

INSTRUCTION COUNCIL

MINUTES

Thursday, April 18, 2024

126 ITLE or Zoom

<https://okstate-edu.zoom.us/j/96284911705?pwd=bkITQk5Kc08ydC9GVXJnU2FLaTg0Zz09>

PASSCODE: 596082

9:00 a.m. – 10:30 a.m.

In attendance: Shannon Baker, Laurie Beets, Larry Burns, Kyndal Campbell, Aaron Christensen, Cynda Clary, Andrew Doust, Richard Frohock, Jami Fullerton, Jeff Hartman, Diane Jones, James Knecht, Marlys Mason, Gina Noble, Christine Ormsbee, Rita Peaster, Carisa Ramming, Adrienne Sanogo, Rebecca Sheehan, Candace Thrasher, Ronna Vanderslice and Chris Francisco, Chair.

1. **First-year Advising Update and Advising CDP – Shannon Baker**

As we worked through the description of the first advising team and to create more symmetry in reporting structures in the different colleges, it became apparent that we needed to revise the Career Development Plan (CDP). The Directors of Student Academic Services (DSAS) also wanted to create a position description for the academic advisors in the colleges that made sure we were solidly structured in advising duties. Given all the other changes that have occurred throughout the year, the position descriptions and the CDP have needed significant adjustments. Most notable CDP change is the removal of teaching the orientation class as a core responsibility. That duty will become an opportunity for advisors in the colleges to take on as paid overload. It will only be a required assignment for advisors in the Office of Student Success. The only change for an Academic Advisor I is removing that responsibility. Changes for Academic Advisor II are removal of teaching the orientation class and assisting with various scholarship programs. Keep in mind the CDP is very broad, and the position descriptions are much more specific and tailored to the needs of individual colleges. An addendum of “should nots” portion has been added to the CDP to address the expectations of some colleges where advisors were expected to perform duties that were taking a significant amount of their time and in some cases overshadowing their core responsibilities of advising.

For the position descriptions, we had a broad discussion of what a primary academic advisor should be doing as part of their job. We also defined a range of core duties versus other duties as anywhere between a 70/30 split or 85/15 split, to create symmetry and reduce advisor swirl. Deans have approved the process of having final approval for position descriptions go through the Office of Student Success. HR will be responsible for submitting all academic advising position descriptions to Student Success.

Changes to the pay ranges for advisors include an adjustment of the minimum annual salary to \$38,000 by July 2024, and increasing to \$40,000 by July 2025 for academic advisor I positions. The impact across the University is not staggering at this point. To make these adjustments to \$38,000 for this July and even to increase it to \$40,000 for next year will help close the gap on the median. As indicated in the CDP, the median for academic advisors in other universities of our size is \$53,000, and very few of our advisors are at that level. HR is encouraging the University to make this change.

Motion was made by R. Frohock and seconded by M. Mason to endorse the changes to the Career Development Plan, and Instruction Council members approved.

The Office of Student Success is almost fully staffed to be able to take care of all of the first-year students this summer. The first wave of advisors will be ready to start on May 1, and the second wave will arrive on June 3. Advising managers are working on different sessions and getting the Student Success advisors up to speed on the OSU community. The May training from the DSAS directors will be recorded so that there is no need to repeat the training in June. S. Baker

added that the second wave of advisors will also do a bit more training by shadowing. To be able to advise all first-year students during the busiest enrollment days, T. Emmons, T. Kerstetter, N. Holmes, D. Link, S. Baker and the managers will advise more students than they would typically advise during a regular advising session. This summer will be all hands on deck, especially those early sessions where training the second wave of advisors is so critical.

2. Degree plan updates to accommodate UNIV 1111 transition – Rita Peaster, Candace Thrasher, Chris Francisco

As part of the transition to a centralized freshman advising model effective fall 2024, all first-year seminar courses will be replaced with a common UNIV 1111 First Year Seminar course in the fall class schedule. Degree programs with another first year seminar course specified will allow UNIV 1111 to meet the requirement. Degree programs with a two-hour first year course will adjust their college-specific course to a one credit hour course, and students in those programs will enroll in UNIV 1111 and the revised one-hour course. Academic Affairs and the Office of the Registrar propose centralized updates to 2024-25 undergraduate degree requirements and Degree Works audits for active programs to ease the administrative burden on colleges, provide clear guidance for students and advisors, and minimize degree audit exceptions during this transition.

Details

To streamline required updates to 2024-25 undergraduate degree plans during the common UNIV 1111 First Year Seminar course transition, we propose revising the existing first-year seminar requirement on all plans in a consistent, coordinated effort instead of requiring each college to submit updates to each program individually. In order to accommodate transfer students, major changes, repeats, and other unique scenarios, we propose a common requirement that generally reads as follows: [UNIV 1111](#) First Year Seminar (or other approved first year seminar course) We will include a list of other approved first year seminar courses that can meet this requirement in the new Student Success section of the 2024-25 catalog (similar to the current [University College Advising](#) page that references UNIV 1111). An initial draft list of other previously earned first-year seminar courses that will meet this requirement includes:

- AG 1011
- ARCH 1112
- A&S 1111
- BADM 1111
- BAE 1012
- EDHS 1112
- EDHS 3112
- ENGR 1111

We also seek approval to make retroactive updates to Degree Works scribe for active prior catalog year programs to add UNIV 1111 as an acceptable alternative to the program-specific first-year seminar course. This will accommodate continuing students who haven't yet completed this requirement, continuing transfer students, and students who didn't successfully complete their original course and need to repeat it fall 2024 or later. Academic Affairs and the Office of the Registrar will process these updates upon approval.

Motion was made by A. Sanogo and seconded by M. Mason to endorse the proposed plans for UNIV 1111, and Instruction Council members approved.

3. Proposed Revisions to UARs 3.10 and 3.11 (Duplication of Curriculum) – Rita Peaster

This document outlines proposed modifications to University Academic Regulations (UARs) 3.10 and 3.11 to clarify prohibited curriculum duplication scenarios intended by the policy, update verbiage to address multiple degrees, majors, minors and options beyond a second one, address duplication of majors across different award categories, and correct an inaccurate reference to State Regents policy.

Background and Rationale

UAR 3.10 states, "An additional baccalaureate degree may not be earned in the same major as the first degree,

even if the option is different,” but the example provided does not address more complicated scenarios involving additional majors, particularly those that presented soon after the Fall 2017 revisions to this policy removing the additional 30-hour requirement to earn a second degree. More complicated scenarios have been added to clarify the policy intent.

The current policy language clearly addresses scenarios involving second degrees, majors, etc., but doesn't reflect the growing number of students who declare multiple credentials (e.g., three, four or more) and similar numbers of majors, minors, and/or options. Some of the revised policy language is to reflect its applicability to multiple curriculum components beyond two.

Given likely future growth in certificate programs and micro-credentials, verbiage has been added to clarify that while duplication of major across degrees of the same award category (e.g. multiple baccalaureate degrees) is not permitted, duplication of major across credentials of different award categories (e.g., undergraduate certificate, bachelor's degree, master's degree, doctoral degree) is permitted. Finally, an inaccurate reference to State Regents policy, which does not address duplication of curriculum, has been removed.

Motion was made by A. Sanogo and seconded by C. Clary to endorse the proposed revisions to UAR 3.10 and 3.11, and Instruction Council members approved.

4. Proposed Revisions to UAR 3.4 General Education Requirements – Rita Peaster

This document outlines proposed updates to University Academic Regulation (UAR) 3.4 General Education Requirements recommended by the General Education Working Group in support of the General Education Task Force's Transforming General Education final report and [Imperative 5: Objective 1](#) of the [University's Strategic Plan](#). The proposed revisions are planned to be effective beginning with the 2025-26 academic year and include the following:

1. Revise the general education area descriptions, and in some cases the associated designation codes, in support of a comprehensive review of each area to transform the historical subject-based approach to reflect a new focus on learning outcomes and competencies. For areas with a designation code change, previous coursework carrying an old designation will meet the new designation requirements.
2. Increase the minimum credit hour requirement from 0 to 3 credit hours for both the Diversity (D) and Global Cultural Competency (G) designations in recognition that they will now count in the minimum 40 hours of general education credit required by the State Regents. Courses carrying the G (formerly I) and D designations are unique among general education areas in that the credit hours they carry can also count toward minimum credit hours required in another designation if the course is approved for multiple designations.
3. Include a new, optional general education area of Fine Arts (F) that has no minimum credit hour requirement. These courses can be used to meet the additional general education credits required to meet the minimum 40 hours.
4. Adjust the emphasis on the minimum 15 hours of general education requirements that should not be specified on degree plans to allow flexibility for students to select a Cowboy Compass Trail leading to a certificate to meet general education requirements.

C. Francisco clarified the Oklahoma State Regents for Higher Education (OSRHE) definition of the fine arts category. At a minimum the fine arts category will include foreign language and creative writing. The studio and performing arts have specifically been banned by the State Regents in the past, and we may not be able to include studio arts and performing arts in the GenEd requirements. Tammy Mix, Faculty Fellow Guiding General Education Reform, has been vigilant in bringing all proposed changes to the General Education Advisory Council. Although the OSRHE general education effort at the state level has been detoured over various issues within the plan, the State Regents staff has been extremely helpful. They understood what the Council on Instruction (COI) committee was trying to accomplish, and they worked with us. They identified areas where changes were needed, but they let us drive what we wanted to do. One of those issues was allowing students to consider foreign language as part of the general education requirements. The committee was unanimous in their desire for GenEd reform and to make it easier for students to understand why they need GenEd.

Motion was made by A. Sanogo and seconded by C. Clary to endorse the proposed revisions to UAR 3.4, and Instruction Council members approved.

5. Curriculum

Information Items Only:

N/A

Course Action Summaries:

(Presented at the April 4, 2024 IC meeting, to be considered for a vote at the April 18, 2024 IC meeting)

OKLAHOMA STATE UNIVERSITY
Fall 2025 CURRICULAR REQUESTS FROM THE COLLEGE OF EDUCATION AND HUMAN SCIENCES
Date: March 20, 2024

PRESENT	PROPOSED	PRESENT	PROPOSED	PRESENT	PROPOSED	ACTION SUMMARY
PREFIX/NUMBER		TITLE		ACTION		
<u>NEW COURSES</u>					<u>New Course Descriptions:</u>	
	CIED 3753		Teaching Social Studies through Inquiry		This course is designed to assist pre-service teachers in developing skills to teach social studies through an inquiry approach. Guided readings, discussions, group activities, and project based learning will focus on structuring an inquiry-based secondary classroom through the use of primary sources. Prerequisite(s) Completion of CIED 3313 or consent of instructor. 3 LEC	New course.
	DM 5143		Digital Product Creation II		Continue to improve your knowledge and proficiency in 3d with advance skills with avatars, materials, pattern creation, styling and simulations. 3 LEC	New course.
	DM 5153		Advanced Digital Product Creation		Determine your path to 3D garment creation with advanced 3D design knowledge. Increase your skill set in 3D with advance rendering, garments construction and animating Avatars. 3 LEC	New course.
	DM 5183		Capstone: Digital Product Creation in Technical Design		Advance your skills and focus your individual path as an artist, designer or tech designer. As a technical designer is important to have a grasp of skills required. This course will expand on pattern and garment fit in relation to 3D and actual fit model. We will also expand on creating these garments in multi sizes, garment construction,	New course.

					marker consumption and bill of materials. 3 LEC	
	EDTC 6713		Introduction to Learning Sciences		Introduction to the Learning Sciences and its theoretical frameworks, research methods, and current scholarly issues. 3 LEC	New course.
	HESA 6813		Conceptualizing the Study of Higher Education		Exploration of research paradigms, as well as theories of organizational behavior, student development, and socio-cultural phenomena, suitable for conceptualizing the study of higher education and student affairs. Prerequisite(s) Admission to doctoral program or instructor permission. 3 LEC	New course.
	NURS 2011		Medical Terminology in Nursing		This course introduces the beginning student to the study of medical terminology and vocabulary used in the healthcare field. 1 LEC	New course.
	SCFD 5020		Master's Final Project		For students to complete the creative Master's project or experiential fieldwork. Offered for variable credit, 1-6 credit hours, maximum of 6 credit hours. Prerequisite(s) Instructor approval 1-6 IS, Max 6	New course.
	<u>DROPPED/DELETED COURSES</u>					
	<u>MODIFIED COURSES</u>					

EDHS 1112	EDHS 1111 IC Approved 3/14/24 via email vote			Experiences that effectively facilitate transition into the College of Education and Human Sciences at OSU. Introduction to the developmental advising process to ensure a successful advisor/advisee partnership, with emphasis on the skills, qualities and student support services available throughout the college. Career development through connections among the student's major curriculum, general education courses, career goals, and eventual careers. Analysis of case scenarios. Required of all first semester freshmen in CEHS. Previously offered as EDUC 1111, HS 1112, HES 1112 and HES 1111. 2 LEC	Experiences that effectively facilitate transition into the College of Education and Human Sciences at OSU. Introduction to the student support services available throughout the college. Career development through connections among the student's major curriculum, general education courses, career goals, and eventual careers. Required of all freshmen in CEHS. Previously offered as EDUC 1111, HS 1112, EDHS 1112 and HES 1111. 1 LEC	Change in course number, credit hours, description.
HDFS 5413		Aging in Human Development	Contemporary Perspectives in Adult Development and Aging			Change in title.
HESA 6213		Higher Education Student Personnel Services	The Diverse College Student, Paradigms and Practice	Higher education student personnel services such as: admissions, orientation, student activities, financial aids, housing, and counseling. Previously offered as SDEV 6213. Prerequisite(s) HESA 6173 or consent of instructor.	Contemporary and emerging theories and models of development for students of diverse characteristics and backgrounds as foundations for research-to-practice related student-facing programs and services. Previously offered as SDEV 6213. Prerequisite(s) Admission to doctoral program or instructor permission.	Change in title, description, prerequisite.
HESA 6553		Public Policy and Higher Education	Current Issues in Higher Education Policy	Examines the relationships between government and higher education in the United States, focusing on the roles and impacts of policy arenas beyond the local college or university.	Policy development, advocacy, and impact related to emerging issues and directives as they related to higher education institutions and the students and communities they serve.	Change in title, description.

HESA 6733		Planning and Educational Change	Leadership in Contemporary Higher/Postsecondary Systems I	Organizational and environmental parameters, sources of change, barriers to change, and strategies for planning and implementing organizational change. Previously offered as EDLE 6733. Prerequisite(s) None	Considers contemporary demands and frameworks for leadership and change in higher education organizations. This course is intended for people who are currently or aspire to mid- to senior level positions in higher/postsecondary education or adjacent organizations. Previously offered as EDLE 6733. Prerequisite(s) Admission to doctoral program or instructor permission.	Change in title, description, prerequisite.
HESA 6753		Historical Development of Higher Education	Historical Development of U.S. Higher Education	History and development of higher education, studies of objectives and functions of institutional types and of students and faculty. Previously offered as EDLE 6753.	History and development of U.S. higher education, studies of objectives and functions of institutional types and of students and faculty. Introduction of tools and methods appropriate for employing historical approaches to the study of higher education and student affairs. Previously offered as EDLE 6753.	Change in title, description.
HESA 6823		Educational Leadership	Leadership in Contemporary Higher/Postsecondary Systems II	Leadership and the implications of leadership across contexts, cultures and time. Previously offered as EDLE 6823. Prerequisite(s) None	Leadership and the implications of leadership across higher education/postsecondary systems, contexts, cultures and time. Previously offered as EDLE 6823. Prerequisite(s) HESA 6733 or instructor permission.	Change in title, description, prerequisite.
HESA 6853		Research Traditions in Higher Education and Student Affairs	Research Design for Higher Education			Change in title.
HLTH 3923		Principles of Social Justice in Health	Social Determinants of Health and Public Health Equity	Examines the social and structural determinants of health, systems of care for underserved populations, health equity, and social justice. Focus on methods for creating and supporting the resilience of individuals, communities, and populations. The role of public health in relation to social justice will enable students to reflect on the current challenges facing the lives of individuals, communities, and populations. Students will examine the role of	This course focuses on the social and economic conditions under which people live that affect their health. We will explore how social determinants of health such as health care cost, access, and quality, economic stability, education access and quality, neighborhood and built environment, and social and community context influence the health of populations. We will also examine the role of public policy in shaping health outcomes for communities.	Change in title, description.

				public health practitioners in a range of settings, and ways to advocate for needed changes using a social justice lens.		
LLCE 6093				Prerequisite(s) None	Prerequisite(s) CIED 5343 or instructor approval	Change in prerequisite.
OOS 1112	OOS 1111 IC Approved 3/14/24 via email vote.			Experiences that effectively facilitate transition into student-life at OSU. Career development through connections among the OOS curriculum, electives, career goals, and eventual careers. Analysis of case scenarios. Required of all first semester students of Opportunity Orange Scholars. The developmental course is designed to work in conjunction with other Opportunity Orange Scholars courses to promote lifelong learning and advance the knowledge and skills necessary for competitive employment and independent living. Meets with EDHS 1112. 2 LEC	Experiences that effectively facilitate transition into student-life at OSU. Career development through connections among the OOS curriculum, electives, career goals, and eventual careers. Analysis of case scenarios. Required of all first semester students of Opportunity Orange Scholars. The developmental course is designed to work in conjunction with other Opportunity Orange Scholars courses to promote lifelong learning and advance the knowledge and skills necessary for competitive employment and independent living. Meets with EDHS 1111 or UNIV 1111. Previously offered as OOS 1112. 1 LEC	Change in course number, credit hour, description.
REMS 6003		Analyses of Variance		A thorough examination of analysis of variance procedures as they relate to principles of experimental design in education and behavioral sciences. Prerequisite(s) REMS 5013 and REMS 5953 and admission to a doctoral level program or consent of instructor.	A thorough examination of analysis of variance procedures as they relate to principles of experimental design in education and behavioral sciences utilizing SPSS. Previously offered as ABSE 6003. Prerequisite(s) Previous completion of both a graduate level introductory statistics course and research methods course are highly recommended.	Change in description and prerequisite.
SCFD 6123				The traditions, philosophies, and techniques of qualitative research, including participant observation, interviewing and document analysis. Practice in qualitative techniques and in preliminary data analysis. Prerequisite(s)	The traditions, philosophies, approaches, and methods of qualitative research, including participant observation, interviewing, and preliminary data analysis. Prior knowledge/experience with literature reviews and research design is expected. Prerequisite(s)	Change in description, prerequisite.

				SCFD 6113 or consent of instructor.	Beneficial to have taken REMS 5013 and either SCFD 6113 or EDLE 6853 or HESA 6853, as well as a course introducing doctoral-level research, such as CIED 6503.	
SMED 3013		Knowing and Learning in Mathematics and Science	Knowing and Learning in K-12 Education	Prerequisite(s) SMED 1011 and SMED 2011.	Prerequisite(s)	Change in title, prerequisite.
SPSY 6143				Prerequisite(s) EPSY 5103 or SPSY 5103 or equivalent; admission to School Psychology; Counseling Psychology or Counseling program, or consent of instructor.	Prerequisite(s) EPSY 5103 or SPSY 5103 or SPSY 5113 or equivalent; admission to School Psychology; Counseling Psychology or Counseling program, or consent of instructor.	Change in prerequisite.

Motion was made by C. Clary and seconded by M. Mason to accept the above-mentioned College of Education and Human Sciences course actions, and Instruction Council members approved.

OKLAHOMA STATE UNIVERSITY

CURRICULAR REQUESTS FROM THE COLLEGE of Engineering, Architecture and Technology Date: 9/22/23

PRESENT	PROPOSED	PRESENT	PROPOSED	PRESENT	PROPOSED	ACTION SUMMARY
PREFIX/NUMBER		TITLE		ACTION		
<u>MODIFIED COURSES</u>						
IEM 4623		Supply Chain & Logistics		Prerequisite(s): IEM 3103 with grade of "C" or better and IEM 4013 with grade of "C" or better and concurrent requisite of IEM 4613.	Prerequisite(s): IEM 3103 with grade of "C" or better and IEM 4013 with grade of "C" or better.	Prerequisite change
MET 4103		Senior Design I		Prerequisite(s): Grade of "C" or better in (MET 1123 or ENGR 1322 or ENGR 1332) and MET 4003	Prerequisite(s): Grade of "C" or better in (MET 1123 or MET 1121) and Senior Standing	Prerequisite change

Motion was made by M. Mason and seconded by A. Sanogo to accept the above-mentioned College of Engineering, Architecture and Technology course actions, and Instruction Council members approved.

OKLAHOMA STATE UNIVERSITY

CURRICULAR REQUESTS FROM THE COLLEGE OF The Honors College Date: 3.27.2024

PRESENT	PROPOSED	PRESENT	PROPOSED	PRESENT	PROPOSED	ACTION SUMMARY
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PREFIX/NUMBER		TITLE		ACTION		
<u>NEW COURSES</u>					<u>New Course Descriptions:</u>	
HONR 1010		Introductory Honors Seminar in Social Sciences			Introduction to topics in social sciences disciplines by faculty from the undergraduate colleges for freshman and Sophomore students in the University Honors College. . Offered for variable credit, 1-3 credit hours. Prerequisite: Honors College participation. Max: 12	New Course
HONR 1020		Introductory Honors Seminar in STEM			Introduction to topics in STEM disciplines by faculty from the undergraduate colleges for freshman and sophomore students in the University Honors College. Offered for variable credit, 1-3 credit hours. Prerequisite: Honors College participation. Max: 12	New course
HONR 3990		Honors Thesis Preparation			A guided preparation course for students completing the requirements for college or departmental honors awards leading to an honors thesis, project or report under the direction of a faculty member from one of the undergraduate colleges, with a second faculty reader. This preparation course is typically taken the semester before HONR 4993. Prerequisite(s): Honors Program participation, senior standing. 1-3 Credit hours Max: 12	New Course

<u>MODIFIED COURSES</u>						
HONR 1000		Introductory Honors Seminar	Introductory Honors Seminar in Arts and Humanities	(Description change from:) Introduction to topics in various disciplines by faculty from the undergraduate colleges for freshman and sophomore students in the University Honors College. Offered for variable credit, 1-3 credit hours, maximum of 12 credit hours. Prerequisite(s): Introductory Honors Topics.	(To:) Introduction to topics in arts & humanities disciplines for students in the Honors College3. Offered for variable credit, 1-3 credit hours. Max: 12 Prerequisite: Honors College participation.	Change title and course description and prerequisite update

Motion was made by A. Sanogo and seconded by C. Clary to accept the above-mentioned Honors College course actions with a friendly amendment of changing HONR 1000 to HONR 1030, and Instruction Council members approved.

**OKLAHOMA STATE UNIVERSITY
CURRICULAR REQUESTS FROM THE COLLEGE OF Spears School of Business Date: 4-5-24**

PRESENT	PROPOSED	PRESENT	PROPOSED	PRESENT	PROPOSED	ACTION SUMMARY
PREFIX/NUMBER		TITLE		ACTION		
<u>NEW COURSES</u>					<u>New Course Descriptions:</u>	
ECON 3043		Real Estate Economics			Prerequisites: ECON 2003 or ECON 2103 Theoretical and empirical development of an understanding of economic factors that shape and influence markets for real property. Topics include theory of land markets and locational choice, studies of changing economic activities, demographic trends, transportation, and local government behavior as they affect real estate.	New Course

ECON 4043		Real Estate and Capital Markets			Prerequisites: ECON 2003 or ECON 2203 Understanding of how debt and equity secondary markets linked to real estate assets. Topics include the impact of institutional forces on the real estate sector, development of a framework of institutional real estate private and public equity and capital markets including the concepts of market efficiency, modern portfolio theory applications, and market measures of risk and return under current and future circumstances with a particular focus on market activity.	New Course
EEE 2003		Imagination In Entrepreneurship			Students will learn creative theory, creativity tools and design thinking tools in order to develop and strengthen their creative thinking skills. Students will apply their learning to discover, define, analyze, and present creative solutions to important current interdisciplinary issues.	New Course
EEE 2890		Introductory Honors Add-On for Entrepreneurship			Prerequisite: Honors College participation and concurrent enrollment in a designated course. A supplemental introductory honors experience to partner concurrently with designated entrepreneurship course(s). This course adds a different intellectual dimension to the designated course(s). Offered for variable credit, 1-3 credit hours, maximum of 9 credit hours.	New Course
EEE 3890		Advanced Honors Add-On for Entrepreneurship			Prerequisite: Honors College participation and concurrent enrollment in a designated course. A supplemental advanced honors experience to partner concurrently with designated	New Course

					entrepreneurship course(s). This course adds a different intellectual dimension to the designated course(s). Offered for variable credit, 1-3 credit hours, maximum of 9 credit hours.	
FIN 4713	TABLED 4-18-24	Real Estate Valuation & Appraisal			Prerequisite: FIN 3713. This course introduces students to the real estate valuation process for both residential and income-producing properties. The course begins with a review of real property interests, the economic foundations of value, and the market in which real property interests are traded. Students will also learn real estate valuation techniques and tools, including highest and best use analysis as well as the income, sales comparison, and cost approaches to value. The course highlights the function of valuation within the broader real estate market and explores strengths and weaknesses of traditional ap	New course
HTM 3823		Seminar and Leadership Symposium In Real Estate and Property Management			The seminar course will focus on current issues and implications for the future of property management and real estate investment including exploration of sales, marketing, real estate, conflict resolution, negotiating and communication techniques, contracts, finance, human resources, and organizational behavior. A leadership symposium will be integrated and presented by distinguished property and real estate management professionals. Students will also prepare and complete optional industry certification exams for professional accreditation.	New Course

HTM 4813		Commercial Property and Asset Management			This course provides a comprehensive overview of commercial property management including office, retail, industrial, and management of a portfolio of real estate assets. Students will explore practical insights and strategies, key concepts, tools, and techniques essential for effective management of commercial properties. Topics include lease negotiations, tenant relations, management contracts, maintenance strategies, financial management, and market analysis. Through case studies, discussions, and real-world examples, students will develop the skills and knowledge to be successful.	New course
<u>DROPPED/DELETED COURSES</u>						
<u>MODIFIED COURSES</u>						
ECON 3213		Game Theory and Experimental Economics		(Prerequisite change from:) Three credit hours in economics.	(To:) ECON 2003 and either MATH 2103 or MATH 2123 or MATH 2144.	Change prerequisites
ECON 3713		Introduction to Industrial Organization		(Prerequisite change from:) ECON 2003.	(To:) ECON 2003 and either MATH 2103 or MATH 2123 or MATH 2144.	Change prerequisite
EEE 4663		Imagination in Entrepreneurship	Applied Creativity & Design Thinking			Change title

Motion was made by A. Sanogo and seconded by C. Clary to accept the above-mentioned Spears School of Business course actions, with exception of the FIN 4713 tabled course, and Instruction Council members approved.

Program Modifications:
Ferguson College of Agriculture

Animal Science, PHD (017)

Degree requirement change

- Update degree requirements to reflect post-baccalaureate option
- Add agreement from AFS faculty to serve as mentor, personal statement, and three letters of reference to admission process
- Update graduation requirements to include successful defense of dissertation, and no graduate courses in which content substantially overlaps with similarly listed undergraduate courses may be used

- Reason for requested action: To allow post-baccalaureate students to complete the degree
- Course requirement change
- Remove “Select at least 15 hours from below with approval of the advisory committee and area of specialization”
 - Add STAT 5013, STAT 5023, 3 additional hours of STAT, and ANSI 5110 or ANSI 6110
 - Remove FDSC as alternate to ANSI 6000
 - Decrease ANSI 6000 from 30 to 20 credit hours
 - Increase electives from 15 to 33 credit hours
 - Reason for requested action: To make degree requirements more transparent
 - Total credit hours will increase from 60 to 64 credit hours

Motion was made by A. Sanogo and seconded by J. Fullerton to accept the above-mentioned Ferguson College of Agriculture, Animal Science, PHD program modifications, and Instruction Council members approved.

College of Education and Human Sciences

Aging Studies, MS (287)

Course requirement change

- Create Capstone Experience Plan and Thesis Plan
- Remove NSCI 5323, HDFS 5400, REMS 5953, and 6 hours of guided electives
- Add “select 3 hours” from each of 3 tracks
- Add 12 hours of electives
- For Thesis Plan – require 6 hours of HDFS 5000
- Reason for requested action: To align degree requirements with recently updated requirements from GPIDEA
- Total credit hours will decrease from 36 to 30 for Capstone Plan and 36 to 33 for Thesis Plan

Design and Merchandising: Retail Merchandising Leadership, MS (051)

Existing program online delivery

- Reason for requested action: As part of the GPIDEA consortium, the degree program needs to be approved for online delivery

Course requirement change

- Remove DHM 5603
- Add DM 5033
- Reason for requested action: Updating degree requirements to align with GPIDEA curriculum requirements
- Total credit hours will not change

Social Foundations of Education, MA (529)

Course requirement change

- Remove requirement to complete REMS 5013, REMS 5953, and SCFD 5913
- Add “select 9 hours of the following” for the research and inquiry block
- Remove requirement to complete SCFD 5923, EDLE 5813, and GWST 5300
- Add “select 9 hours of the following” for the electives block
- Add SCFD 5020 as alternate to SCFD 5000
- Reason for requested action: To allow students flexibility in selecting the research and elective courses
- Total credit hours will not change

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

Spears School of Business

Business Administration: Accounting PHD (036)

Degree requirement change

- Remove minimum GMAT score and replace it with “Recent GMAT or GRE score required to apply. Higher exam scores are more competitive.”
- Replace TOEFL/IELTS exam requirements with “International applicants must meet OSU standards regarding Spoken English Proficiency for Employment to be considered for the program.
- Reason for requested action: To address changes in the prospective student market and Graduate College admission policies.

Course requirement change

- Remove STAT 5063
- Add STAT 5543
- Remove ACCT 6703, ACCT 6110, ACCT 6110, ACCT 6110
- Add “Students take 12 hours of ACCT-specific doctoral seminars
- Reason for requested action: To provide additional flexibility for students and address new course offerings available from the Statistics department.
- Total credit hours will not change

Data Systems, UCRT (New)

New program request

- Reason for requested action: To provide students with skills needed to prepare organization data for critical data analysis tasks
- Total credit hours: 16
- *Tabled at Instruction Council on 12.07.2023 (Originally proposed as Data Engineering, UCRT)*

Motion was made by A. Sanogo and seconded by J. Fullerton to accept the above-mentioned Spears School of Business program modifications, and Instruction Council members approved.

Center for Health Sciences

Tribal Health Care Administration, GCRT, New

New program request

Reason for requested action: To expand the capacity of current and future health care professionals working with American Indian and Alaska Native communities.

Total credit hours: 12

Motion was made by C. Clary and seconded by M. Mason to accept the above-mentioned Center for Health Sciences, Tribal Health Care Administration graduate certificate new program request, and Instruction Council members approved.

6. Other

- Trail proposals were due April 17, and fifteen proposals were received. Plans for review are as follows:
 - i. Recruit group of faculty to review proposals (faculty who have served on General Education Advisory Council, General Education Task Force and/or General Education Working Group)
 1. Place trail proposals in tiers
 - a. proposed trail is ready to go

- b. proposed trail has good potential
 - c. proposed trail needs work
 - 2. Write brief comments
- ii. Academic Affairs team to review
- iii. Proposed trails ready to go and proposed trails with potential will be reviewed by IC members for feedback
- iv. Will fund 5-7 of these trails - \$10,000 per trail
 - 1. Expecting faculty to work with us to get those course offerings set up for each of the trails
 - 2. Deciding what courses meet objectives that have been outlined
 - 3. Verifying realistic plans for staffing these trails
 - 4. Rotating courses often enough to be realistic
 - 5. Offering enough options for the introductory course and for the culminating courses
 - 6. Integrating enough of our existing foundational GenEd courses that we already teach that provide significant benefit for students
 - 7. Continuing to use those courses that are providing foundation for a trail experience
 - 8. Completing the trail work by early August
- v. Another call early in the fall for additional trails

Meeting was adjourned at 10:10am

Minutes were recorded by K. Campbell