INSTRUCTION COUNCIL

MINUTES

Thursday, March 6, 2025
126 ITLE or Zoom

https://okstate-edu.zoom.us/j/94152939415?pwd=YzdXM2MwTnF4bTZqUoRnNy8rU1FYUT09
PASSCODE: 649494
9:00 a.m. – 10:30 a.m.

In attendance: Shannon Baker, Laurie Beets, Chad Blew, Larry Burns, Aaron Christensen, Stephen Clarke, Cynda Clary, Andrew Doust, Chris Francisco (Chair), Craig Freeman, Richard Frohock, Jeff Hartman, Kelva Hunger, Diane Jones, James Knecht, Matt Lovern, Marlys Mason, Christine Ormsbee, Rita Peaster, Carisa Ramming, Jennifer Rudd, Adrienne Sanogo, Ronna Vanderslice, Ashley Varnell, and Jimmie Weaver.

DSAS members in attendance: Danielle Bellmer, Marissa McIntyre, Lance Millis, Beverly Morris, Shawn Rose, Kristi Seuhs

Meeting was called to order at 9:02am

1. **Transfer students and UNIV 1111 courses - Shannon Baker & DSAS Members**
   Baker stated that originally, the conversation started with colleges saying they wanted to require transfer students to take the 4-credit first year seminar, and the idea was that colleges would offer this. At the last IC, an idea was proposed of non-credit Canvas modules for transfer students who haven't earned credit.
   IC and DSAS discussed the idea of offering a non-credit Canvas module vs. a for-credit class (which could be in-person or online), next steps, and concerns people have expressed with regards to accreditation and staffing from the colleges. The question of whether or not we are maintaining the status quo for one more fall (which would require Student Success to offer transfer sections – and which would need to be done tomorrow) needed to be answered. The biggest concern was that transfer students across campus have either the same requirement or the ability to have the requirement waived. There is a need for all of the colleges to follow same guidelines for consistency across campus. Another question posed by Baker was whether or not this would be offered through Student Success or through the colleges.
   Main thoughts from the group were that because transfer students have different life and academic experiences, non-credit opportunities seem favorable and offer more flexibility; transfer students may not need an intro section and advisors can help guide them and will have a role to play in encouraging students to complete the modules (especially those students who are struggling academically would be encouraged to complete the modules).

Non-credit Canvas modules for transfer students is the preferred option over a for-credit class. The Canvas modules option won't require a change in degree plans, can still waive the requirement, and will be optional for students.

Some colleges already have Canvas pages and transfer committees to get this going. For the most part, the content will be tailored specific to colleges because transfer students are coming in more firmly embedded into their majors. However, the groups discussed the need for common modules and topics of orientation, systems (how to enroll, banner), financial planning, online, and mental health came up.

Baker is willing to help facilitate overarching, common modules/discussions. A next step is to meet with DSAS, and Baker will organize a meeting for this.

No vote was needed because this is not a change and only an addition of resources. Will go into effect for incoming fall 2025 cohort of transfer students. Ormsbee said that ITLE will be happy to help with video production, graphics, etc, and the contact is Erick Eggers.

DSAS members were dismissed.

2. **Proposal for modifying the Honors College degree requirements - Richard Frohock**
   This originated during the recent strategic planning process while looking for areas of improvement/opportunity. Focused on retention (within Honors) and completion (of at least 1 award vs a degree) rates within the Honors College. Found that only ~1/3 of students who start in Honors successfully complete an award or any kind of a degree. Things Frohock believes are obstacles: 1) evaporating electives within degree sheets over time makes less space for Honors on degree sheets and 2) credits students bring in from general education limit Honors opportunities. Also looked at National Collegiate Honors Council guidelines and best practices and peer institutions (see "Proposal for Honors College Curricular Modification" attachment), and OSU's requirement of 36 Honors credit hours is higher than the typical range of 24-30 hours and other institutions' requirements.
   Made a proposal to Honors Council last month that has Dean Garbutt's approval would be to change the following: reduce general Honors award from 18 to 15 hours; reduce seminar requirement from 4 to 3 hours; and reduce the college award from 15 to 12 hours. These changes will reduce the full degree to 30 hours and will reduce each of the 2 awards by 3 hours. Frohock believes this will have a dramatic improvement for students and a significant impact on completion rates.
   Also have an OSU-Tulsa Honors award (hybrid between 2 awards) that is currently 21 hours; would like to also remove 3 hours from that, reducing it to 18 hours (needs to take it back to Honors Council). Frohock also discussed policy changes (see "Policies & Procedures of the Honors College OSU" attachment) edits which include: adjusting hours and a change in how student active status is marked (previously required that Honors students completed at least 3 hours of Honors credit per semester and achievement of regular benchmarks; want to remove the 3 hour minimum requirement each semester but still require students to do something to engage with Honors—can be 1 hour or experiential learning credit—and continue to meet annual benchmarks) to give students more flexibility.
   Discussion points:
   Frohock clarified that an add-on attaches to the class to make it Honors credit but does not give students an extra hour or count toward Honors totals.
   Clary asked if Honors thesis could count as a culminating experience, and Francisco answered that if certificates are approved by the Board and State Regents, we could do as a Gen Ed substitution on certificate. He does not see a problem with this if the culminating experience ties to the trail.

Burns asked if the completion rates are comparable across the nation, and Frohock responded that Honors programs and colleges don't advertise these numbers, but he suspects that it's a problem other programs have as well.

Baker stated that as enrollment date gets closer to Honors preferred enrollment date the impetus to stay in Honors college diminishes. Frohock responded that we need to get them through general Honors award before that happens—and a feature to promote is the 6-9-9-6 curriculum (6 hours in first year and 9 hours in the second year that will complete the general Honors award in 2 years; and then 9 and 6 hours thesis year focusing on pre-thesis/thesis without needing to complete any additional Honors courses; and the middle years will provide more opportunities for credit waivers for experiential learning).

A motion to endorse these Honors College curricular modifications was made by Freeman and seconded by Clary. Instruction Council members approved endorsing the Honors College degree requirement changes.

3. **OSU Online Education Guidelines - Chris Ormsbee**
   Ormsbee directed IC members to the handout for Online Education Guidelines.
   Definitions section: what distinguishes OSU is that when we say a program or course is online, it is 100% online, not requiring a campus component, which is very important for online students.
   Online course approval section: in Coursedog, use the same processes as in-person and hybrid delivery courses for approvals. When submitting these courses, need a syllabus to ensure that the online or hybrid delivery is an equivalent learning experience to a face-to-face class (state regents requirement). In order to move these requests forward, Ormsbee needs to have the following information in the syllabi that are regulations by the Department of Education: 1) how is the instructor going to teach? 2) how is the student going to learn? 3) how is the instructor going to engage with the learner? Additionally, when HLC visits, they will pull the syllabi, so we need to make sure these have been input. Another issue to please address in Coursedog is under "reason for request." Please say that you want it to be a permanent approval; otherwise it will be approved as a deviation, which means you have to address it again.
   Discussion points:
   These guidelines have to do with credit, not the professional/continuing ed side of things.
   Some colleges have committees with more detailed internal guidelines; this is ok as long as they meet federal regulations, as HLC will be looking at this during their visit.
   The biggest complaint from students is when a faculty member treats an online course as a self-paced course. The federal government has distinguished online courses as engaging and interactive (vs correspondence education). RSI includes at least 2 things: assignment feedback and engagement.
   The bottom line is that instructors should be engaging students in the learning. Online education is not effective if we don't engage the students; we miss an opportunity to sell content and get students excited.
   52% of OSU students take at least 1 online class/semester (and this number is only going up) because it offers students flexibility.

4. **Curriculum**

   Information Items Only:
   N/A

   Course Action Summaries:
   N/A

   Program Modifications:

College of Arts and Sciences

Bachelor of Arts in American Sign Language Studies (293)

Course requirement change

- Add ASL 3113 and ASL 3123
- Remove "select 15 hours from" and require ASL 3723, ASL 3813, ASL 3823, and ASL 4713
- Reduce electives from 18 to 15 hours
- Total credit hours will not change
- Reason for requested action: To better serve and prepare students for their future careers.

Bachelor of Science in Applied Computer Programming (334)

Course requirement change

- Require CS 4273
- Add MSIS 3333 as alternate to CS 4433
- Add CS 4983
- Decrease electives from 15 to 13 hours
- Total credit hours will not change
- Reason for requested action: To enhance the software development nature of the program and align the common senior year sequence with the Bachelor of Science in Computer Science.

Bachelor of Arts in Art History (024)

Course requirement change

- Remove ART 3600 and ART 4933
- Add ART 2573 and ART 4943
- Require ART 4920
- Total credit hours will not change
- Reason for requested action: Updating curriculum to include opportunities for improved research and academic writing skills.

Bachelor of Arts in Sports Media (479)

Course requirement change

- Remove MMJ 3263 and emphasis area
- Add "select 9 hours from the following"
- Total credit hours will not change
- Reason for requested action: To allow students to select courses that are relevant to their future career goals.

Graduate Certificate in Collaborative Piano (New)

New program request

- Total credit hours: 12
- Reason for requested action: To meet the demands of a highly competitive job market, it is essential to provide the opportunity for students to develop a broad and versatile set of skills that will open an assortment of career paths.

Bachelor of Arts in Theatre (228)

Course requirement change

- Add TH 2753 and TH 4953
- Remove TH 4753
- Reduce emphasis area from 21 to 18 hours
- Total credit hours will not change
- Reason for requested action: To provide students with additional coursework to expand their knowledge and skills in different content areas.

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

College of Education and Human Sciences

Graduate Certificate in 3D Fashion Design/Digital Product Creation (New)

New program request

- Total credit hours: 12
- Reason for requested action: To support specialized career learning outcomes for apparel design and production students interested in 3D digital design in the apparel industry.

Clary motioned to approve, and Mason seconded. Instruction Council members approved the College of Education and Human Sciences program modification.

College of Engineering, Architecture and Technology

Undergraduate Certificate in Supply Chain and Logistics (New)

New program request

- Total credit hours: 16
- Reason for requested action: To prepare undergraduate students to work in an engineering-based Supply Chain and Logistics career.

This certificate was tabled for further discussions among and within the colleges regarding naming and how to distinguish all of these courses from each other. Francisco suggested adding "engineering" to this title. He also expressed that getting this course approved can take place via email in order to then take it to the Council of Deans for April and in time for next board meeting on April 25th.

Spears School of Business
Undergraduate Certificate in International Business (New)
New program request
- Total credit hours: 18
- Reason for requested action: To equip individuals with the tools necessary to navigate the global business landscape effectively and provide more specialization in international business practice.
- *Tabled by Instruction Council on 12.19.2024*

Clary motioned to approve, and Freeman seconded. Instruction Council members approved the Spears School of Business program modification.

Center for Health Sciences
Graduate Certificate in Forensic Investigation of Impaired Driving (New)
New program request
- Total credit hours: 12
- Reason for requested action: To provide a solid foundation in the subjects that are the basis for assessing impairment, including human performance and forensic psychology. This will enable certificate holders to provide testimony in areas where they previously may not have been qualified or assist them in their tasks of assessing impairment or establishing impairment.

Freeman motioned to approve, and Mason seconded. Instruction Council members approved the Center for Health Sciences program modification.

Micro-credential General Discussion
Specific discussion - Ideal Grad

There have been discussions offline about a specific micro-credential, more generally the difference between a micro-credential and a certificate and the difference between a certificate and a degree, and also about how we can look at learning outcomes of a micro-credential compared to what those learning outcomes are of a similarly-named or similarly-themed certificate.

Discussion points:

Concerns were expressed by Clary about learning outcomes for a specific micro-credential (that Francisco will send out to the group again along with some additional information).

Mason discussed confusion about the concept of micro-credentialing and the roles that are being played, as well as the signals it would send to recruiters/industry partners; she also expressed that things seem to be moving in a direction that has not been strategically discussed.

Ormsbee discussed that this is about skills/skillsets rather than courses (e.g., the title "survey of X" does not tell people what was learned, but a micro-credential around critical thinking, effective communication, etc tells employers what they need to know about a potential employee).

Clary discussed the importance of having the learning outcomes aligned. Badges on LinkedIn profiles need to reflect skillsets. Ormsbee discussed that the micro-credential comes with badge and the badge has a link to metadata that explains the skills learned, what assessments were done, etc.

Mason expressed that they need to know how to guide students on this also help them stay focused on 4- and 6-yr graduation rates with so much happening with this, trails, etc.

Peaster discussed that we will need to be thinking about how to track students (as well as non-credit components) in order to award on transcripts.

Francisco will send out materials and encourage additional comments from the group as they have the chance to review those.

5. **Other**
   N/A

Meeting was adjourned at 10:03am

Minutes were recorded by Ashley Varnell.