

INSTRUCTION COUNCIL

MINUTES

Thursday, July 17, 2025

143 ITLE or Zoom

<https://okstate-edu.zoom.us/j/93408932681?pwd=k7XfZJyUQZIDaBosY89x45j3PHDFfs.1>

Meeting ID: 934 0893 2681

Passcode: 097849

9:00 a.m. – 10:30 a.m.

In attendance: Shannon Baker, Laurie Beets, Mario Borunda, Larry Burns, Cynda Clary, Leslie Evans, Chris Francisco (Chair), Richard Frohock, Jami Fullerton, Kelva Hunger, Diane Jones, James Knecht, Marlys Mason, Christine Ormsbee, Carisa Ramming, Adrienne Sanogo, Rebecca Sheehan, Candace Thrasher, Ronna Vanderslice, Ashley Varnell.

Guests included: Sam Ball, Mary Daniels, Kellie Ebert, Chris Parrish, Jeff Simpson

Meeting was called to order at 9:02am.

1. **Virtual Internship Program (Podium) – Jeff Simpson, Kellie Ebert, Podium President Chris Parrish (via Zoom)**

Simpson and Ebert introduced the Global Career Accelerator, a pilot initiative co-facilitated by OSU Global and Career Services for Fall 2025. The program is a 3-credit online course (Global Studies Internship Course, GS 4110) that enables students to work in diverse international teams of five to six students on real-world business cases provided by global companies. Key objectives include experiential learning, global engagement, skill development, career exploration and clarity, and expanding internship opportunities—particularly for students with limited access to traditional internships.

Chris Parrish, President and Co-Founder of Podium Education, shared that the company partners with over 90 universities and anticipates serving 20,000 students this year. Of these, 40% are Pell Grant recipients, and over half are first-generation college students.

Each week, students engage with real-world projects co-designed by Podium and approximately 50 industry partners (e.g., L'Oreal, Nike, Airbnb, Red Cross). The projects are designed to simulate real corporate environments. Students participate in two 90-minute Global Live Labs weekly, featuring interactions with industry professionals from over 60 countries. Students also earn project certificates issued directly by industry partners, which can be showcased on LinkedIn and used in future job applications. Over the course of a semester, the students will receive seven to eight of these immersive project experiences.

Students can participate in tailored tracks or career rotations if undecided. For student assessment, projects are evaluated using industry rubrics, with results shared with course instructor(s) to inform student grades. The program offers exposure to companies who may consider students for future internships or employment.

Below is information regarding a discussion about the Global Career Accelerator pilot program:

- Mason expressed interest in integrating the program with business courses and offered promotional support through Spears Business.
- Simpson noted the pilot will help assess interest among colleges and class levels and inform decisions on long-term course ownership (e.g., centrally housed vs. within a college). Parrish noted that ASU currently offers the course under six different codes. Ormsbee confirmed that this program must find a permanent home within three semesters.
- The question of paid internships is being discussed between Podium and industry partners.
- Estimated enrollment for Fall 2025 is 10-30 students.
- Simpson and Ebert will use the pilot program to gauge the workload for the instructor(s).
- The Registrar's Office is finalizing course setup before enrollment opens.
- Baker offered to share information with DSAS members.
- Simpson confirmed students will be notified of this opportunity. Parrish recommended early outreach from advising, career services, or dean's offices to build legitimacy and avoid confusion.
- Ormsbee highlighted the program's value for online BSBA students and BUS students.
- Clary asked about the cost; Simpson answered that it is \$1250 outreach course and that Podium has provided a substantial land-grant discount to OSU.
- Frohock inquired about an Honors component option; Simpson answered affirmatively.
- Interest has also been received from Athletics for a potential athletics-focused section.

2. Discuss Graduate Placeholder Hours for Study Abroad - Sam Ball and Mary Daniels

Ball presented a proposal to establish graduate-level placeholder credit hours for students participating in exchange programs at partner institutions abroad. The initiative aims to mirror the existing undergraduate process and ensure consistency regarding course listings and grade postings. Rationale for the proposal includes an increase in the number of graduate students participating in exchange programs and a lack of a standardized graduate process equivalent to the current undergraduate structure.

Ball outlined the established undergraduate process for course approval and enrollment during international exchanges:

- Students meet with OSU Global advising staff to review proposed courses abroad.
- Courses are evaluated for equivalency.
- Students complete a Course Equivalency Form, which is reviewed by their primary academic advisor for degree applicability.
- A secondary approval is obtained, typically from a representative in the Dean's Office.
- Students complete an Enrollment Verification Form within five days of arriving abroad, confirming program dates and enrolled courses. This form is signed by the partner university.
- Upon receipt of the completed verification form, OSU sends a memo to the Financial Aid Office to initiate aid disbursement.

Ball proposed implementing a similar structure at the graduate level, including the following components:

- Creation of a block of placeholder credit hours for exchange participation.
- Use of the Course Equivalency Form and advisor/faculty consultation, consistent with undergraduate procedures.
- Establishment of a 5090 course section in each academic college, comparable to the existing 3090 sections at the undergraduate level, which are variable up to 18 credit hours.

Ball acknowledged that fee structures and related questions may arise and noted that the Registrar's Office is advocating for process standardization at the graduate level. Sheehan confirmed support from the Graduate College for this proposal.

Clary inquired about the operational process and whether or not each college would need to submit a Course Action Form. Ball emphasized the need to make these decisions promptly. Simpson explained that undergraduate 3090 courses are auto-renewed, typically with himself listed as the instructor of record. These require instructor permission for enrollment, and a similar structure would likely apply at the graduate level. Francisco proposed developing a standard 5090 course template with consistent language for all colleges. This draft would be shared with colleges and curriculum committees before submission to Instruction Council for formal approval.

3. Curriculum

Course Action Summaries:

College of Veterinary Medicine (attached)

Francisco discussed that, except in special circumstances, for curriculum to be considered, a college representative (can be a substitute for the Associate Dean and can be present either in person or virtually) needs to be present at the meeting.

These Course Actions were tabled due to the College of Veterinary Medicine not having a representative present at the Instruction Council meeting.

Program Modifications:

Ferguson College of Agriculture

Doctor of Philosophy in Crop Science (056)

Program requirement change

- Update requirements for the post-Master's to equal a minimum of 60 hours.
- Add a post-Bachelor's track
- Total credit hours will increase from 48 to 60 for post-Master's to align with UAR 23.2.
- Reason for requested action: In 2024, a program modification was approved that did not meet UAR 23.2. The proposed changes correct that issue.

Master of Science in Natural Resource Ecology and Management (208)

Program requirement change

- Remove NREM 5020
- Increase graduate-level coursework from 23 to 24 credit hours
- Total credit hours will not change

- Reason for requested action: The course is often waived for students who present their research in a professional setting. The course will remain an option that students can enroll in.

Sheehan moved to approve, and Mason seconded. Instruction Council members approved the Ferguson College of Agriculture program modifications.

College of Arts and Sciences

Minor in Campaigns and Lobbying

Change to existing minor

- Require POLS 3513
- Total credit hours will not change
- Reason for requested action: To provide students with more relevant coursework related to campaigning and lobbying careers.

Mason moved to approve, and Sanogo seconded. Instruction Council members approved the College of Arts and Sciences program modification.

College of Education and Human Sciences

Doctor of Education in School Administration (067)

Online delivery of existing program

Master of Science in Dietetics (264)

Program requirement change

- Decreasing electives from 23 to 21 hours
- Total credit hours will decrease from 32 to 30
- Reason for requested action: To align the degree program with current practice across universities to reduce time to degree completion while maintaining academic standards. This program is offered through the Interactive Distance Education Alliance.

Master of Science in Family and Consumer Sciences Education (544)

Program requirement change

- Add HDFS 5803
- Remove HDFS 5833, HDFS 5843, and HDFS 5993
- Total credit hours will decrease from 36 to 30
- Reason for requested action: Aligning degree requirements with the Interactive Distance Education Alliance.

Sheehan moved to approve, and Mason seconded. Instruction Council members approved the College of Education and Human Sciences program modifications.

Micro-Credential in Advanced Behavioral Health Clinical Care
Micro-Credential in Behavioral Health Concerns
Micro-Credential in Behavioral Health Field Experience
Micro-Credential in Behavioral Health Foundations
Micro-Credential in Case Management
Micro-Credential in Community-Based Ethics and Documentation
Micro-Credential in Foundational Psychotherapeutic Skills
Micro-Credential in Group Therapy
Micro-Credential in Lifespan Development and Family Systems
Micro-Credential in Prevention
Micro-Credential in Psychophysiology and Behavior
Micro-Credential in Special Issues in Behavioral Health Service
Micro-Credential in Supervision

Francisco began by acknowledging that the Registrar's Office has valid procedural concerns regarding the implementation of the behavioral health micro-credentials. He noted that a process is currently being worked on to facilitate appropriate tracking and reporting. At the same time, he recognized the significant effort that has gone into developing the micro-credentials and emphasized that he does not wish for their rollout to be delayed once the necessary processes are in place.

Sanogo delivered a PowerPoint presentation outlining the suite of behavioral health micro-credentials and their foundational background. She described the role and responsibilities of a Behavioral Health Aide (BHA) and introduced the Behavioral Health Aide and Practitioner Program—a stackable micro-credential program in behavioral health developed in collaboration with Indian Health Services, Oklahoma Tribal Nations, and OSU faculty. The program is designed to serve rural and Indigenous learners and aligns with national BHA standards.

Sanogo highlighted the program's key goals:

- Prepare learners for BHA certification through tribal partners
- Provide accessible, flexible training in behavioral health
- Support Case Manager II certification through the Oklahoma Department of Mental Health and Substance Abuse Services
- Create a pathway to OSU undergraduate and graduate degree programs

Each micro-credential consists of three one-credit courses, available for either credit or non-credit, and is designed to support continuing education, elective credit, career advancement, and degree completion.

The micro-credentials are organized into four progressive levels: Foundations, Intermediate Practice, Advanced Foundations, and Clinical Practice & Leadership.

Clary inquired about whether the courses were new. Sanogo confirmed that they are and clarified that the team is proceeding initially with non-credit offerings, which will simplify implementation and mitigate concerns from the Registrar's Office.

Ormsbee noted that the online infrastructure is already in place to support this program. Clary further asked if students would have the option to receive academic credit. Ormsbee confirmed that this is possible at the undergraduate level. Sanogo added that students can enroll under Individual Study and later pay the difference to retroactively receive credit if desired.

Francisco concluded that, since no Course Action Forms have been submitted for the for-credit courses, no action is currently required from Instruction Council for the non-credit offerings. These proposals will return

for consideration once formal Course Actions are submitted. In the meantime, Francisco will continue collaborating with the Registrar's Office to address logistical planning and implementation.

Spears School of Business

Undergraduate Certificate in Personal Wealth Management and Financial Advising (New)

New program request

- Delivery method: Both traditional and electronic
- Total credit hours: 18
- Reason for requested action: To better prepare/qualify students the necessary skills for CFP exam or financial planning careers such as estate planning or employee benefits.

Clary moved to approve, and Sheehan seconded. Instruction Council members approved the Spears School of Business new program request.

Center for Health Sciences

Doctor of Philosophy in Biomedical Sciences (002)

Program requirement change

- Add BIOM 5003 as a required course
- Add BIOM 5641 as an alternate to BIOM 6922
- Change hours for BIOM 6000 from 30 to 20-40 hours
- Change electives from 26 to 13-34 hours
- Total credit hours will not change
- Reason for requested action: Updating the curriculum to add a statistics course and addressing a commonly substituted course.

Master of Science in Health Care Administration (006)

Option deletion

- Delete option in Leadership and Entrepreneurship
- Delete option in Administration
- Reason for requested action: The distinction of an option is no longer necessary.

The Program Modifications were tabled due to the Center for Health Sciences not having a representative present at the Instruction Council meeting.

Veterinary Medicine

Graduate Certificate in One Health (New)

New program proposal

- Delivery method: Electronic
- Total credit hours: 12
- Reason for requested action: To equip students with a comprehensive understanding of One Health principles, enabling them to effectively address complex health challenges at the intersection of human, animal, and environmental health

The new program request was tabled due to the College of Veterinary Medicine not having a representative present at the Instruction Council meeting.

4. Other—Chris Francisco

APRs

Francisco reported that most APRs have been submitted and expressed his appreciation for the considerable effort and seriousness with which departments approached the process. He also informed the Instruction Council that the State Regents have begun enforcing a policy stipulating that program modifications will not be processed if an APR has not been completed within the designated five-year review period. State Regents staff have thus far been accommodating in allowing our institution to proceed with program modifications, and a comprehensive review is being scheduled for 2026 to cover all programs that have not undergone a required review within the appropriate timeframe. This review will bring the institution back into compliance with the five-year review cycle and ensure continued eligibility for program modifications. Francisco noted that the remaining outstanding items are minor and indicated he will continue working with State Regents staff to resolve them. His priority is to prevent any delays in the processing of program modifications for affected departments.

Trails

Francisco informed the Instruction Council that he has distributed updated academic trail documents to the group and will also circulate the revised version of the Food Systems trail. He noted that two additional trails—previously approved by both the Instruction Council and the Council of Deans last spring—are ready to be presented to the Board of Regents. Furthermore, two new trails, Data Science and Rural Renewal, are in development and may be presented at the next Instruction Council meeting, pending finalization of course details. In total, up to four new academic trails may be presented to the Board of Regents in the near future.

He further discussed ongoing work related to additional academic trail proposals. While he has received several strong concepts from faculty, many proposed course combinations are currently not well-aligned with existing degree plans. Francisco emphasized the importance of ensuring that these courses are broadly applicable to degree sheets to maximize their accessibility and relevance to a wide student audience. He also expressed that he does not want, for example, three social science courses or three quantitative courses to be the natural path through the trails when students are only required to take one since this does not fit well with degree plans. Drafts of the proposed trails will be shared with Instruction Council members for review and feedback prior to wider circulation and formal approval requests.

Francisco commended the Philosophy Department, specifically Dr. Shannon Spaulding, for actively engaging with the trail initiative by aligning courses with existing trail pathways. He also acknowledged Sociology as a valuable partner in trail development. Baker shared that her team has developed a

tracking spreadsheet detailing trail-associated courses and their scheduled offerings for the upcoming fall semester. Francisco noted that Brand Management is collaborating on the development of a website for the trails. With approvals already secured from the Board of Regents and their staff for six trails and certificates, the team is now preparing for the website and trail promotion to go “live.” Instruction Council will be given the opportunity to review the site before it launches. Baker added that her office will host trail-focused advising training sessions on August 1st and 5th to better prepare academic advisors for supporting students interested in trail pathways.

Retention

Baker reported that an updated retention report will be shared with Instruction Council (also shared with DSAS a few weeks ago). In response to an inquiry from Fullerton, Baker noted that enrollment numbers have largely plateaued in recent weeks—even among second- and third-year students—likely due to the typical slowdown during the mid-summer period as students and families are on vacation. Current data show an increase of four additional freshmen University wide.

Ongoing retention efforts include:

- A targeted postcard campaign from the College of Arts and Sciences.
- Outreach from the Ferguson College of Agriculture to students with outstanding bursar balances.
- A planned communication blast on July 28, to be sent from advisor email addresses. Baker emphasized that data show students are more likely to open emails from known advisors than from the Student Success service account, as a previous campaign from the service account yielded limited engagement. Advisors will receive a preview of the email before distribution.

Francisco concluded by stating that a comprehensive postmortem will be conducted at the end of the summer to evaluate the effectiveness of current efforts and identify areas for improvement going forward.

Meeting was adjourned at 10:07am.

Minutes were recorded by Ashley Varnell.