

INSTRUCTION COUNCIL

MINUTES

January 25, 2018

204 Whitehurst

9:30 a.m. – 11:00 a.m.

In attendance: Laurie Beets, Aaron Christensen, Ryan Chung, Bruce Crauder, Richard Frohock, Linda Good, Jeff Hartman, Karen Hickman, Susan Johnson, Diane Jones, Marlys Mason, Blake Myers, Chris Ormsbee, Shiretta Ownbey, Rita Peaster, Kyndal Roark, Chris Ross, Jenn Sanders, Randy Seitsinger, Brenda Smith, Celeste Taber, Candace Thrasher and Pamela Fry, Chair.

1. Curriculum Requests:

College of Human Sciences

FAMILY FINANCIAL PLANNING, UNDERGRADUTE CERTIFICATE New Program

The College of Human Sciences requests the new program to provide an opportunity for students to focus on individuals and families and the role of financial management and asset development. The new certificate is designed for students who want a broader family-focused approach to Financial Planning and for individuals in the local financial services industry who could complete the certificate to meet educational requirements for the CFP® exam, a benchmark for the financial planning industry.

This certificate is an outgrowth of an online master's program in the same area. This set of courses allows the students to sit for the Certified Financial Planning exam.

M. Mason requested that this certificate be tabled pending conversations between College of Human Sciences and Spears School of Business Finance Department.

HOTEL AND RESTAURANT ADMINISTRATION, BSHS (130) Program Modification: Change of Program Name

Change of Program Name to: Hospitality and Tourism Management

The College of Human Sciences requests the program name change to align the program name with the new updated school name "School of Hospitality and Tourism Management".

Motion was made to accept the College of Human Sciences program modification – change of program name from Hotel and Restaurant Administration to Hospitality and Tourism Management, and approved.

Informational Item Only

Course Reactivation:

GEOL 4673 – Economics Geology – Metals

Course Deactivations:

PBIO 4023 – Community Ecology

PBIO 4123 – Ethnobotany

PBIO 4214 – Ecology of Algae and Aquatic Plants

PBIO 5023 – Community Ecology

PBIO 5214 - Ecology Algae and Aquatic Plants

PBIO 5533 – Multivariate Methods

PBIO 5753 – Physiology of Plant Growth and Development

2. Peer Coaching Training Program, Cont'd – Christine Ormsbee

C. Ormsbee wanted to touch base with Instruction Council members regarding the teaching / coaching program that the Institute for Teaching and Learning Excellence (ITLE) is creating. Their intent is to recruit faculty from across the campus who are already excellent teachers and are interested in learning more about and working with their colleagues to work on teaching goals. ITLE will provide training on a coaching model, not a mentoring model. The goal is coaches to work with 1-2 faculty per semester.

C. Ormsbee explained that the difference between peer coaches and faculty fellows is that the faculty fellows provide teaching-related programming to their college based on their own goals, whereas the peer coaching program is designed to create a pool of faculty who can work with any faculty member from any college. Peer coaching focuses on increasing knowledge and specifics about teaching and skills about coaching. Since there is no budget, this will operate similar to volunteer Academic Integrity Facilitators. This peer coaching program will take some time to create and there is some skill level expected with it. ITLE would like to start with 10-12 coaches. The goal is to have coaches who are knowledgeable on effective teaching methods and who are willing to work with instructors on what they want – the individual faculty decides their goals, not coach. This program is meant to support a positive culture about the peer coaching process.

To clarify - this is not an evaluation, and there is no expectation for this program that would result in writing letters of reference for promotion / tenure. ITLE will provide instruction and support to the coaches. The focus will be on collecting information about what is happening in the class and then using that information for the teacher / instructor to make some decisions about changes / adjustments to teaching style.

C. Ormsbee envisions a list of faculty available for peer coaching from which the requesting instructor can choose. P. Fry mentioned the importance of including online instruction as well.

ITLE will send a notice in the near future regarding a 2-3 day training either in May or early August.

3. Equivalent Courses and Degree Works – Rita Peaster

Refer to *Equivalent Courses and Degree Works* document. R. Peaster explained that the information in this document should be seen as an opportunity to clarify the way that Degree Works is enforcing policy. No feedback is expected immediately. This is a lengthy handout and we recognize that you may want to go back and review details within your college before providing feedback, but we wanted to start the conversation today. With DegreeWorks (DW) the interpretation of OSU and Regents policy which was previously distributed across the various colleges and in the Registrar's Office is now being funneled into a single systematic way of enforcing policy thru DW. During the transition, we are discovering some inconsistencies and gaining a deeper understanding of how DW and Banner interoperate. There is a challenge with some categories of equivalent courses that have a mismatch in key characteristics, such as lower-division vs. upper-division, and how the system is handling them. Courses that are listed as equivalent happen through the course action process when one course is changed. Equivalent courses are recognized as interchangeable by many of our student processes, including the repeat policy and DW. These automated processes do not inherently recognize the mismatches, sometimes resulting in unexpected application of academic policy. More specifically - issues result when a lower division course changes into an upper division course. DW will recognize the lower division course as meeting upper division requirements. A complete list of current equivalent courses which changed from lower division to upper

division, is located on page 3 of the *Equivalent Courses and Degree Works* document. Every college has at least one course on this list. Pages 4-5 of the above-referenced document lists equivalent courses, which changed from upper division to lower division.

Registrar's Office is seeking feedback on the upper/lower division credit discrepancies in the context of the DW audit system. Options to consider are as follows:

- Allow the course equivalencies to stand as is with no change to DW scribe code. This option seems to be in conflict with University Academic Regulation (UAR) 3.6 and the student's transcript would not appear to satisfy UAR 7.4 at face value.
- Add new scribe code in DW to perform additional checks for the upper division course attribute. These efforts would involve changes to hundreds of scribe blocks, and should be thoughtfully timed to not adversely affect students up for graduation who have relied upon the current audit results.

R. Peaster would like to continue this topic at the next Instruction Council meeting.

Blake Myers gave a brief DW update. Last week approximately 200 mechanical aerospace engineering students (expected graduates for this semester) were provided access to DW. Students were able to view their own grad checks. The Registrar's Office will continue this effort throughout the semester, taking into consideration the students' feedback, questions and concerns. This department will be able to use DW as their official graduation check from this point forward.

C. Taber encouraged IC members to verify procedures with graduation clearance personnel in the individual colleges. The reason that these issues are coming to light is that the DW audits are exposing everything that has been done by hand. Many of the questions addressed are stemming from grad clearance personnel from individual colleges.

4. Other

- a. **Early Colleges Letter – Pamela Fry** asked members of IC to refer to the copy of letter from Union Public Schools to parents of Union Public Schools students that describes the early college program at Union, a new initiative. The letter includes the layout of what the 60 hours would look like. Implications for OSU as this concept continues to expand (high school students completing high school along with a 2-year associates degree) is that students will want to apply all of those 60 hours to a degree at a 4-year university. A. Cole-Smith is already receiving calls from some of these parents regarding the transferability of these courses. J. Sanders mentioned that she was a student in Florida with a background very similar to this application. The Florida state universities made an agreement with the early colleges students to accept their 60 hours associates degree and apply it fully toward the students' 4-year degrees. There has been a lack of legislative support (previous concurrent support from state was refunded at 70%, now it is refunded at 20%.) R. Frohock recently visited with an out-of-state student. This student reported that her state specified that 59 hours from an associate's degree would apply but the 60th hour could possibly have negative implications on financial aid – at the 60th hour the student was no longer considered a new student. Our concurrent students are not considered transfer students unless they continue with college courses after they have received their high school diploma.

One of the original purposes of the concurrent coursework was to provide higher education to students who would not otherwise be able to afford it. With the lack of state funding to support the concurrent coursework, the future may look somewhat different. It may mean that concurrent enrollment will be limited to only those student with the economic means to afford college courses. The concurrent plan is very cost effective for the high schools because they typically do not have to provide educators for the courses in which students are taking concurrently.

S. Ownbey reported that the College of Human Sciences prospective student coordinator came from an early colleges campus in Colorado. Paths have been created to work with all state universities to allow 100 percent applicability.

- b. **P. Fry announced** that this is C. Taber's final Instruction Council, and commended her on an outstanding job as Registrar of Oklahoma State University. All members expressed their heartfelt deep appreciation and gratitude for Dr. Taber's long-time service!
- c. **C. Taber announced** that she has asked Rita Peaster, Senior Associate Registrar, to step in as Interim Registrar during this transition time while the University is proceeding through the process of a Registrar search.
- d. **C. Thrasher announced** the scheduling of the annual academic integrity committee meeting. She is seeking a representative from IC to join the committee the last part of February. Marlys Mason volunteered to serve as IC representative.
- e. **J. Sanders announced** that she is the Interim Associate Dean for the College of Education, Health and Aviation. Because she is not applying for the position, there will be a new member attending Instruction Council sometime in the near future. She asked current IC members for their continued guidance for the new member.

Meeting adjourned at 10:34 a.m.

Minutes were recorded by Kyndal Roark