

INSTRUCTION COUNCIL

MINUTES

Thursday, February 6, 2025
126 ITLE or Zoom

<https://okstate-edu.zoom.us/j/94152939415?pwd=YzdXM2MwTnF4bTZqUoRnNy8rU1FYUTog>

PASSCODE: 649494

9:00 a.m. – 10:30 a.m.

In attendance: Shannon Baker, Laurie Beets, Danielle Bellmer, Larry Burns, Aaron Christensen, Andrew Doust, Chris Francisco (Chair), Craig Freeman, Richard Frohock, Jami Fullerton, Diane Jones, James Knecht, Matt Lovern, Marlys Mason, Christine Ormsbee, Rita Peaster, Carisa Ramming, Adrienne Sanogo, Candace Thrasher and Ashley Varnell.

Meeting was called to order at 9:01am

Francisco stated that the Board will meet on Friday morning and will provide more information then; in the interim, continue business as usual. The HLC visit is in 14-15 months, and they are expecting us to be adhering to our strategic plan; continue to pursue objectives/imperatives, and continue to do what we've been doing and working hard to serve our students.

1. Pete's Path – Chris Francisco

The idea behind this is to create a clear pathway for students who are not ready to start at OSU (but who will start at a community college and then come to OSU) and to increase access to higher education. We have the Gateway program, but it has not had the desired uptake, as students who start at NOC-Stillwater are paying OSU tuition rates. Will begin this program with NOC and then potentially expand to other institutions (particularly other system institutions; mentioned OSU-OKC). Will look at a pool of students who were denied admission to OSU or not initially admitted due to incomplete applications and who step out of the admissions process. The plan is to take a couple of classes at OSU freshman year to get feel for the OSU campus/community. Burns said that these students will be in a new admit category (conditional admission). For the fall semester, these students will take UNIV 1111 in a cohort and American Government in a cohort (4 hours total). For the spring semester, they will take American History (3 hours) in a cohort. Criteria for full admission to OSU will be 24 credit hours, 2.5GPA (with a program cutoff of 3 academic year semesters). Then they will start the next fall semester as a full-time OSU student (no need to reapply or pay application fee). There will be advising at both institutions to have connections at both campuses. Involvement from Larry, Shannon, Rita's team, Financial Aid. Letters will go out next week. Do not know how many students will take advantage of this program.

Frohock asked questions about cohorts for courses, if they will still run a small section even if there's only a small group of students, and will there be modifications for extra support? Francisco answered yes, for each class taken on OSU campus (through Student Success – Baker chimed in and said there should be supplemental instruction). They chose American Government for the fall because these are typically large classes and will be able to have flexibility no matter the size of the cohort. American History may have a separate section. Baker said that Howard Sanborn is talking about putting these students in smaller-than-typical sections of 1113 (thinking a 50-person course).

Sanogo asked about the size of pool / # of students who have started application? Francisco said they do not know raw numbers but are thinking ~1/3 of students who apply are a potential population for this, but they do not expect this many. With the common app, have higher acceptance rates with higher-quality applications from out of state.

Francisco also said that he and Diana Watkins are working on updating the existing MOU to make sure things are in place.

2. DFW Data and Strategies – Chris Francisco

Provided data (asked for by Provost Mendez; provided by IRA and culled by Francisco; Francisco also looked at eprints, and additional data gathered by Baker and Nick Holmes) to 5 of the colleges (CAS, Spears, Ferguson, CEAT, CEHS). Burns has been completing academic alert (AA) work with a team from IRA and CEHS. They looked at AA and how they're being used across campus. They want to determine if AA have an impact on the success of classes globally. Their study included Fall 2021-22 semesters and looked at thousands of students (compared classes that used/didn't use AA across colleges and only looked at 1000 and 2000 level classes to reduce bias). They found that for classes that use AA, the withdrawal rates are 30% lower than those classes that don't use AA and students who receive a C or better is 4% higher for these classes as well (statistically significant).

The next question they want to look at is why faculty don't use AA (qualitative research so Dr. Kayla Loper in CEHS will help with this). They want to figure out what we can do to make AA more useful and to help more faculty use them; look at whether or not there are other academic interventions being used in courses not using AA that we don't know about. Also look at the 6 specific types of AA and the students – is there a relationship between the type of alert and the impact on student success? When are AA sent out? What happens after an AA is sent out? Is that what is helping students be successful (interaction with advisor, personal communication between professor/student, etc.)? Other schools have reached out - possible Big 12 look at use of AA and interventions, create a model of how AA should be done.

Mason asked if Burns could send out that data? Other issue: advisors follow-up, but faculty who are sending out AA aren't talking with students. How do we get faculty to send out AA? And then what's helpful afterward? There is a need for faculty roles and guidelines.

Francisco discussed his interview with Brand Management this week; they are writing a story on why AA are helpful. They brought up the idea that it helps to create a community (Cowboy Community—we look after each other and care about each other). Students need to understand that it's not a slap on the wrist; it starts a conversation to get back on path. The issue may not be an academic issue at all. How do we message this?

Baker asked if there is a "you're doing great" option. Francisco said that there used to be, but it caused confusion. Mason discussed how students know if they're doing great.

Bellmer asked Burns how big the groups were. Burns said they created them so it was half and half using AA; they looked at Greek involvement, income levels, gender, race to create well-matched groups, and there were over 4000 students in each group.

Mason expressed how Spears has pulled students close to graduation to catch them even before they get an AA. Question – do AA work with those students who are already potentially at risk?

Burns said that the deans have been talking about OTHOT, and the data points in OTHOT are AA counts, not type; will expand to what classes to see how students are performing in specific classes. They are hoping to have more information next year that will be helpful, and they are hoping to use other platforms to get weekly updates re: student performance.

Francisco discussed how he culled data from Fall 2021-Summer 2024 (that Provost Mendez asked for in Nov) for big sections with high DFW rates. The cutoff in the report was 30%. He looked at courses with high DFW rates with larger classes (>5 students to exclude independent study). At the instructor level, he looked at how many times the same instructor showed up and looked at instructors who had high DFW rates in at least 3 different sections (but not all in same semester and controlled for other things as well). He found patterns of individual instructors (harder to see in CAS because of high numbers of instructors) showing up multiple times. This is worthy of dept head/deans office addressing and providing in time for A&Ds. Have discussions during A&D process - what's going on here? How can we remediate this? How can we help you help your students? This is intended to be a way to help. Bring in ITLE? We need to be aware of where the problems are in order to help address them.

Francisco expressed that he was happier with the DFW rates than he anticipated and thought they were better than he expected

Sanogo asked Francisco why he used 30%? (did same thing with her college but used 15%). Francisco responded that CEHS courses are interesting because there are not a lot of larger courses. He also answered that Provost Mendez chose that number and asked IRA for that data. There is no magic cutoff; 30% seems reasonable, but other numbers are as well.

Doust expressed that DFW rates are pointers to what should be learned but shouldn't necessarily be highlighted. Francisco said that you can't find out exactly what students learned, although the final exam can give you some idea of a quantitative big picture of whether or not the students got out of the course what they should have, assuming it was tested well. We need to find out how to help our students and find ways to fill in the gaps. This is a good starting point for department heads to make resource requests!

Mason expressed that a lot of the data Francisco sent was for online courses (with high DFW rates) and asked the question how do we help online students be successful?

Ormsbee discussed online communications with students every week, online community, e-newsletter with links to resources, etc. Other colleges with DFW rates in a class 2 semesters in a row >35% are meeting with the teaching center to look at the course and see what can be changed. Faculty are teaching online classes like their in-person classes without any training, but these students are different and the teaching environment is different – and their teaching needs to change. The big question is how are you going to interact with your students?

Online classes are not defined as self-paced learning according to the federal government. There's a lot that we can do to make online instruction more engaging student-to-student and faculty-to-student to help students stay on track. Self-paced individual study classes (unstructured) have a very low finish rate (~half).

Mason discussed how Spears online true DIST has grown (~600 students). Ormsbee said that each college is growing in this, and ITLE is willing to help.

Francisco said that Provost Mendez wants deans to be aware of this and thinking about this—plans to have discussion in Council of Deans next week.

3. Curriculum

Information Items Only:

N/A

Course Action Summaries:

Master of Public Health – attached

Sanogo motioned to approve, and Fullerton seconded. Instruction Council members approved the Grad College course actions.

College of Education and Human Sciences – attached

Sanogo expressed concerns re: the description. **NCSI 4040 was tabled for further discussion on the course description phrasing; Francisco said this could be completed via email.**

This NSCI 4040 course was modified and approved by email.

Program Modifications:

Ferguson College of Agriculture

Master of Science in Animal Science (019)

Degree requirement change

- Remove GRE requirement for admission
- Agreement of AFS faculty to serve as mentor

- Require personal statement and three letters of reference
- Reason for requested action: To align admission requirements with current practice and remove barriers associated with GRE exam.

Course requirement change

- For thesis option (more course specificity)
 - Remove ANSI 5010
 - Reduce hours for ANSI 5110 from 3 to 1 credit hour
 - Add STAT 5013
 - Add 6 credit hours of ANSI or FDSC graduate courses
 - Reduce electives from 15 to 14 credit hours
- For non-thesis option (more flexibility)
 - Remove formal report and replace it with non-thesis
 - Remove ANSI 5010 and ANSI 5000
 - Remove 2 credit hours of research
 - Reduce hours for ANSI 5110 from 3 to 1 credit hour
 - Add 12 credit hours of ANSI or FDSC graduate course
 - Increase electives from 15 to 16 credit hours
- Total credit hours will not change
- Reason for requested action: To aid students' career-readiness and better prepare students for success in their chosen career path.

Doust motioned to approve, and Sanogo seconded. Instruction Council members approved the Ferguson College of Agriculture program modifications.

College of Arts and Sciences

Francisco stated that the language certificates were removed.

Doctor of Philosophy in History (122)

Course requirement change

- Remove HIST 5021
- Increase thesis hours from 15 to 16 credit hours
- Total credit hours will not change
- Reason for requested action: Removing course from degree requirements that is no longer offered.

Master of Science in Integrative Biology (211)—chance for guided critical thinking

Course requirement change

- Add two approved seminar courses
- Reduce other course requirements from 24 to 22 credit hours for thesis option and 2 credit hours of formal report for the formal report option
- Total credit hours will not change
- Reason for requested action: To provide students with a focused seminar course as part of their degree requirements.

Doctor of Philosophy in Integrative Biology (212)

Degree program change

- Remove the requirement for a student to hold a Master's degree for program admission (doesn't make for better phd students in their experience)
- Reason for requested action: The department determined a Master's degree does not need to be required for admission into the program.

Master of Science in Mass Communications (140)

Course requirement change

- For non-thesis option
 - Add MC 5001 to Creative Component track
 - Add MC 5011 for Practicum and Study Abroad track
- Total credit hours will not change
- Reason for requested action: To clarify degree requirements for the non-thesis option.

Master of Science in Plant Biology (032)—have to show up for defense

Course requirement change

- Clarify that a research proposal defense is required
- Total credit hours will not change
- Reason for requested action: To ensure transparency of program requirements.

Graduate Certificate in Sport Communication (270)

Course requirement change

- Add MC 5443
- Move MC 5883 to electives
- Total credit hours will not change
- Reason for requested action: Updating curriculum to be more applicable to the certificate program.

Fullerton motioned to approve, and Freeman seconded. Instruction Council members approved the College of Arts and Sciences program modifications.

College of Education and Human Sciences

Doctor of Philosophy in Curriculum Studies (553)

Degree requirement change

- Remove GRE requirement for admission
- Total credit hours will not change
- Reason for requested action: To remove barriers to admission

Doctor of Philosophy in Education (435)

Option name change

- Change option name from Language, Literacy and Culture to Literacies and Language Arts Education
- Reason for requested action: To make the option more marketable to specific student populations

Bachelor of Science in Elementary Education (074)

Option addition

- Add option in Alternative Certification
- Reason for requested action: To offer students an alternative pathway to teacher certification (to be more flexible; student teaching an issue for those already in the field—can't quit job for 16 weeks for student teaching).

Doctor of Philosophy in Health, Leisure and Human Performance (428)

Program name change

- Change name of program from Health, Leisure and Human Performance to Health, Recreation and Human Performance
- Reason for requested action: To reflect the current language used in the field.

Course requirement change

- For the option in Leisure Studies
 - Remove RMRT 6453
 - Remove 24 hours of electives
 - Add RMRT 5943
 - Require REMS 6003, RMRT 6723, REMS 6013, and STAT 5033
 - Require 15 hours from specialization area, 9 hours from teaching/higher education, and 3 hours from research/methodology
 - Total credit hours will not change
 - Reason for requested action: To address the current need of the field of study.

Thrasher proposed holding off on this because the word "leisure," which is being removed from the program, is still in the option name. Asked to consider using "recreation" here.

The Doctor of Philosophy in Health, Leisure and Human Performance was tabled for further discussion within the college.

Doctor of Philosophy in Nutritional Sciences (509)

Course requirement change

- Remove EDHS 6993
- Total credit hours will not change
- Reason for requested action: To better serve students who have varied career goals

Freeman motioned to approve, and Doust seconded. Instruction Council members approved the College of Arts and Sciences program modifications with the exception of the Doctor of Philosophy in Health, Leisure and Human Performance.

College of Engineering, Architecture and Technology

Bachelor of Science in Engineering Technology in Construction Engineering Technology (076)

Course requirement change

- Remove EET 1003
- Add CET 2333
- Total credit hours will not change
- Reason for requested action: To fill a current knowledge gap related to construction practices and procedures within the curriculum.

Master of Science in Mechanical and Aerospace Engineering (269)

Degree requirement change

- Remove GRE requirement for admission
- Total credit hours will not change
- Reason for requested action: To remove barriers to admission

Sanogo motioned to approve, and Mason seconded. Instruction Council members approved the College of Engineering, Architecture and Technology program modifications.

Spears School of Business

Undergraduate Certificate in Business Essential (295)

Course requirement change

- Add BADM 2111 or BADM 3111
- Total hours will increase from 15 to 16 credit hours
- Reason for requested action: To enhance students' business essentials knowledge and allow the certificate to qualify for federal financial aid.

Undergraduate Certificate in Business Financial Essentials (296)

Course requirement change

- Add BADM 2111 or BADM 3111
- Total hours will increase from 15 to 16 credit hours
- Reason for requested action: To enhance students' business essentials knowledge and allow the certificate to qualify for federal financial aid.

Bachelor of Science in Business Administration in Finance (446)—stronger foundational sense of finance (fewer electives)

Course requirement change

- General option
 - Remove ECON 3313
 - Add FIN 4213 or FIN 4813 and FIN 4113 or FIN 4103
 - Remove select 3 hours of the following (BCOM 3113, BCOM 3223, BCOM 3443, ENGL 3323, SPCH 3703, SPCH 3723, SPCH 4753, SPCH 4763)
 - Decrease upper-division FIN courses from 18 to 15 credit hours
- Commercial Bank Management option
 - Remove Select 6 hours of the following (FIN 3613, FIN 3713, FIN 4213, FIN 4363, FIN 4453, FIN 4550, FIN 4653, FIN 4813, FIN 4843)
 - Add Select 9 hours of upper-division FIN courses
 - Remove select 3 hours of the following (BCOM 3113, BCOM 3223, BCOM 3443, ENGL 3323, SPCH 3703, SPCH 3723, SPCH 4753, SPCH 4763)
 - Reduce electives from 5 to 2 credit hours
- Financial Analyst option
 - Remove ECON 3313
 - Add FIN 4113 or FIN 4103
 - Remove Select 3 hours of the following (BCOM 3113, BCOM 3223, BCOM 3443, ENGL 3323, SPCH 3703, SPCH 3723, SPCH 4753, SPCH 4763)

- Change Select 9 hours of the following (FIN 4833, FIN 4853, FIN 4550, FIN 4550, FIN 4363, FIN 4213) to Select 9 hours of upper-division FIN courses
- Pre-Law option
 - Remove ECON 3313
 - Add FIN 4113 or FIN 4103 and FIN 4213 or FIN 4813
 - Reduce upper-division electives from 18 to 12 credit hours
- Total credit hours will not change
- Reason for requested action: To give students a stronger foundation in finance coursework.

Bachelor of Science in Business Administration in Hospitality and Tourism Management (130)

Option suspension

- Suspend option in Beverage Management
- Effective fall 2025
- Reason for requested action: The school is standardizing the degree program. With the addition of the Global Beverage Business undergraduate certificate, the option is not currently needed.

Master of Science in Management Information Systems (412)

Course requirement change

- Options in Big Data Analytics, Cybersecurity, Health Analytics
 - Remove “Select 3 hours from approved electives”
- Total credit hours will be reduced from 33 to 30 credit hours
- Reason for requested action: To align all options with the same number of credit hours.

Undergraduate Certificate in Marketing Essentials for Business Success (New)

New program request

- Total credit hours: 18
- Reason for requested action: To provide students with the fundamental concepts, theories, and marketing practices.

Undergraduate Certificate in Sports Marketing and Revenue Generation (New)

New program request

- Total credit hours: 18
- Reason for requested action: To provide students with the knowledge and skills to develop and implement marketing strategies, social media, and sports events, and understand consumer behavior specific to sports.

Fullerton motioned to approve, and Sanogo seconded. Instruction Council members approved the Spears School of Business program modifications.

Francisco stated that Provost Mendez is ok with increasing credit hours on certificates to make them eligible for financial aid

Joint Programs (between CAS and CEAT)

Master of Science in Artificial Intelligence (New)

New program request

- Options in Computer Engineering, Computer Science, and Health Care Administration
- Total credit hours: 33
- Reason for requested action: To train the next generation of workers to operate in and advance an artificial intelligence-driven economy.

Doust stated that the structure of this is a core set of courses and then the focus becomes more specific. Burns asked if this will be evaluated by the option level vs overall program. Doust expressed that the option level will be easier; he expressed that he wants to know if a joint program makes sense. Francisco said that this may cause logistical headaches as we move away from traditional programs, but he likes the collaboration.

Freeman motioned to approve, and Sanogo seconded. Instruction Council members approved the new joint program.

Graduate College

Master of Public Health in Public Health (500)

Course requirement change

- Remove cross-listing for HLTH courses
- Remove MPH 5543
- Add MPH 5990 or HCA 5096
- Total credit hours will not change
- Reason for requested action: Updating course requirements to remove redundancy in the curriculum.

Francisco announced that the Master of Public Health in Public Health changes are being tabled for further discussions during transition for that program.

Center for Health Sciences

Graduate Certificate in Forensic Weapons of Mass Destruction Investigation (New)

New program request

- Total credit hours: 12
- Reason for requested action: To provide law enforcement and intelligence professionals who specialize in investigations involving weapons of mass destruction a pathway to augment their training and experience.

Christensen expressed that this came from a demand from intelligence and law enforcement professionals.

Doctor of Health Care Administration in Health Care Administration (016)

Course requirement change

- Remove HCA 6990
- Add HCA 6943
- Total credit hours will not change

- Reason for requested action: To correct an error in the degree requirements as listed in the catalog.

Sanogo motioned to approve, and Doust seconded. Instruction Council members approved the Center for Health Sciences program modifications.

College of Veterinary Medicine

Doctor of Veterinary Medicine (400)

Course requirement change

- Remove VCS 7172
- Add VCS 7662
- Total credit hours will not change
- Reason for requested action: To provide students with additional on-site training

Degree requirement change

- Remove GRE and Casper requirements from the admissions process
- Reason for requested action: To remove barriers to admission.

Thrasher expressed that this was pulled to make additional corrections.

Micro-Credential

Ethical Leadership

New micro-credential request

- Credit and Non-Credit
- Reason for requested action: To provide students with real-world, experiential learning opportunities that reinforce ethical leadership skills. To produce graduates who can transfer experiential leadership skills into roles requiring ethical decision-making, cross-cultural empathy, and accountability in high-stakes professional environments.

Francisco expressed that this was pulled as well due to questions about the content in modules. Members should have received an email from Kellie Ebert on February 5, but it would've looked like a Canvas notification. Key words in email were "ideal edge, student employment, course role, TA non-grading." Discussion about learning outcomes for this micro-credential compared to learning outcomes in related certificates and degree programs. Can have Kellie to Instruction Council if desired.

Gen Ed Trails (Francisco)

Digital Citizenship—School of Media & Strategic Communications

Leadership—faculty fellow for leadership/leadership working group (Hargis Institute)

Global Business Solutions (Spears, Ferguson)

These are essentially complete, but there are a couple of courses on a couple of these trails that don't yet have their Gen Ed designations and will be considered at the first meeting of the semester (upcoming). Wouldn't generally move this quickly but needs to because of upcoming March 7th Board meeting (otherwise, waiting until late April, which can cause issues); if something doesn't pass in GEAC and doesn't get the Gen Ed designations we expect, he will bring it back to Instruction Council. He wants to take to Council of Deans next week and then to the March Board meeting.

3 new (approved 3 in fall). These are all collaborations.

There will be more Gen Ed Trails coming:

- 8 more trails in the works from the call last fall
- More from the summer that we have not yet put forward.
- Others from strategic priority areas that were not as well-developed; have researchers working on to get more in the Gen Ed thought process (vs research thought process).

Francisco asked Instruction Council Members if they are willing to vote on this today, and Sanogo motioned to approve, and Freeman seconded. Instruction Council members approved to vote on these today and approved of these Gen Ed Trails.

Francisco stated again for the record that Instruction Council members are voting to approve these assuming that all these designations are approved, and if not, he will bring them back to Instruction Council.

Frohock expressed that they are looking at honors options/add-ons through these trails and wants to get this on Instruction Council members' radars. He has spoken with Philosophy for the Global Ethics Course (shout-out to Shannon Spaulding).

4. Other

Thrasher:

Any changes or additions to the faculty accesses for Courseleaf need to go through the associate deans or through the college curriculum coordinators. Jones said that this applies to the course side as well.

Ormsbee - Academic Leader Series next week (held in the Sequoyah Room)

Baker will discuss markers for student success; Josh Hawkins will discuss the student accessibility services office. Please remind your dept heads, and everyone will also get an email.

Meeting was adjourned at 10:09am

Minutes were recorded by Ashley Varnell.