

# INSTRUCTION COUNCIL

## MINUTES

Thursday, June 6, 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, Chad Blew, Larry Burns, Kyndal Campbell, Aaron Christensen, Cynda Clary, Andrew Doust, Craig Freeman, Richard Frohock, James Knecht, Marissa McIntyre, Christine Ormsbee, Rita Peaster, Carisa Ramming, Jerry Ritchey, Adrienne Sanogo, Rebecca Sheehan, Ronna Vanderslice and Chris Francisco, Chair.

### 1. Summer retention efforts - Chris Francisco

Looking at the retention data we are 1.1 percentage points higher than last year at this time. Our record retention rate occurred with the Fall 19 cohort in Fall 20 with 84.9 percent. That number could be slightly distorted due to the pandemic measures in place at that time. Realistically the best retention number we have seen was 84.0 percent and we are within striking distance.

With the new advising model we have this summer, we may have college and departmental advisors who may not be as busy as in previous summers. With the possibility of more time, we could utilize our retention efforts to our benefit and possibly contact students who have not yet enrolled, etc. Additionally, it appears that we have around 100 fewer fall advising holds than we did last year. If we could make some progress on those over the next few weeks that would give us a good chance of increasing our retention rate.

Orientation data is available every Friday and the official enrollment number seems to be increasing quickly. We were down by about 5 percent in March, and now we have roughly 5050 registrations. At this level, housing can become an issue, along with general education classes. Let's be aware of these issues that can create challenges. In the early stages large numbers are not going to mean anything, but at this point when we have a considerable amount of data with orientation registrations and deposits, we must plan accordingly. We also need to be cautious about having enough seats in all of these classes. C. Francisco and Amy Martindale will be meeting to discuss general education courses and contingency plans regarding seat availability for the July orientations.

Historically, the number of orientation registration as of May 31 and the number on census date is not much different - meaning we could have 5,000 new students on census date. Of course there is always a small amount of melt. Institutional Research and Analytics (IRA) is not projecting 5,000 new students at this point, but we have to be ready for that number. We will continue to monitor this information closely. R. Frohock mentioned that we are seeing less and less attrition this year. This is a good problem to have and it speaks well of our university and of all the efforts put into increasing the university student population.

S Baker, R Frohock and C. Francisco have discussed Honors seats as well – as a subset of this issue. There is still a need for more Honors seats and Honors sections. R. Frohock detailed the areas where honors courses are still needed:

- Intro to Philosophy
- Intro to Engineering Computer Programming

- Lifespan Human Development
- Biology
- History
- Political Science - American Studies could possibly provide a philosophy or political science course

S. Baker added that through Orientation and Enrollment she has experienced honors students' disappointment with the lack of availability of Honors courses. R. Sheehan offered additional Geography courses and C. Freeman offered OSU-Tulsa campus American Studies.

C. Francisco detailed the concept of add-ons. Add-ons do not have to be for one specific class. It can be more of a general topic that can fit multiple classes. If faculty / instructors wish to explore different topics that do not necessarily fit into their current curriculum, now would be a good opportunity for that.

**2. General education communication competencies - Chris Francisco**

Revised Written, Oral and Visual Communication Competencies (see pages 7-9)

C Francisco expressed his gratitude for the comments, which shaped the revisions that were made. Visual analytics may need further clarification. Possibly visual analytics can be worked into infographics or adding an example. C. Clary, member of the general education working group, explained that the GEWG did not want this document to sound like there was an expectation of fulfilling two competencies in order to achieve the visual competency.

***Motion was made by A. Sanogo and seconded by R. Sheehan to accept the Written, Oral & Visual Communication Competencies – Learning Outcomes and Requirements with a friendly amendment to add “non exhaustive” in front of the lists that enumerate specific examples and adding “visual analytics” in the Visual Communication section of Requirements, and Instruction Council members approved.***

**3. HLC reaffirmation update and discussion – Chris Francisco**

The Higher Learning Commission (HLC) site visit will be held roughly two years from now – April 2026. There is a steering committee in place, and we are just forming a number of sub-committees that are looking more specifically at the criteria. HLC has proposed the combination of two of the five criteria and we are scheduled for the site visit after the two have been combined. According to initial discussions, we will prepare for both scenarios to be on the safe side, combining the Teaching and Learning criteria, and we will also combine those committees. Although C. Francisco is chair of the HLC effort, Ryan Chung is leading all efforts in preparation of the HLC visit to our university in 2026. He has been in close communication with HLC and has done a great job in preparing OSU for this visit. Subcommittee meetings will be starting soon. HLC is looking to see that we are following our stated strategy. We will be gathering information from all academic colleges for things that relate to the criteria. Some of the information requested is straightforward while other information is more complex. As soon as the accreditation web page is finalized, we will submit an announcement from the Provost's office. Knowing that we have a well-articulated strategy will help us prepare for our HLC visit in 2026.

**4. Curriculum**

Information Items Only:

Course Action Summaries:

**OKLAHOMA STATE UNIVERSITY  
CURRICULAR REQUESTS FROM THE  
COLLEGE OF ARTS & SCIENCES  
Date: SPRING 2024 Pt2**

PRESENT	PROPOSED	PRESENT	PROPOSED	PRESENT	PROPOSED	ACTION SUMMARY
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PREFIX/NUMBER		TITLE		ACTION		
<b>New Course</b>					<u>New Course Descriptions:</u>	
	CS 4383		Network Security and Defense		<p>Network Security and Defense exposes students to intrusion detection, network auditing, (forensic) evidence collection, security policy design/implementation for networks, and incidence response. Students explore the viewpoint of both the attacker and the defender (network administrator) using appropriate tools in laboratory exercises. May not be used for degree credit with CS 5583.</p> <p><b>Total Credit Hours:</b> 3 LEC/TH</p> <p><b>Total Contact Hours:</b> 3 LEC/TH</p> <p><b>Prerequisite(s):</b> CS 2133</p>	<p>New Course</p> <p>Mutually Exclusive: CS 5583</p>
	CS 4483		Network Attack Security		<p>This course will expand the practical knowledge of cyber attacks and their defense technologies as applied to an industrial setting. The course covers the functions and purposes of the key elements used to analyze, create, secure, and protect an industrial cyber infrastructure from cyber threats and attacks. May not be used for degree credit with CS 5483.</p> <p><b>Total Credit Hours:</b> 3 LEC/TH</p> <p><b>Total Contact Hours:</b> 3 LEC/TH</p> <p><b>Prerequisite(s):</b> CS 3443, CS 4243, and CS 4283</p>	<p>New Course</p> <p>Mutually Exclusive: CS 5483</p>

	CS 5483		Network Attack Security		This course will expand the practical knowledge of cyber attacks and their defense technologies as applied to an industrial setting. The course covers the functions and purposes of the key elements used to analyze, create, secure, and protect an industrial cyber infrastructure from cyber threats and attacks. May not be used for degree credit with CS 4483. <b>Total Credit Hours:</b> 3 LEC/TH <b>Total Contact Hours:</b> 3 LEC/TH <b>Prerequisite(s):</b> CS 3443, CS 5243, and CS 5383	New Course  Mutually Exclusive: CS 4483
	CS 5583		Network Security and Defense		Network Security and Defense exposes students to intrusion detection, network auditing, (forensic) evidence collection, security policy design/implementation for networks, and incidence response. Students explore the viewpoint of both the attacker and the defender (network administrator) using appropriate tools in laboratory exercises. May not be used for degree credit with CS 4383. <b>Total Credit Hours:</b> 3 LEC/TH <b>Total Contact Hours:</b> 3 LEC/TH <b>Prerequisite(s):</b> CS 2133	New Course  Mutually Exclusive: CS 4383

**Motion was made by A. Sanogo and seconded by C. Freeman to accept the above-mentioned College of Arts and Sciences course actions, and Instruction Council members approved.**

**Program Modifications:**

**5. Other**

- a. Typo on the curriculum timeline – new copy (see page 6).
  - i. The March 27, 2025, line gives that date as the deadline for course action requests to be submitted to Academic Affairs (AA) for IC to consider in the Spring 2025 semester, with implementation in a future semester. (Typically, these are either for the 2026-2027 year or limited urgent requests for the 2025-2026 year, motivated by having caught errors, accreditation issues, etc.) We anticipate most requests will still be submitted to AA in the fall as usual.
  - ii. The May-June 2025 reflects the March, 27, 2025 edit.
  - iii. The Aug 4, 2025, line now says "2025-2026 CourseLeaf Catalog published on the Registrar's Office website." (Previously, it said 2026-2027.)

Finally, for consistency with other information we shared, we modified the timelines for program approvals and modifications, estimating 12 months for approval of new programs and 6-9 months for program modifications. The program modifications are being processed quicker than that, but we are trying to be conservative.

- b. UNIV1111 course equivalency – we need to ensure the current UNIV1111 course is equivalent to the previous first year seminar courses across the university to allow for repeat processes and academic forgiveness for students who did poorly in their college based first year course. The Registrar's Office would like to officially add those equivalencies in the course description with "previously offered as".  
***Motion was made by A Sanogo and seconded by A Doust to accept the UNIV1111 course equivalent to the previous first year seminar courses with the course description specifying "previously offered as", and Instruction Council members approved.***
- c. Academic Affairs will be meeting with Registrar's Office to discuss the multiple new programs and the most effective process for general education changes.
- d. Information will be distributed to the colleges regarding changes to our plans and offer as much help as possible. The Oklahoma State Regents for Higher Education (OSRHE) are aware of these changes, however there is personnel transition within the State Regents office. A new leadership team may have other ideas about our processes. The pendulum is such that we have been in a period of proposing different approaches that have been met with a very open mind.
- e. C. Ormsbee is still waiting for the out-of-state learning placements from each college.
- f. The Licensure page is now located on the OSU website

<https://go.okstate.edu/academic-licensure/>

This site is currently being updated. In order to meet the new policy from the Department of Education we are required to indicate that either our program meets licensure in each state, or we do not know, which interprets as a "no" we do not meet licensure in that state. If IC members receive licensure information from any of their college's programs, please relay that information to C. Ormsbee. L. Burns added that IRA will be reaching out to the colleges about gainful employment rules from the Federal Government requirements, which also ties into the licensure information.

Meeting was adjourned at 9:56am

Minutes were recorded by K. Campbell

Timeline for Annual Curriculum and Publication Changes for Academic Year 2024-2025 and 2025-2026

Because Courseleaf Implementation is underway, the degree sheet processes below may change.  
Updated information will be provided as it becomes available.

Due Date/ Deadline	Degree Program Requests	Course Action Requests	University Catalog	Actions	Actions related to Academic Affairs	
					Actions related to Registrar Publications	
					C = Catalog / D = Degree Requirements	
Summer 2024	X			Colleges provide a list of new programs that will be proposed during the upcoming academic year. Submit to Academic Affairs for inclusion in the OSU Academic Plan *Letters of Intent for new programs due to Academic Affairs		
Sept 2024	X		D	Academic Affairs sends communication to colleges on how to access 2025-26 degree requirement templates. Registrar's office sends communication on how to access catalog narratives.		
Sept 20, 2024	X	X	D	<b>•Deadline• - All Fall 2025 and Spring 2026 course action requests due to Academic Affairs.</b> <b>**All program requests for 2025-26 due to Academic Affairs</b>		
Oct-Nov 2024		X		Course action requests sent to Instruction Council for review		
Nov 24, 2024	X			Colleges check for necessary updates/revisions to 2+2 articulation agreements		
Oct-Dec 2024	X	X		Instruction Council approval of course actions and program requests affecting 2025-26 degree requirements		
Nov-Dec 2024				Council of Dean's review/approval of program requests affecting 2025-26 UG degree requirements		
Jan 27, 2025			D	<b>•Deadline• - Submit 2025-2026 degree requirement changes to the Registrar's Office (with changes from previous year clearly marked) via CourseLeaf.</b>		
Mar 10, 2025			D	Registrar's office sends second communication to colleges on how to access catalog narratives with final notice of June deadline.		
Mar 28, 2025			D	(tentative date) 2025-2026 degree requirements posted on the Registrar's website in CourseLeaf catalog format Only programs with substantive changes which have received OSRHE approval by this date will be published. Programs receiving approval after this date and before the Fall 2025 term begins will be added as OSRHE approval is received.		
Mar 27, 2025		X		<b>•Deadline• - Course action requests due to Academic Affairs for IC consideration in the Spring 2025 semester (and implementation in a future semester).</b>		
May-June 2025		X		Instruction Council approval of course actions affecting 2026-27 degree requirements (or urgent actions for 2025-2026, if possible)		
Jun 2, 2025			C	Final Catalog narrative updates completed in CourseLeaf (deadline for department/college contacts to submit final change requests for catalog)		
Aug 4, 2025			C	2025-2026 CourseLeaf Catalog published on the Registrar's Office website		

\*New program and online delivery requests: Colleges will need to prepare a draft letter of intent at least one month before submission of a new proposal or request to offer online to Academic Affairs.

\*\*New degree and degree modification requests will be accepted throughout the year; however, it is very unlikely that requests submitted after October 1, 2024, will be approved by OSRHE before the catalog and degree sheet publication deadlines. A program modification should be submitted for any substantive change in degree requirements (changes to degree sheets that alter student requirements for degree completion).

(Note: New program proposals typically take a minimum of 12 months approval time, and program modifications typically take a minimum of 6-9 months approval time)

Note: Because only one set of degree (and minor) requirements can be associated with a given academic year (degree catalog year), changes to degree plans approved by OSRHE and changes to minors approved by Instruction Council between August 1, 2024, and July 31, 2025, will be effective with the catalog year: 2025-2026. Changes approved after that time will be effective 2026-2027. New degrees or options/concentrations may be accommodated by using the catalog year of their OSRHE approval, even if they are approved after the August deadline.

# WRITTEN, ORAL & VISUAL COMMUNICATION COMPETENCIES

## Learning outcomes and requirements

5-21-24

The exchange of ideas through written, oral, and visual communications is critical to students' success. A student who is an effective communicator can appropriately and productively engage with various academic, professional, and public audiences. The integrative concepts of written, oral, and visual communication develop through courses that instruct students in the principles and practices of these communication competencies. Skills in these areas will also serve the individual throughout their lives, including in career, community, civic society, and social and leisure activities. Courses with communication competency attributes must have communication-related content and assignments worth a minimum of 20% of the overall grade. Courses with multiple competencies must meet the minimum percentage for each competency.

Courses including a Written (W), Oral (O) or Visual (V) competency will be given a corresponding attribute in Banner. Requirements for written, oral, and visual communication competencies will pertain to H, S, D, G, and F courses. For Q, N, and L courses, students will demonstrate their ability to communicate in a manner appropriate to the discipline.

### **Written Communication:**

Courses with the *Written Communication* attribute are expected to help students become more confident and competent writers. These courses strengthen students' expressive communication and develop skills in critical thinking, analytical reasoning, and rhetoric, building on the skills learned in basic composition classes by preparing students to develop written texts of varying lengths and styles that communicate appropriately and effectively across various settings. By acquiring the ability to reason and write in multiple ways, students strengthen their critical thinking and deepen communication skills critical to their personal and professional lives.

### **Learning Outcomes:**

1. Develop foundational knowledge about the writing process and best practices.
2. Analyze different types of texts and audiences, and tailor one's writing accordingly.
3. Craft clear and coherent arguments, supported by evidence and logic.
4. Express ideas in an engaging manner.
5. Produce writing that reflects a recursive process of revision across multiple drafts.
6. Use sources in ethical ways to support written content.

### **Requirements:**

- A. Writing assignments must be weighted in the grading scheme such that students are discouraged from skipping the assignment(s) (i.e., the total of all writing assignments must be worth at least 20% of the overall grade).
- B. Written communication assignments must be tied to the purpose/requirements of the designation.
- C. Written communication must form the basis of at least 20% of course assignments, including the critique and development of written materials. The minimum required number of pages may be fulfilled in one or multiple assignment(s). Informal writing assignments (like journals or class notes) and group projects will not count toward the writing minimum. Multiple drafts of the same work cannot be counted twice in the cumulative word count/page minimum.

- D. Instructors must provide timely and actionable feedback that students can incorporate in subsequent written communication assignments within the course. A notation that instructor feedback will be provided must be specified in the syllabus.
- E. Lower-division courses must include a minimum of 1000 words (four pages) of written assignments emphasizing the writing process.
- F. Upper-division courses must include a minimum of 2000 words (eight pages) of written assignments emphasizing the writing process. One writing assignment must be at least 1000 words (4 pages) in length.
- G. Written communication assignments should allow students to demonstrate their ability to communicate in a manner appropriate to the discipline.

### **Oral Communication:**

Courses with the *Oral Communication* attribute teach students to effectively interpret, compose, and present information, ideas, and perspectives to various audiences, including the public. By honing their skills in presentations, interviews, active debates, critiques, and performances, students broaden their critical thinking and communication skills needed to function in an increasingly interconnected world. Students are also better prepared for success in the workplace given that employers list proficiency in oral presentation and communication as top-rated skills.

### **Learning Outcomes:**

1. Develop foundational knowledge about the oral communication process and best practices.
2. Listen to, interpret, and critically evaluate public communication from diverse perspectives.
3. Apply theories of communication to make ethical rhetorical choices that achieve selected communicative purposes (such as informing, persuading, commemorating).
4. Develop and deliver audience-centered presentations and adapt to the needs of distinct speaking situations.
5. Employ verbal and nonverbal techniques for effective delivery in an oral presentation.
6. Ethically integrate credible and relevant supporting materials to craft cohesive messages.

### **Requirements:**

- A. Oral communication assignments must be weighted in the grading scheme such that students are discouraged from skipping the assignments. (i.e., the total of all oral communication assignments must be worth at least 20% of the overall grade).
- B. Oral communication assignments must be tied to the purpose/requirements of the designation.
- C. Oral communication must form the basis of at least 20% of course assignments, including the critique and development of oral presentation materials. The minimum oral communication requirements may be fulfilled in one or multiple assignment(s). Presentations may be live or recorded. Informal and group presentations will not count toward the oral communication minimum. Multiple drafts of the same work cannot be counted twice in the cumulative minimum.
- D. Instructors must provide timely and actionable feedback that students can incorporate in subsequent oral communication assignments within the course. A notation that instructor feedback will be provided must be specified in the syllabus.
- E. Lower-division courses must include a minimum of ten minutes of planned or scripted presentations, which must occur through two or more assignments.
- F. Upper-division courses must include a minimum of fifteen minutes of planned or scripted presentations which must occur through two or more assignments.
- G. Students must apply their learning by engaging in presentation critiques that include



criteria such as rapport with the audience, voice, projection, and audibility; clarity of purpose; originality of ideas; organization; persuasiveness of evidence; and ability to respond to questions.

- H. Oral communication assignments must allow students to demonstrate their ability to communicate in a manner appropriate to the discipline.

## **Visual Communication**

Courses with the *Visual Communication* attribute will instruct students in the analysis, structure, theories, and principles of visual images to provide students with the analytical skills they need to communicate through visual means and be thoughtful consumers of visual materials. Courses enable students to understand how still and moving images, art, architecture, and illustrations inform and persuade people. Students will be able to analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in producing and using visual materials. By preparing students to analyze and communicate through visual media, these courses strengthen the critical thinking, visual literacy, and communication skills needed in an increasingly digital landscape.

### **Learning Outcomes:**

1. Develop foundational knowledge about the visual communication process and best practices.
2. Apply appropriate visual literacy vocabulary/terminology as it relates to course media.
3. Recognize the role of textual information in providing access to image content and identify types of textual information and metadata typically associated with images (such as captions or other descriptions, personal or user-generated tags, creator information, repository names, title keywords, descriptions of visual content)
4. Use appropriate tools to accurately portray visual images.
5. Produce visual media and analyze its role in the presentation of ideas or concepts (such as photographs, sculpture, video, films, new media, presentations, or papers)

### **Requirements:**

- A. Visual communication assignments must be weighted in the grading scheme such that students are discouraged from skipping the assignments. (i.e., the total of all visual communication assignments must be worth at least 20% of the overall grade).
- B. Visual communication assignments must be tied to the purpose/requirements of the designation.
- C. Visual communication must form the basis of at least 20% of course assignments, including the critique and development of visual materials. The minimum visual communication requirements may be fulfilled in one or multiple assignment(s). Informal and group projects will not count toward the visual communication minimum. Multiple drafts of the same work cannot be counted twice in the cumulative minimum.
- D. Instructors must provide timely and actionable feedback that students can incorporate in subsequent visual communication assignments within the course. A notation that instructor feedback will be provided must be specified in the syllabus.
- E. Lower-division courses must facilitate the production of visual content through one or more visual communication projects (such as an infographic, a website, story mapping, a short video, a research poster, virtual reality, art or design pieces, set or costume design).
- F. Upper-division courses must facilitate the production of visual content through two or more visual communication projects (such as an infographic, a website, story mapping, a short video, a research poster, virtual reality, art or design pieces, set or costume design).
- G. Visual communication assignments must allow students to demonstrate their ability to communicate in a manner appropriate to the discipline.