

**COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES**

MINUTES

February 16, 2022

Zoom - <https://zoom.us/j/99545430954>

10:30 a.m. – 12:00 p.m.

In attendance: Laurie Beets, Chris Bingham, Larry Burns, Aaron Christensen, Kathryn Gage, Amy Gazaway, Karen Hickman, Ebonie Hill, Nick Holmes, Diane Jones, Kelly Kavalier, Cheryl Kleeman, James Knecht, Kristen Kulling, Amy Martindale, Marissa McIntyre, Marilyn Middlebrook, Kim Miller, Lance Millis, Linda Millis, Beverly Morris, Chris Ormsbee, Rita Peaster, Robert Raab, Libby Reigh, Kyndal Roark, Sky Rogers, Kristi Seuhs, Richard Shepard, Candace Thrasher, Denise Weaver, Robin Wilson, and Chris Francisco, Chair.

1. Proposed Policy Update to UAR 7.3 – Rita Peaster

UAR 7.3 Residence Waiver for Certain Premedical and Prelaw Students

Summary/Purpose of Proposed Changes

Update UAR 7.3 to clarify that students who qualify for this waiver must earn at least fifty percent of the hours in the major field at OSU to ensure compliance with minimum State Regents residence credit requirements.

Background and Rationale

We recently received an inquiry from the State Regents asking how OSU ensures that students who complete a Pre-Law 3+3 option meet the OSRHE minimum residence requirements. In addition to a minimum 30 hours in residence, OSRHE policy 3.15.5.C.5 states, “At least 15 of the final 30 hours applied toward the baccalaureate degree or at least 50 percent of the hours required by the institution in the major field must be satisfactorily completed at the awarding institution”.

The existing language in UAR 7.3 is vague and could be interpreted to imply a potential waiver of OSRHE’s residence requirements. It only states that the last 30 hours before transferring to a professional school must be earned at OSU (which doesn’t comply with OSRHE policy 3.15.5.C.5) and does not reference a minimum number of hours in the major be earned in residence.

A review of degree requirements for programs with pre-professional options reflects a design to ensure that students earn at least 50 percent of the upper-division hours in the major block at OSU, thus in compliance with both OSRHE and OSU’s residence credit policies. Students will still meet the minimum Regents residence credit requirements if at least 50 percent of the hours in the major field are satisfactorily completed at OSU, and UAR 7.3 serves as a waiver of the stricter OSU residence requirement that these hours are upper division.

Proposed Policy Updates with Track Changes

7.2 Residence Credit Requirements

Students must earn at least 30 semester credit hours at OSU (excluding credit for prior learning and correspondence study). At least 15 of the final 30 hours applied toward the degree or at least fifty percent of the upper-division hours required by OSU in the major field must be satisfactorily completed at OSU. In the Spears School of Business, a minimum of 15 of the last 30 hours applied toward the degree and at least 50 percent of the upper-division hours required in the major field must be satisfactorily completed at OSU.

7.3 Residence Waiver for Certain Premedical and Prelaw Students

Students who complete at least 90 semester credit hours in a recognized premedical science or pre-law preparatory program and are admitted to a professional program leading to the doctoral degree at an accredited professional school, including medicine, osteopathic medicine, chiropractic medicine, veterinary medicine, dentistry, optometry, pharmacy, physical therapy, podiatry, and law, will be awarded the appropriate baccalaureate degree upon the successful completion of 30 semester credit

hours in professional school courses applicable to the OSU major. This option is available only to students who have completed all other degree requirements for the major, have taken at least the last 30 semester credit hours of work at OSU prior to transferring to a professional school and at least fifty percent of the hours required by OSU in the major field are satisfactorily completed at OSU (See Academic Regulation 7.2 Residence Credit Requirements), and have completed at least 60 semester credit hours at a baccalaureate degree granting institution (See Academic Regulation 4.4 Transfer Credit from Community Colleges). Credits from accredited professional schools that are part of baccalaureate degree-granting institutions will satisfy the 60 semester credit hour requirement.

Motion was made by K. Kavalier and seconded by M. McIntyre to accept the changes to the above-mentioned proposed policy update to UAR 7.3, and Directors of Student Academic Services (DSAS) approved.

2. Comprehensive Learner Record Project – Kathryn Gage

The Comprehensive Learner Record Project is a project promoted through the Office of Student Affairs (SA). SA has been collecting the different experiences that can be associated with the CLR and creating a document much like an academic transcript. CLR is meant to display students' learning outside of the classroom.

CLR provides the following:

- Creation of catalog of student experiences that will help students find ways to gain meaningful experiences outside classrooms throughout their undergraduate element
- Gaining competencies within these experiences
- Elements of CLR – student engagements categorized by high impact practice:
 - Leadership
 - Career readiness
 - Research
 - Cultural and global fluency
 - Wellness
 - Service
- Students may involve themselves in specific activities that may not involve a competency associated with the experience
- CLR employs high impact practices designed to be educationally purposeful and can be verifiable
- SA will provide resources to groups that may want to create a CLR program item
- SA is seeking DSAS partnership regarding programs / engagements for nomination to be evaluated for CLR status

3. Seat Releases – Amy Martindale

Last year enrollment occurred 5 days a week. The total number of enrollment dates and the percentages of seats to be released did not work because there were not enough seats available. The seats were released on a weekly basis. If the University is offering enrollment three days per week, seat releases can be made available on a three day per week basis. DSAS members indicated they would prefer having seat releases made on a three day per week basis.

4. DIST Attribute – Chris Ormsbee

The DIST attribute is to be used for the approved fully online programs. With that particular attribute comes reduced fees for undergraduate students and reduced tuition for graduate students. There are students who have been assigned the DIST attribute who are not in fully approved online programs. Clarification – the DIST attribute should not be assigned if the student is taking all online classes. They should only be assigned the DIST attribute if they are taking a fully approved online program. For verification of an approved online program, please visit <https://osuonline.okstate.edu/>. C. Ormsbee informed DSAS members that individuals who added the DIST attribute to the student(s) who are not in fully approved online programs will be contacted to notify the students of the bursar change. C. Ormsbee added that the graduate students are experiencing significant changes in their tuition – close to three times the fee with the DIST attribute.

L. Reigh reminded DSAS that previously, at the point of admission, students would select fully online programs. However, when students submitted major changes, the DIST attribute was not being changed. Admissions altered their process so that the attribute was removed at the time of change. DSAS members would like to request that Admissions notify the students of fee changes when they change their majors during the admission process. L. Reigh will verify that notification is being submitted. DSAS members also requested that IT flag the students with the DIST attribute on the “Major Change” application. R. Peaster will investigate the possibility. She informed the members that currently there is no way for Banner to track whether a program is a fully approved online program.

5. General Education Task Force update – Chris Francisco

The General Education Task Force met for the first time on February 7, 2022. The composition of the task force was included in the weekly Provost Update distributed last week. C. Francisco explained that this task force is primarily a faculty committee in accordance with our principles that faculty drive the curriculum – AAUP guidelines. This is a big picture committee asked to dream big and design a general education plan that would meet the needs of the university, students, and workforce. The plan should clearly relay our values and how to weigh those values. This particular task force is working in parallel with the university strategy process and will need to align with the strategy plan. After receiving the recommendations from the General Education Task Force, and upon approval, the university will discuss the best way to implement these recommendations.

General education provides the foundation for all students – what we want to provide to our graduates – preparation for employment, critical thinking skills, how to find reasonable resources to make educated decisions.

C. Francisco charged the general education task force with the following:

1. What do other institutions do in GE that we might want to adapt for our purposes?
2. How can we encourage students to take classes outside their meta majors, breaking down the silos that exist across the campus? We need to encourage students to interact with students in other meta majors.
3. Are there ways we can help our students see the value in GE – develop new courses or advertise existing courses in a more effective way?
4. Does the distribution of requirements in GE make sense? Do we have the most appropriate categories, and ratings? What are we doing to implement the values we have in GE courses?
5. How can we encourage ways we might be able to foster interdisciplinary courses in GE? Perhaps, consider Honors courses as a guide – bringing multiple perspectives to one topic to help students synthesize these different views, which encourages critical thinking skills.

C. Francisco gave the committee two major constraints:

1. Recommendation needs to have flexibility for students to change their majors – GE is not supposed to be major specific, nor degree plan specific. The purpose of GE is to set a foundation that is common across the university. Currently, there is not a significant number of shared common experience courses in GE at our university.
2. Recommendation must adhere to the State Regents minimum requirements but not necessarily structured in a specific way.

Once we receive the recommendations from the Task Force there will be a considerable amount of work regarding implementation. Possibly every degree sheet could be altered. Strategy planning is significant, and we should take this opportunity to design general education the way we want it. The process may be disruptive, but it needs to be accomplished. We need to determine what courses / competencies / skills / abilities we want our students to have once they leave our land grant institution and build our curriculum around that. The Task Force will be working with our EAB consultant. C. Francisco will serve as a resource but will not be participating in the Task Force discussions. He reminded DSAS that faculty drives curriculum, not administration.

6. Other

- Next meeting is scheduled for March 17, which is spring break. Typically, the meeting would be moved to the following week, however there may be very little to discuss. Tentatively we are not planning to have a meeting in March, but if we need one, the meeting will be held March 23, 2022.
- L Millis – reminded DSAS members that units are advising for the summer and fall, 2022 and not to forget the approvals needed for courses that are exceptions or that are NOC or TCC.

Meeting adjourned at 11:11am

Minutes were recorded by K. Roark.