INSTRUCTION COUNCIL

MINUTES

Thursday, September 17, 2026
126 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, Chad Blew, Lynn Boorady, Aaron Christensen, Cynda Clary, Rachel Eng, Craig Freeman, Richard Frohock, Jami Fullerton, Ty Hawkins, Diane Jones, Jill Joyce, Marlys Mason, Kirsten Olds (Chair), Christine Ormsbee, Rita Peaster, Carisa Ramming, Jennifer Rudd, Paola Sainz-Sujet, Candace Thrasher, Ashley Varnell, Clyde Wilson.

Meeting was called to order at 9:01am.

1. First Generation Services – Dr. Clyde Wilson

Dr. Clyde Wilson of the Office of Student Success provided an overview of the university's First-Generation Student Success Initiative and the developing First-Gen Hub (okla.st/first-genhub). Wilson explained that nearly one in five OSU students is a first-generation college student and emphasized that the initiative is intended to make the university easier to navigate by connecting students with resources, people, programs, and opportunities that already exist across campus rather than duplicating existing services. The First-Gen Hub is envisioned as a central starting point from which students can be connected to opportunities throughout their OSU experience, including undergraduate research, study abroad, career preparation, tutoring, mentoring, and other college- and university-based resources. Wilson noted that the university recently established a common definition of first-generation students, which will support more consistent identification, communication, and analysis of this student population.

Wilson described the initiative as a university-wide hub-and-spoke network and invited Instruction Council members to help identify resources, key people and programs, opportunities, barriers or gaps, and patterns of student participation within their respective colleges. He emphasized the importance of understanding not only enrollment, retention, credit progression, and graduation outcomes for first-generation students, but also where these students are engaging and where they may encounter obstacles in navigating university systems. Work is also underway with Institutional Research and Analytics to develop data tools that will allow colleges to better identify and understand their first-generation student populations. Wilson asked to connect with members or a designated representative from each college or area as the initiative develops.

In response to a question from Olds, Wilson clarified that the First-Gen Hub will include both a physical presence on the fourth floor of Scott Hall and a digital resource. The website is being developed to provide a visible entry point and to share information and student experiences. Ormsbee raised concern about students having to navigate multiple locations across campus to access services. Wilson acknowledged the concern and noted that Scott Hall already houses several student-support programs and has an established pattern of

student engagement. He emphasized that effective communication and partnerships with colleges will be important to increasing awareness of the space. It was further noted that the First-Gen Hub is being incorporated more prominently into the Office of Student Success website to make it easier for students to locate, and the existing Campus Life page will be phased out as the new resource becomes available.

2. Fraudulent students – Laurie Beets

Laurie Beets provided an overview of fraudulent student activity affecting higher education institutions nationwide and reported that OSU has identified suspected activity during the fall semester. She explained that fraudulent activity can occur throughout the student life cycle, beginning with admission and extending into enrollment, financial activity, and coursework, and therefore requires coordination among multiple university areas, including Admissions, the Bursar, Financial Aid, Information Technology, Legal Counsel, Academic Affairs, and Internal Audit. Fraud schemes may involve stolen or fabricated identities, falsified documents, multiple accounts, shared banking information, and third parties completing academic work. Beets emphasized that completion of coursework alone does not establish that an enrolled individual is legitimate and noted that many of the schemes are highly organized and sophisticated.

Beets reported that Legal Counsel, Internal Audit, IT Security, and Academic Affairs are working together to identify patterns and develop policies, procedures, and guidance for recognizing, deterring, and responding to suspected fraud. Blew noted that some suspected fraudulent students stop responding when asked to provide additional documentation, while others continue to communicate by phone or email and may submit documentation that is later determined to be fraudulent. Some individuals may also become aggressive when financial aid or other transactions are delayed. Members were advised that suspicious activity can be difficult to distinguish from legitimate student behavior, particularly in online environments, and that suspected cases have occurred in both undergraduate and graduate programs.

Peaster explained that the university has created an Identity Verification Hold for accounts in which fraud is suspected but has not been confirmed. The hold can prevent enrollment, transcript use, enrollment verification, credential awarding, and certain payment activity while the account is reviewed. IT also has the ability to restrict access to university systems when warranted; however, members emphasized the need to proceed carefully because some accounts initially flagged for review may ultimately be determined legitimate. In response to Clary's question regarding payments, Beets described a pattern in which a fraudulent account makes a payment, quickly reduces enrollment, and attempts to direct a resulting refund to a different account. Members were encouraged to remain alert to unusual patterns and to raise concerns when student activity appears inconsistent or suspicious.

3. Curriculum

Course Action Summaries:

College of Engineering, Architecture and Technology

Ramming explained that the CEAT course actions included a renumbering of a previously approved Civil Engineering course and energy-related courses developed as an expansion of existing petroleum-focused offerings. The energy courses broaden the curriculum beyond petroleum and include application of engineering and business considerations to the feasibility of energy projects. Collaboration with the Spears School of Business was noted.

Fullerton moved to approve, and Clary seconded. Instruction Council members approved the new courses on the College of Engineering, Architecture and Technology course action summary with no opposed and no abstentions.

Ramming also reviewed modified course actions, including prerequisite changes for construction-related courses and description and mutually exclusive-course updates. Engineering Science 3311 included a description change.

Hawkins moved to approve, and Mason seconded. Instruction Council members approved the College of Engineering, Architecture and Technology course action summary for modified courses with no opposed and no abstentions.

Program Modifications:

College of Education and Human Sciences

Doctor of Philosophy in Human Sciences (123)

Design and Merchandising option

- Degree requirement change
  - Remove GRE requirement for admissions
  - Reason for requested action: The faculty determined the GRE is no longer needed for consideration of admission to the program.
- Course requirement change
  - Remove EHDS 6993
  - Increase DM or related content area coursework to 21-30 credit hours
  - Total credit hours will not change
  - Reason for requested action: Updating the curriculum to reflect current course offerings.

This program modification was pulled from the Instruction Council meeting agenda on 9/15/26. Further discussion between the Registrar's Office, Graduate College, and Academic Affairs regarding degree requirements that contain multiple credit-hour ranges is needed, as credit-hour ranges pose multiple issues.

College of Engineering, Architecture and Technology

Master of Science in Energy Engineering (New)

New program proposal

- Delivery method: Traditional
- Total credit hours: 30
- Reason for requested action: To prepare graduates with strong engineering fundamentals, as well as specialized knowledge of emerging technologies and management strategies.

Ramming indicated that online delivery for this new program may be pursued in the future.

Master of Science in Engineering Technology (519)

Option addition

- Add option in Construction Project Administration
- Delivery method: Online
- Total credit hours: 30
- Reason for requested action: The proposed option provides working professionals with a pathway to an advanced degree and a foundation in construction project administration.

Ramming explained that this option addition was proposed to add a third option in Construction Project Administration for people in industry wanting to advance their careers.

Master of Science in Industrial Engineering and Management (135)
Degree requirement change

- Remove GRE requirement for admissions
- Total credit hours will not change
- Reason for requested action: The faculty determined the GRE is no longer needed for consideration of admission to the program.

Doctor of Philosophy in Industrial Engineering and Management (136)
Degree requirement change

- Remove GRE requirement for admissions
- Reason for requested action: The faculty determined the GRE is no longer needed for consideration of admission to the program.

Course requirement change

- Remove IEM 6903
- Add 3 credit hours of graduate coursework
- Total credit hours will not change
- Reason for requested action: To provide additional flexibility to students.

Freeman moved to approve, and Clary seconded. Instruction Council members approved the College of Engineering, Architecture and Technology new program requests and program modifications with no opposed and no abstentions.

4. Other

Olds informed Members that an email would be distributed on behalf of the Director of the Doel Reed Center seeking faculty proposals for summer instruction. The Center is seeking six credit-bearing courses from disciplines across the university in an effort to expand both the number of students served and the range of academic opportunities available. A separate call will seek instructors for Leisure Learning courses, which serve adult non-matriculated learners. An online submission form has been introduced to simplify the proposal process. Members were asked to share the opportunities with faculty, and advisors will also be asked to promote the credit-bearing courses to students.

Ramming and Blew provided an update regarding Course Program of Study (CPOS) reporting. CPOS compares students' enrolled coursework with Degree Works to identify courses that may not apply to a student's degree program and may therefore affect financial aid or scholarship eligibility. Colleges and advisors receive reports in advance so they can review whether a course should count academically and, when appropriate, make necessary Degree Works adjustments. Members were informed that students receiving the state's Rising Scholars award have now been added to the CPOS reporting process because coursework outside the program of study may affect those awards even when a student is not receiving federal aid. The change is intended to ensure that affected students are identified and reviewed through the same process.

Meeting was adjourned at 9:46am.

Minutes were recorded by Ashley Varnell.