

# INSTRUCTION COUNCIL

## MINUTES

Thursday, April 4, 2024

126 ITLE or Zoom

<https://okstate-edu.zoom.us/j/96284911705?pwd=bkITQk5Kc08ydC9GVXJnU2FLaTq0Zz09>

**PASSCODE: 596082**

**9:00 a.m. – 10:30 a.m.**

In attendance: Shannon Baker, Larry Burns, Kyndal Campbell, Cynda Clary, Andrew Doust, Craig Freeman, Richard Frohock, Jeff Hartman, Diane Jones, James Knecht, Marlys Mason, Christine Ormsbee, Rita Peaster, Carisa Ramming, Jerry Ritchey, Adrienne Sanogo, Rebecca Sheehan, Candace Thrasher, Ronna Vanderslice, Sarah Vizza and Chris Francisco, Chair.

### 1. **New CLEP Exam for OSU Credit: Spanish with Writing: Levels 1 and 2 – James Knecht**

The Languages and Literatures department reviewed the new Spanish with Writing CLEP exam and expressed their desire to adopt it as a means of granting up to 9 hours of credit. A vote from Instruction Council (IC) is needed to officially adopt this recommendation, which allows students to take the exam and earn 6 hours of credit if they score 50-62, and 9 hours of credit if they score a 63 or higher. Once approved, University Assessment and Testing (UAT) will work with the Registrar and Admissions to update Banner and post information about the addition so students know they can now receive CLEP credit for this new exam.

***Motion was made by A. Doust and seconded by M. Mason to accept the new CLEP exam for OSU credit for Spanish with Writing Levels 1 and 2, and Instruction Council (IC) members approved.***

### 2. **UPCEA Policy Matters – Christine Ormsbee**

According to the UPCEA Policy Matters article from October 30, 2023, the Department of Education has released final rules on Ability to Benefit, Administrative Capability, Certification Procedures, and Financial Responsibility. This policy update will affect how we handle our out-of-state students currently enrolled in licensure programs, who plan to return to their home state to seek employment. “In the new rule, if a program is leading to licensure or certification the institution must provide lists indicating which states a program does and does not meet educational requirements for specific professional licenses or certifications. The new rule also eliminates the possibility to indicate that they have not determined this for certain states. Institutions can offer programs to students in states where the program does not meet requirements for licensure or certification if they provide an attestation from the student about their specific intended state of employment. Institutions must notify students if the program’s curriculum does not meet state educational requirements for licensure or certification in the state where the student is located. If an institution cannot determine whether or not their program meets the state requirements for licensure or certification, they cannot offer that program to students within that state. The rule applies to new program entrants on or after the effective date of July 1, 2024, rather than being applied retroactively to students who are already enrolled in these programs.”

<https://upcea.edu/final-licensure-and-certification-regulations-released-online-student-location-determinations-updated-policy-matters-october-2023/>

S. Baker interjected that she will be meeting with David Mariott, Adrienne Sanogo, and Nick Holmes to determine the best way to integrate this topic into their enrollment conversations at Orientation.

If our information for the licensure of a particular program in another state is unknown, the State Department is considering unknown status as a “NO” – our program is not licensed in that state. This policy impacts professional education, as well as others. A comprehensive list of all our programs that are associated with licensure or certification must be identified. Some programs are nationally licensed, however many are not. Not only do we need a list of

programs that have licensure associated with them but also which states we have agreements with. Colleges should have a web page regarding this licensure disclosure information.

L. Burns with Institutional Research and Analytics (IRA) added that part of the Gainful Employment plan requires the reporting of licensure and certification information to the government every year and by program. A centralized location for tracking this information for every program is needed, along with a process where we identify all programs and specifics of licensure. More than likely, this will be a Slate process. Consideration for other things we need to track at the program level is needed in order to create a solution. IRA is also required to report the number of students who pass the licensure, which leads to bigger discussions. Additionally, University Assessment and Testing (UAT) must be made aware of all programs that require external accreditation and tracking of every interim report from accreditation for reporting purposes. CIM programs may also be considered an acceptable place for tracking this information. C. Thrasher added that there is certain information we collect as part of that new program proposal but not necessarily keeping it updated as programs make modifications. She may have some basic information regarding college licensure, as she recently gathered information for the Office of Scholarships and Financial Aid, which included college licensure information. She will distribute that information to the group as a base.

C. Ormsbee mentioned that we do not necessarily require students to complete the licensed exam for graduation, however our graduates are prepared for the test, should they decide to take it for certification. Other data collection required is the out of state learning placements. Any student who does any type of required learning experience, with the exception of study abroad, must be reported.

**3. Domestic Application Fee Increase – Jeff Hartman**  
**Effective Summer/Fall 2025**  
**Increasing from \$40 to \$50**

The Office of Undergraduate Admissions requested and received approval from the Board of Regents to increase the domestic application fee from \$40 to \$50, starting with the summer / fall 2025 application cycle. International application fees will remain at \$90 and all of our standard and traditional fee waiver processes will stay the same.

**4. FAFSA Update – Chad Blew**

The Federal Government recently held a webinar regarding federal aid. OSU has received about 17,000 student FAFSA records. Last year at this time we had received about 21,000 students records, and we are seeing a higher rate of rejection of those applications – around 20%. Those that are not rejected have significant issues with the applications. C. Blew informed IC members that the Office of Scholarship and Financial Aid is still planning to package federal aid to our prospective students soon. Continuing students' federal aid will not be packaged until late April / early May. C. Blew encouraged the colleges to base their scholarships on last year's FAFSA numbers. Unfortunately, many families will not decide on the college option until they know what their federal aid is.

**5. Curriculum**

**Information Items Only:**

Course Reactivation:

**IEM 5153** – Process Design and Integration

**NSCI 5543** – Obesity Prevention Across the Lifespan

**Course Action Summaries:**

**(To be considered at the April 18, 2024 IC meeting)**

PRESENT	PROPOSED	PRESENT	PROPOSED	PRESENT	PROPOSED	ACTION SUMMARY
PREFIX/NUMBER		TITLE		ACTION		
<b><u>NEW COURSES</u></b>					<b><u>New Course Descriptions:</u></b>	
	CIED 3753		Teaching Social Studies through Inquiry		This course is designed to assist pre-service teachers in developing skills to teach social studies through an inquiry approach. Guided readings, discussions, group activities, and project based learning will focus on structuring an inquiry-based secondary classroom through the use of primary sources. Prerequisite(s) Completion of CIED 3313 or consent of instructor. 3 LEC	New course.
	DM 5143		Digital Product Creation II		Continue to improve your knowledge and proficiency in 3d with advance skills with avatars, materials, pattern creation, styling and simulations. 3 LEC	New course.
	DM 5153		Advanced Digital Product Creation		Determine your path to 3D garment creation with advanced 3D design knowledge. Increase your skill set in 3D with advance rendering, garments construction and animating Avatars. 3 LEC	New course.
	DM 5183		Capstone: Digital Product Creation in Technical Design		Advance your skills and focus your individual path as an artist, designer or tech designer. As a technical designer is important to have a grasp of skills required. This course will expand on pattern and garment fit in relation to 3D and actual fit model. We will also expand on creating these garments in multi sizes, garment construction, marker consumption and bill of materials. 3 LEC	New course.
	EDTC 6713		Introduction to Learning Sciences		Introduction to the Learning Sciences and its theoretical frameworks, research methods, and current scholarly issues. 3 LEC	New course.

	HESA 6813		Conceptualizing the Study of Higher Education		Exploration of research paradigms, as well as theories of organizational behavior, student development, and socio-cultural phenomena, suitable for conceptualizing the study of higher education and student affairs. Prerequisite(s) Admission to doctoral program or instructor permission. 3 LEC	New course.
	NURS 2011		Medical Terminology in Nursing		This course introduces the beginning student to the study of medical terminology and vocabulary used in the healthcare field. 1 LEC	New course.
	SCFD 5020		Master's Final Project		For students to complete the creative Master's project or experiential fieldwork. Offered for variable credit, 1-6 credit hours, maximum of 6 credit hours. Prerequisite(s) Instructor approval 1-6 IS, Max 6	New course.
<b><u>DROPPED/DELETED COURSES</u></b>						
<b><u>MODIFIED COURSES</u></b>						
EDHS 1112	EDHS 1111  IC Approved 3/14/24 via email vote			Experiences that effectively facilitate transition into the College of Education and Human Sciences at OSU. Introduction to the developmental advising process to ensure a successful advisor/advisee partnership, with emphasis on the skills, qualities and student support services available throughout the college. Career development through connections among the student's major curriculum, general education courses, career	Experiences that effectively facilitate transition into the College of Education and Human Sciences at OSU. Introduction to the student support services available throughout the college. Career development through connections among the student's major curriculum, general education courses, career goals, and eventual careers. Required of all freshmen in CEHS. Previously offered as EDUC 1111, HS 1112, HES 1112, EDHS 1112 and HES 1111. 1 LEC	Change in course number, credit hours, description.

				goals, and eventual careers. Analysis of case scenarios. Required of all first semester freshmen in CEHS. Previously offered as EDUC 1111, HS 1112, HES 1112 and HES 1111. 2 LEC		
HDFS 5413		Aging in Human Development	Contemporary Perspectives in Adult Development and Aging			Change in title.
HESA 6213		Higher Education Student Personnel Services	The Diverse College Student, Paradigms and Practice	Higher education student personnel services such as: admissions, orientation, student activities, financial aids, housing, and counseling. Previously offered as SDEV 6213. Prerequisite(s) HESA 6173 or consent of instructor.	Contemporary and emerging theories and models of development for students of diverse characteristics and backgrounds as foundations for research-to-practice related student-facing programs and services. Previously offered as SDEV 6213. Prerequisite(s) Admission to doctoral program or instructor permission.	Change in title, description, prerequisite.
HESA 6553		Public Policy and Higher Education	Current Issues in Higher Education Policy	Examines the relationships between government and higher education in the United States, focusing on the roles and impacts of policy arenas beyond the local college or university.	Policy development, advocacy, and impact related to emerging issues and directives as they related to higher education institutions and the students and communities they serve.	Change in title, description.

HESA 6733		Planning and Educational Change	Leadership in Contemporary Higher/Postsecondary Systems I	Organizational and environmental parameters, sources of change, barriers to change, and strategies for planning and implementing organizational change. Previously offered as EDLE 6733. Prerequisite(s) None	Considers contemporary demands and frameworks for leadership and change in higher education organizations. This course is intended for people who are currently or aspire to mid- to senior level positions in higher/postsecondary education or adjacent organizations. Previously offered as EDLE 6733. Prerequisite(s) Admission to doctoral program or instructor permission.	Change in title, description, prerequisite.
HESA 6753		Historical Development of Higher Education	Historical Development of U.S. Higher Education	History and development of higher education, studies of objectives and functions of institutional types and of students and faculty. Previously offered as EDLE 6753.	History and development of U.S. higher education, studies of objectives and functions of institutional types and of students and faculty. Introduction of tools and methods appropriate for employing historical approaches to the study of higher education and student affairs. Previously offered as EDLE 6753.	Change in title, description.
HESA 6823		Educational Leadership	Leadership in Contemporary Higher/Postsecondary Systems II	Leadership and the implications of leadership across contexts, cultures and time. Previously offered as EDLE 6823. Prerequisite(s) None	Leadership and the implications of leadership across higher education/postsecondary systems, contexts, cultures and time. Previously offered as EDLE 6823. Prerequisite(s) HESA 6733 or instructor permission.	Change in title, description, prerequisite.
HESA 6853		Research Traditions in Higher Education and Student Affairs	Research Design for Higher Education			Change in title.
HLTH 3923		Principles of Social Justice in Health	Social Determinants of Health and Public Health Equity	Examines the social and structural determinants of health, systems of care for underserved populations, health equity, and social justice. Focus on methods for creating and supporting the resilience of individuals, communities, and populations. The role of public health in relation to social justice will enable students to reflect on the current challenges facing	This course focuses on the social and economic conditions under which people live that affect their health. We will explore how social determinants of health such as health care cost, access, and quality, economic stability, education access and quality, neighborhood and built environment, and social and community context influence the health of populations. We will also examine the role of public policy in shaping health outcomes for communities.	Change in title, description.

				the lives of individuals, communities, and populations. Students will examine the role of public health practitioners in a range of settings, and ways to advocate for needed changes using a social justice lens.		
LLCE 6093				Prerequisite(s) None	Prerequisite(s) CIED 5343 or instructor approval	Change in prerequisite.
OOS 1112	OOS 1111  IC Approved 3/14/24 via email vote.			Experiences that effectively facilitate transition into student-life at OSU. Career development through connections among the OOS curriculum, electives, career goals, and eventual careers. Analysis of case scenarios. Required of all first semester students of Opportunity Orange Scholars. The developmental course is designed to work in conjunction with other Opportunity Orange Scholars courses to promote lifelong learning and advance the knowledge and skills necessary for competitive employment and independent living. Meets with EDHS 1112. 2 LEC	Experiences that effectively facilitate transition into student-life at OSU. Career development through connections among the OOS curriculum, electives, career goals, and eventual careers. Analysis of case scenarios. Required of all first semester students of Opportunity Orange Scholars. The developmental course is designed to work in conjunction with other Opportunity Orange Scholars courses to promote lifelong learning and advance the knowledge and skills necessary for competitive employment and independent living. Meets with EDHS 1111 or UNIV 1111. Previously offered as OOS 1112. 1 LEC	Change in course number, credit hour, description.
REMS 6003		Analyses of Variance		A thorough examination of analysis of variance	A thorough examination of analysis of variance procedures as they relate to principles of experimental	Change in description and prerequisite.

				procedures as they relate to principles of experimental design in education and behavioral sciences. Prerequisite(s) REMS 5013 and REMS 5953 and admission to a doctoral level program or consent of instructor.	design in education and behavioral sciences utilizing SPSS. Previously offered as ABSE 6003. Prerequisite(s) Previous completion of both a graduate level introductory statistics course and research methods course are highly recommended.	
SCFD 6123				The traditions, philosophies, and techniques of qualitative research, including participant observation, interviewing and document analysis. Practice in qualitative techniques and in preliminary data analysis. Prerequisite(s) SCFD 6113 or consent of instructor.	The traditions, philosophies, approaches, and methods of qualitative research, including participant observation, interviewing, and preliminary data analysis. Prior knowledge/experience with literature reviews and research design is expected. Prerequisite(s) Beneficial to have taken REMS 5013 and either SCFD 6113 or EDLE 6853 or HESA 6853, as well as a course introducing doctoral-level research, such as CIED 6503.	Change in description, prerequisite.
SMED 3013		Knowing and Learning in Mathematics and Science	Knowing and Learning in K-12 Education	Prerequisite(s) SMED 1011 and SMED 2011.	Prerequisite(s)	Change in title, prerequisite.
SPSY 6143				Prerequisite(s) EPSY 5103 or SPSY 5103 or equivalent; admission to School Psychology; Counseling Psychology or Counseling program, or consent of instructor.	Prerequisite(s) EPSY 5103 or SPSY 5103 or SPSY 5113 or equivalent; admission to School Psychology; Counseling Psychology or Counseling program, or consent of instructor.	Change in prerequisite.

**OKLAHOMA STATE UNIVERSITY**  
**CURRICULAR REQUESTS FROM THE COLLEGE of Engineering, Architecture and Technology**  
Date: 3/25/24

PRESENT	PROPOSED	PRESENT	PROPOSED	PRESENT	PROPOSED	ACTION SUMMARY
PREFIX/NUMBER		TITLE		ACTION		
<u>NEW COURSES</u>					<u>New Course Descriptions:</u>	



	<p>ENGR 2890</p> <p>Approved via email 3-27-24</p>		<p>Introductory Honors Add-On</p> <p>(Abbreviated title: Introductory Honors Add-On)</p>		<p>Course Description: A supplemental introductory honors experience to partner concurrently with designated course(s). This course adds a different intellectual dimension to the designated course(s). Variable credit 1-3 hours with max of 9.</p> <p>Prerequisite(s): Honors College participation and concurrent enrollment in a designated course.</p> <p>Total Semester Credit Hours: 1-3 (LEC/TH 1-3)</p> <p>Total Contact Hours: 1-3 (LEC/TH 1-3)</p>	<p>New Course</p>
	<p>ENGR 3890</p> <p>Approved via email 3-27-24</p>		<p>Advanced Honors Add-On</p> <p>(Abbreviated title: Advanced Honors Add-On)</p>		<p>Course Description: A supplemental advanced honors experience to partner concurrently with designated course(s). This course adds a different intellectual dimension to the designated course(s). Variable credit 1-3 hours with max of 9.</p> <p>Prerequisite(s): Honors College participation and concurrent enrollment in a designated course.</p> <p>Total Semester Credit Hours: 1-3 (LEC/TH 1-3)</p> <p>Total Contact Hours: 1-3 (LEC/TH 1-3)</p>	<p>New Course</p>

**Program Modifications:**

**College of Arts and Sciences**

**Sociology: Anthropology, BA (258)**

Course requirement change

- Add ANTH 1353
- Remove “Select 3 hours of the following” and replace with “Select 9 hours of the following”
- Remove “Select 6 hours of upper-division ANTH”
- Decrease electives from 10 to 7 credit hours
- Reason for requested action: Adding an introduction course to major requirements and revising guided elective options.
- Total credit hours will not change

### **Sociology: Anthropology, BS (184)**

- Add ANTH 1353
- Remove “Select 3 hours of the following” and replace with “Select 9 hours of the following”
- Remove “Select 6 hours of upper-division ANTH”
- Decrease electives from 19 to 16 credit hours
- Reason for requested action: Adding an introduction course to major requirements and revising guided elective options.
- Total credit hours will not change

***Motion was made by C. Freeman and seconded by M. Mason to accept the above-mentioned College of Arts and Sciences program modifications, and Instruction Council members approved.***

### **College of Education and Human Sciences**

#### **Elementary Education, BS (074)**

Course requirement change

- Increase Natural Sciences from 7 to 10 credit hours
  - Add HLTH 2603
  - Make SMED 2100 or SMED 3100 optional. Add SMED 3100 as an alternate course.
  - Decrease Sciences from 5 to 2 credit hours
  - Remove CIED 4133
  - Add CIED 4103
  - Reason for requested action: Adjusting Mathematics and Science requirements.
  - Total credit hours will not change
- Degree requirement change
- Lower GPA from 2.75 to 2.50
  - Reason for requested action: To align degree with state certification requirements.

#### **Nutritional Sciences: Dietetics and Exercise, BS (097)**

Option deletion

- Delete option in Dietetics and Exercise
- No students are currently enrolled in the option
- Reason for requested action: The option has been suspended for several years.

#### **School Administration, EDD (067)**

Course requirement change

- Add EDLE 6393 and EDLE 6873
  - Decrease cognate from 12 to 6 credit hours
  - Reason for requested action: To ensure that critical course work and skills are included in the degree core.
  - Total credit hours will not change
- Degree requirement change
- Remove GRE/MAT requirement for admission
  - Reason for requested action: To reduce barriers to admission.

#### **School Psychology, EDS (291)**

#### **School Psychology, PHD (535)**

Degree requirement change

- Remove GRE requirement for admission
- Reason for requested action: To reduce barriers to admission.

### **Special Education, GCRT (268)**

Degree requirement change

- Remove OGET score requirement for admission
- Reason for requested action: Updating admission standards based on current requirements

***Motion was made by A. Doust and seconded by M. Mason to accept the above-mentioned College of Education and Human Sciences program modifications, and Instruction Council members approved.***

### **College of Engineering, Architecture and Technology**

#### **Engineering Technology: Mechatronics and Robotics, MS (519)**

Course requirement change

- Remove MERO 5013, MERO 5023, MERO 5033
- Add MERO 5333, FSEP 5013, FSEP 5023
- Remove MERO 5123
- Add MERO 5313
- Reason for requested action: Reorganization of the required and core courses will provide better education for MERO students.
- Total credit hours will not change

***Motion was made by C. Freeman and seconded by M. Mason to accept the above-mentioned College of Engineering, Architecture and Technology Mechatronics and Robotics Masters program modifications, and Instruction Council members approved.***

### **Spears School of Business**

#### **Management: Business Sustainability, BSBA (449)**

Option name change

- Change option name from Business Sustainability to Business Sustainability and Nonprofit Management
- Reason for requested action: Will make it easier to administer and offer courses.

Course requirement change

- Remove BADM 2233
- Add MSIS 2233
- Remove MGMT 4403 as an alternate to MGMT 4033
- Remove MGMT 4083 as required course and add it as an alternate to MGMT 4033
- Add MGMT 40913 or MGMT 4163
- Reason for requested change: To better incorporate both sustainability and nonprofit management together and provide students with additional course choices.
- Total credit hours will not change

#### **Starting and Growing a New Business, Undergraduate Certificate**

New program request

Reason for requested action: To prepare students to own their own business, become a leader in an existing small business, or work in an innovative role in an existing organization.

Total credit hours: 16

***Motion was made by C. Freeman and seconded by A. Doust to accept the above-mentioned Spears School of Business program modifications, and Instruction Council members approved.***

## OSU-Tulsa

### Organizational Leadership, BPS (315)

Course requirement change

- Remove ECON 2003 or ECON 2103
- Add any course designated (S)
- Remove ACCT 2003 or ACCT 2103 and ACCT 2203
- Remove 18-21 additional hours (depending on which Accounting course(s) selected) focusing on an occupational specialization to achieve career goals. (Maximum of nine hours can be from Spears School of Business).
- Add 24 additional hours focusing on an occupational specialization to achieve career goals. (Maximum of 18 of these hours can be from Spears School of Business).
- Remove FIN 3113
- Add CPS 4213
- Reason for requested action: Adding additional flexibility for students.

***Motion was made by M. Mason and seconded by A. Doust to accept the above-mentioned OSU-Tulsa Organizational Leadership program modifications, and Instruction Council members approved.***

## 6. Other

- C. Francisco welcomed Carisa Ramming who will now be representing the College of Engineering, Architecture and Technology at Instruction Council. Sunderesh Heragu will be the CEAT Associate Dean for Graduate Programs and Special Projects.
- C. Francisco shared details of opportunities for faculty involvement in implementation of the Strategic Plan:
  - i. ITLE Proposed Development of Industry/Career Aligned Certificates - from \$10,000 to \$15,000 awards for colleges who wish to create a certificate or convert a minor to a certificate. These certificates must be aligned to industry or work standards. Proposals are due to Chris Ormsbee by May 15.
  - ii. Cowboy Compass Trail Proposals for General Education - \$10,000 per team in professional development funds. Proposals are due to Chris Francisco by April 17, 2024.
  - iii. Hargis Leadership Institute is looking for Leadership Faculty Fellows with assigned buyout of .25 FTE. Applications are due to Josh Taylor by April 26.
- C. Francisco reminded IC members of Capitol Cowboy Day on April 24. OSU Alumni Association is once again organizing a large group of students (100+), alumni and administrators to visit the State Capitol on April 24 to promote OSU. Letters will be submitted from the Provost's office to encourage faculty to treat this class absence as excused.
- IC members agreed to add the second August IC meeting on August 22<sup>nd</sup> and move the June 20<sup>th</sup> meeting to June 27<sup>th</sup>.
- State Regents have altered the Repeat Policy, and in doing so, they may have introduced multiple complications. The new policy reads, "Undergraduate students are limited to three attempts in the identical course to improve their grade. All attempts shall be recorded on the transcript with the earned grade for each listed in the semester earned. The Explanation of Grades section of the transcript will note that only the highest grade earned is used in the calculation of the GPA. If most recent (sic) repeated course was graded as pass-fail, then the pass-fail grade is used and none of the previous letter grades apply. There is no limit to the number of times students can retake a course to achieve a sufficiently high grade to satisfy degree or program requirements." C. Francisco explained that we have seen several versions of this repeat policy, and we have continued to express our concern that this policy is not feasible, but some staff of the State Regents believe this is still the right path. There will be continued discussion about this repeat policy at the Council on Instruction meeting this afternoon. There is concern that if this policy is passed, we will be forced to manually check all repeated courses, introducing additional unneeded human error. Questions were raised by IC as to how to check student by student if a program changes its requirements unless we go back and look at every student in that program who took that class to see if we need to adjust the repeat policy. Verifying every single student taking the class is a significant

challenge. R. Peaster added if we can create an automated repeat policy search within the Banner system, there are enough Banner users across the state that would benefit greatly from an automated search. IC members agreed that this policy is not an efficient use of state resources.

- C. Francisco informed IC members that the UNIV 1111 program will be brought to Instruction Council as a formal request for a vote in the near future. C. Thrasher added that from the program standpoint Academic Affairs is prepared to move forward to adjust all degree sheets to add the required UNIV 1111 course when departments are ready.

Meeting was adjourned at 10:08am

Minutes were recorded by K. Campbell