

INSTRUCTION COUNCIL

MINUTES

Thursday, May 7, 2020
ZOOM Conference Call
9:00 a.m. – 10:30 a.m.

In attendance: Laurie Beets, Bruce Benjamin, Chad Blew, Cynda Clary, Richard Frohock, Jami Fullerton, Jeff Hartman, Kelva Hunger, Susan Johnson, Diane Jones, James Knecht, Marlys Mason, Christine Ormsbee, Rita Peaster, Kyndal Roark, Adrienne Sanogo, Randy Seitsinger, Candace Thrasher, Jean Van Delinder, Missy Wikle, Tom Wikle and Jeanette Mendez, Chair.

1. Chegg.com – Jeanette Mendez and Candace Thrasher

Tabled until the May 21st Instruction Council (IC) meeting

2. CIP Code Changes – Candace Thrasher

C. Thrasher announced that the CIP codes for 2020 have been updated. The State Regents office submitted a list of all OSU programs with old CIP codes to Academic Affairs and requested that we verify that none of the current CIP codes need to be updated to the 2020 CIP codes. C. Thrasher distributed the lists by college in March. Please contact her if resending is necessary. She will need to collect the updated lists from each college and return to the State Regents office by May 29, 2020.

3. Update on CARES Act Student Grants – Chad Blew

Office of Scholarships and Financial Aid (OSFA) is ready to start issuing grants from the CARES Act. Between May 7 and 8, OSFA will issue approximately \$4 million of awards to undergraduate and graduate students affected by COVID19, along with an additional \$4 million over the next two months. OSU also set aside \$2.5 million of institutional funds to be awarded to prospective students who have been affected by the COVID19 situation. L. Beets reiterated that the \$4 million goes directly to the students, not to their bursar accounts. C. Blew clarified that the \$2.5 million of institutional funds awarded to the prospective students will go directly to the bursar account, just like any other incoming freshman/transfer student scholarship. The \$2.5 million of institutional funds will be applied to the students' cost of attendance and will be factored into their other financial aid. CARES Act does not apply to international students, undocumented students or students who were enrolled exclusively in online programs prior to the COVID19 pandemic.

4. Academic Planning Related to Return of Students on Campus in the Fall - General Discussion

Fall planning – Deans are meeting every day at noon via zoom with the intent of providing the Provost a proposal by May 15th regarding Fall 2020 semester. Plans for implementation of social distancing and all other related items concerning COVID19 have been discussed. The main objective is for Fall 2020 semester to be an on-campus semester, not a virtual semester.

- a. Communication is crucial. We need to create a culture within students that emphasizes just how vital social distancing is. The planning group is aware of this communication piece and is preparing signage, as well as written communication.
- b. Reboot schedule for currently enrolled students and freshmen / new students – Administration is hesitant due to the fact that we cannot anticipate the August guidelines at this time. Possibilities are as follows:
 1. Scheduling from 7:30am to 9:30pm and adding Saturdays for course time –
Matters to take into consideration:
 - a) Important to keep the schedule we have currently due to its complexity
 - b) Impact of students who are already enrolled – would need to be dropped from all classes and re-enroll

- c) Impact of co-curricular activities – the complete college experience
 - d) Important to eliminate the on campus extracurricular activities
 - e) Limited flexibility of increasing undergraduate class hours without impacting graduate student classes
2. Increasing time between classes in order to allow for disinfecting of classrooms in between classes; could indicate that students have that much more time to congregate in the halls of the classroom building UNLESS there is a staggered release time
 3. Keeping 3-foot bubble around each student in each classroom
 4. Enforcing no class sizes larger than 50 students at one time, basically multiplying classroom capacity by .33
 5. Increasing the number of sections per class
 6. Flipping classrooms – 50 students attend one day, while 50 students attend online, then flip
 7. Blending classrooms
 8. Hybrid style – part in classroom teaching and part online learning
 9. Holding larger classes online
 10. Increasing faculty load, which leads to decreased research output – significant concern
 11. Utilizing larger spaces such as GIA or Student Union Ballroom – R. Peaster will be meeting with Christie Hawkins to discuss class schedules and other large space options we may have available. R. Seitsinger added that larger spaces can be utilized in a more efficient way than those classrooms that already have stationary desks. We want to avoid altering the experience of our new freshmen
 12. Proposal submitted by OSU-Tulsa President Pamela Fry regarding a high flex type model – what a hybrid structure could look like - **attached on page 7**. Several deans have already indicated their support
 13. Attendance – important to be part of grade yet supportive of distancing during any type of illness – students, faculty and staff alike
 14. Technology for faculty as we are moving a significant amount of instruction online
- c. The other side of this is that social distancing may be the key factor in determining whether we keep the Fall 2020 semester on campus or online
 - d. Vulnerable population of faculty 65 years of age or older should be telecommuting. HR will be submitting guidelines across campus soon
 - e. Students diagnosed with COVID – dorms will be double occupancy but there will be areas set aside to allow for isolation; Budget and Finance Administration office has been looking at several contact tracing applications
 - f. Chris Barlow with University Health Services is looking to provide masks and hand sanitation in classrooms
 - g. New Student Orientation advising – IC discussed the possibility of delaying NSO enrollment until we have this situation more determined. We will need to weigh the fact that a majority of the first two NSO programs contain honors students versus the fact that they may go elsewhere if we delay their NSO enrollment. Directors of Student Academic Services members have been meeting regularly and have determined a plan for zoom advising. Ensuring that students are allowed to enroll during NSO is important. There is a significant potential of losing those students to other colleges and universities that are completing the enrollment process with their new incoming students. These students have already lost their senior year in high school and all they want to know is that they are a student at OSU. IC members expressed concern that advisors predetermining the incoming students class schedule would shoulder the blame for any failure. It is extremely important to create a connection with the incoming students
 - h. Online proctoring – most courses have not been proctored during Spring 2020 semester. Federal law prohibits OSU from charging students for proctored exams if that expense was not declared prior to enrollment. Possibilities were discussed:
 1. In-house online proctoring
 2. Financial assistance from the Office of Budget and Finance
 3. Financial assistance from the CARES Act
 - i. Ending classes by Thanksgiving – Fall 2020 semester is the first year that the students are allowed a one-week break during the week of Thanksgiving. There was discussion regarding pre finals week and finals

- week as online only. R. Peaster mentioned the importance of retaining the 16-week semester would prevent us from having to request an exception from the State Regents
- j. At this time, commencement for Spring 2020, Summer 2020 and Fall 2020 is still scheduled for December 12, 2020
 - k. Common exams may need to be placed online in order to open up the schedule
 - l. Bus system will continue to run, including BOB
 - m. Retention – will discuss at the next IC meeting
 - n. Momentum Year – will discuss at the next IC meeting

5. Curriculum:

Informational Items Only:

Course Reactivation:

CIVE 5853 – Bioremediation

VCS 7912 – Grand Rounds

Program Modifications:

Ferguson College of Agriculture

Bachelor of Science in Agricultural Sciences and Natural Resources in Horticulture (128)

Option additions

- Add option in Horticultural Food Safety
- Add option in Landscape Management
- Add option in Urban Horticulture
- The proposed options are requested to provide content related to food safety and inspection, add an option in landscape management due to the pending request to delete the landscape management degree, and provide content on non-traditional modes of horticultural production.
- No funds are requested from the State Regents.

Degree program requirement change

- For Horticulture Business option
 - Remove ENGL 1413 and ENGL 3323 as alternates to ENGL 1213
 - Add MATH 1583 as alternate to STAT 2023
 - Remove CHEM 1314 and CHEM 1215
 - Remove ECON 2103 as alternate to AG 1113
 - Add CHEM 1215
 - Add ENGL 3323 and AGCM 3103 as alternates to BCOM 3113
 - Add HORT 2513 or HORT 2613
 - Add HORT 3513
 - Add HORT 3153 has alternate to HORT 3084
 - Add ACCT 2003 as alternate to ACCT 2103
 - Remove MSIS 2103
 - Reduce upper division HORT from 18 to 12 hours
- For Horticulture Science option
 - Remove ENGL 1413 and ENGL 3323 as alternates to ENGL 1213
 - Remove MATH 1613 and any 3 hours STAT (A)
 - Add STAT 2023 as alternate to MATH 1583
 - Remove CHEM 1314 and CHEM 1215
 - Remove ECON 2103 as alternate to AG 1113
 - Add CHEM 1215
 - Add BCOM 3113 and AGCM 3103 as alternates to ENGL 3323

- Add HORT 2513 or HORT 2613
- Add HORT 3513
- Add HORT 3153 has alternate to HORT 3084
- Remove CHEM 1515 as alternate to CHEM 1225
- Reduce upper division related hours from 12 to 9 hours
- Reduce HORT hours from 18 to 12 hours
- For Public Horticulture option
 - Remove ENGL 1413 and ENGL 3323 as alternates to ENGL 1213
 - Remove MATH 1613 and any 3 hours STAT (A)
 - Add STAT 2013 and STAT 2023 as alternates to MATH 1583
 - Remove CHEM 1314 and CHEM 1215
 - Remove ECON 2103 as alternate to AG 1113
 - Add CHEM 1215
 - Add HORT 3513
 - Add HORT 3153 has alternate to HORT 3084
 - Add ACCT 2003 or ACCT 2103
 - Add HORT 4713
 - Add 6 hours upper division HORT, 6 hours (3 upper division) NREM or PBIO, and 6 hours (3 upper division) LSB, MKTG, or MGMT
- Turf Management option
 - Remove ENGL 1413 and ENGL 3323 as alternates to ENGL 1213
 - Remove MATH 1613 and any 3 hours STAT (A)
 - Add STAT 2023 as alternate to MATH 1583
 - Remove CHEM 1314 and CHEM 1215
 - Remove ECON 2103 as alternate to AG 1113
 - Add CHEM 1215
 - Add AGCM 3103 as alternate to ENGL 3323 and BCOM 3113
 - Add HORT 3153 has alternate to HORT 3084
 - Add ACCT 2003 as alternate to ACCT 2103
 - Reduce emphasis from 18 to 15 hours
- The proposed changes are requested to establish a core curriculum across the options.
- No courses will be added or deleted.
- No funds are requested from the State Regents.

Discussion: R. Frohock expressed concern with changes to English options – ENGL1413 is no longer allowed as an alternative to ENGL1213. Students enrolled in the Honors program are able to take honors sections of ENGL1413, but there are no honors sections for ENGL1213. C. Clary will request that this program keep the ENGL1413 as an alternative and will communicate with IC members following the meeting.

Motion was made to accept the above-mentioned Ferguson College of Agriculture program modification, and approved.

College of Arts and Sciences

Master of Fine Arts in Creative Writing (473)

Degree program requirement change

- Remove GRE admission requirement.
- The proposed change is requested to assist with student recruitment.
- No courses will be added or deleted.
- Total credit hours will not change.
- No funds are requested from the State Regents.

Bachelor of Science in Mathematics (141)

Degree program requirement change

- For Secondary Teacher Certification option
 - Add CS 1103 as alternate to CS 1113
 - Remove PHIL 3743 and PHIL 3933
 - Add 3 credit hours (H)
- The proposed changes are requested to add flexibility to the degree program option.
- No courses will be added or deleted.
- No funds are requested from the State Regents.

Minor in Neuroscience

Change to existing minor

**New minor approved on 4-2-20 by Instruction Council. Total credit hours were listed as 24-25. Correct total credit hours is 23-24.*

Minor in Screen Studies

New minor

Motion was made to accept the above-mentioned College of Arts and Sciences program modifications, and approved.

Spears School of Business

Undergraduate Certificate in Business Essentials

New program request

Purpose of program: The Spears School of Business requests an Undergraduate Certificate in Business Essentials to provide students majoring in non-business degrees the opportunity to earn a basic foundation in accounting, management, and marketing.

Undergraduate Certificate in Business Financial Essentials

New program request

Purpose of program: The Spears School of Business requests an Undergraduate Certificate in Business Financial Essentials to provide students majoring in non-business degree the opportunity to earn a basic foundation in accounting, microeconomics, and finance.

Motion was made to accept the above-mentioned Spears School of Business new program requests, and approved.

College of Education, Health and Aviation/Human Sciences

Bachelor of Science in Applied Exercise Science (514)

Degree program requirement change

- For Pre-Professional option
 - Remove CHEM 3015
 - Add CHEM 3012 and CHEM 3013
 - The proposed changes are requested due to changes in curriculum.
- For the Strength and Conditioning option
 - Remove HHP 3333 and HHP 3443
 - Increase electives from 9 to 15 hours
 - The proposed changes are requested to allow students more flexibility and reduce an unnecessary bottleneck in the program.
- No courses will be added or deleted.
- Total credit hours will not change.
- No funds are requested from the State Regents.

Doctor of Philosophy in Education (435)

Option name change

- Change option name from Education Technology to Learning, Design and Technology.
- The proposed change is requested to better reflect the interdisciplinary content of the field and follow the evolution of similar programs at other institutions.
- The proposed change will not affect curriculum.
- No funds are requested from the State Regents.

Motion was made to accept the above-mentioned College of Education, Health and Aviation / Human Sciences program modifications, and approved.

Graduate College

Master of Public Health in Public Health (500)

Degree program requirement change

- Remove GRE admission requirement
- The proposed change is requested to assist with student recruitment.
- No courses will be added or deleted.
- Total credit hours will not change.
- No funds are requested from the State Regents.

Motion was made to accept the above-mentioned Graduate College program modification, and approved.

Center for Health Sciences

Doctor of Health Care Administration (New)

New program request

Purpose of program: The Center for Health Sciences requests a Doctor of Health Care Administration to provide a non-research oriented degree with opportunities for advanced training in both technical and administrative aspects of Health Care Administration.

Motion was made to accept the above-mentioned Center for Health Sciences new program request, and approved.

6. Other

- a. C. Ormsbee received a request from Spear School of Business to allow students from all three campuses early access to their Canvas sites for Summer 2020 semester by two weeks. If a faculty member has not set up the class two weeks prior, the student would not receive anything. All IC members indicated their consent. An announcement will be submitted to students, faculty and staff
- b. J. Mendez requested a meeting next week for IC members – preferably next Tuesday. K. Roark will arrange the zoom call and notify the IC members

Meeting was adjourned at 10:37am

Minutes were recorded by K. Roark

From: Fry, Pamela <pamela.fry@okstate.edu>

Sent: Wednesday, May 6, 2020 9:28 AM

To: Eastman, Ken <>; Krutz, Glen S <>; Tikalsky, Paul <>; Tucker, Sheryl <>; Wilson, Stephan <>

Cc: Sandefur, Gary <>; Clark, Gary <>; Weaver, Joe <>; Coon, Thomas <>; Kluver, Randy <>; Risco, Carlos A <>; Garbutt, Keith <>; Johnson, Sheila <>; Mendez, Jeanette <>; Weaver, Denise <>

Subject: OSU-Tulsa Fall Courses

Good morning,

While this message is directed to the deans whose colleges offer programs/courses on the OSU-Tulsa campus, I have copied others who may be interested in this curricular approach. As I mentioned at Friday's leadership meeting, I would like to bring to your attention a delivery model, converged learning (defined below), that could work effectively for some, if not many, fall and possibly spring courses at OSU-Tulsa. This model is being adopted by other institutions to promote and encourage fall enrollment.

The general concept is to offer the option for students to attend classes face to face **or** to synchronously remote in to a hybrid (typically 1 to 3 required face-to-face class sessions with the rest of course online, asynchronously) or to regular 8 or 16 week face-to-face courses as well as short courses or intersession offerings. This arrangement adds flexibility for the student and would be conducive to an abrupt change to completely virtual courses, as occurred in the spring semester. In addition, the format could allow more space for face-to-face students in a social distancing arrangement of classroom space. Of course, these options are dependent on the willingness of your faculty and their department heads to pilot this model.

Converged Learning: Delivery of instruction is independent of place, merging the physical and virtual classrooms. There is an attendance expectation at the regularly scheduled course time, and students can choose to attend class face-to-face or using real-time synchronous video conferencing technology. Some instructors may require occasional proctored exams (sometimes referred to as a synchronous distributed course).
from <https://www5.njit.edu/registrar/instructionaldelivery/>.

Hyflex is a type of converged learning; here is a description of this model:

<https://www.wiley.com/network/instructors-students/teaching-strategies/what-is-hyflex-course-design>

My question is if each of you would be supportive of a conversation between Susan Johnson and your respective department heads about adapting any of your college's scheduled OSU-Tulsa fall courses to a converged learning format. If so, please let me know as soon as possible. We would like to advertise this option upfront to students by June 1st and think it could be conducive to getting more students to enroll if they knew about this option in advance.

In addition, please let Susan or me know if you would like to discuss how the Tulsa campus could assist you in accommodating enrollment and needed classroom space for Stillwater face-to-face courses. For example, some of the students could enroll in Tulsa sections that would allow more students in some larger sections. Our theater seats over 300 (pre-social distancing). In addition, we have two laboratories with some capacity (one is focused on Biology and one is focused on Chemistry) that could accommodate individual or small groups of students.

OSU Tulsa is here as your partner. Thank you for your consideration and let me know if you have any questions.

Pamela M. Fry

President

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