in the diverse, multicultural society of the United States.*

#### **2. Requirements:**

- a. *Students will reflect on identity through the examination of one or more underrepresented groups (e.g. racial, ethnic, religious, social class, gender, age, disability, sexual orientation) in present day United States.*
- b. *Students will examine the ways underrepresented groups define and express themselves and the context in which these definitions are constructed.*
- c. *Students will critically analyze theories and systems of cultural, societal, political, or economic power.*
- d. *Students will demonstrate their understanding through written work that provides them the opportunity to enhance their writing skills; upper division “D” courses will include extensive written work.*
  1. *Writing assignments must be weighted in the grading scheme such that students are discouraged from skipping the assignment (i.e. writing assignments are worth a minimum 10% of the overall grade).*
  2. *Writing assignments must be tied to the purpose/requirements of the “D” designation.*
  3. *The minimum required number of pages may be encompassed in one or multiple assignment/s. Informal writing assignments (like journals or class notes) and group projects will not count toward writing minimum. Multiple drafts of the same work cannot be counted twice in the cumulative page minimum.*
  4. *Lower-division courses must include at least five pages of out-of-class written assignments or essays.*
  5. *Upper-division courses must include at least ten pages of out-of-class written assignments or essays. Instructors must provide feedback that students can incorporate in subsequent writing assignments (by revising and resubmitting a single assignment or submitting multiple assignments). At least one writing assignment must be at least 4 pages in length.*
- e. *In courses worth three or more credit hours, at least one-half of the course materials must relate to one or more underrepresented groups. A course that is fewer than three hours must be entirely devoted to these groups. A detailed class schedule should be included on the course syllabus to confirm content minimum has clearly been met.*

### **INTERNATIONAL CULTURES - (I)**

#### **1. Purpose:**

*Courses designated “I” prepare students for engaged citizenship in today’s global society through understanding of cultural perspectives outside the United States. Courses concerning ethnic and cultural minorities within the U.S. do not qualify.*

#### **2. Requirements:**

- a. *Students will examine current interactions of groups or cultures external to the United States within their political, economic, ideological, or natural contexts.*
- b. *Students will understand how current international cultures relate to complex, systems related to oppression, political ideology, globalization, or other similar dynamics.*
- c. *Students will demonstrate their understanding through written work that provides them the opportunity to enhance their writing skills; upper division “I” courses will include extensive written work.*

1. *Writing assignments must be weighted in the grading scheme such that students are discouraged from skipping the assignment (i.e. writing assignments are worth a minimum 10% of the overall grade).*
  2. *Writing assignments must be tied to the purpose/requirements of the “I” designation.*
  3. *The minimum required number of pages may be encompassed in one or multiple assignment/s. Informal writing assignments (like journals or class notes) and group projects will not count toward writing minimum. Multiple drafts of the same work cannot be counted twice in the cumulative page minimum.*
  4. *Lower-division courses must include at least five pages of out-of-class written assignments or essays.*
  5. *Upper-division courses must include at least ten pages of out-of-class written assignments or essays. Instructors must provide feedback that students can incorporate in subsequent writing assignments (by revising and resubmitting a single assignment or submitting multiple assignments). At least one writing assignment must be at least 4 pages in length.*
- d. *In courses worth three or more credit hours, at least one-half of the course materials must relate to international cultural perspectives on the present times. A course that is fewer than three credit hours must be entirely devoted to these groups. A detailed class schedule should be included on the course syllabus to confirm content minimum has clearly been met.*

### **NATURAL SCIENCES - (N)**

#### **1. Purpose:**

*Courses designated “N” feature the systematic study of physical or biological processes and the mechanisms and consequences of human intervention in those processes.*

#### **2. Requirements:**

- a. *Students will understand the scientific inquiry process.*
- b. *Students will use the methodologies and models of science to define, evaluate, and solve problems in biological and physical sciences.*
- c. *Students will evaluate evidence, interpretations, results, and solutions related to the physical and biological sciences.*
- d. *Students will understand the consequences of human intervention in physical and biological processes and mechanisms.*
- e. *Students will demonstrate their ability to communicate in a manner appropriate to the discipline through written assignments.*

### **SCIENTIFIC INVESTIGATION - (L)**

#### **1. Purpose:**

*Courses designated “L” emphasize evaluating scientific hypotheses through the scientific inquiry process and must include the equivalent of at least one semester credit hour of physical or biological laboratory experience.*

#### **2. Requirements:**

- a. *Students will critically analyze scientific problems, formulate hypotheses, conduct appropriate experiments, and summarize and interpret results.*
- b. *Students will communicate procedures, results and conclusions through written work appropriate to the discipline.*

*Effective XXXXXXXX, all new requests for General Education designations must meet the purpose and all requirements in this document. Courses with approved General Education designations will retain the General Education designation until their next review. When the General Education Advisory Council next reviews the course the course must satisfy the purpose and all requirements to retain the General Education designation. If the designation(s) is denied during a review, the course will retain the designation(s) for one year during which time the course can be revised and resubmitted for reconsideration.*

L. Belmonte added that one of the objectives was to make the writing expectation more clear and to apply the writing expectation to most of the GENED designations.

These requirements will take effect Fall 2019 semester for all new GENED applications and will be applied to all current courses when they are reviewed at their five-year mark.

## 2. Discussion Re: Math Placement – Chris Francisco

C. Francisco shared the data from the 2018 Math Placement changes with Instruction Council (IC). Below are the details of the data, along with recommendations for adjustments:

### ***Proposed Math Placement Cut-off Changes Effective Summer 2019***

*Based on data from the Fall 2018 semester, the Department of Mathematics proposes to lower the math placement scores required to enroll in College Algebra (MATH 1513) and Preparation for Calculus (MATH 1813). The Fall 2018 semester is the first term for which we have mostly proctored math placement scores, making the data more reliable than before and allowing us to interpret the data with higher confidence.*

#### ***MATH 1513***

*Current prerequisites:* *Math placement score of at least 45 for standard sections, 30-44 for corequisite sections.*

*Proposed prerequisites:* *Math placement score of at least 40 for standard sections, 30-39 for corequisite sections.*

*Rationale:* *Among students taking corequisite 1513 in Fall 2018 with scores of 40-44, there were few with grades of C, which would indicate a danger of slipping into the D/F/W range without extra support. Most grades for students in this range were A or B with scattered grades of D/F/W. This change would allow roughly 40 more students to take standard sections, likely enabling us to meet the anticipated corequisite demand. We would reevaluate after getting data from Summer and Fall 2019.*

#### ***MATH 1813***

*Current prerequisites:* *For standard sections, a grade of C or better in 1513 or a math placement score of at least 60. For corequisite sections, a math placement score of 53-59.*

*Proposed prerequisites:* *For standard sections, a grade of C or better in 1513 or a math placement score of at least 56. For corequisite sections, a math placement score of 53-55 or recommendation of instructor after first-week diagnostic assessment (similar to the procedure for enrolling in corequisite sections of Calculus I).*

*Rationale:* *Our data suggest that those students qualifying for 1813 via the math placement test tend to do very well. The students who qualify by transferring 1513 from another institution struggle considerably, and many could use extra support. We had 60 students in corequisite 1813 last fall, and we anticipate that the 53-55 range will give roughly 30 students, allowing another 30 seats for “parachutes” from standard sections. We would collect data in Fall 2019 to evaluate the change. Additionally, we would try to determine whether we might be able to drop the corequisite cut-off to 50. This would depend both on our evaluation of students’ preparation and our ability to staff additional corequisite sections of 1813.*

Members of IC indicated their agreement of these proposed changes and commended C. Francisco for his diligent efforts on behalf of the students at OSU.

## 3. SSI Update – Ryan Chung

R. Chung reported to IC that an automated reminder will be submitted to course instructors regarding the Student Survey of Instruction (SSI) if that course has lower than a 75% response rate. IC members indicated they would prefer two notices be sent to instructors; however, after further investigation R. Chung discovered that only one reminder is permissible. R. Chung also reported that the SSI response rate information will be able to be separated out by institution, as well as by college. Program level will not be separated at this point in time.

## 4. Discussion Re: Creation of Working Group to Address SSI Issues – Tom Wikle

SSI switched from paper survey to digital online Spring 2016 semester. The online system has a much lower response rate than the in-class paper survey. Discussions included incentives for students who complete the survey, bias if we offer extra points for completing a survey, problems with the quality of response rates (what

students are writing on paper vs. the amount and quality of what they are writing on digital form) and the structure of SSI. T. Wikle recommended that IC develop a working group to discuss these SSI issues. He felt that the Assessment and Academic Improvement Council (AAIC) is not the most appropriate place to address these issues to initiate change. This proposed working group would need student representation, department head representation and IC representation – no more than 8-10 members. G. Sandefur announced that volunteers from IC would be solicited to pursue this matter.

#### 5. Proposed Changes to Assessment and Academic Improvement Council Membership – Tom Wikle

T. Wikle discussed the poor attendance of AAIC meetings. In an effort to streamline things to create for manageability, the number of voting members will be decreased from 22 to 12-15. Below is the proposed list of changes:

*Proposed:*

- *One representative from University Assessment and Testing (Vice Chair, ex officio)*
  
- *One representative (assistant/associate dean or other) from each of OSU's eight colleges (CAS, CASNR, CEAT, EHA, GRAD, CoHS, SSB, VETMED)*
- *One representative from the OSU Library*
- *One representative from OSU's Division of Academic Affairs*
- *One to four representative from Faculty Council\**
- *One representative from Student Affairs*
- *One Representative from the Committee for the Assessment of General Education (CAGE)\*\**
- *One representative from Institutional Research and Information Management (ex officio)*
- *One representative from the Graduate and Professional Student Government Association (ex officio)*
- *One representative from the Student Government Association (ex officio)*
  - *Voting Members: 12-15*
  - *Ex Officio Members: 4*

*\*Faculty Council will be asked how many representatives (one to four) it would like on the Council*

*\*\*only if not otherwise represented on AAIC*

IC members indicated they were in agreement with the proposed changes to AAIC.

#### 6. Curriculum Requests:

**Course Deactivation Requests:**

**(Informational Purposes Only)**

**VBSC 5120 – Current Topics in Veterinary and Biomedical Science**

**VBSC 5202 – Evaluation of Biomedical Research Data**

**VBSC 6120 – Advanced Physiology of Selected Systems**

**VBSC 6200 – Topics in Advanced Pharmacology and Toxicology**

**VBSC 6203 – Advanced Concepts in Veterinary Immunology**

**VBSC 6220 – Advanced Topics in Cell Biology**

**VBSC 6550 – Problems in Functional Morphology**

**VBSC 6650 – Current Topics in Bacterial Pathogenesis**

**VBSC 6712 – Advances in Veterinary Medicine I**

**VBSC 6722 – Advances in Veterinary Medicine II**

**VBSC 6910 – Veterinary Pathology Slide Conference**

**VBSC 6920 – Diagnostic Pathology**

**VBSC 6950 – Advanced Systemic Pathology**

**VBSC 6560 – Advanced Pathology Techniques and Special Problems**

**VBSC 6930 – Comparative Anesthesiology**

**VBSC 6960 – Current Topics in Veterinary Clinical Pathology**

**VBSC 6963 – Advanced Clinical Pathology**

**VBSC 6973 – Advanced Hematology**

## College of Arts and Sciences

### Course Action Request:

#### **POLS 4973**

12/12/18 tabled pending removal of the graduate credit.

Graduate credit was removed.

1/17/19 – Tabled pending discussions with Political Science

1/23/19 – Dr. Belmonte gave approval for the request to go back to Instruction Council

### **ENVIRONMENTAL STUDIES, UNDERGRADUATE CERTIFICATE (455) Program Modification: Program Requirement Change**

#### **Program Requirement Change: Course Requirement Change and Reduce total hours from 24 to 17.**

The College of Arts and Sciences requests the program requirement modifications due to changes in the curriculum structure. The reduction in total credit hours will more closely align the number of credit hours required with other undergraduate certificates offered at the university.

Tabled 12/12/18 for discussion with CASNR on course offerings.

### **FRENCH, BA (188)**

#### **Program Modification: Option Addition**

##### **Option Addition: Business Essentials**

The College of Arts and Sciences requests the option addition to allow students to combine their liberal arts degree with core business courses. This option addition will provide students with an interest in business-related careers or graduate study a path to complete essential business courses.

Tabled 1/3/19 for discussion with SSB on course offerings.

### **GERMAN, BA (113)**

#### **Program Modification: Option Addition**

##### **Option Addition: Business Essentials**

The College of Arts and Sciences requests the option addition to allow students to combine their liberal arts degree with core business courses. This option addition will provide students with an interest in business-related careers or graduate study a path to complete essential business courses.

Tabled 1/3/19 for discussion with SSB on course offerings.

### **PHILOSOPHY, BA (158)**

#### **Program Modification: Option Addition**

##### **Option Addition: Ethics and Business Essentials**

The College of Arts and Sciences requests the option addition to allow students to combine their liberal arts degree with core business courses. This option addition will provide students with an interest in business-related careers or graduate study a path to complete essential business courses.

Tabled on 12/12/18 for discussion with SSB on course offerings.

Tabled 1/3/19 for discussion with SSB on course offerings.

### **PSYCHOLOGY, BS (176)**

#### **Existing Program Online Delivery**

The College of Arts and Sciences requests online delivery of the existing Bachelor of Science in Psychology. The opportunity to earn a degree in Psychology in a fully online environment will expand access to students for whom barriers prevent them from pursuing the degree on campus.

**SPANISH, BA (188)**  
**Program Modification: Option Addition**

**Option Addition: Business Essentials**

The College of Arts and Sciences requests the option addition to allow students to combine their liberal arts degree with core business courses. This option addition will provide students with an interest in business-related careers or graduate study a path to complete essential business courses.

Tabled 1/3/19 for discussion with SSB on course offerings.

***Motion was made to accept the above-mentioned College of Arts and Sciences course action requests and curricular requests, and approved.***

**College of Engineering, Architecture and Technology**

**CIVIL ENGINEERING, BS (047)**  
**Program Modification: Program Requirement Change**

**Program Requirement Change: Course Requirement Change**

The College of Engineering, Architecture and Technology requests the program requirement change to add flexibility in general education requirements for students. Students will have additional choices for fulfilling English requirements.

Tabled 12/12/18 for discussion with Honors College.

**COMPUTER ENGINEERING, BS (467)**  
**Program Modification: Program Requirement Change**

**Program Requirement Change: Course Requirement Change**

The College of Engineering, Architecture and Technology requests the course requirement change to modify the college/departmental requirements. The requested change will provide a more relevant course in the curriculum.

**ELECTRICAL ENGINEERING, BS (071)**  
**Program Modification: Program Requirement Change and Option Deletion**

**Program Requirement Change: Course Requirement Change**

**Option Deletion: Computer**

The College of Engineering, Architecture and Technology requests the course requirement change to modify the college/departmental requirements. The requested change will provide a more relevant course in the curriculum. The option deletion is requested because Computer Engineering, BS (047) is a separate degree.

**MECHANICAL ENGINEERING TECHNOLOGY, BS ENG TECHY (081)**  
**Program Modification: Program Requirement Change**

**Program Requirement Change: Course Requirement Change and Degree Program Requirement Change**

The College of Engineering, Architecture and Technology requests the program requirement change to provide courses that are more beneficial to students. The degree program requirement change is requested to increase the GPA requirement in engineering and engineering technology courses to a 2.20. The proposed changes will provide a more rigorous curriculum.

***Motion was made to accept the above-mentioned College of Engineering, Architecture and Technology program modifications, and approved.***



## College of Human Sciences

### DESIGN, HOUSING AND MERCHANDISING, BSHS (050) Program Modification: Option Name Change

#### **Option Name Change: From Apparel Design and Production to Fashion Design and Production**

The College of Human Sciences requests the option name change because “Fashion” is a more recognized name and will help with student recruitment.

***Motion was made to accept the above-mentioned College of Human Sciences program modification, and approved.***

#### **7. Degree Works Update and 2019-20 Degree Requirements – Rita Peaster**

R. Peaster presented edits to University Academic Regulation 3.11 for clarification purposes.

##### **Scribing Double Majors and [UAR 3.11 Double Majors and Minors](#) – Approval Requested**

Our Degree Works team has scribed all active undergraduate degrees and minors, but second/additional majors are not currently fully scribed in Degree Works. One complication in the additional major scribing effort is the flexibility afforded to each college in enforcing additional college/departmental requirements from the second major:

*A double major can be earned by satisfying the primary major's degree requirements and the major requirements for the second major plus any additional college/departmental requirements from the second major degree plan if deemed appropriate by the college home of the second major.*

The Office of the Registrar has identified a way to scribe for additional majors in accordance with UAR 3.11, but needs a reliable and transparent method to track which majors/programs enforce the additional college/departmental requirements when declared as an additional major. We propose that colleges indicate on degree sheets when additional college/departmental requirements are enforced if the program is declared as an additional major (effective beginning with the 2019-20 Catalog). We recommend inclusion as a bullet in the “Other Requirements” section at the bottom of the page, such as:

*If declared as an additional major, college/departmental requirements are enforced in addition to major requirements.*

**IC members would like more discussion before voting on this matter. R. Peaster will bring additional examples to the 3-7-19 Instruction Council meeting for further discussion.**

R. Peaster detailed the upcoming upgrade for Degree Works:

##### **Upgrade Degree Works Environment from 4.1.5 to 5.0.1**

Our current version of Degree Works (4.1.5) is no longer supported by Ellucian. The new version (5.0.1) is required to implement the Transfer Equivalency Self Service (TESS) component of Degree Works and will bring us up to the latest supported environment. The current timeline projects a likely cutover to version 5.0.1 in summer 2019.

R. Peaster detailed the effort to reduce exceptions:

##### **Reduce Degree Works Exceptions through Degree Requirement Transparency**

Our standards for scribing degree programs (approved by Instruction Council October 19, 2017) indicate that requirements should be clearly identified on the degree sheet or elsewhere in the Catalog so that any advisor could come up with the same list of courses. If the requirement is ambiguous (a consistent list of courses meeting the requirement cannot be found on the degree program document or elsewhere in the

Catalog), the Registrar's Office inserts scribe which requires advisor approval and exceptions recorded manually in Degree Works for every student by college personnel.

As we expand our reliance on Degree Works for real-time verification of student progress toward degree and possible recruitment of prospective transfer students, the manual entry of exceptions in Degree Works becomes increasingly problematic. Clarity and transparency of all degree requirements in the Catalog enables full and accurate scribing, greatly reduces the number of manual exceptions required to be entered by the college, and provides students and advisors accurate real-time information. In most cases, such changes to degree sheets would not be considered substantive and would not require OSRHE approval, and would allow OSU to use Degree Works to automate many manual progress toward degree certification activities, including federal financial aid, student athletic eligibility, and veterans' benefits.

#### **8. Banner Self Service Update – Rita Peaster**

R. Peaster announced that a new update to Banner Self Service Registration is scheduled for the weekend of March 1, and consists of multiple defect resolutions, with no changes to look/feel or navigation. A sporadic generic registration issue will hopefully be addressed with this update. Class schedule improvements will be visible – class meetings will be clearly distinguished from exams.

R. Peaster also mentioned that they are testing the addition of photos in Self Service. Because all photos (student / faculty) can be released, decisions will need to be made regarding photo display. R. Peaster will bring the multiple options to the 3-7-19 Instruction Council meeting. G. Sandefur recommended that this information be presented to the Deans as well.

#### **9. Student Satisfaction Survey Update – Ryan Chung**

R. Chung stated that he is waiting for President Hargis' approval to release the communications regarding data report from last year's survey, along with the 2018-2019 survey. G. Sandefur will be meeting with President Hargis the week of February 25 and will discuss this matter. R. Chung explained that this year's survey contains a new survey item regarding Pete's Pet Posse. In addition, University Assessment and Testing removed one of the open-ended questions from the survey, which should only take students under five minutes to complete. R. Chung is hoping for 10,000 student responses for this year data collection. As an incentive to complete the survey, there is a chance for participating students to win one of fifteen \$50 bursar reimbursements.

#### **10. Minimum Number of Required Hours for Undergraduate Certificates – Candace Thrasher**

C. Thrasher announced that in order for a student to receive federal financial aid for an undergraduate certificate that does not require an associate's degree or bachelor's degree the undergraduate certificate must require a minimum of 16 credit hours. This minimum number does not pertain to embedded certificates.

C. Thrasher also announced that while Pamela Fry was Vice Provost at OSU-Stillwater, she established an Academic Integrity Advisory Group to meet annually to review OSU's academic integrity policies. R. Seitsinger volunteered to represent IC.

#### **11. Other**

- a. G. Sandefur announced that President Hargis has introduced an initiative to assist transfer students with their transition from their previous institution to OSU. It is important for them to be able to determine the specifics of their transfer in a timely manner. More information to come.
- b. G. Sandefur requested IC members to speak with their department heads regarding transfer agreements.
- c. R. Peaster announced that due to inclement weather days this year, the midterm grades deadline has been moved out one day.

Meeting was adjourned at 10:06 a.m.

Minutes were recorded by Kyndal Roark