

# INSTRUCTION COUNCIL

## MINUTES

Thursday, October 3, 2024  
126 ITLE or Zoom

<https://okstate-edu.zoom.us/j/94152939415?pwd=YzdXM2MwTnF4bTZqUoRnNy8rU1FYUTog>

**PASSCODE: 649494**

**9:00 a.m. – 10:30 a.m.**

In attendance: Shannon Baker, Laurie Beets, Larry Burns, Kyndal Campbell, Aaron Christensen, Cynda Clary, Andrew Doust, Craig Freeman, Richard Frohock, Jami Fullerton, Jeff Hartman, Kelva Hunger, Diane Jones, James Knecht, Matt Lovern, Marissa McIntyre, Christine Ormsbee, Rita Peaster, Carisa Ramming, Adrienne Sanogo, Candace Thrasher, Ronna Vanderslice, Jimmie Weaver and Chris Francisco, Chair.

### 1. Grade Submission – Chris Francisco

C. Francisco thanked the Instruction Council (IC) members for the outstanding six-week grade submission at 98 percent, a new record. After reviewing the grades that were missing there are a couple of things that stand out. In some circumstances, several issues could have been avoided if department heads had reviewed the eprint in a timely manner. The more we can emphasize the importance of the six-week grade submission with department heads, the better off we will be. We can also improve in our six-weeks grade submissions for independent study or honors add ons. Even though these grades are less vital for feedback than others, C. Francisco would still like them to submit grades to verify there are no issues. Submitting six-weeks grades for all students is beneficial, a good way to offer students feedback. Anything that we can do to provide feedback even in those non-traditional courses is good just to be sure that advisors know their students are performing well in those courses or address issues with their students if they are not performing well.

There is a broader discussion involving deans and faculty council regarding the expectation of six-week grades for all levels of courses, not just the 1000 and 2000 level courses. C. Clary mentioned that previous memos included encouragement to submit six-week grades in all classes, but wondered if this semester did not include that information. We have so many freshmen and transfer students coming in and taking 3000 level courses, and they need that feedback as well.

J. Weaver, Faculty Council representative, questioned the case for six-week grade submission. Exchange between J. Weaver and C. Francisco is detailed below:

JW – maybe you should make the case to faculty that six-week grade submission is a valuable use of their time. I don't think that case has been made.

CF – Do you not think this is a valuable use of your time?

JW – Well, I don't know. I know there is a lot of things that demand faculty time.

CF – Is it hard for you to enter six-week grades for students?

JW – Yes, it is actually another ask, a significant one.

CF – And how much time do you feel like it takes you to enter six-week grades for your students?

JW – We're probably talking about several hours.

CF – You already have them computed, right, because they're on Canvas or they're in a spreadsheet?

JW – They're in a spreadsheet, but there is manual entry, and double checking because you don't want to make a mistake on something like that.

CF – So do you not place your scores in Canvas?

JW – I put the scores up in there but you're asking us to submit them.

CF – We have had ways to do that in a more automated way. Rita, do we still have the capacity to take a spreadsheet and import it into the Banner grade submission?

R. Peaster indicated with a head nod that we do still have that capability to take a spreadsheet and upload it in the right format.

CF – That certainly reduces the time we would need for grade submission.

C. Ormsbee – We have videos on how to do that and maybe, Chris, we could include that video reminder in the six-week grades memo

CF – That's a great idea. So we need to make a better case to faculty to take a couple hours to put their grades into Banner?

JW – No, I'm not asking how you do it, but rather make the case that it is a valuable use of their time.

CF – Do you think it's necessary to make the case to faculty that providing grade feedback is a valuable use of their time?

JW – You said to add to Canvas, so you're actually just duplicating work.

CF – You're just telling me that you didn't put all that in Canvas, you just put some scores on there.

JW – That is the information that they need to calculate their grade.

CF – Do they calculate their grade from that information?

JW – How can I answer that?

A. Sanogo – A lot of students do not understand how to calculate their grade to be honest with you.

CF – That has been my experience as well.

AS – Just from my experiences in the classroom and working with faculty as well in this role students if you give them their grade and you have any sort of weight to any of the categories, they just don't understand how to calculate that, so it's really helpful to have those weights in Canvas so that they can just look at Canvas and know where they stand at that moment.

C. Ormsbee – The big issue is that every faculty member does it differently. When we say they don't understand it, it's because they are getting formula after formula in different classes and it's pretty hard to keep all that straight. I understand why faculty want to do that, but students are not always as sophisticated as we want them to believe they are when it comes to grades. In terms of the response that faculty don't understand, we certainly communicate to faculty through our trainings value of feedback and grades. Again we can do more of that right before those requests for midterm grades, we can start putting some announcements about how midterm grades and feedback help students succeed. We can do an advertising campaign to help faculty understand that.

CF – Can someone correct me if I'm wrong – advisors would not have access to grades in Canvas, right? Advisors would need to have faculty members put that information in Banner in order to be able to have an idea of grades for their students.

S. Baker – It's a key piece of our advising appointments for enrolling students in subsequent semesters to review midterm grades, to see where students are.

L. Burns – It's also highly effective in predictive analytics, because it is one of the best predictors at week six of future success.

CF – So it's really good information. Advisors wouldn't be able to see it unless we put it in Banner, very useful in terms of predictive analytics, sounds like students struggle sometimes to compute their own grades if the scores are in Canvas. Sounds like we have a pretty good case to make. Maybe we can make that case a little better in memos we distribute in the future and we can put out some additional information about how we can export grades into a spreadsheet and import it into Banner so we can decrease the amount of time faculty would need to take to provide that. (Six week grades) is a relatively minimal level of feedback that we're giving the students.

Many colleges send out reminder memos to their department heads and unit assistants encouraging the benefits of the six-weeks grades. C. Francisco expressed his appreciation for all IC members who have taken an active role in pushing for the six-weeks grade submission, having those conversations with department heads and faculty members. This is an area that is probably the most important thing we do. As faculty and administrators – providing feedback to students to help them succeed in college is something we ought to give priority to, whether it is reading emails or providing feedback.

There was discussion regarding automatic academic alerts at the six-week period through Slate. Institutional Research and Analytics (IRA) will investigate. C. Francisco also mentioned N. Holmes built specific emails last year that pushed out LASSO tutoring to students struggling in specific courses. The messages were much more

personalized and were very specific to the students' needs. L. Burns responded that students with D or F are displayed on a contact list that is sent to advisors at midterms. There is a team of people – advisors, Slate team, IRA team – who are working together on processes, and we can bring this automatic alert idea to them.

## 2. General Education Update - Chris Francisco

C. Francisco reported that he and Tammy Mix have continued to work on the general education trails, and we are ready to go with three trails that are hopefully in the correct format. We have many good trail proposals and several that need more work to standardize them in the right format. Our current trails are as follows:

- Farm to Fork
- Ethics in Society
- Biodiversity and Science Communication

These trails contain the best range of courses and should be able to accommodate the number of students we might have. There are other trails that are close to completion. If those are ready to go, we will make those available to students as well. We will have another call for trails at the end of next week or into the following week. There are certain specifications that faculty need in order to submit an effective trail. We are trying to emphasize to faculty what the general education requirements are.

We may get enough submissions from the upcoming call for trails that we have enough trails to offer Fall 2025 semester. If we do not, we will have another call for trails in the early part of the Spring 2025 semester. We should have eight trails ready to go from the previous submissions. For those of you who have faculty that have submitted trails from the summer call – I gave feedback to all those groups, as well as encouraged most of those to resubmit. Just because you had a trail that was not accepted for the summer 2024 call does not mean that we did not like the idea. IC members requested a list of the trails that were submitted that were not accepted. CF will prepare that list and distribute.

We plan to move through the certificate process relatively quickly for the trails that we have identified for the pilot. Our goal for approval by the OSU/A&M Board of Regents is the December meeting. We received approval from the previous OSRHE vice chancellor, but there are no guarantees with the new OSRHE leadership. When we have degree programs, they are approved through the department, the college curriculum committee, Instruction Council, Council of Deans, and then the Board of Regents. These trails have a home department, but of course lots of departments are involved, as well as multiple colleges. C. Francisco asked IC members for their feedback regarding the processing of these trails for certification going through the college curriculum committees:

- J. Fullerton suggested having multiple colleges' curriculum committees approve
- C. Thrasher recommended keeping the process as similar as possible
- C. Clary mentioned the value of going through the curriculum committees, which helps to promote the GenEd trails, as these are academic programs. However, the added curriculum committees will slow down the process, so perhaps go thru the trail home curriculum committee with an acknowledgement to all other college curriculum committees
- C. Thrasher added that in course inventory management (CIM) programs there is a function that the home department can list associated departments, so it would notify department heads. It is an FYI action, which does not require approval
- R. Peaster reminded IC members that OSU is required to have a home college associated with the certificates. The dean's signature will be listed on the actual certificate
- C. Francisco informed IC that he is concerned with the process slowing down in college curriculum committees where we have these course competition dilemmas. These trail proposals are organically coming from faculty. They are getting the ideas and teams together and developing the courses for the trail

## 3. Curriculum

**Information Items Only: N/A**

**Course Action Summaries: N/A**

## **Program Modifications:**

### **College of Arts and Sciences**

#### **Undergraduate Certificate in Cybersecurity (New)**

New program request

- Total credit hours: 24
- Reason for requested action: To give students the specialized skills needed to be effective computer security employees in various industries.

***Motion was made by C. Freeman and seconded by C. Clary to accept the above-mentioned College of Arts and Sciences Undergraduate Certificate in Cybersecurity, and Instruction Council members approved.***

### **College of Education and Human Sciences**

#### **Bachelor of Science in Career and Technical Education (196)**

Program deletion

- The college requests to delete the program immediately.
- No students are currently enrolled
- Reason for requested action: The program was suspended in 2020 due to low enrollment, which was not sustainable.

#### **Undergraduate Certificate in Career and Technical Education (547)**

Program deletion

- The college requests to delete the program immediately.
- No students are currently enrolled
- Reason for requested action: The program was suspended in 2020 due to low enrollment, which was not sustainable.

#### **Bachelor of Science in Design and Merchandising (050)**

Option suspension

- Suspend options in Fashion Design and Production, Fashion Merchandising, and Interior Design
- The options will be reinstated or deleted in one year.
- Reason for requested action: The stand-alone degrees have been approved and these options are no longer needed.

#### **Education Specialist in Education: School Psychology (237)**

Option deletion

- Four students are currently enrolled in the option and will be able to continue taking needed coursework through the Education Specialist in School Psychology program.
- Reason for requested action: The Education Specialist in School Psychology was recently approved, so this option is no longer needed.

#### **Bachelor of Science in Fashion Merchandising (340)**

- Add DM 2243, DM 3443, and DM 3463
- Increase controlled electives from 9 to 15 hours
- Total credit hours will not change
- Reason for requested action: To update the curriculum to ensure content is relevant and up-to-date with industry needs.

#### **Bachelor of Science in Physical Education (239)**

Program deletion

- The college requests to delete the program immediately.
- No students are currently enrolled

- Reason for requested action: The program was suspended in 2020 due to low enrollment, which was not sustainable.

### **Master of Science in School Psychology (New)**

New program request

- Total credit hours: Thesis – 40, Formal Report – 36, Creative Component – 38
- Reason for requested action: Students currently pursue a Master of Science in Educational Psychology with an option in School Psychology. The proposed degree will align the Master of Science, Education Specialist, and Doctor of Philosophy degrees in name, content, and sequence. Only students en route to the EdS or PhD degrees will be admitted to the MS degree.

***Motion was made by A. Doust and seconded by J. Fullerton to accept the above-mentioned College of Education and Human Sciences program modifications, and Instruction Council members approved.***

*NOTE: University of Oklahoma protested our recent EdD proposal in Learning Design and Technology. They have a PhD and EdD in Learning Experience Design and Technology. They did not protest our PhD proposal under unnecessary duplication, but they did protest our EdD proposal under unnecessary duplication. Their argument is that the EdD will be seen as an easier route and will detract from their PhD program. They have not been willing to meet on this protest. We submitted a revised proposal, clarifying the difference between the EdD and PhD – very distinct audiences. In general the PhD will be the more abstract degree while the EdD is more of the practitioner degree. They continue to argue that the PhD is the more marketable degree and students should choose the PhD but would choose the EdD instead. We submitted a response to the State Regents about allowing students to make their own decisions and that it was interesting that OU was asking the State Regents to artificially protect their PhD program when they are conceding there is student demand for the EdD program. We have not received a response from OU, but yesterday the State Regents sent a message to OU asking them for some data suggesting that their program would be impacted significantly and that this program was not a distinct sort of option for students. This response is due by the end of next week.*

### **Spears School of Business**

#### **Master of Science in Accounting (002)**

Option reinstatement

- Reinstatement “general” option
- Reason for requested action: To provide a pathway for students who do not have an undergraduate degree in accounting to prepare to sit for the CPA exam.

Course requirement change

- Remove concentrations
- Require ACCT 5113, ACCT 5153, and ACCT 5003 as core courses
- Remove electives and require 21 hours of coursework (ACCT 5213/ACCT 5143, ACCT 5223, ACCT 5333, ACCT 5343, ACCT 5353, ACCT 5453, and ACCT 5503)
- Total credit hours will reduce from 33 to 30 hours
- Reason for requested action: To update the curriculum to align with other options.

#### **Master of Science in Accounting: Data Analytics and Systems (002)**

Course requirement change

- Remove ACCT 5103 and ACCT 5994
- Add ACCT 5980
- Increase electives from 6 to 9 hours
- Total credit hours will not change
- Reason for requested action: To allow additional flexibility for students.

Degree requirement change

- Remove the GMAT requirement
- Reason for requested change: To allow for a more holistic admissions process.

### **Master of Science in Accounting: Financial Reporting and Auditing (002)**

#### Course requirement change

- Remove ACCT 5103 and ACCT 5994
- Add ACCT 5980
- Increase electives from 3 to 6 hours
- Total credit hours will not change
- Reason for requested action: To allow additional flexibility for students.

#### Degree requirement change

- Remove the GRE requirement
- Reason for requested change: To allow for a more holistic admissions process.

### **Master of Science in Accounting Systems (New)**

#### New program request

- Options in CyberAudit and Data Analytics
- Total credit hours: 30
- Reason for requested action: To equip students with state-of-the-art data analytics, cybersecurity, and information systems skills needed in today's accounting profession.

### **Graduate Certificate in Entrepreneurship (492)**

#### Course requirement change

- Add EEE 5863
- Reduce electives from 6 to 3 hours
- Total credit hours will not change
- Reason for requested action: To update the curriculum to accommodate the CIE scholar class.

### **Graduate Certificate in Marketing Analytics (494)**

#### Program suspension

- Reason for requested action: The Business Analytics and Data Science Graduate Certificate currently serves as the best pathway to accommodate industry needs. Therefore, the Marketing Analytics Graduate Certificate is not currently needed.
- The program will be reinstated or deleted in three years.

***Motion was made by A. Doust and seconded by C. Freeman to accept the above-mentioned Spears School of Business program modifications, and Instruction Council members approved.***

### **Center for Health Sciences**

### **Doctor of Forensic Sciences in Forensic Sciences (009)**

#### Course requirement change

- Remove FRNS 6990
- Add FRNS 6980
- Total credit hours will not change
- Reason for requested action: To add a capstone course to replace a special topics course.

***Motion was made by A. Doust and seconded by C. Freeman to accept the above-mentioned Center for Health Sciences Doctor of Forensic Sciences in Forensic Sciences requirement change, and Instruction Council members approved.***

### **4. Other – N/A**

Meeting was adjourned at 9:47am / Minutes were recorded by K. Campbell