

**COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES**

AGENDA

**January 16, 2019
126 ITLE
10:30 a.m. – 12:00 p.m.**

In attendance: Chad Blew, Pam Ehlers, Leslie Evans, Amy Gazaway, Jeff Hartman, Ebonie Hill, Nick Holmes, Cheryl Kleeman, James Knecht, Virginia Leathers, Amy Martindale, Marissa McIntyre, Lance Millis, Beverly Morris, Rita Peaster, Kyndal Roark, Kristi Seuhs, Richard Shepard, Jessica Sullins, Latasha Tasci, Deb VanOverbeke and Bridget Miller, Chair.

1. 2019 Cambridge Scholars Program – Jessica Sullins

The Cambridge Scholars Program takes 15-20 of OSU's top students to the University of Cambridge for a two-week course taught by OSU faculty. Magdalene College serves as home for the program that typically involves stimulating class discussion each day, while still leaving time to take advantage of the city of Cambridge's museums, galleries, colleges, and rich academic history. Substantial financial support is provided by the Lew Wentz Foundation and the Office of Scholar Development. The course is open to all majors and classifications. Applications are now available and due to the College of Arts & Sciences Outreach Office **by Friday, February 1, 2019.**

Upcoming Information Sessions hosted by the Office of Scholar Development & Undergraduate Research (located in the Old Central Assembly Hall)

Cambridge Program

Wednesday, January 16 3:00-4:00 PM

Thursday, January 17 3:00-4:00 PM

Tuesday, January 22 3:00-4:00 PM

Wednesday, January 23 4:00-5:00 PM

This year's program was created a little differently with a proposal process in an effort to include more colleges. The Office of Scholar Development and Undergraduate Research received eight proposals from the College of Arts & Sciences, Education, Health and Aviation, Human Sciences and the Library. After review by the scholars program committee, the program selected was *A Comparable Study of the UK and US Health Care Systems*. This topic should appeal to many disciplines across the University, as well as attract students interested in the international learning element. J. Sullins requested the help of the DSAS members to identify some top students that would benefit from this program – all majors, all disciplines across campus.

This trip is scheduled for the two weeks immediately preceding the fall 2019 semester. The cost of this program is \$3600, which will cover tuition, fees, excursions that are part of the course, lodging, breakfast and lunch. Students who are admitted to the program will receive a \$1500 scholarship from the Office of Scholar Development and Undergraduate Research. There is also the possibility of an additional \$500 scholarship. The application is available online, and K. Roark will email the link as well.

B. Miller added that this program provides tours of some classic museums and iconic public health facilities. Also included in the program is a service learning project. The more diverse our sample of students, the more meaningful the experience.

This course is in the process of applying to GENED for the "I" and "S" designation. This course can also apply toward Honors credit.

2. Wentz Research Program – Latasha Tasci
Wentz Research Scholars Program

Applications are now being accepted for **2019-20 Wentz Research Scholars**, with a deadline of **February 20, 2019**. This one-year \$4,500 grant is available to sophomores, juniors and seniors in any field of study to conduct independent research with the guidance of a faculty mentor. There are approximately 40 scholarships awarded annually. For additional information regarding proposal guidelines, the review process, and program requirements, please see the Office of Scholar Development & Undergraduate Research [website](#).

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Wentz Research Program

Wednesday, January 16 4:00-5:00 PM

Thursday, January 17 4:00-5:00 PM

Tuesday, January 22 4:00-5:00 PM

Wednesday, January 23 3:00-4:00 PM

If you or your students have any questions about the above programs – Cambridge Scholars Program or Wentz Research Program – please feel free to direct them to the Office of Scholar Development and Undergraduate Research.

3. Title IV Non-Standard Terms and New Class Schedule Guidelines – Rita Peaster and Chad Blew

To ensure compliance with federal financial aid regulations, the start and end dates for all classes offered within a term must conform to Title IV Standard Academic Term rules. A standard academic term (or semester) is defined as being 15-17 weeks in length and of substantially equal length as other terms. A deviation allowance of two weeks is given at the beginning or end of the semester (but not both) for a course to still be considered as offered in a standard academic term. An exception is granted to classes that do not span the entire semester (as long as they do not cross over separate semesters) and for pre-session (or intersession) classes.

All OSU classes need to conform with the Title IV standard academic term rules. Effective Fall 2019, we propose the revised class schedule guidelines as follows:

- *With the exception of pre-session classes, the class start date can begin no earlier than two weeks prior to the first day of the main term, and the end date can be no later than the last class day of the main term.*
- *Pre-session (or intersession) classes cannot overlap the previous main term nor the immediate upcoming main term. In other words, the start date for pre-session classes can begin no earlier than the day after the last day of the previous main term, and the end date must precede the first day of the main term.*

These guidelines impact a very small percentage of OSU classes (see table on page 2 of Title IV document distributed at 1-16-19 DSAS meeting). While Title IV rules provide additional allowances for select clinical courses or study abroad courses offered at another institution, such exceptions should be reviewed on a case-by-case basis. Reasonable efforts should be made to ensure Summer 2019 classes also conform to the new guidelines, where feasible.

C Blew informed DSAS that for any class that is non-standard, any student who is in any degree program that could possibly use that class for their degree has to be treated as a non-standard term student for the entirety of their college career. C. Blew also informed DSAS that Banner is not set up to process aid in non-standard terms. The OSU Office of Scholarships and Financial Aid does not have the personnel to manage the non-standard terms effectively. There are exceptions made by Federal Financial Aids such as study abroad, clinical rotations and study at another institution. These exceptions need to be requested and reviewed on a case-by-case basis, possibly using the existing Course Deviation Request form and process.

These guidelines were endorsed by Instruction Council on 1-3-19.

4. Introduction and Brief Overview of Vision from Director of Transfer/Veteran Academic Support Services – Cheryl Kleeman

C. Kleeman prepared the attached Office of Transfer and Veteran Academic Support Services document detailing her mission, vision and key strategies moving forward. She asked for assistance from the DSAS members regarding the transfer agreements and articulation of credits. She would appreciate feedback regarding the determination of status of transfer and articulation agreements, efficient maintenance of agreements and creation of a standardized language / template.

A. Martindale mentioned that the challenge with transfer agreements is that they are not being utilized. C. Kleeman will be meeting with Dr. Pamela Fry to discuss the success of the OSU-Tulsa transfer agreement process and how best to implement a more effective process at OSU-Stillwater.

5. Other

- C. Blew reminded DSAS members that Oklahoma's Promise does not cover remedial courses. This is the second semester that this stipulation has been in place.
- P. Ehlers announced that 1-25-19 is the last day to nominate a student employee of the year. This is a great program and the student selected will receive a \$1500 grant. The awards ceremony will be held in April.

Meeting was adjourned at 11:00 a.m.

Minutes were recorded by K. Roark.



Office of Transfer and Veteran Academic Support Services

Our Mission

The Oklahoma State University Office of Transfer and Veteran Academic Support Services provides a holistic transfer and veteran student experience that assists them as they transition into the University, helps students prepare for a rewarding academic career, and promotes their progress toward graduation and into their desired career field.

Our Vision

The Oklahoma State University Office of Transfer and Veteran Academic Support Services will:

1. Provide a transfer and veteran student experience that engages students in the campus community, Stillwater, Oklahoma, the nation, and the world,
2. Help them to achieve academic excellence through connecting them to activities and resources that promote research, scholarship and creativity, and
3. Ensures student success through an environment that is supportive, enriches personal growth, encourages excellence and innovation, and prepares students for purposeful careers.

Key Strategies to move forward:

- 1) The Office of Transfer and Veteran Academic Support Services will act as a hub for incoming and current transfer and veteran students. We will guide them out to the spokes, other offices on campus, to address whatever their needs/concerns are.
- 2) We will develop a robust communication plan for Transfer and Veteran students including newsletters, social media, event calendar on website, work with other offices (non-traditional, etc.) on growing a community.
- 3) We will be tracking a variety of information on these students including:
 - a) Applicants to students
 - b) Retention (first semester to second, first year through graduation, etc.)
 - c) Persistence (how many go on to a higher level degree)
 - d) Graduation (including reverse transfer of credits to ensure students receive AA/AS)
 - e) Course completion/withdrawals
 - f) Utilization of other university offices/events/facilities (integration into campus)
 - g) GPA to identify at-risk students (2.5 or below)
 - h) Number of students who follow-through on degree pathways/transfer agreements
- 4) On the Transfer Agreement/Articulation side, the plan is:
 - a) Develop standardized agreement/MOU language and templates for Colleges/departments to use
 - b) Centralized "Finish Orange" web page information on all agreements/articulated transfer equivalency
 - c) Standard policies/procedures to maintain agreements from academic year to academic year
 - d) Define a timeline for agreements to be updated (i.e. we should be working on 19-20 now)

- e) Have collateral (transfer maps, updated web pages) printed and ready prior to start of next academic year and ensure advisors at OSU and partner schools are aware of any agreements, additions, or changes.
 - f) Develop a multi-school transfer/articulation committee that includes key administration and faculty on ensuring a streamlined process for transfer of credits and reverse transfer that includes tracking of students who indicate they want to pursue a pathway to degree completion and contact by both schools to ensure a smooth transition.
- 5) Identify other sources of funding to grow the Transfer and Veteran Academic Support Services programs
- a) DOE grant for Centers of Excellence for Veteran Student Success (<https://www2.ed.gov/programs/cevss/index.html>) which can award around \$300,000 (not currently open, has a 5 year life cycle, next cycle is 2020)
 - b) Lumina Foundation “Scaling Affordable Pathways” strategic initiative offers us an opportunity to submit a grant proposal on behalf of OSU’s Finish Orange campaign and create a transfer and pathway program that increases degree attainment for our students